The UK Commission's Employer Skills Survey 2015

Technical Report

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Table of Contents

1   Introduction

The UK Commission's Employer Skills Survey 2015 (ESS 2015) marks the third occasion that labour market intelligence (LMI) on employer skills needs has been collected on a UK-wide basis. Prior to 2010, each nation in the UK gathered their own LMI. When the UK Commission for Employment and Skills (UKCES) inherited responsibility for the National Employer Skills Survey in England in 2009, it took the opportunity to align the data gathered by the four nations into one UK-wide Employer Skills Survey.

The Employer Skills Survey sits alongside the Employer Perspectives Survey to produce insights that complement each other and are run in alternate years. The focus of the Employer Perspectives Survey is primarily outward-looking, covering provision of and engagement with the wider skills system, whereas the Employer Skills Survey is inward-looking and measures the current skills position and skill needs of employers.

The 2015 Employer Skills Survey had two facets:

- The core survey: covering business strategy, recruitment, retention, skills gaps, training and workforce development, and high performance working;

- The Investment in Training follow-up survey: covering the investment establishments make in training their staff.

This technical report covers each of these in turn.

2 The Core Survey

For the core ESS 2015 survey, a total of 91,210 interviews were undertaken. Table 2.1 provides a breakdown of completed interviews by country.

Table 2.1 Interviews achieved by country

	Number of interviews
England	75,129
Northern Ireland	4,019
Scotland	6,035
Wales	6,027

2.1 Sampling

Sampling unit

The sampling unit was at an establishment level, rather than at an organisation level, in recognition of the fact that it is at the site level that skill shortages are most acutely experienced and strategies to combat them are pursued. This mirrored the establishment-based approach adopted in 2013, 2011 and in the legacy skills surveys in each of the four nations.

The individual approached was the person at the particular establishment who had most responsibility for staff issues such as training, recruitment or resourcing. For smaller establishments this was most often the general manager or owner and for larger establishments this was most often the HR manager[1].

Survey scope / eligibility

In line with the approach adopted in 2013, the survey population for ESS 2015 was establishments with **2+ employment** (i.e. establishments were eligible if they had two or more people working at them, regardless of whether or not they owned the organisation).

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[1] Note that the terms 'establishment', 'employer' and 'business' are used interchangeably throughout the report.

The 2011 survey was the first year of transitioning to a UK-wide Employer Skills Survey and so it had 1+ employment coverage in order to allow comparisons with the preceding national skills surveys. Note that in the 2015 and 2013 ESS reports, where comparisons are made with 2011, this is based on 2011 data that has been re-weighted on a 2+ employment population. This means that results from the 2011 survey that are presented in the 2015 report will not necessarily match those published in the 2011 report. The rationale for the change in survey population and the 2011 re-weighting process is detailed in the ESS 2013 technical report[2].

Setting quota targets

Quota targets were set using three variables: geography, sector and size. Population statistics used to size and stratify the business population were established through the 2014 Inter-Departmental Business Register (IDBR), which was the latest available at the time. The IDBR is administered by the Office for National Statistics (ONS), which holds records of all businesses registered for VAT and all businesses operating a pay as you earn (PAYE) income tax scheme. The IDBR is widely regarded as being the most accurate and comprehensive 'official' source of business population data available, and was used for sampling and weighting in all previous editions of the Employer Skills Surveys and in the legacy skills surveys in each of the four nations.

Information on how the geographic, sector and size quotas were set is detailed, in turn, below.

Geographic quotas

The overall allocation by country was 75,000 interviews for England, 6,000 for Scotland, 6,000 for Wales and 4,000 for Northern Ireland. The allocations were set by agreement between UKCES and their partners in the survey: the Department for Business Innovation and Skills (BIS), the Department for Employment and Learning Norther Ireland (DELNI), the Welsh Government, the Scottish Government and the Department for Work and Pensions (DWP).

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[2] UK Commission's Employer Skills Survey 2013: Technical Report (January 2014), UK Commission for Employment and Skills
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428292/UKCESS_2013_Technical_Report_CONTROLLED_v04.00.pdf)

The approach taken for setting geographic quotas within country followed the same method used in the previous iterations of the survey. Within England, half the interviews were divided evenly across the nine Government Office Regions (GOR), and the remaining half in proportion to the number of business units that each region accounted for. This ensured a minimum number of interviews were achieved in each English region, whilst still apportioning more interviews to the regions with larger business populations. To ensure coverage at a local level, quota targets were also set for each Local Authority (LA) grouped according to the Local Education Authority (LEA) definitions[3] in proportion to the population that each LEA accounted for in each GOR.

Regional quotas were also set within Scotland, Wales and Northern Ireland in line with the business population according to the IDBR. In Scotland this was by the eight Regional Selective Assistance (RSA) regions, representing a change to 2013 when the Enterprise regions (Scottish Enterprise and Highlands and Islands Enterprise) were used[4]. For Wales this this was by the four region groupings of North, Mid, South East and South West, and in Northern Ireland the definitions for region were taken from the old Workforce Development Forum (WDF) regional definitions (Belfast, Northern, North West, Southern, South West and South East).

Sector quotas

Quotas by sector used 15 sector categories. These sectors, defined using Standard Industrial Classifications (SIC) were:

- Agriculture (SIC 01-03)

- Mining and Quarrying (SIC 05-09)

- Manufacturing (SIC 10-33)

- Electricity, Gas and Water (SIC 35-39)

- Construction (SIC 41-43)

- Wholesale and Retail (SIC 45-47)

- Hotels and Restaurants (SIC 55-56)

- Transport and Storage (SIC 49-53)

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[3] Targets were set LA grouped to 151 LEAs (the Cornwall and Isles of Scilly LEAs were combined due to the limited business population in Isles of Scilly).
[4] It should be noted that during the autumn of 2015 the RSA groupings were reviewed by Skills Development Scotland and their partners and subsequently replaced by 13 Regional Output Areas (ROA). The 13 ROA groupings were used for weighting and reporting of local data in Scotland.

- Information and Communications (SIC 58-63)

- Financial Services (SIC 64-66)

- Business Services (68-82)

- Public Administration (SIC 84)

- Education (SIC 85)

- Health and Social Work (SIC 86-88)

- Arts, entertainment, recreation and other service activities[5] (SIC 90-96)

Further information on the SIC definitions for these sectors can be found in Appendix A.

Fourteen sector categories were used in 2011 and 2013. The only difference in 2015 was splitting the Transport, storage and communications sector (SIC 49-53 and 58-63) into two separate categories: 'Transport and storage' and 'Information and communications'. This change in 2015 was made to reflect that the Information and communications sector used to be dominated by 'physical' communications methods (such as postal and landline telephones), but has evolved to be quite different due to the increase in the number of information technology and mobile telecommunications companies. It should be noted that the two sectors were combined for reporting purposes to allow for time-series comparisons in the Transport, storage and communications sector (against 2011 and 2013 data), but the change in sampling approach will allow for time-series against 2015 for the two separate sectors in future iterations of the survey.

Another change since ESS 2013 was how the Mining and Quarrying sector was treated. Whilst it remained a standalone sector for sampling and weighting purposes, due to the low number of employers in this sector (1,635 according to the 2014 IDBR), this sector was combined with Manufacturing for analysis and reporting purposes. Therefore, when data for the Manufacturing sector is reported in the main report, this includes Mining and Quarrying establishments).

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[5]This was referred to as Community, social and personal services in ESS 2011 and 2013. It has been updated in ESS 2015 to reflect the current ONS definition of this sector.

For setting sector quota targets, half the interviews allocated to Northern Ireland, Scotland and Wales and to each English region were divided equally across the 15 sectors, with the remaining half in proportion to the number of establishments each sector accounted for. This method served to increase the number of interviews achieved in the smaller sectors compared to what their allocation would be through a purely representative approach and, therefore, enhanced the confidence with which data within smaller sectors could be reported.

Adopting such an approach ensured that, as far as possible, the Maximum Standard Error associated with findings by sector would be no greater than an average of ±2% UK-wide (at the 95 per cent confidence level). Critically, this also helped to ensure that within each broad sector, key cuts of the data (such as the nature of skills gaps relating to individual occupations or the causes and implications of specific types of skill-shortage vacancies), were associated with sufficiently robust base sizes.

It should be noted that in the case of some of the small sectors (such as Mining and Quarrying and Electricity, Gas and Water), using this approach produced a target that was greater than the number of interviews realistically achievable given the population in that sector. Where these occurred, targets were revised down to the maximum possible using an 8:1 sample to target ratio, with the difference redistributed as evenly as possible across the remaining sectors.

Sizeband quotas

Quota targets based on establishment size were set for each sector within each region by distributing interviews in each sector into seven sizebands (this distribution can be found in Appendix B). This approach was taken in order to distribute interviews across sizebands in proportion to the overall employment accounted for by employers of that size, with sample to interview target ratios set at 4:1 for the 250+ sizeband, 6:1 for the 100+ and 50-99 sizebands, and 8:1 for the smaller sizebands. Larger establishments were oversampled in order to maximise the proportion of the workforce covered by the survey and because interviews in the largest sizebands have historically proven more difficult to complete interviews with. This oversampling of larger establishments was corrected when weighting the survey results (as detailed later in this technical report).

Sample sources

In line with the previous Employer Skills Surveys, the main sample source was Experian's Business Database. This was regarded as the most comprehensive and up-to-date source of establishment-based data with telephone numbers that is commercially available.

However, reflecting the Experian database's origin as a business database, there have historically been certain pockets in which the database consistently under-represents the business population (most notably in the Public Administration and Agriculture sectors).

In 2011 and 2013 this under-representation was addressed by submitting an application to the ONS' Micro Data Release Panel to obtain details of all the records they held in the Public Administration and Agriculture sectors in the IDBR. Furthermore, the Mining and Quarrying and Electricity, Gas and Water sectors were included in the IDBR top-up sample in 2011 and 2013 due to the absolute number of businesses in these sectors being relatively low; thus requiring as much sample as possible to maximise the interviews that could be achieved in these sectors.

Under the ethos of ensuring continual development and improvement in the reliability and robustness of the Employer Skills Survey series, a systematic review of Experian's sector coverage (including at the 4-digit SIC 2007 level) was carried out to assess whether the IDBR top-up should be extended for ESS 2015 to include other sectors (or sub-sectors) to improve the overall sample coverage.

This review was undertaken in the context of a declining use of business directories by businesses owing to the increased accessibility of the internet over the past decade, both in terms of businesses being able to advertise directly on the internet and clients/customers using the internet as a source for identifying businesses offering particular goods/services. This decline in business directory use will have affected some sectors more than others.

Overall, the review revealed that Experian's coverage was still high at 77 per cent (as a proportion of the total population of establishments with 2+ employment according to the IDBR) but this represented a decrease from 10 years ago when coverage was at 85 per cent in 2005.

The review confirmed that Experian's coverage of establishments was still low[6] in the Public Administration and Agriculture sectors (at 28 and 29 per cent, respectively) but also revealed other sectors where Experian's coverage was low: in particular, the Construction and Health and Social Work sectors (52 and 62 per cent, respectively). In summary, the systematic review led to extra IDBR sample being ordered in the following 2-digit and 4-digit SIC codes (* indicates that the SIC grouping was also included in the IDBR order for the 2013 survey):

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[6] Generally, a coverage of less than two-thirds (66 per cent) was taken as the cut-off point at which consideration was given to ordering top-up sample from the IDBR.

- Agriculture (SIC 01 to 03)*

- Mining and Quarrying (SIC 05 to 09)*

- Electricity, Gas and Water (SIC 35 to 39)*

- Construction (SIC 41 to 43)

- Public Administration and defence (SIC 84)*

- Telecommunications (SIC 61)

- Activities auxiliary to financial services and insurance activities (SIC 66)

- Scientific research and development (SIC 72)

- Employment activities (SIC 78)

- Gambling and betting activities (SIC 92)

- Agents involved in the sale of textiles, clothing, fur, footwear and leather goods (SIC 4616)

- Wholesale of perfume and cosmetics (SIC 4645)

- Retail sale of beverages in specialised stores (SIC 4725)

- Retail sale of automotive fuel in specialised stores (SIC 4730)

- Computer programming activities (SIC 6201)

- Computer consultancy activities (SIC 6202)

- Management of real estate on a fee or contract basis (SIC 6832)

- Activities of head offices (SIC 7010)

- Private security activities (SIC 8010)

- Combined facilities support activities (SIC 8110)

- Other human health activities (SIC 8690)

- Residential nursing care activities (SIC 8710)

- Residential care activities for mental retardation, mental health and substance abuse (SIC 8720)

- Other residential care activities (SIC 8790)

- Social work activities without accommodation for the elderly and disabled (SIC 8810)

- Child day-care activities (SIC 8891).

Sample was ordered at an average ratio of approaching 8:1 against target interviews required. Due to the availability of sample this varied between quota cells from 5:1 (Public Administration in the East Midlands) to 13:1 (Agriculture in the South East). The 8:1 average ratio was chosen to balance maintaining high response rates with fieldwork efficiency.

A total of 692,305 records ordered from Experian were loaded for fieldwork.

A total of 520,218 records were drawn from the IDBR (compared to 145,895 records in 2013). These records were checked against the Experian sample for duplicate records using a combination of company name and postcode. This left 217,235 of the IDBR records eligible for inclusion. Since the majority of the IDBR records received did not include telephone numbers, these were sourced using a combination of automated and manual directory look-ups (67,394 records were successfully telematched). A second round of checks for duplicates against the Experian sample was carried out, this time factoring in telephone numbers into the duplication checks, which left 52,778 IDBR records that were loaded for fieldwork (compared with 11,849 records in 2013).

All sample records were postcode-validated to ensure that geographical regions had been correctly assigned.

Checks were also undertaken in instances where duplicate telephone numbers existed within the sample. In certain sectors, such as retail and finance, it is common for different establishments to appear under the same centralised telephone number. Such establishments were marked up on the sample – with the address of the sampled establishment displayed on-screen – so that interviewers would be aware that the telephone number they were calling was a centralised switchboard and thus they would need to request to be transferred to a particular site.

There were a small number of known sectors for which SIC code misclassifications have commonly arisen within Experian sample (based on previous experience of the ESS and EPS surveys). For example, 'Nursing Homes' tend to be allocated to SIC 2007 code 86.1 (which includes "Medical nursing home activities"), whilst nursing homes are in fact more likely to be residential than medically-focused, in which case they should be allocated to SIC 2007 code 87.1. The systematic sampling review of Experian's sector coverage highlighted two additional misclassifications:

- Any mentions of 'printers' in the company name were classified as SIC 2007 code 4651 ('Wholesale of computers') when some should have been allocated to SIC 2007 code 1812 ('Other printing'); and

- Employers involved in employment activities were commonly coded as SIC 2007 code 7022 ('Business and other management consultancy') but companies with the words 'recruitment', 'personnel' and 'employment' should in fact be SIC 2007 codes 7810 ('Activities of employment placement agencies') and 7820 ('Temporary employment agency activities').

Checks were performed on the sample to correct such systematic misclassifications before fieldwork was undertaken in order to minimise the proportion of employers that disagreed with the classification of their business at question A7 in the survey.

2.2   Questionnaire design

Following a review of the 2011 and 2013 ESS questionnaires by UKCES and their partners, and given the need for time series comparisons, the questionnaire used for ESS 2015 did not require substantial redevelopment. Nevertheless, an extensive questionnaire review took place at the outset of the research process with a particular emphasis on:

1. Developing the list of skills used in the survey to better understand the skills lacking in the workforce and among applicants;

2. Considering the introduction of an online resource to assist employers in accurately categorising their workforce into the nine occupational classifications used in the survey;

3. Reviewing the core under-utilisation measure, and inclusion of a set of questions to understand the causes and implications of skills under-utilisation;

4. Developing new training questions to capture provision of online, e-learning and other self-learning training, and how use of these training methods has changed over time.

These four main areas of questionnaire development are detailed in turn below. A full list of the changes between the questionnaires used in the 2013 and 2015 Employer Skills Surveys, along with the reasons for these alterations, can be found in Appendix C.

Another key change from the 2013 survey was the inclusion of retention questions, in place of those relating to upskilling. The 2011 survey included a question relating to retention, and this module of questions was originally intended to rotate in alternate surveys with the upskilling questions which appeared in the 2013 survey.

Skills descriptors

During the Autumn of 2014 UKCES commissioned the National Institute of Economic and Social Research (NIESR) to undertake a review of the skill descriptors used in the 2011 and 2013 Employer Skills Surveys. The skill descriptors used in 2011 and 2013 concerning the skills lacking among applicants (question C13) and among the workforce (question D11) comprised 13 items[7]:

- Basic computer literacy / using IT

- Advanced IT or software skills

- Oral communication skills

- Written communication skills

- Customer handling skills

- Team working skills

- Foreign language skills

- Problem solving skills

- Planning and Organisation skills

- Strategic Management skills

- Numeracy skills

- Literacy skills

- Technical, practical or job specific skills

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[7] There were 15 pre-coded options for workplaces located in Wales, as two items were added on Welsh language skills.

The NIESR review was undertaken amid concern that the existing information collected has not been sufficiently detailed to allow for the formulation of specific, actionable responses to address the skill issues identified in the survey. For example, in the 2011 and 2013 surveys a large number of employers reported that skill-shortage vacancies and internal skills gaps were due to deficiencies in 'technical, practical or job-specific skills', without any further information provided as to the nature of the skills that were lacking. Another reason was that the survey could improve its coverage of the higher-level skills that underpin innovative business practices. In addition, the review sought to assess whether there were opportunities to harmonise the skill descriptors used with those of other international studies.

As part of the NIESR review, other surveys were taken into consideration to provide useful pointers as to how the list of descriptors in ESS might usefully be expanded. For example, the Skills and Employment Surveys (SES) and the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) were seen to be considerably more comprehensive in their coverage of specific tasks or domains than ESS, while the CEDEFOP Employer Survey on Skill Needs included domains that were missing from 2011 and 2013 ESS questionnaires. Furthermore, these international surveys were seen to focus on different levels of complexity in skills, as opposed to straight-forward descriptors as in ESS (information technology [IT] was the only domain for which levels of skills are distinguished). Taking the strengths of these surveys into consideration (and the perceived weaknesses of the ESS skills 2011 and 2013 skill descriptors), the NIESR review recommended transitioning to an expanded list of 21 skill descriptors split across two broad themes:

- skills relating to using information, equipment and materials; and

- skills relating to dealing with people.

Following cognitive testing and piloting[8] to develop the wording and phrasing of the skills so that they would be understood by employers, a list of 24 items[9] was used for the main survey (see Table 2.2).

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[8] Twenty cognitive interviews and 100 pilot interviews were undertaken. Further details of the cognitive testing and piloting of the survey are provided later in the report.
[9] There were 26 pre-coded options for workplaces located in Wales, as two items were added on Welsh language skills under the 'using information, equipment and materials' list.

Table 2.2 Final list of 24 'new' skill descriptors used in ESS 2015

Using information, equipment and materials	Dealing with people
• Computer literacy / basic IT skills	• Instructing, teaching or training people
• Advanced or specialist IT skills	• Sales skills
• Solving complex problems requiring a solution specific to the situation	• Customer handling skills
• Reading and understanding instructions, guidelines, manuals or reports	• Persuading or influencing others
• Writing instructions, guidelines, manuals or reports	• Team working
• Basic numerical skills and understanding	• Managing or motivating other staff
• More complex numerical or statistical skills and understanding	• Ability to manage own time and prioritise own tasks
• Communicating in a foreign language	• Setting objectives for others and planning human, financial and other resources
• Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	• Managing their own feelings, or handling the feelings of others
• Adapting to new equipment or materials	• Making speeches or presentations
• Knowledge of products and services offered by your organisation and organisations like yours	
• Knowledge of how your organisation works	
• Specialist skills or knowledge needed to perform the role	

It was agreed to treat ESS 2015 as a transitional year for the implementation of this expanded list of skill descriptors. That is to say that once an employer's answers identified them as having at least one skill-shortage vacancy and/or at least one internal skills gap they would be randomly assigned to be asked either the 'old' list of skill descriptors used in 2013 or the 'new' list of skill descriptors. This approach was taken in order to allow for time series analyses against 2013, whilst allowing for a full transition to the new list of skill descriptors in the next iteration of the survey. Table D.1.1 in Appendix D details the overall profile of employers that were randomly assigned to each list of skill descriptors.

In addition to the expanded list of skill descriptors, the NIESR review recommended the inclusion of a question asking employers that gave multiple responses to identify the single skill lacking that they felt was most important. Accordingly, a follow-up question to both the 'old' and 'new' skill lists was included in ESS 2015 that asked employers who gave multiple responses: "which one of these skills which are lacking has the biggest impact on your establishment?"

Online occupational prompts

In order to allow assessment of skill needs at an occupational level, a key element of the Employers Skill Survey series is a set of questions that asks employers to assign their employees at their establishment into nine different occupational categories ranging from Managers, Directors and Senior Officials through to Elementary Occupations. It was known from previous iterations of the survey that this section of the questionnaire can often be demanding and potentially onerous for employers – particularly larger employers with large numbers of employees across multiple occupational categories.

With a view to assisting employers through this section of the questionnaire, a set of occupational prompts, providing detailed examples of the types of job roles to be included in each occupational grouping, was created and hosted online by IFF Research under the domain name www.skillsurvey.co.uk/jobs. The occupational prompts were tailored to give pertinent examples specific to each broad sector classification (the full list of prompts used can be viewed at the end of the questionnaire in Appendix E).

Following piloting of the questionnaire (discussed in more detail later in this chapter) it was decided to only offer the online prompt card to establishments with 10 or more employees. For employers that opted against accessing the online occupational prompts, the occupational descriptions and example job roles read out 'as necessary' by interviewers were updated to match those used with the online prompts.

As shown in Table D.1.2 in Appendix D, the likelihood of accessing the online prompt card increased by establishment size, and those within the Information and communications sector were more likely than others to have accessed it.

Those who accessed the online prompt card were more likely to assign their staff to a greater range of occupations (see Table D.1.3 in Appendix D), though this should be interpreted with the different size and sector profiles of those accessing the online prompt card in mind.

Skills under-utilisation

'Under-utilisation' is defined in the survey to mean employees who have **both** skills **and** qualifications above those required to carry out their current job role. In both the 2011 and 2013 surveys a single question was asked to determine whether such under-utilisation was present among staff. However, cognitive testing on this question suggested that there were likely to be incidences of over-reporting in cases where staff had **either** skills **or** qualifications but **not both**.

As such, ESS 2015 created a two-stage measure of under-utilisation, first asking how many staff had *qualifications* more advanced than those needed for their job role, then how many of these individuals also had *skills* more advanced than required for their role. It was thought that this two-stage measure would improve clarity of the question for respondents, and better adhere to best practice by removing multiple elements within one question.

Under-utilisation has been of interest to UKCES and its partners (with a thematic report written on the issue in 2013), but the findings were limited in the extent to which they supported further analyses. As such, follow-up questions were developed for ESS 2015 to explore the nature, causes and effects of skills under-utilisation.

Three new questions were also added to the questionnaire to explore the nature, causes and effects of under-utilisation:

Question D16   IF SINGLE MEMBER OF STAFF SATISFIES CRITERIA OF UNDERUTILISATION: **What is the specific role or occupation of this member of staff who has BOTH qualifications and skills beyond those needed for their job role?**

IF >1 MEMBER OF STAFF SATISFIES CRITERIA OF UNDERUTILISATION: **In which specific occupation do you have most staff that have BOTH qualifications and skills beyond those needed for their job role?**

Question D17   **And thinking of the [member of] staff in that specific occupation, what are the main reasons why they are working in a role for which they have BOTH qualifications and skills beyond those needed for their job role?**

Question D19   **And overall would you say it is an advantage or disadvantage for your organisation to have [this member of/these] staff with both qualifications and skills beyond those needed for their current role?**

It should be noted that once survey responses to question D16 were coded to 4-digit SOC 2010, the occupation of the staff member(s) with qualifications and skills beyond those needed for their job role did not always map back to the 1-digit SOC occupational groups that the respondent had assigned all of their employees to earlier in the survey (this was the case for 17 per cent of all employers with under-utilised staff). An example from the survey is a respondent who assigned a member of staff to the 1-digit SOC classification of Managers, directors and senior officials (SOC 2010 group 1) but, after identifying this member of staff as being over-qualified and over-skilled for their job role, the verbatim description of the employee's job role was coded to the 4-digit SOC 2010 code 2319 (nursery manager) which would fall under 1-digit SOC classification of Professionals (SOC 2010 group 2).

The primary reason for this apparent inconsistency was the different mechanisms for categorising employees used in the survey. When categorising their employees in the Employer Skills Survey, due to issues of survey length, it is impractical for employers to describe the job role of each of their employees in order for them to be individually assigned to a 4-digit SOC 2010 code which could then be amalgamated to occupational groupings at the 1-digit SOC level. Naturally, employers will be (more) familiar with the job roles / job titles of their employees (as collected at question D16) than the 1-digit SOC groupings (as collected at the start of section D in the survey), thus creating the potential for inconsistencies to occur across the data file. These inconsistencies do not, however, impact on the ability to analyse the data; question D16 asked employers to describe the job role in which they had 'most' staff that were under-utilised, so the data does not allow for the reporting of the number of under-utilised staff in a given occupation as a proportion staff employed in that occupation.

Additional training questions

In light of the decrease in training spend reported in ESS 2013 (compared to ESS 2011), additional questions were introduced in ESS 2015 to explore the *nature* of the training that employers had arranged or funded for their employees. In particular, it was hypothesised that the decrease in training spend over time may have been a result of an increased use of online / e-learning training and other self-learning (where the employee does the training at a time of their own choosing). Accordingly, the following questions were introduced for ESS 2015:

Question F7b **Have you arranged or funded any training for staff in the last 12 months which has involved: i) online training or e-learning ii) other self-learning where the employee does the learning at a time of their choosing?**

Question F7c / F7d IF HAD ARRANGED ONLINE/E-LEARNING OR OTHER SELF-LEARNING TRAINING IN LAST 12 MONTHS: **Thinking about the amount of *[online training or e-learning] [other self-learning]* arranged or funded for staff at this site over the last 12 months, was this: significantly higher than in the 12 months before that; slightly higher; about the same; slightly lower; or significantly lower in the last 12 months than in the 12 months before that?**

Question F7b / F7f	[IF NOT ARRANGED ONLINE/E-LEARNING OR OTHER SELF-LEARNING TRAINING IN LAST 12 MONTHS: **Has your establishment arranged or funded** *[online training or e-learning]* *[other self-learning]*, **at all over the last two years?**

Interview length

The average overall interview length was 23 minutes (an increase of one minute from the ESS 2013 interview length). This varied between different employers depending on their recruitment activities, experience of skill-shortage vacancies, internal skills gaps and training activities.

As might be expected, interviews with larger establishments with 100 or more employees took longer on average given that they were more likely to have trained their staff and more likely to have experienced skill-shortage vacancies and/or skills gaps given their greater number of employees.

Cognitive testing and piloting

As part of the questionnaire development stage, cognitive testing and full piloting of the questionnaire was undertaken. These exercises were employed to check comprehension of new questions introduced to the survey and to ensure that the survey was of an acceptable length.

Cognitive testing

A total of 20 cognitive interviews were undertaken between 12 and 23 December 2014 with the main areas of focus being the testing of:

- The new skills lists used to understand the skills lacking among employers with skill-shortage vacancies and skills gaps;

- The new section expanding the questions on skill under-utilisation; and

- New questions concerning whether employers had arranged or funded online training, e-learning or other self-learning over the past 12 months and whether the amount of this type of training that had been arranged or funded differed from the preceding 12 months.

The sample comprised employers that had participated in the 2013 ESS survey and agreed to be contacted for future research. This source was chosen as it allowed for interviews to be targeted at employers that were likely to be experiencing a range of skill issues and training behaviours (based on their 2013 survey responses). Interviews were conducted with employers in each UK nation in a range of size bands and sectors. Interviews took between 30 and 55 minutes to complete by telephone and an incentive of a £50 donation to a charity of the respondent's choosing was offered to help elicit a high response rate.

The main amendments following cognitive testing included:

- Refining the wording of the new skill descriptors to ensure that they were easy to understand for respondents whilst being as succinct as possible; and

- Developing a list of potential answers for respondents to choose from at the new under-utilisation question concerning the main reasons why employers have staff that are over-qualified and over-skilled for their current job role (D17).

Pilot

A pilot of the questionnaire was conducted between 21 and 28 January 2015, to test the suitability of changes made following cognitive testing, and to ensure the questionnaire as a whole flowed well and was of an appropriate length and nature for CATI-based interviewing. A total of 100 interviews were completed among employers covering each UK nation and across a range of size bands and sectors. The sample was drawn from Experian's Business Database.

The pilot provided the first opportunity to test the online occupational prompts. Its use in the pilot was generally well received by respondents and the interviewers administering the survey. Thirteen of the pilot interviews were conducted with employers that had participated in the 2013 survey. The occupational profiles provided by these employers when accessing the online prompts during the pilot were broadly in line with the occupational profiles they provided in 2013, providing reassurances in the change to the methodological approach.

The results of the pilot suggested that smaller establishments were less likely to access the online occupational prompts and that the potential gains from accessing the website for smaller employers were limited as they tended to answer this section with relative ease (i.e. the time taken to complete the occupational profiling section was longer for these small establishments when accessing the online prompts, compared to when not accessing it). It was therefore decided that for the mainstage interviewing the online occupational prompts would only be made available to establishments with 10 or more employees.

The average pilot interview length was 26 minutes. The main consideration from the pilot, therefore, was streamlining the questionnaire to reduce interview length. Alongside a number of refinements to questionnaire wording to improve flow of the questionnaire, the following amends were made to reduce interview length:

- The set of questions relating to upskilling (section E of the 2013 questionnaire) were rotated out of the survey with the intention that these would be reinstated for the next iteration of the Employer Skills Survey[10]; and

- The questions using the new skill descriptors to understand the skills lacking among candidates (questions C13A and C13NW) would be asked for up to a maximum of two skill-shortage vacancies, whereas the questions using the old skill descriptors would continue to be asked of up to six skill-shortage vacancies (for consistency with the 2013 and 2011 editions of the survey). It should be noted that very few employers had skill-shortage vacancies in more than two occupations and so this change did not significantly affect the volume of skill-shortage vacancies covered by these follow-up questions[11].

In line with the approach taken in 2013, the ESS 2015 questionnaire was modularised to reduce interview length whilst maintaining coverage of key question areas. Establishments were randomly allocated to one of two modules, detailed below.

Module 1:

- A10: Are your products or services primarily sold… / Does your establishment primarily serve the population… Locally, regionally, nationally, within the UK, or internationally?

- F2:   Approximately what proportion of your staff have a formal written job description?

- F3: And approximately what proportion of your staff have an annual performance review?

- G1: Does your establishment...
    - o Give employees information about the financial position of the establishment

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[10] It was always the intention for the set of questions relating to upskilling to be rotated out for the main stage survey (replaced by retention questions for ESS 2015), however it was felt that inclusion of them in the pilot would allow for a more thorough test of the new skills descriptors.
[11] Based on the 2013 data, limiting the number of skill-shortage vacancies that were followed-up to two occupations would have provided 91 per cent of the coverage of the skill-shortage vacancies that were followed-up in 2013.

- o IF ESTABLISHMENT HAS 10 OR MORE EMPLOYEES: Create teams of people, who don't usually work together, to work on a specific project

- o IF ESTABLISHMENT HAS 10 OR MORE EMPLOYEES: Have teams of people that solve specific problems or discuss aspects of work performance? These are sometimes known as "problem solving groups" or "continuous improvement groups"

- o Have an equal opportunities policy

- o Have formal procedures in place for employee consultation (such as a staff association, employee forum or trade union consultation)

- o Currently hold any of the ISO 9000 Standards

- G1A: And does your establishment have any of the following pay and incentive schemes for your employees?

- G2: Do you have processes in place to allow you to identify "high potential" or talented individuals within your establishment?

- G5: To what extent would you say employees at your establishment…

  - o Have variety in their work

  - o Have discretion over how they do their work

  - o Have access to flexible working.

Module 2:

- B1: Compared to 12 months ago, has the number of people employed at this establishment remained about the same, increased, or decreased?

- B3: Are there particular jobs in which you have difficulties retaining staff?

- B3A: Which is the occupation in which you have the most difficulty retaining staff?

Unlike in 2013 when a similar number of questions were covered by each module, the number of questions assigned to Module 1 in ESS 2015 exceeded the number of questions assigned to Module 2. The modules were imbalanced because of the need to keep all of the High Performance Working questions within one module (Module 1) and the fact that questions that have previously been assigned to Module 2 were either rotated out of the survey (as was the case for the upskilling and recruitment of young people questions), or it being deemed preferable to ask such questions to all employers to ensure sufficient base sizes and thus maximise reliability (as was the case for the under-utilisation questions).

The full final questionnaire with interviewer briefing notes is presented in Appendix F.

The questionnaire was translated into Welsh by a professional translation agency.

2.3   Fieldwork

A total of 91,210 interviews were conducted by telephone using computer-assisted telephone interviewing (CATI) systems. Fieldwork was conducted by three research agencies (IFF Research, BMG Research and Ipsos MORI). As lead contractor, a member of the IFF team was involved in checking the CATI scripts set up by each agency to ensure consistency across all three contractors.

Establishments were not pre-notified that they would be called for the survey, partly due to financial considerations (the cost of writing to over 650,000 establishments being prohibitive) and partly because it was felt that this could lead to a reduction in response rates in the survey owing to head offices potentially opting out for all of the establishments in their organisation. An exception was made for certain large banks, where head offices were contacted by members of the UKCES team prior to the survey commencing in order to obtain telephone numbers at branch level for establishments included in the sample drawn from the Experian database. This approach was taken as the original telephone numbers supplied in the Experian sample directed interviewers to call centres from where, based on past experiences of the Employer Skills Surveys and Employer Perspective Surveys, it has proved particularly challenging to reach individual branches.

In previous editions of the survey, such establishments were pre-identified where possible, so that interviewers had advance warning that other establishments within the chain might already have been approached for interview. There was a particular focus on the finance and retail sectors which are characterised by centralised telephony operations, whereby all or multiple branches are accessed through the same central switchboard (meaning that this switchboard might be contacted on several occasions, often in quick succession).

In line with the approach adopted in 2013, large multisite organisations (i.e. those with over 700 or more sites), along with the large banks that were being contacted by UKCES, were managed and only contacted by the lead contractor (IFF Research). This enabled contacts for multisite organisations to be split across a number sample batches and released sequentially over the course of fieldwork to ensure that the various sites were not contacted within too short a time window.

Table 2.6 details how the interviewing was split between the three research agencies based on region.

Table 2.6 Interviews achieved by region

Agency	Regions	Number of interviews*
BMG	East of England	8,348
	North West	8,425
	South West	8,243
	Northern Ireland	3,966
IFF Research	London	10,434
	South East	10,480
	Yorkshire and the Humber	7,358
	Wales	5,879
	Large multisites*	1,930
Ipsos MORI	East Midlands	7,083
	North East	5,484
	West Midlands	7,656
	Scotland	5,924

The "large multisites" interviews were spread across all 12 regions; thus the totals for each region here do not show the total number of interviews achieved overall for that region. Total figures for each region can be found in Appendix B

To ensure consistency between agencies, one comprehensive set of interviewer briefing notes was created for use by all contractors (see Appendix F), and representatives of each contractor and the UKCES team attended the initial interviewer briefing at IFF Research (either by phone or in person). Subsequent to this, a member of the IFF team attended the briefings conducted by each agency. Each briefing lasted around 90 minutes and all of the interviewers that were due to work on the survey were required to attend one such briefing prior to them starting work on the survey. Answers to any questions raised were shared with all three interviewing teams. Quality assurance on the interviewing was carried out by IFF at each of the research agencies, and UKCES attended several quality assurance sessions at IFF, providing full feedback post-session which was also shared with all contractors.

Interviews were conducted with the most senior person at the site with responsibility for recruitment, human resources and workplace skills. Reassurances were provided to respondents prior to the survey, including confirmation that data would be reported in aggregate form and in a way that would not allow them or their organisation to be identifiable. If after the first contact the respondent or gatekeeper wanted more information about the survey a reassurance email was sent (see Appendix G for a copy of the reassurance email). This reassurance email included a link to the dedicated survey website which was created and hosted by IFF Research (www.skillssurvey.co.uk). This website provided further background information on the research, links to the 2013 results, and a list of frequently asked questions.

New for ESS 2015, employers were asked at the end of the survey whether they would like to receive a summary report of the survey findings via email once the results were published in January 2016 (51% of employers requested to be emailed the summary report).

Fieldwork took place from March to July 2015. Weekly progress updates and feedback ensured the quotas progressed evenly between the three agencies running the fieldwork mitigating the possibility of current events unevenly affecting survey results. Interim data runs were also provided from all agencies to IFF as lead contractor twice during fieldwork, which were checked to ensure consistency between agencies.

A total of 55 interviews were completed in Welsh.

2.4   Response rate

High response rates are central to the success of the Employer Skills Survey. Maximising coverage is especially important in some of the harder to reach sectors and regions that may run the risk of being underrepresented.

Strategies for maximising the response rate were considered for ESS 2015 and a paper on maximising response rates was circulated amongst the fieldwork contractors. These strategies included:

- Detailed and engaging interviewer briefings administered to all interviewers working on ESS 2015. This incorporated: full briefing note handouts, details on SIC and SOC prompts (what to ask and what information to take) a PowerPoint slide pack (including screen shots of challenging sections of the questionnaire) and for particularly difficult sections (for example section D – occupational breakdown) recordings from the pilot were played.

- Sample management: loading sample in proportion to quota targets to ensure that sample was sufficiently 'worked' and that quota progression was as even as possible.

- Avoiding calling employers on public holidays.

The overall response rate for the survey was 42 per cent, calculated as 'achieved interviews' as a proportion of all 'complete contacts'. Table 2.7 provides a detailed breakdown of survey outcomes.

Table 2.7 Sample outcomes and response rate

Outcome	Number of contacts	% of all sample	% of complete contacts
Total sample	*742,599*	100	
Ineligible establishments (e.g. just 1 working proprietor at site)	44,640	6	
'Live' / not available during fieldwork / Out of quota	391,591	53	
Unobtainable / invalid numbers	90,095	12	
Total complete contacts	*216,273*	*29*	*100*
Achieved interviews	91,210	12	42
Respondent refusal	116,678	16	54
Quits during interview	8,386	1	4

As is common with these types of surveys, it was particularly difficult to achieve interviews in the smaller sized establishments in sectors such as Construction and Agriculture which are typically site/outdoor based rather than carried out near a telephone. To mitigate the effect of this, contractors called these establishments outside of normal business hours (before 9am and after 5pm) to try to gather responses from these establishments.

As the survey neared the end of the fieldwork period it was necessary to adjust some of the quota targets in order to meet the required total number of interviews, as some quotas proved unachievable with the given sample. Appendix B shows the drawn sample ratios; in instances where this was lower than 8:1 this was because the required volume of sample was simply not available from the sources used. Quotas for which the starting volume of sample was lower proved the hardest to fill. Appendix B also shows the areas where it was not possible to hit the original quota targets in the given fieldwork period.

Appendix H shows how the achieved response rate differed by country, size and sector.

During fieldwork, when it became evident that a target quota within a particular cell had become unachievable (i.e. when the target was more than 100% of the remaining sample), targets needed to be increased in other cells to compensate. The following guidelines were issued to contractors to ensure a consistent approach:

- In the first instance, fieldwork contractors were to increase the target within the same SIC sector in an adjacent size band.

- If adjacent size bands had also become unachievable then any remaining achievable size bands within the SIC sector were used to compensate.

- In some cases it was preferable to make up the shortfall in a cell within the same sizeband from a different SIC sector. This would be the case when there was a desire to maximise the number of interviews in that sizeband irrespective of other characteristics. This was most common in the larger size bands, or where an assessment of progress against overall size targets for a particular region indicated a need to boost interviews in the particular sizeband.

- If compensating within sizeband across SIC sector was deemed preferable, or if all sizebands within a SIC Sector had become unachievable, then targets would be adjusted where possible according to a "neighbouring" SIC sector, as per Table 2.8.

Table 2.8 Sector groupings for quota management

Agriculture, hunting, forestry and fishing	SIC 01 to 03
Mining and Quarrying	SIC 05 to 09
Manufacturing	SIC 10 to 33
Electricity, Gas and Water supply	SIC 35 to 39
Construction	SIC 41 to 43
Wholesale and retail trade	SIC 45 to 47
Hotels and Restaurants	SIC 55 to 56
Transport and Storage	SIC 49 to 53
Information and Communications	SIC 58 to 63
Financial Services	SIC 64 to 66
Real estate, renting and business activities	SIC 68 to 82
Public admin. and defence; compulsory social security	SIC 84
Education	SIC 85
Health and Social Work	SIC 86 to 88
Arts, entertainment, recreation and other service activities	SIC 90 to 96

2.5   Data edits

It was recognised at the outset that the ESS questionnaire involved the collection of some complex data that respondents would possibly struggle to answer. There was also, despite stringent quality control, the chance that interviewers may enter typing errors, for example accidentally entering extra zeros on the end of numerical variables.

Data checks were built into the CATI script to ensure that questions on numbers of employees equalled the number of people working at the site, and that the number of staff in each job role who were not proficient could not exceed the number of staff they had in each job role (a full list of CATI data checks is in the questionnaire in Appendix F). However some data validation needed to occur after fieldwork had finished to ensure no errors were present in the final data. Guidelines were issued to all fieldwork contractors on how to edit data to ensure consistency; these guidelines can be seen in Appendix I.

2.6   Coding

Open ended responses to the survey were coded by each contractors' coding teams. To ensure consistency the codeframes were developed in unison, with codeframes regularly compared and reviewed. As lead contractor IFF Research took the final decisions as to what codes to use after considering advice and outputs from the IFF, BMG and Ipsos MORI coding teams.

Standard Industrial Classifications (SIC) were coded using 2007 standards (the most up to date at the time of the survey), and Standard Occupational Classifications were coded using 2010 standards (also the most up to date available).

2.7   Weighting

Survey data were weighted and grossed up to the total population of establishments and total population of employees, according to the 2014 IDBR – the latest available business population statistics published by ONS at the time that weighting was carried out.

Given that the ESS data were intended to be used in a variety of ways (from UK-wide unit and employment based measures, to similar measures at a regional and local level), a number of different weights were produced:

- Core weights, used to weight the UK-wide dataset and used for the majority of analysis. This weighting set is the default to use.

- Modular weights, to be used when analysing data from the modular questions.

- Unit and employment weights for the two skills lists (i.e. 'new' and 'old' skills lists) that employers with skill-shortage vacancies and/or skills gaps were randomly assigned to.

- Local weights for use analysing England data by LEA and LEP, and Scotland by ROA.

Weights were created in pairs: a **'unit-based'** weight and an **'employment-based'** weight. The unit-based weight was designed for analyses by the number or proportion of establishments; the employment-based weight was designed for use when analysing by number or proportion of employees (including volume measures of vacancies, skills gaps and numbers trained). Data dictionary files were created listing each variable with notes and guidance on the correct weight to use.

Core weights:

The core weights were the default, to be used for most sets of analysis.

The following weighting strategy was used for the UK-wide dataset.

- Within each English Region (9 GORs) and Devolved Administration, grossing-up weights were applied on a 15 broad SIC sector and seven sizeband grid (i.e. 105 cells within each of the 12 geographical areas). The sizebands used were as follows: 2-4, 5-9, 10-24, 25-49, 50-99, 100-249, 250+.

- The sizebands were employment-based.

- Overlaying these grids, RIM[12] weights were imposed for LAs grouped according to the LEA definitions within England[13], WDF area in Northern Ireland, RSA region in Scotland and Broad Region in Wales, in order to ensure the survey population of each matched the true population without further correction for size and sector at this level. The RIM weights were calculated by the data processing software[14] which used this method to find a 'best fit' between the data and the local level targets that were set for the software.

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[12] 'RIM' stands for Random Iterative Method.
[13] LAs were grouped to 151 LEAs (the Cornwall and Isles of Scilly LEAs were combined due to the limited business population in Isles of Scilly).
[14] Merlin 9.5.08, Merlinco Ltd.

- Cell merging was applied in instances where, within a region or Devolved Administration, no interviews had been conducted in cells where the IDBR indicated that establishments existed, and, conversely, ones where interviews had been carried out in cells with a reported 'zero population' according to the IDBR. Cell merging was also conducted in instances where a low number of interviews had been conducted in relation to the population of that cell, which would result in high relative weights being applied to these establishments (i.e. where the weighting value before grossing up to the population was five or more). In each of these instances, cells were merged either within broad SIC sector (i.e. merging sizebands) or across industries (i.e. merging different sectors within a sizeband).

Modular Weighting Strategy

As discussed previously, some question areas in the survey were only asked to half of the survey respondents, to allow wider coverage of subject matter on the questionnaire. These are known as 'modular questions'. Respondents were randomly allocated to one of two modules:

Module 1:	Not asked Retention (Section B)
Module 2:	Not asked A10, High Performance Working (F2, F3, Section G)

As they were randomly allocated, the population characteristics of the two groups were very similar, as were the responses to key questions (incidence of vacancies, skill-shortage vacancies, skills gaps etc.). This similarity meant that the weighting applied to the whole dataset would in principle be suitable for the modular data, in that the resulting percentages were "correct" for the population within each modularised nation. However, if any weighted counts of establishments are required, the modular data with the main weight will produce a figure which is approximately half of the total number in the population, since only half of the sample was asked the question.

A further set of weights was therefore produced for the modularised data, grossing up the employers within each modular set to the full population. This was done by simply multiplying their core weight by the factor required to take the weighted figure in each modular up to that of the full population. These weights sit in the main file, and variables to which they apply are clearly marked with the prefix "M_".

Skills Lists Weighting Strategy

As detailed earlier, the list of new skill descriptors used in follow-up questions to understand the skills lacking in the workforce and among applicants was developed for ESS 2015, with 2015 treated as a transitional year for the implementation of the expanded list of skill descriptors. This meant that employers identified as having at least one skill-shortage vacancy and/or at least one internal skills gap were randomly assigned to be asked either the 'old' list of skill descriptors used in 2013 or the 'new' list of skill descriptors. For clarity, the weighting approach detailed below for the 'new' and 'old' skills lists refers specifically to the approach taken for skill-shortage vacancies (SSVs). The same approach was taken for the skills lists relating to skills gaps.

Because employers with at least one SSV were randomly assigned to each list, the profile of employers was not equally split across the core weighting criteria (sector, size and country/region; see Table 2.3 for the profile of establishments being assigned to each skills list). Moreover, the type of occupations in which employers had SSVs for – as well as the number of SSVs for each occupation – was not split evenly across the two lists of skill descriptors. For example, an employer with 100 SSVs in Managerial roles could be assigned to the 'new' list of skills descriptors, whilst an employer with two SSVs in Managerial roles could be assigned to the 'old' list of skills descriptors.

For this reason a separate unit weight was used to weight the number of employers with SSVs assigned to a particular list to the total survey weighted population of employers with SSVs. Similarly, a separate employment weight was used to weight the number of SSVs in each occupation assigned to a particular list to the total survey weighted population of SSVs in each corresponding occupation. The approach for these two types of weights is detailed below.

Unit-based skills list weights

Across the two skills lists ('new' and 'old'), data were grossed-up to the total weighted population of employers with SSVs using a 15 SIC sector and 12 region/nation based grid. An overlaying RIM weight by the seven sizebands (2-4, 5-9, 10-24, 25-49, 50-99, 100-249, 250+) was applied.

Employment-based skills list weights

Across the two skills lists, the number of SSVs by occupation that were assigned to each skills list was grossed-up to the total employment weighted population of SSVs within each occupation (e.g. the number of SSVs for Managerial roles that were assigned to the 'new' skills list was weighted up to the total employment-weighted population of SSVs for Managerial roles). The weights applied were calculated using a six broad SIC sector[15] and 12 region based grid. An overlaying RIM weight by the seven sizebands (2-4, 5-9, 10-24, 25-49, 50-99, 100-249, 250+) was applied. Because these weights are occupation specific, the employment-based skills list weights are in a separate occupational SPSS file and are not included on the main SPSS file.

'Local level' Weighting Strategy

England – LEA/LEP weights

To allow for analysis in England by LA (grouped according to the LEA definitions) and increase the accuracy of analysis by LEP, a separate set of weights was produced to take into account the size and sector balance within each LEA. The targets were set on the 15 SIC sectors by four sizebands: 1-4, 5-24, 25-99, 100+. Separate unit and employment weights were created. These weights are in a separate SPSS file to the main SPSS file, and this LEA file should be used when carrying out any analysis by LEA or LEP.

Scotland – ROA weights

To allow for analysis in Scotland by ROA, a separate set of weights was produced using a 15 SIC sector and seven sizeband grid (the same as that used for Scotland in the core weight) and applying a RIM adjustment by the 32 unitary authorities in Scotland. Separate unit and employment weights were created. These weights are in a separate SPSS file to the main SPSS file and this ROS file should be used when carrying out any analysis by ROA[16].

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[15] The six broad sectors were an amalgamation of the 15 broad sectors used for the unit-based skills list weights and it was necessary to use this broader sector grouping due to the base sizes of the number of SSVs for each occupation assigned to the different skills lists. These six sectors – which have been used when reporting data from the Employer Perspectives Survey – were: Primary Sector and Utilities (SIC 01-09 and 35-39), Manufacturing (SIC 10-33), Construction (SIC 41-43), Trade, Accommodation and Transport (45-56), Business and Other Services (SIC 58-82 and 90-96) and Non-Market Services (SIC 84-88).

[16] In ESS 2013 the local level Scotland data was by RSA regions. It should be noted that during the autumn of 2015 the RSA groupings were reviewed by Skills Development Scotland and their partners and subsequently replaced by 13 Regional Output Areas (ROA). The 13 ROA groupings were used for weighting and reporting of local data in Scotland.

3 Investment in Training survey

A separate Investment in Training study was conducted by IFF Research to provide detailed estimates of employer expenditure on training. The approach replicated that of the Investment in Training Surveys in 2013 and 2011, which, in turn, had replicated the previous Cost of Training studies conducted in England and Northern Ireland in 2009. The process required to achieve the final training spend figures involved multiple steps, as demonstrated in Figure 3.1. Once the survey data was collected, modelling was conducted to 'fill in' missing data (i.e. where respondents were unable to provide an exact figure for a survey question). Modelled data were combined with data from other sources to create 12 'cost components'. Summed, these generated the overall training expenditure figure.

Figure 3.1 Summary of the Investment in Training data process
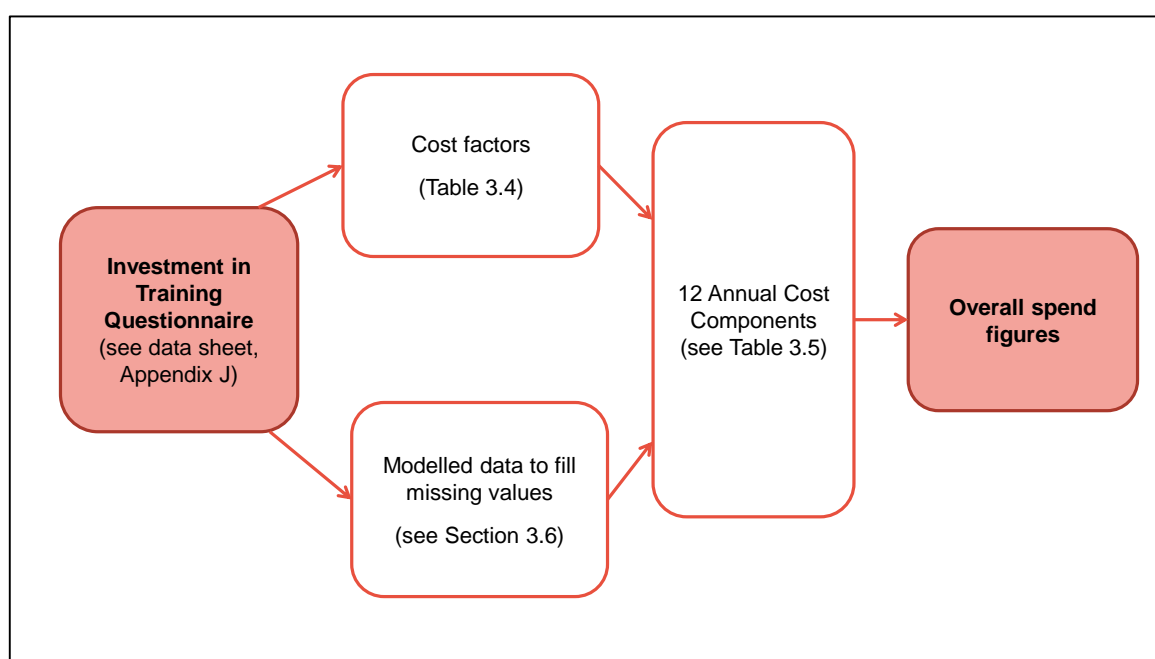
3.1 Sampling

Sample for the Investment in Training survey comprised employers that had completed the core ESS 2015 survey and had indicated that they had provided training for staff over the last 12 months and indicated that they were happy to be re-contacted in order to provide more specific information about training expenditure (question I3 of main stage questionnaire).

The sample was collected from core survey fieldwork contractors in three batches during fieldwork, after each 4-5 week period of interviewing.

3.2   Quotas

The aim was to achieve 12,500 complete, useable interviews. This required a fieldwork target of around 13,000 as it was expected that some records would ultimately prove to be unsuitable for analysis due to high levels of 'don't know' responses.

Notional targets of 7,400 interviews among employers in England, 1,000 in Northern Ireland, 2,600 in Scotland and 1,500 in Wales were set. However, it was known at the outset that the fieldwork approach would essentially be an *attempted* census of employers in each of the countries outside of England given that sample was limited to employers from the core survey that trained and agreed to being contacted for the Investment in Training survey. Any shortfall of interviews among the countries outside of England was to be made up for by additional interviews among employers in England.

Within England a target was set using an interlocking grid of size (fewer than 5 employees, 5-9, 10-24, 25-49, 50-99, 100+) by training activity (off-the-job only, on-the-job only and both) within English region, with an additional (non-interlocking) sector target for each nation. Due to an attempted census approach being taken in Northern Ireland, Scotland and Wales, no quotas on size, sector or training type were set.

In addition to this, while no strict quotas were set, the proportion of interviews conducted among those who provided on- and/or off-the-job training was carefully monitored. This was to ensure that enough interviews were conducted among employers offering each combination of training for sufficient representation.

3.3   Data collection method

Employers were sent a datasheet to complete by email, before then collecting their answers by telephone. All respondents were called before sending them the datasheet. This involved a short conversation thanking them for taking part in the core ESS 2015 interview, reminding them that they indicated being happy to take part in a short follow-up, introducing the idea of sending the datasheet, encouraging them if necessary to take part and checking their contact details. A few days after sending the datasheet (set at 3 days unless the respondent specified a specific date when they wanted to be called back), an interviewer called back to try to conduct the full interview.

3.4   Questionnaire

Given the need to closely replicate the Investment in Training studies undertaken in the UK in 2011 and 2013, and previously in England in 2005, 2007 and 2009, and also in Northern Ireland in 2008, the datasheet was largely unchanged compared to that used for these previous surveys. A copy of the datasheet is included in Appendix J.

The only change made to the telephone questionnaire was the addition of one new question, Q25, to estimate the amount spent by establishments on online training or e-learning, including the costs incurred purchasing or developing online or e-learning. This question was asked of those who identified in the core ESS 2015 interview that they had arranged or funded training for staff in the last 12 months which involved online training or e-learning. Q25 was not added to the datasheet due to the more straightforward nature of the information required, and to avoid alteration of the components of the investment in training survey.

3.5 Achieved interviews and response rate calculations

In total, information on training expenditure was collected from 13,197 establishments at UK level, though 583 were rejected because of incompleteness (i.e. a large number of 'don't know' responses); hence analysis is based on data from 12,614 establishments.

Fieldwork was undertaken by IFF Research from 1 May to 26 August 2015.

The overall response rate for the survey was 66%, calculated as "achieved interviews" as a proportion of all "complete contacts". Response rates were higher than the core survey as respondents were already engaged in the research and had agreed to a follow up survey. A detailed breakdown of survey outcomes in shown in Table 3.1.

Table 3.1 Sample outcomes and response rate

Outcome	Number of contacts	% of all sample	% of complete contacts
Total sample	*37,674*	*100%*	
Still live at the end of fieldwork/ not available during fieldwork / out of quota	16,973	45%	
Unobtainable / invalid numbers	686	2%	
Total complete contacts	*20,015*	*53%*	*100%*
Achieved interviews	13,197	35%	66%
Respondent refusal	3,171	8%	24%
Quits during interview	2,634	7%	83%

The large number of sample records in "Live / not available during fieldwork / out of quota" is due to the ratio of sample to achieved interviews being much higher than that needed given the final response rate; in other words, a large amount of the sample remained after the quotas had been filled.

Response rates were seen by country as follows:

Table 3.2 Response rate by country

	UK	England	Northern Ireland	Scotland	Wales
Interviews	13,197	10,056	740	1,111	1,290
Response rate	66%	66%	71%	65%	66%

It is worth noting that despite having the highest response rate, the 740 completed interviews in Northern Ireland was a decrease from the 1,070 interviews completed in 2013. The main reason for this was a reduction in the available sample (i.e. the number of Northern Ireland employers that agreed to being recontacted for the Investment in Training survey). In 2013 there were 1,933 Northern Ireland establishments loaded for Investment in Training fieldwork, whereas 1,525 were loaded in 2015.

3.6   Data modelling

In order to calculate overall training expenditure, each record in the dataset needed to have a response to each question (even if it is a zero in relation to types of training the establishments does not supply). As expected, not every respondent was able to supply every piece of information. In order to 'fill in' the missing data, averages were drawn from those respondents who were able to answer each question and applied to those cases with missing data.

Matching the approach taken in the Cost of Training Survey in England in 2009 and for the Employer Skills Surveys in 2011 and 2013, when a respondent could not provide an exact (integer) answer the survey was set up to prompt respondents to give a range answer ('between £500 and £999' and so forth). Although this range answer still needs transferring into an exact figure within the range, it guides and greatly improves the accuracy and reliability of the modelling process since the modelling for these range responses is based on those respondents who gave an exact answer which fell into that range rather than simply being an average of all responses.

For questions unrelated to salaries, a modelling process was used to calculate mean responses from those giving an exact answer (excluding zero). Where a respondent gave a range answer, they were assigned a corresponding mean for their establishment size for the range response selected. Where they were unable to give either an exact or a range answer, they were assigned the overall mean for the question within their size band.

For salaries, a slightly different approach was taken to modelling 'don't know' answers, again based on that used in the Investment in Training Survey in 2013 and 2011, and in the previous Cost of Training Surveys in England in 2005, 2007 and 2009, in Northern Ireland in 2008 and in LTW 2000. Initially, as above, range and overall means were calculated. Rather than size of establishment, location of establishment (London or non-London) was seen to be the major determinant of salary levels; so means were split on this basis rather than by the size bands used for other 'don't know' answers. Where a range had been given, the appropriate mean was used as the simulated value.

For those respondents unable to give even a salary range, a method was used to determine whether they pay salaries above or below the average, and to what degree. This took into account the establishment's location and evidence from other salary questions on the datasheet. Where exact answers had been given for other salary questions, a ratio was calculated between their actual answer and the London/non-London mean (as appropriate) for that question. This gave a ratio that expressed the degree to which that employer over-paid or under-paid employees in the roles discussed, compared with the mean. Where salary answers were missing (and no range information was provided) the assigned value would be calculated as the London or non-London mean multiplied by the ratio of a related question for that establishment. The ratio selected was different for each question and dependent on which questions were adjudged to be the most closely related. This enabled the estimate to be either up-weighted or down-weighted in keeping with their pay for other roles.

The simulation procedure and the precise order of selection used for salary questions is shown in the table below, along with the proportion modelled using range information and the proportion modelled that did not provide range information.

Table 3.3 Treatment of missing values

Question	Value given to missing data	Base	% modelled within range	% modelled without range
Q1	Mean within 6 employment size bands (within recorded range where available)	9,383	1	0.2
Q2	Mean within 6 employment size bands (within recorded range where available)	9,097	5	1
Q3	Mean calculated within London/non-London establishments within recorded ranges where available. Where range information not provided:	9,097	26	5
	1. if Q17 answered (and an exact answer given), calculate proportion above or below the Q17 average for the establishment and up-lift or reduce the appropriate Q3 mean (London or non-London) by this proportion to generate Q3 figure for this establishment			
	2. if Q17 not answered with an exact value apply procedure at 1. to Q21			
	3. if Q21 not answered with an exact value, apply procedure at 1. to Q24			
	4. if Q24 not answered with an exact value apply procedure at 1. to Q10			
	5. if Q10 not answered with an exact value use appropriate Q3 mean (London or non-London) unadjusted			
Q4	Mean within 6 employment size bands (within recorded range where available)	9,097	17	9
Q6A	Mean within 6 employment size bands (within recorded range where available)	748	32	27
Q6B	Mean within 6 employment size bands (within recorded range where available)	748	20	2
Q7A	Mean within 6 employment size bands (within recorded range where available)	3,031	23	0.1
Q8	Mean within 6 employment size bands (within recorded range where available)	9,097	0	0.2
Q9	Mean within 6 employment size bands (range information not recorded for this question)	8,175	-	6

Treatment of missing values (continued)

Question	Value given to missing data	Base	% modelled within range	% modelled without range
Q10	Same procedure as Q3 but different order of selection: Q24, Q3, Q17, Q21	8,175	23	10
Q11	Mean within 6 employment size bands (within recorded range where available)	1,049	12	6
Q12	Mean within 6 employment size bands (within recorded range where available)	1,304	14	5
Q13	Mean within 6 employment size bands (within recorded range where available)	394	4	9
Q14	Mean within 6 employment size bands (within recorded range where available)	383	4	8
Q15	Mean within 6 employment size bands (within recorded range where available)	88	1	0.7
Q16	Mean within 6 employment size bands (within recorded range where available)	235	2	1
Q17	Same procedure as Q3 but different order of selection: Q3, Q21, Q24, Q10	1,485	15	4
Q18	Mean within 6 employment size bands (within recorded range where available)	870	9	8
Q19	Mean within 6 employment size bands (within recorded range where available)	190	2	0.7
Q20	Mean within 6 employment size bands (within recorded range where available)	786	10	1
Q21	Same procedure as Q3 but different order of selection: Q3, Q17, Q24, Q10	2,439	30	6
Q22	Mean within 6 employment size bands (within recorded range where available)	87	1	0.5
Q23	Mean within 6 employment size bands (within recorded range where available)	613	8	1
Q24	Same procedure as Q3 but different order of selection: Q10, Q3, Q17, Q21	1,835	24	7
Q25	Mean within 6 employment size bands (within recorded range where available)	4,776	14	15

"Base" = Total number of respondents eligible to respond to each question

"% modelled within range" = percentage of base that had given a range value for the question

"% modelled without range" = percentage of base that had not been able to provide even a range estimate for the question

3.7   Cost calculations

To help respondents, some costs were collected in monthly rather than yearly terms; others per trainee rather than across all trainees. Following data modelling however – which ensured all respondents had at least an estimated exact answer for all questions – individual questions were combined to calculate 12 total annual cost components. Factors were also included in these calculations to account for differences between employee salaries (more easily reported by respondents) and total labour costs (including tax and other costs) and the amount of time employees spend at work. The factors used are detailed in the table below.

Table 3.4 Factors included in cost calculations

Factor	Value	Explanation
Labour cost up-weight	16.9%	It was found during the pilot stage of LTW 2000 that employers were far better placed to report the salaries of their employees than the total cost of employing them. Respondents were, therefore, asked for the average basic salaries of those receiving and providing training. An up-weight of 16.9 per cent was then applied to these answers to take account of National Insurance, employer pension contributions, overtime and other additional elements.
		The source of the 16.9 per cent figure was Eurostat. In the UK, direct remuneration (wages and salaries including bonuses) made up 85.6 per cent of labour costs. Hence an uplift of 100/85.6 (i.e. 1.169 or 16.9%) is required to convert direct remuneration to total labour costs.
		http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tps00113&plugin=1
Days worked per year	217	Used to calculate the per-working-day salary of an employee in order to calculate the cost, for example, of training an employee for one working day per year on the basis of their annual salary.
		Working age employees in England (from Labour Force Survey Quarter 4 (Oct to Dec) 2014):
		• Worked an average of 4.8 days per week
		• Received an average of 24.4 paid days holiday, plus 8 bank / public holidays
		This gives: 52 x 4.8 (=249.6) possible working days a year, less 24.4 days annual leave and 8 days bank/public holiday = 217 days worked per year.

Factor	Value	Explanation
Hours worked a day	6.9	Used to convert number of working hours of training to working days.
		Derived from average hours worked a week at 33 divided by average 4.8 days worked a week = 6.9)
		Source: Labour Force Survey Quarter 4 (Oct to Dec) 2014.
Working months in a year	11	Used to convert monthly training figures given in the on-the-job section of the datasheet into annual figures.
Full/part-time adjustment to training centre labour costs	0.76	Training centre labour costs are collected in terms of '*total basic annual salaries*' and as such the datasheet does not distinguish those working part-time from those working full-time. In order not to overestimate costs, therefore, this factor is applied to down-weight costs.
		In the UK there are approximately the following numbers whose main job is adult or other education (SIC07 85.5): 200,000 working full-time and 130,000 part-time. The full-time workers work on average 36.5hours, whilst the part-time workers work on average 14.2hours. Converting the part-time workers into full-time equivalence (FTE) gives a FTE of 0.76 of the total
		Source: Labour Force Survey Quarter 4 (Oct to Dec) 2014.

The formulae used to convert raw data to the comparable annual cost components were as follows. All calculations were performed using modelled data.

Table 3.5 Formulae for the annual cost components

	Annual cost component	Formula
A	Trainee labour costs (Q1–3)	Q1 * Q2 * 116.4% * Q3 / 216
B	Fees to external providers (Q4)	Q4
C	On-site training centre (Q6a/b)	(116.4% * 0.79 * Q6a) + Q6b
D	Off-site training centre (in the same company) (Q7a)	Q7
E	Training management (Q8–Q10)	Q8 * Q9/100 * 116.4% * Q10
F	Non-training centre equipment and materials (Q11)	Q11
G	Travel and subsistence (Q12)	Q12
H	Levies minus grants (Q13–Q14)	Q13-Q14
	Sub-total (course related)	**A + B + C + D + E + F + G + H**
I	Labour costs (Q15–Q17)	Q15 * Q16 * 116.4% * Q17 / 216
J	Fees to external providers (Q18)	Q18
	Sub-total (other off-the-job training)	**I + J**
	OFF-THE-JOB TOTAL	**A + B + C + D + E + F+ G + H + I + J**
K	Trainee's labour costs (Q19–Q21)	Q19 * Q20 * 116.4% * Q21 * 11 / (216 * 6.7)
L	Trainers' labour costs (Q22–Q24)	Q22 * Q23 * 116.4% * Q24 * 11 / (216* 6.7)
	ON-THE-JOB TOTAL	**K + L**
	TOTAL TRAINING SPEND	**A + B + C + D + E + F+ G + H + I + J +K + L**

Note: Where derived employment-based training spend figures are shown in this report (expenditure per trainee, or per capita, for example) and there is a choice between taking the measure given in the main ESS 2015 data and that in the data for the training expenditure survey, the data from the main survey are used. This is because base sizes are larger in the main survey and a separate employment weight is available to ensure a closer match to the actual workforce profile.

3.8 Weighting

In order to weight the Investment in Training study, population figures were calculated using the core ESS 2015 survey data (which had in turn been weighted using the IDBR figures used for the main survey analysis). Data were weighted on the basis of interlocking grids on seven size bands (2-4, 5-9, 10-24, 25-49, 50-99, 100-249, 250+) by 14 SIC sectors (as in the core survey, but with Mining and Quarrying merged with Manufacturing), by the type of training they carried out (on-the-job only, off-the-job only, or both).

A regional RIM weight was then applied using targets based on the proportion training in the English GOR regions, Northern Ireland, Scotland and Wales. An additional step was also undertaken in 2015: an adjustment was applied to each weight to ensure that the profile of size band within country was correct. This was in order to ensure establishment size was accurately represented at a country as well as a UK level, increasing the accuracy of the spend figure within countries.[17]

Only establishment-based weights were created for the Investment in Training survey, as all data in the survey are establishment orientated.

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[17] A separate technical paper with a more detailed description of the Investment in Training weighting approach is available here: https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-results

4   Using the survey for analysis

The Employer Skills Survey 2015 is designed to be flexible enough to allow analysis of data for a large number of different purposes, and split by a large number of different subgroups of data. The survey serves multiple audiences and purposes, and as such a wide range of core outputs are available to inform and assist analysis.

- The UK report (https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-results) provides an overview of the survey findings, focusing on country comparisons and where relevant/interesting other variables, primarily size and sector. The report has an appendix showing supplementary data for those who want to look into the issues discussed in more depth, without running their own analyses.

- The accompanying UK Excel Tables show the survey data question by question, plus some summary tables, crossed by a number of key analysis and survey variables. These are available on the UKCES website (https://www.gov.uk/government/collections/ukces-employer-skills-survey-2015).

- Accompanying slide packs at a UK level and by nation have also been made available to complement the report (https://www.gov.uk/government/publications/ukces-employer-skills-survey-2015-supplementary-documents).

- There are five SPSS datafiles that supplement this analysis, each looking at a different population or subject matter. One of the challenges in providing accurate data for a number of different populations and analyses groupings is that each different purpose will have its own population and its own optimum weighting strategy. As a result, there are multiple data files associated with the analysis of the survey. Figure 4.1 below provides a flow chart to identify which dataset to use for any given analysis query.

Figure 4.1 Selecting a datafile
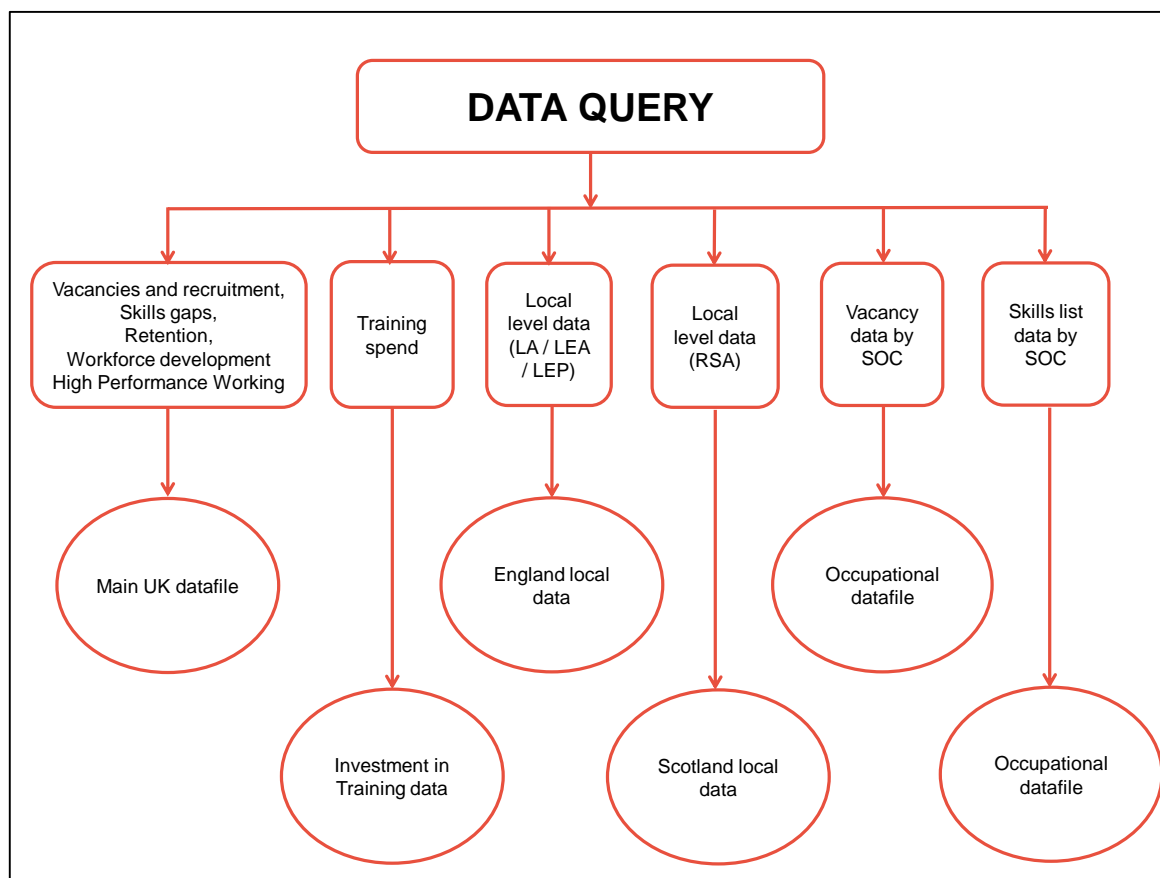
As with previous Employer Skills Surveys the data will be stored in the ONS Virtual Microdata Laboratory and UK data archive.

Each data file has its own weight or set of weights, as follows:

1. Core dataset – UK-wide – Establishment, Employment, Modular and unit-based skills list weights

2. Investment in Training dataset – UK-wide, trainers only – Establishment weight

3. England local data (LEA and LEP) – England only – Establishment and Employment weights

4. Scotland local data (ROA) – Scotland only – Establishment and Employment weights

5. Occupational file – UK-wide – vacancy, hard-to-fill vacancy and skill-shortage vacancy employment weights, as well as employment-based skills list weights.

Table 4.1 gives details of each of these weights and when each one has been and should be used.

Table 4.1 Application of weights during analysis

Weight name	Coverage	Establishment/ employment	Notes	Reporting thresholds
Core survey				
Core dataset:				
UNITWEIGHT	UK	Establishment	Used for establishment based measures. Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"
EMPWEIGHT	UK	Employment	Used for employment based measures. Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"
MODWEIGHT	UK	Establishment	Should only be used for establishment based measures on modular questions (prefixed "M_" in datafile). Use when comparing UK nations.	Under 50 not reported; 50-99 "indicative"
MODEMPWT	UK	Employment	Should only be used for employment bases measures on modular questions (prefixed "M_" in datafile). Use when comparing UK nations.	Under 50 not reported; 50-99 "indicative"
SKILLSWT_NEW_SSV	UK	Establishment	Use for establishment based measures of the 'new' skill descriptors (i.e. establishment based measures of the skills lacking among applicants). Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"
SKILLSWT_OLD_SSV	UK	Establishment	Use for establishment based measures of the 'old' skill descriptors (i.e. establishment based measures of the skills lacking among applicants). Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"
SKILLSWT_NEW_GAPS	UK	Establishment	Use for establishment based measures of the 'new' skill descriptors (i.e. establishment based measures of the skills lacking among the workforce). Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"

Weight name	Coverage	Establishment/ employment	Notes	Reporting thresholds
SKILLSWT_OLD_GAPS	UK	Establishment	Use for establishment based measures of the 'old' skill descriptors (i.e. establishment based measures of the skills lacking among the workforce). Use when comparing UK nations.	Under 25 not reported; 25-49 "indicative"
England local data:				
LEAUNIT	England	Establishment	For use when analysing LEA and LEP data.	Under 25 not reported; 25-49 "indicative"
LEAEMP	England	Employment	For use when analysing LEA and LEP data.	Under 25 not reported; 25-49 "indicative"
Scotland local data:				
ROAUNITWEIGHT	Scotland	Establishment	For use when analysing ROA data.	Under 25 not reported; 25-49 "indicative"
ROAEMPWEIGHT	Scotland	Employment	For use when analysing ROA data.	Under 25 not reported; 25-49 "indicative"
Occupational data:				
EMPVOLWEIGHT	UK	Employment	For use when *summing* vacancies, hard-to-fill vacancies and skill-shortage vacancies	Under 25 not reported; 25-49 "indicative"
VACVOLWEIGHT	UK	Employment	For use when *running frequencies* of vacancy-related measures	Under 25 not reported; 25-49 "indicative"
HTFVOLWEIGHT	UK	Employment	For use when *running frequencies* of hard-to-fill vacancy-related measures	Under 25 not reported; 25-49 "indicative"

Weight name	Coverage	Establishment/ employment	Notes	Reporting thresholds
SSVVOLWEIGHT	UK	Employment	For use when *running frequencies* of skill-shortage vacancy-related measures	Under 25 not reported; 25-49 "indicative"
SKILLSEMPWT_NEW_SSV	UK	Employment	For use when *running frequencies* of skills lacking among applicants according to the 'new' skill descriptors.	Under 25 not reported; 25-49 "indicative"
SKILLSEMPWT_OLD_SSV	UK	Employment	For use when *running frequencies* of skills lacking among applicants according to the 'old' skill descriptors.	Under 25 not reported; 25-49 "indicative"
SKILLSEMPWT_NEW_GAP	UK	Employment	For use when *running frequencies* of skills lacking among the workforce according to the 'new' skill descriptors.	Under 25 not reported; 25-49 "indicative"
SKILLSEMPWT_OLD_GAP	UK	Employment	For use when *running frequencies* of skills lacking among the workforce according to the 'old' skill descriptors.	Under 25 not reported; 25-49 "indicative"
Investment in Training Survey				
WEIGHT	Investment in Training data	Establishment	Applies to all 2015 analysis of Investment in Training data. For use when analysing 2015 training spend.	Under 25 not reported; 25-49 "indicative"

The table above gives indicative thresholds for reporting data produced using each weight. However those seeking to conduct more stringent statistical testing are referred to Appendix K of this report, which shows the standard confidence intervals for different subgroup sample sizes.

4.1 Modelled data

The National Employer Skills Survey 2009 in England contained seven employer engagement indicators for analysis. These can be replicated using variables in the UK Commission's Employer Skills Survey 2011, 2013 and 2015 surveys as follows:

Table 4.2 Employer engagement indicators 2009-2015

NESS09 indicator	Description	ESS 2011, 2013 and 2015 variable name
empeng1	Percentage of establishments with a business plan	H3
empeng2	Percentage of establishments with a training plan	F1A
empeng3	Percentage of establishments with a training budget	F1B
empeng4	TOTAL days training	F11_MODELLED
empeng5	TOTAL number of employees trained	F8I_MODELLED
empeng6	Percentage of establishments that formally assess whether individual employees have gaps in their skills	n/a
empeng7	Percentage of establishments formally assess the performance of employees who have received training and development	F15

Training days and number of employees trained variables were calculated using modelled data. Where a "don't know" answer was given at F8 or F11 the modelled variable assigned the establishment with the mean score for their size and sector. This ensured that the proportion of staff and total number of days training was not under-counted.

Further information on analysing specific datasets and data variables can be found in the data dictionaries that accompany each SPSS data file.

Appendix A: Industry Coding

Each establishment was allocated to one of 15 sectors, based on their Standard Industrial Classification (SIC). SIC 2007 was used to classify establishments using the following method. Using the four-digit Standard Industrial Classification (SIC) supplied for each record from the Experian database, a description of business activity was read out to each respondent. If they agreed that this description matched the main activity undertaken at the establishment, then the SIC on Experian's database was assumed to be correct. If however the respondent felt the description did not correspond to their main business activity at the site (which about a quarter did), a verbatim response was collected to find out what they do (see question A7 on the survey; questionnaire shown in Appendix F). At the analysis stage this was coded to a four-digit SIC which was then used as the basis for allocation into sector.

The table below shows the 15 sectors and their corresponding SIC 2007 definitions.

Sector	SIC 2007
1. Agriculture	A - Agriculture, forestry and fishing (01-03) Including farming, hunting and other related service activities, forestry and logging, fishing and aquaculture
2. Mining & Quarrying	B - Mining and quarrying (05-09) Including mining of coal, metals, sand/stone/clay, and extraction of crude petroleum and natural gas
3. Manufacturing	C - Manufacturing (10-33) Including manufacture of food and beverage, textiles, chemicals and chemical products, basic pharmaceutical products, other mineral products, manufacture of metals and metal products, machinery, computer and electronic products and equipment, motor vehicles and other transport equipment, furniture, and repair and installation of machinery and equipment
4. Electricity, Gas and Water	D - Electricity, gas, steam and air conditioning supply (35) E - Water supply, sewerage, waste management and remediation activities (36-39) Including electric power generation, transmission and distribution, manufacture of gas and distribution of gaseous fuels, steam and air conditioning supply, water collection, treatment and supply, sewerage and waste collection

Sector	SIC 2007
5. Construction	F - Construction (41-43) Including the construction of buildings, civil engineering (constructing roads, railways and other utility projects), demolition, and specialised activities such as electrical installation, roofing and scaffold erection
6. Wholesale and Retail	G - Wholesale and retail trade; repair of motor vehicles and motor cycles (45-47) Including sale, maintenance and repair of motor vehicles, parts and accessories, non-vehicle wholesale (for example agriculture, food, household goods), and the retail trade of all products whether in stores, stalls, markets, mail order or online
7. Hotels and Restaurants	I - Accommodation and food service activities (55-56) Including hotels, campsites, youth hostels, holiday centres, villages and other short stay accommodation, restaurants and takeaways, event catering and licensed clubs, pubs and bars
8. Transport and Storage	H - Transport and storage (49-53) Including land, water and air transport (passenger and freight), warehousing and support activities for transportation, postal and courier activities,
9. Information and Communications	J - Information and communication (58-63) Including publishing (books, journals, newspapers etc. and software/computer games), television, film and music production, broadcasting, telecommunications, computer programming and consultancy, information service activities (e.g. data processing and hosting)
10. Financial Services	K - Financial and insurance activities (64-66) Including banks and building societies, activities of holding companies, trusts, funds and similar financial entities, credit granting, pensions, insurance and reinsurance

Sector	SIC 2007
11. Business services	L - Real estate activities (68)

Sector	SIC 2007
	M - Professional, scientific and technical activities (69-75)
	N - Administrative and support service activities (77-82)
	Including the buying, selling and renting of real estate, legal activities, accounting, bookkeeping and auditing, management consultancy, architectural and engineering activities, scientific research and development, advertising and market research, specialist design, photographic activities, translation and interpretation, veterinary activities, renting and leasing of tangible goods (motors, household, machinery), employment agencies, travel agencies and tour operations, security and investigation activities, office administration and business support
12. Public Administration	O - Public administration and defence; compulsory social security (84)
	Including administration of the State and economic and social policy of the community, provision of services to the community as a whole such as defence activities, foreign affairs, justice and judicial activities, fire service and compulsory social security activities
13. Education	P - Education (85)
	Including pre-primary, primary, secondary and higher education, other education (such as sports, driving schools, cultural education), educational support activities
14. Health and Social Work	Q - Human health and social work activities (86-88)
	Including Hospitals, medical and dental practices, residential care, social work activities
	R - Arts, entertainment and recreation (90-93)
	S - Other service activities (94-96)

Sector	SIC 2007
15. Arts, entertainment, recreation and other service activities[18]	Including performing arts, libraries and museums, gambling and betting, sports facilities, amusement and recreation activities, activities of membership organisations (religious, political, trade union, professional), personal services (hairdressing, beauty, textile cleaning, well-being activities, funeral activities)
	T - Activities of households as employers; undifferentiated goods and services producing activities of households for own use (97-98)
NOT COVERED IN SURVEY	U - Activities of extraterritorial organisations and bodies (99)
	Including households as employers of domestic personnel, private households producing goods for own use

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[18] Previously labelled 'Other Community, Social and Personal Services'.

Appendix B: Quota targets, Drawn Sample and Achieved Interviews

The table below shows for each region the ratio of sample drawn for each key quota group, and the achievement of interviews against the original target. Note that "sample drawn" figures are based on the sample information about size and sector, whereas the "interviews achieved" figures are based on the size and sector information confirmed by the respondent.

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
East of England	**8,287**	**65,592**	**7.9**	**8,445**	**102%**
2-4	1,584	15,363	9.7	1,706	108%
5-9	2,025	16,026	7.9	2,105	104%
10-24	2,667	20,766	7.8	2,773	104%
25-49	959	7,538	7.9	1,052	110%
50-99	594	3,547	6.0	505	85%
100-249	287	1,697	5.9	223	78%
250+	171	655	3.8	81	47%
Agriculture	423	4,121	9.7	305	72%
Mining and Quarrying	23	141	6.1	15	65%
Manufacturing	618	4,756	7.7	662	107%
Electricity, Gas and Water	137	1,107	8.1	105	77%
Construction	825	7,365	8.9	849	103%
Wholesale and Retail	1,136	8,601	7.6	1,357	119%
Hotels and Restaurants	698	5,392	7.7	717	103%
Transport and Storage	511	3,930	7.7	496	97%
Information and Communications	478	3,765	7.9	426	89%
Financial Services	272	2,049	7.5	264	97%
Business Services	1,265	9,790	7.7	1,230	97%
Public Administration	83	511	6.2	93	112%
Education	510	3,758	7.4	543	106%
Health and Social Work	653	5,247	8.0	729	112%
Arts and Other Services	655	5,059	7.7	654	100%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
East Midlands	**7,069**	**55,492**	**7.9**	**7179**	**102%**
2-4	1,536	14,012	9.1	1,736	113%
5-9	2,004	16,196	8.1	1,894	95%
10-24	1,995	15,148	7.6	1,970	99%
25-49	747	5,782	7.7	875	117%
50-99	424	2,511	5.9	421	99%
100-249	221	1,293	5.9	216	98%
250+	142	550	3.9	67	47%
Agriculture	394	3,786	9.6	333	85%
Mining and Quarrying	23	140	6.1	20	87%
Manufacturing	604	4,644	7.7	660	109%
Electricity, Gas and Water	90	734	8.2	74	82%
Construction	670	5,820	8.7	664	99%
Wholesale and Retail	1,051	7,788	7.4	1,237	118%
Hotels and Restaurants	613	4,936	8.1	622	101%
Transport and Storage	451	3,474	7.7	410	91%
Information and Communications	291	2,235	7.7	262	90%
Financial Services	179	1,295	7.2	148	83%
Business Services	1,083	8,410	7.8	1,100	102%
Public Administration	96	487	5.1	76	79%
Education	452	3,386	7.5	467	103%
Health and Social Work	560	4,364	7.8	623	111%
Arts and Other Services	512	3,993	7.8	483	94%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
London	**10,473**	**90,119**	**8.6**	**10,630**	101%
2-4	1,449	17,563	12.1	1,943	134%
5-9	2,234	20,579	9.2	2,276	102%
10-24	3,642	31,501	8.6	3,578	98%
25-49	1,327	10,395	7.8	1,545	116%
50-99	968	5,776	6.0	767	79%
100-249	508	2,950	5.8	393	77%
250+	345	1,355	3.9	128	37%
Agriculture	19	138	7.3	12	63%
Mining and Quarrying	6	42	7.0	15	250%
Manufacturing	632	5,312	8.4	541	86%
Electricity, Gas and Water	110	859	7.8	89	81%
Construction	846	7,443	8.8	793	94%
Wholesale and Retail	1,378	11,339	8.2	1,668	121%
Hotels and Restaurants	966	9,929	10.3	1,041	108%
Transport and Storage	610	4,936	8.1	443	73%
Information and Communications	892	7,378	8.3	860	96%
Financial Services	505	4,540	9.0	467	92%
Business Services	2,026	17,570	8.7	1,921	95%
Public Administration	112	702	6.3	99	88%
Education	628	5,156	8.2	695	111%
Health and Social Work	836	7,010	8.4	1,016	122%
Arts and Other Services	907	7,765	8.6	970	107%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
North East	**5,484**	**41,839**	**7.6**	**5,642**	**103%**
2-4	2,263	18,011	8.0	2,042	90%
5-9	1,416	10,963	7.7	1,510	107%
10-24	1,003	7,615	7.6	1,241	124%
25-49	384	2,998	7.8	392	102%
50-99	226	1,325	5.9	284	126%
100-249	113	654	5.8	129	114%
250+	79	273	3.5	44	56%
Agriculture	160	1,469	9.2	155	97%
Mining and Quarrying	8	49	6.1	7	88%
Manufacturing	406	3,181	7.8	395	97%
Electricity, Gas and Water	42	336	8.0	31	74%
Construction	465	3,169	6.8	406	87%
Wholesale and Retail	991	7,371	7.4	1,171	118%
Hotels and Restaurants	699	5,479	7.8	744	106%
Transport and Storage	294	2,269	7.7	288	98%
Information and Communications	113	858	7.6	101	89%
Financial Services	89	618	6.9	77	87%
Business Services	874	6,664	7.6	873	100%
Public Administration	35	228	6.5	45	129%
Education	276	2,193	7.9	297	108%
Health and Social Work	407	3,121	7.7	472	116%
Arts and Other Services	625	4,834	7.7	580	93%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
North West	**8,425**	**67,033**	**8.0**	**8,631**	**102%**
2-4	1,578	15,674	9.9	1,648	104%
5-9	1,674	13,766	8.2	1,772	106%
10-24	2,751	21,643	7.9	2,876	105%
25-49	1,168	9,021	7.7	1,347	115%
50-99	706	4,169	5.9	649	92%
100-249	335	1,960	5.9	259	77%
250+	213	800	3.8	80	38%
Agriculture	423	4,291	10.1	320	76%
Mining and Quarrying	17	106	6.2	6	35%
Manufacturing	566	4,429	7.8	643	114%
Electricity, Gas and Water	144	1,169	8.1	121	84%
Construction	840	7,430	8.8	763	91%
Wholesale and Retail	1,216	9,347	7.7	1,530	126%
Hotels and Restaurants	736	6,089	8.3	847	115%
Transport and Storage	495	3,776	7.6	427	86%
Information and Communications	454	3,480	7.7	362	80%
Financial Services	304	2,284	7.5	261	86%
Business Services	1,206	9,186	7.6	1,157	96%
Public Administration	105	554	5.3	80	76%
Education	511	3,841	7.5	542	106%
Health and Social Work	730	5,811	8.0	881	121%
Arts and Other Services	678	5,240	7.7	691	102%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
South East	**10,412**	**91,371**	**8.8**	**10,685**	**103%**
2-4	1,768	21,304	12.0	1,996	113%
5-9	2,061	19,438	9.4	2,143	104%
10-24	3,544	30,500	8.6	3,675	104%
25-49	1,399	10,972	7.8	1,586	113%
50-99	900	5,387	6.0	774	86%
100-249	471	2,727	5.8	377	80%
250+	269	1,043	3.9	134	50%
Agriculture	315	4,251	13.5	268	85%
Mining and Quarrying	26	162	6.2	14	54%
Manufacturing	715	6,019	8.4	764	107%
Electricity, Gas and Water	195	1,546	7.9	152	78%
Construction	993	10,149	10.2	922	93%
Wholesale and Retail	1,365	11,750	8.6	1,793	131%
Hotels and Restaurants	886	8,572	9.7	982	111%
Transport and Storage	598	4,801	8.0	437	73%
Information and Communications	795	6,462	8.1	739	93%
Financial Services	387	3,039	7.9	339	88%
Business Services	1,702	14,496	8.5	1,684	99%
Public Administration	129	791	6.1	117	91%
Education	628	5,045	8.0	574	91%
Health and Social Work	832	7,245	8.7	1,017	122%
Arts and Other Services	846	7,043	8.3	883	104%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
South West	**8,194**	**68,317**	**8.3**	**8,493**	**104%**
2-4	1,925	20,449	10.6	1,922	100%
5-9	1,913	15,499	8.1	2,084	109%
10-24	2,527	20,094	8.0	2,731	108%
25-49	884	6,948	7.9	1,004	114%
50-99	535	3,214	6.0	474	89%
100-249	262	1,551	5.9	215	82%
250+	148	562	3.8	63	43%
Agriculture	714	9,095	12.7	535	75%
Mining and Quarrying	28	178	6.4	17	61%
Manufacturing	581	4,537	7.8	618	106%
Electricity, Gas and Water	117	949	8.1	111	95%
Construction	771	7,221	9.4	763	99%
Wholesale and Retail	1,090	8,308	7.6	1,449	133%
Hotels and Restaurants	753	6,226	8.3	884	117%
Transport and Storage	464	3,604	7.8	420	91%
Information and Communications	454	3,524	7.8	410	90%
Financial Services	225	1,708	7.6	216	96%
Business Services	1,137	8,759	7.7	1,140	100%
Public Administration	85	524	6.2	63	74%
Education	483	3,519	7.3	523	108%
Health and Social Work	663	5,295	8.0	751	113%
Arts and Other Services	629	4,870	7.7	593	94%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
West Midlands	**7,645**	**60,425**	**7.9**	**7,879**	**103%**
2-4	1,494	14,505	9.7	1,756	118%
5-9	1,782	14,373	8.1	1,889	106%
10-24	2,420	18,644	7.7	2,256	93%
25-49	915	7,143	7.8	1,078	118%
50-99	590	3,497	5.9	549	93%
100-249	274	1,616	5.9	245	89%
250+	170	647	3.8	106	62%
Agriculture	420	4,640	11.0	403	96%
Mining and Quarrying	15	82	5.5	10	67%
Manufacturing	649	5,087	7.8	751	116%
Electricity, Gas and Water	128	1,024	8.0	114	89%
Construction	679	5,847	8.6	600	88%
Wholesale and Retail	1,137	8,447	7.4	1,409	124%
Hotels and Restaurants	634	4,962	7.8	709	112%
Transport and Storage	467	3,569	7.6	435	93%
Information and Communications	376	2,903	7.7	313	83%
Financial Services	232	1,696	7.3	201	87%
Business Services	1,071	8,240	7.7	1,016	95%
Public Administration	88	457	5.2	79	90%
Education	481	3,518	7.3	495	103%
Health and Social Work	650	5,482	8.4	736	113%
Arts and Other Services	618	4,471	7.2	608	98%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Yorkshire and Humber	**7,343**	**59,572**	**8.1**	**7,545**	**103%**
2-4	1,565	15,515	9.9	1,597	102%
5-9	1,837	15,239	8.3	1,860	101%
10-24	2,176	17,019	7.8	2,380	109%
25-49	822	6,563	8.0	981	119%
50-99	538	3,192	5.9	459	85%
100-249	245	1,425	5.8	206	84%
250+	160	619	3.9	62	39%
Agriculture	456	4,220	9.3	320	70%
Mining and Quarrying	19	121	6.4	14	74%
Manufacturing	593	4,691	7.9	669	113%
Electricity, Gas and Water	106	867	8.2	83	78%
Construction	670	6,667	10.0	574	86%
Wholesale and Retail	1,090	8,310	7.6	1,512	139%
Hotels and Restaurants	671	6,469	9.6	728	108%
Transport and Storage	457	3,789	8.3	441	96%
Information and Communications	321	2,528	7.9	268	83%
Financial Services	197	1,568	8.0	148	75%
Business Services	1,078	7,413	6.9	1,037	96%
Public Administration	61	386	6.3	69	113%
Education	459	3,379	7.4	413	90%
Health and Social Work	602	4,826	8.0	738	123%
Arts and Other Services	563	4,338	7.7	531	94%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Northern Ireland	**3,962**	**30,783**	**7.8**	**4,019**	**101%**
2-4	1,289	10,824	8.4	1,168	91%
5-9	1,109	8,699	7.8	1,175	106%
10-24	982	7,461	7.6	1,061	108%
25-49	274	2,142	7.8	321	117%
50-99	172	1,012	5.9	191	111%
100-249	84	465	5.5	72	86%
250+	52	180	3.5	31	60%
Agriculture	213	2,111	9.9	84	39%
Mining and Quarrying	18	108	6.0	9	50%
Manufacturing	359	2,811	7.8	330	92%
Electricity, Gas and Water	28	224	8.0	29	104%
Construction	306	2,213	7.2	246	80%
Wholesale and Retail	676	5,081	7.5	859	127%
Hotels and Restaurants	412	3,243	7.9	415	101%
Transport and Storage	203	1,584	7.8	201	99%
Information and Communications	88	686	7.8	88	100%
Financial Services	105	840	8.0	93	89%
Business Services	494	3,816	7.7	507	103%
Public Administration	55	369	6.7	49	89%
Education	251	1,872	7.5	267	106%
Health and Social Work	327	2,545	7.8	382	117%
Arts and Other Services	427	3,280	7.7	460	108%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Scotland	**5,915**	**49,077**	**8.3**	**6,035**	**102%**
2-4	1,073	11,788	11.0	1,264	118%
5-9	1,148	9,401	8.2	1,266	110%
10-24	1,864	15,942	8.6	1,753	94%
25-49	862	6,671	7.7	929	108%
50-99	514	3,072	6.0	490	95%
100-249	272	1,558	5.7	249	92%
250+	182	645	3.5	84	46%
Agriculture	492	5,457	11.1	492	100%
Mining and Quarrying	29	191	6.6	34	117%
Manufacturing	376	2,761	7.3	377	100%
Electricity, Gas and Water	70	608	8.7	70	100%
Construction	495	5,141	10.4	489	99%
Wholesale and Retail	808	5,472	6.8	938	116%
Hotels and Restaurants	530	4,743	8.9	582	110%
Transport and Storage	335	2,569	7.7	323	96%
Information and Communications	291	2,285	7.9	260	89%
Financial Services	269	2,055	7.6	227	84%
Business Services	795	6,389	8.0	763	96%
Public Administration	103	688	6.7	102	99%
Education	330	2,638	8.0	338	102%
Health and Social Work	502	4,216	8.4	594	118%
Arts and Other Services	490	3,864	7.9	446	91%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Wales	**5,872**	**45,223**	**7.7**	**6,027**	**103%**
2-4	1,884	15,815	8.4	1,749	93%
5-9	1,754	13,464	7.7	1,735	99%
10-24	1,323	9,967	7.5	1,581	120%
25-49	446	3,430	7.7	547	123%
50-99	263	1,547	5.9	273	104%
100-249	122	706	5.8	105	86%
250+	80	294	3.7	37	46%
Agriculture	626	4,884	7.8	405	65%
Mining and Quarrying	13	84	6.5	10	77%
Manufacturing	431	3,316	7.7	417	97%
Electricity, Gas and Water	61	488	8.0	62	102%
Construction	547	4,729	8.6	405	74%
Wholesale and Retail	839	6,088	7.3	1,203	143%
Hotels and Restaurants	579	4,534	7.8	649	112%
Transport and Storage	373	2,936	7.9	359	96%
Information and Communications	155	1,197	7.7	167	108%
Financial Services	119	816	6.9	108	91%
Business Services	719	5,594	7.8	715	99%
Public Administration	59	376	6.4	75	127%
Education	379	2,844	7.5	361	95%
Health and Social Work	491	3,885	7.9	617	126%
Arts and Other Services	481	3,452	7.2	474	99%

Appendix C: Questionnaire Changes for ESS 2015

Question number	Question area	Change made	Reason for change
S2	Survey introduction	The sample received from Experian and the IDBR was checked for whether employers had completed ESS 2013 and/or EPS 2014 and agreed to being re-contacted for future research. If so, text substitutions to ask for the named respondent were added at S2.	To help improve response rate.
S3	Survey introduction	An 'add if necessary' text was inserted to inform employers that, at the end of the survey, they would have the option of requesting a summary report of the survey findings once published in January 2016.	To help improve response rate.
Section A	Firmographics	The ordering of this section used in 2013 (A1, A1X, A1A, A3, A4NEW, A4A, A5, A6, A7, A8 and A10) was re-ordered as follows: A3, A5, A1, A1X, A4NEW, A4A, A6, A7, A8, A10.	Historically, when cleaning and checking the data there have been instances where respondents need to be called back or their surveys deleted because they have given the size of their organisation as a whole rather than their own site. The change in question ordering was made so that employers are first asked whether the establishment was a single site organisation or part of a larger number of sites so that those who were multisite were asked how many employees they have across their organisation before asking how many are employed at their specific site to help reduce instances of the type of error mentioned above.
A1A	Change in number of staff	Moved to position B1.	Moved back to its position used in 2011 due to the questions relating to retention of staff being reinstated for 2015.

Question number	Question area	Change made	Reason for change
Section B	Retention / Retention Difficulties	Section reinstated for ESS 2015 and question A1A moved back to position B1.	Section reinstated for ESS 2015 having been rotated out in 2013.
B5 and B6	Measures taken to overcome retention difficulties (B5) and difficulties caused by retention difficulties (B6)	Removed for ESS 2015.	It was felt unlikely that responses to these questions would have significantly changed since 2011 and there was reduced interest among UKCES and its partners for tracking the time series of these questions.
C1A	Whether recruited over the past year	The timeframe referenced in the question text was changed from "in the last 2 to 3 years" to "in the last 12 months".	In 2013 the timeframe used was the last 2-3 years in order to be consistent with the timeframes used for the education leaver questions. These questions were removed for 2015, hence a 12 month timeframe was used in order to be consistent with other questions in the 2015 survey.
C1 to C5D	Recruitment of education leavers and young people	Removed for ESS 2015.	These questions relating to the recruitment of education leavers and young people were included in the EPS 2014 survey.
C13A and C13NW	New skill descriptors to understand the skills lacking among applicants	New questions to incorporate the new skill descriptors that were developed off the back of a review of the skill descriptors used in 2013. These questions were asked of a random selection of 50% of employers with skill-shortage vacancies and were asked up to maximum of two occupations in which the employer had skill-shortage vacancies for.	To improve the skill descriptors used in the survey to better understand the skills lacking among applicants.
C13B	Selecting the main skill lacking among applicants	New question asking employers to select the single skill lacking among applicants that is most important for performing the job role (if the employers had selecting multiple skills lacking).	To identify the skill that is most importantly lacking and understand if there is a prioritisation in the skills lacking among applicants.
C13	Old skill descriptors to understand the skills lacking among applicants	These questions were asked of a random selection of 50% of employers with skill-shortage vacancies.	To take into account the two separate ('old' and 'new') lists of skill descriptors being used in the survey.

Question number	Question area	Change made	Reason for change
C13D	Selecting the main skill lacking among applicants	New question asking employers to select the single skill lacking among applicants that is most important for performing the job role (if the employers had selecting multiple skills lacking).	To identify the skill that is most importantly lacking and understand if there is a prioritisation in the skills lacking among applicants.
D5A to D5C	Occupational profiling	New questions to offer establishments with 10+ employees the opportunity to access the online occupational prompts (D5A) and check which broad sector classification they chose online (D5B) before classifying all of their employees according to the nine occupational categories (D5C).	The online occupational prompts were introduced to assist employers in classifying their employees to ease the burden of this section of the survey.
D5D and D8	Occupational profiling	Updating the example job titles and descriptions displayed on screen for the interviewer to read out 'as necessary' (D8) which were tailored depending on the broad sector classification that was assigned (if respondent agreed with the SIC code description at A6) or chosen by the respondent at question D5D (if respondent agreed with the SIC code description at A6).	To ensure consistency with the example job titles and descriptions used on the online occupational prompts.
D11A and D11NW	New skill descriptors to understand the skills lacking among the workforce	New questions to incorporate the new skill descriptors that were developed off the back of a review of the skill descriptors used in 2013. These questions were asked of a random selection of 50% of employers with skills gaps and were asked up to maximum of two occupations in which the employer had staff with skills gaps.	To improve the skill descriptors used in the survey to better understand the skills lacking among the workforce.
D11B	Selecting the main skill lacking among the workforce	New question asking employers to select the single skill lacking among their workforce that has the biggest impact on the establishment (if the employers had selecting multiple skills lacking).	To identify the skill that is most importantly lacking and understand if there is a prioritisation in the skills lacking among applicants.
D11	Old skill descriptors to understand the skills lacking among the workforce	These questions were asked of a random selection of 50% of employers with skills gaps.	To take into account the two separate ('old' and 'new') lists of skill descriptors being used in the survey.

Question number	Question area	Change made	Reason for change
D11D	Selecting the main skill lacking among the workforce	New question asking employers to select the single skill lacking among their workforce that has the biggest impact on the establishment (if the employers had selecting multiple skills lacking).	To identify the skill that is most importantly lacking and understand if there is a prioritisation in the skills lacking among the workforce.
D15 and D15A	Number of staff over-qualified and over-skilled for their current job role	D15 was asked of all employers (rather than modularised in 2013). The question text at D15 changed from asking about both qualifications and skills in one question (as was used in 2013) to ask only about how many staff have qualifications that are more advanced than required for their current job role. D15A then asked how many of those staff identified as being over-qualified at D15 also have skills that are more advanced than required for the current job role.	The cognitive testing and piloting suggested that employers tended to focus on one element of the question criteria when asked how many staff have both qualifications and skills that are more advanced for their current job role. The question was therefore split to first ask about qualifications (D15) and then, of these, how many also have skills more advanced (D15A).
D16	Occupation of staff that are over-qualified and over-skilled for their current job role	New question to understand what types of occupations under-utilised staff are working in. Survey responses were coded to 4-digit SOC 2010.	New question to expand on the analysis surrounding skill-underutilisation.
D17	Main reasons why staff are working in job roles that they are over-qualified and over-skilled for	New question to understand the main reasons why the staff members identified by the employer as being over-qualified and over-skilled for their current role are indeed working in such a role.	New question to expand on the analysis surrounding skill-underutilisation.
D19	Perceived advantage / disadvantage of skill under-utilisation	New question to understand whether employers deem having over-qualified and over-skilled staff as an advantage or disadvantage for their organisation.	New question to expand on the analysis surrounding skill-underutilisation.
Section E	Upskilling	Removed for ESS 2015.	Rotated out of ESS 2015 to save time.
F7B	Provision of online / e-learning training	New question asking whether the establishment had arranged or funded training for staff over the past 12 months which had involved online / e-learning training, or other self-learning training where the employee does the learning at a time of their own choosing.	To measure the use of such training methods by employers as these were not covered by the existing set of training and workforce development questions.

Question number	Question area	Change made	Reason for change
F7C and F7E	Change over time in use of online / e-learning training	New question to assess whether use of online / e-learning training was higher or lower compared to the 12 months before that (F7C). If the employer had not arranged or funded online training over the past 12 months then question F7E asked whether they had arranged or funded such training at all over the last two years.	To measure change over time in use of such training methods.
F7D and F7F	Change over time in use of other self-learning training	New question to assess whether use of other self-learning training was higher or lower compared to the 12 months before that (F7D). If the employer had not arranged or funded online training over the past 12 months then question F7F asked whether they had arranged or funded such training at all over the last two years.	To measure change over time in use of such training methods.
I3A	Summary report of results	New question asking respondents if they would like to be emailed a summary report of the survey findings once published in January 2016. (If yes, then the respondent's email address was collected).	To help improve response rate and act as a means to publicise the survey and disseminate the results directly to employers.

Appendix D: Supplementary Tables Regarding Impact of Questionnaire Amends

Table D.1.1 Profile of establishments with skill-shortage vacancies (SSVs) and skills gaps assigned to each list of skill descriptors

Row percentages	Base		New skills list: SSVs	Old skills list: SSVs	Base		New skills list: Skills Gaps	Old skills list: Skills Gaps
UK	6,831	%	47	53	18,265	%	49	51
Country								
England	5,801	%	47	53	15,409	%	50	50
Northern Ireland	172	%	45	55	520	%	52	48
Scotland	453	%	44	56	1,236	%	48	52
Wales	405	%	53	47	1,100	%	52	48
Size								
2-4	645	%	49	51	1,240	%	51	49
5-9	1,176	%	49	51	3,371	%	51	49
10-24	2,341	%	47	53	6,713	%	50	50
25-49	1,274	%	46	54	3,530	%	49	51
50-99	770	%	47	53	1,948	%	49	51
100-249	446	%	45	55	1,064	%	50	50
250+	179	%	55	45	399	%	51	49
Sector								
Agriculture	67	%	45	55	292	%	50	50
Mining and Quarrying	4	%	-	100	23	%	39	61
Manufacturing	618	%	46	54	1,674	%	51	49
Electricity, Gas and Water	76	%	58	42	163	%	45	55
Construction	461	%	51	49	1,132	%	51	49
Wholesale and Retail	850	%	49	51	3,669	%	50	50
Hotels and Restaurants	844	%	47	53	2,610	%	51	49
Transport and Storage	366	%	49	51	750	%	49	51
Information and Communications	345	%	47	53	595	%	51	49
Financial services	106	%	41	59	435	%	47	53
Business Services	1,285	%	47	53	2,601	%	49	51
Public Administration	44	%	55	45	200	%	48	52
Education	486	%	47	53	1,211	%	50	50
Health and Social Work	793	%	47	53	1,663	%	50	50
Arts and Other Services	486	%	46	54	1,247	%	51	49

Base: Column 1: all establishments with skill-shortage vacancies; Column 4 – all establishments with skills gaps

Table D.1.2 Proportions accessing online prompt card, but country size and sector

	Base		Accessed online prompt card
UK	48,974	%	32
Country			
England	41,250	%	32
Northern Ireland	1,676	%	30
Scotland	3,505	%	32
Wales	2,543	%	31
Size			
10-24	27,875	%	28
25-49	11,657	%	34
50-99	5,836	%	40
100-249	2,689	%	47
250+	917	%	53
Sector			
Agriculture	246	%	30
Mining and Quarrying	92	%	25
Manufacturing	3,947	%	38
Electricity, Gas and Water	485	%	36
Construction	2,342	%	20
Wholesale and Retail	8,956	%	18
Hotels and Restaurants	6,309	%	28
Transport and Storage	1,720	%	51
Information and Communications	1,354	%	40
Financial Services	774	%	44
Business Services	7,381	%	38
Public Administration	552	%	43
Education	4,840	%	29
Health and Social Work	6,409	%	34
Arts and Other Services	3,567	%	34

Base: All establishments with 10+ employees

Table D.1.3 Occupations by whether online prompt card was accessed

	Accessed online prompt card	Did not access online prompt card
Base:	(15,663) %	(33,311) %
Managers	99	99
Professionals	41	22
Associate Professionals	32	14
Administrative / Clerical staff	85	63
Skilled trades occupations	34	30
Caring, leisure and other service staff	26	25
Sales and customer services staff	36	34
Machine operatives	24	18
Elementary staff	51	48

Base: All establishments with 10+ employees

Appendix E: Occupational Coding

The occupational data collected in the survey were collected both pre-coded and verbatim. The former included the occupational breakdown of employment (question D5 to D8) where respondents were asked how many of their workforce fell into each of the nine major (one-digit) Standard Occupation Classification (SOC) 2010 categories (Managers, Directors and Senior Officials through to Elementary Occupations). However, on vacancy measures (for example the occupations in which vacancies exist – question C2) this information was collected verbatim. This was then coded at the analysis stage, where possible to a four-digit level SOC, if not three, two- or one-digit level.

Examples of what might fall into each occupational band are as follows:

Occupational group	Primary sectors (Agriculture, manufacturing, construction etc)	Service sectors (retail, business, finance, transport etc)	Public sector (Public Admin, Health, Education etc)
Managers, Directors and Senior Officials	Site managers, Department Heads, Shift Managers (not supervisors)	Directors, Managers / Branch/site managers, shift managers (not supervisors	Police inspectors and above, department heads, Head teachers, Senior Officials
Professionals	Professional engineers, software and IT professionals, accountants, chemists, scientific researchers	Solicitors, lawyers, accountants, IT professionals, economists, architects, actuaries	Doctors, nurses, midwives, teachers, social workers, librarians
Associate Professionals	Science and engineering technicians, lab technicians, IT technicians, accounting technicians	Insurance underwriters, finance/investment analysts and advisers, writers/journalists, buyers, estate agents	Junior police/fire/prison officers, therapists, paramedics, community workers, H&S officers, housing officers
Administrative staff	Secretaries, receptionists, PAs, telephonists, bookkeepers	Secretaries, receptionists, PAs, communication operators, market research interviewers, clerks	Secretaries, receptionists, PAs, local government officers and assistants, office assistants, library and database assistants
Skilled Trades	Farmers, electricians, machine setters / tool makers, carpenters, plasterers	Motor mechanics, printers, TV engineers, butchers	Chefs
Caring, Leisure and Other Service Occupations	Care assistants, nursery nurses	Travel agents, travel assistants, hairdressers, housekeepers	Care assistants, home carers, nursery nurses, ambulance staff, pest control, dental nurses, caretakers
Sales and customer service occupations	Customer facing roles: sales staff and call centre agents	Sales assistants and retail cashiers, telesales, call centre agents	Customer care operations
Process, plant and machine operatives	Routine operatives, drivers, machine operators, sorters and assemblers	HGV, van, fork-lift, bus and taxi drivers	Drivers, vehicle inspectors
Elementary occupations	Labourers, packers, goods handling and storage staff	Bar staff, shelf fillers, catering assistants, waiters/waitresses, cleaners	Labourers, cleaners, road sweepers, traffic wardens, security guards

Appendix F: Briefing Notes / Core Questionnaire

Background to the survey

The **UK Commission for Employment and Skills (UKCES)** was established in 2008; its aim is to work with and through our partners to secure a greater commitment to invest in the skills of people to drive enterprise, jobs and growth. The Employer Skills Survey 2013 (ESS2013) will play an important role in achieving this, by measuring the skills employers need, the skills they are short of, actions they are taking to increase skills in their workforces and the impact of any skills gaps they experience.

ESS2015 is the third time the skills surveys of the four nations of the UK have been brought together into one survey. It builds upon the findings of the same survey conducted four years ago ESS2011, this was also conducted by IFF (job number 4932). UKCES are partnering with the department for Business, Innovation and Skills (BIS) in England, the Scottish Government, the Welsh Government and the Department for Education and Learning in Northern Ireland (DELNI) to get a UK-wide measure of the skills landscape.

ESS2015 is part of a wider research series into skills for the workplace, and is a sister survey to the Employer Perspectives Survey, which was last run by IFF in 2014. ESS2015 is designed to be "inward looking", that is, it asks about areas relating to the respondent's own establishment and internal procedures; the sister EPS survey is "outward looking", examining their experience of government initiatives and external assistance. Together, the survey results are used to help inform learning provision in the UK so that it meets the skill needs of employers.

The survey design has undergone a few changes since the 2013 survey. The main differences relate to skills lists and the introduction of an online prompt card. For the skills lists (present in section C and D), dimensions will go through the old setup for half the respondents, and a new setup for the other half.

The questionnaire covers such areas as recruitment difficulties, current and future skill requirements training and recruitment of young people.

This is one of the largest surveys of employers ever conducted in the UK.

Scope of the survey

For the mainstage this year, c.91,000 interviews are being conducted overall. This is being divided between 4 fieldwork providers: IFF Research, MORI, and BMG. Each contractor is covering different regions as follows.

IFF Research	London, South East, Wales, Yorkshire & The Humber + c.1,900 multi-sites
MORI	North East, East Midlands, West Midlands, Scotland
BMG	North West, East of England, South West, Northern Ireland

An establishment-based survey

The survey is establishment-based. Hence we are likely to be interviewing a number of different sites of organisations with a large number of sites. It is crucial that we emphasise to the respondent that all the questions refer to that particular site, not the business as a whole.

We are not taking referrals to other sites. This is because the other sites may themselves have been sampled, and also in large chains headquarters staff may receive a very large number of these referrals, and it is important that employers are not burdened.

Many of the questions asked need to be answered at site level – for example its unlikely head offices will know whether each individual member of staff is fully proficient at their job.

The sample

The sample of establishments has been drawn from the Experian Business Database. Sample has been drawn from all sectors (public and private).

Identifying the correct respondent

Most of the sample is not named. Where it is named this is where the respondent has taken part in the last study (in 2013). There is no guarantee that the person is still the right person to talk to (and in many cases they will now work at a different establishment or will have left the organisation altogether). The name will help as a way in, but you do need to check that they are the correct person still.

Whether a name is supplied or not, it is one of your tasks to identify the most appropriate person at that site to interview. We want to speak to the most **senior person** at the site with **responsibility for human resource and personnel issues**.

At smaller establishments this is likely to be the owner or general manager, whilst at larger business sites there is likely to be someone with a designated personnel function. There will be someone at every site able to take part – a number of people at the same site have the same level of seniority/responsibility then we can select any of them as an eligible respondent.

Persuading people to take part (and outcome codes)

As well as the usual stressing of confidentiality etc. the following should be noted, which may help persuade some to take part:

- It is the chance for them to input into research which will help planners develop policies to address employer skill needs
- If they want to check the survey is legitimate they can go to the dedicated website www.skillssurvey.co.uk;
- We can send a reassurance fax/email (a copy of this is attached for your reference)
- A report of the survey results will appear on the UKCES website in early 2016
- Respondents may say that they took part in the 2009 (England only) or 2011/2013 (Nationwide) studies, if this is that case we still want to interview them to update our information.

If people are very busy currently then please arrange a date to call back when they should be quieter (the fieldwork goes on until mid-July 2015, so we are expecting very few 'too busy during fieldwork' outcomes).

If the respondent refuses, then we are interested to record if they say this is because this is company policy or because they have recently taken part in a survey (we are not asking this

specifically, we are only recording this if they offer this reason spontaneously). If this reason is not spontaneously given then just record it as a straight refusal.

Screenshots of information on website:

Home	FAQ's	List of occupations

Employer Skills Survey 2015

Welcome to the microsite for the UK Commission for Employment and Skills (UKCES) 2015 Employer Skills Survey

What is the Employer Skills Survey?

The survey, which is based on over 90,000 telephone interviews with UK employers is one of the largest employer surveys in the world.

The survey is vital to the work of UKCES and their partners both within national and local government. The survey gathers information on the skills challenges that employers face within their existing workforces and in terms of bringing in new skilled labour, the levels and nature of training investment and the relationship between skills challenges, training activity and business strategy.

The last Employer Skills Survey was carried out in 2013 and results from this survey can be viewed on the UKCES website:
https://www.gov.uk/government/collections/ukces-employer-skills-survey-2013

Research for the survey is being carried out between March and July 2015 by IFF Research, BMG Research and Ipsos MORI on behalf of UKCES and their partners:

- Department for Business Innovation and Skills
- Welsh Government
- Scottish Government
- Department for Employment and Learning in Northern Ireland (DELNI)

The success of the survey is dependent on the willingness of employers to take part. If selected, employers can choose a time that suits them to be interviewed. If you are a participant you can find more information on our FAQs page.

The results of the survey will be made publicly available on the gov.uk website in January 2016. If you participate in the survey you will be asked if you would like to receive a summary report of the findings of the survey.

If you have any questions or need to contact us about the survey, please click here.

Frequently Asked Question's

What are the aims of the project?
The aim of the project is to gather information on the skills that employers need, the skills they are short of and the training they offer. The survey aims to help Government and other organisations to help employers, by better understanding their skills, training and employment needs.

Why do you need to talk to me?
Your business has been chosen at random to make sure we get a truly representative picture of all businesses (large and small) in the UK. Your business can't be replaced with another business. Your co-operation will ensure that views expressed are representative of all employers in your industry.

How was I selected?
Your organisation has been selected at random from a combination of Experian's National Business Database and the ONS Inter-Departmental Business Register.

What does participation involve?
Participation will involve a telephone interview with an interviewer from IFF Research, BMG Research or Ipsos MORI. On average interviews last around 20 minutes however, the interview length may vary depending on the answers that you give. The interview will take place at a time that is convenient for you.

Why can't you talk to my head office?
The survey asks about site-specific topics to understand how approaches vary geographically. If we were to speak to your head office we wouldn't get a complete picture of issues at a local level.

What are you collecting information on?
We collect information on areas including vacancies, vacancies that are hard to fill, the skills of the existing workforce and what training employers offer.

How does this benefit my organisation?
The survey provides you with the opportunity to input into research, which will help planners develop policies to address employer skill needs. The results will be available to view online within a few months of the survey ending. If you are interviewed and are happy to provide your email address we will also send you a summary of the key findings once they are published

Will my responses be confidential?
Your replies will be treated in the strictest confidence under the Code of Conduct of the Market Research Society. Data will only be linked to your company name with your prior consent. If you do consent for your data to be linked it will be anonymised and only used for statistical purposes.

How do I know the research agency contacting me is legitimate?
IFF Research, BMG Research and Ipsos Mori are three large, well-established market research agencies. If you would like to check the credentials of the research agency calling you, you can call the Market Research Society for free on 0500 396 999.

Will I be able to access the results of the survey?
Yes. The results of the survey will be made publically available on the gov.uk website in January 2016. If you participate in the survey you will be asked if you would like to receive a summary report of the findings of the survey.

Where can I view results of the previous study?
Results of the previous study in 2013 can be found on the UKCES website:
https://www.gov.uk/government/collections/ukces-employer-skills-survey-2013

The questionnaire

After screening questions, there are 8 sections to the questionnaire (A-I).

Section	Description
S	Screening questions
A	Establishment details ("Firmographics")
B	Retention / Retention Difficulties
C	Recruitment & Recruitment Difficulties
D	Demand for skills / Skills gaps
E	Not included
F	Workforce Development
G	Skills utilisation / High performance working
H	Business strategy and structure
I	Closing questions

The interview will last around 23 minutes on average, though there will be quite a lot of variation between respondents, depending on responses at particular questions. For smaller organisations the interview may only take around 15 minutes.

S   Screen Screener

SAMPLE VARIABLES USED IN SURVEY:

Country (country)	England	1
	Northern Ireland	2
	Scotland	3
	Wales	4
SIC Description (sicdesc)	Text field	
Company name (company)	Text field	
Sector for quotas (sector)	Agriculture	1
	Mining & Quarrying	2
	Manufacturing	3
	Electricity, Gas and Water	4
	Construction	5
	Wholesale and Retail	6
	Hotels and Restaurants	7
	Trade, Accommodation and Transport	8
	Financial Services	9
	Business Services	10
	Public Admin	11
	Education	12
	Health and Social Work	13
	Arts, entertainment, recreation and other services	14

Region for quotas (region)	East of England	1
	East Midlands	2
	London	3
	North East	4
	North West	5
	South East	6
	South West	7
	West Midlands	8
	Yorkshire and Humber	9
	Northern Ireland	10
	Scotland	11
	Wales	12
Contact name from previous survey (hascon)	Yes	1
	No	2
Took part in ESS13 (ESS13comp)	Yes	1
	No	2

ASK TELEPHONIST

S1 **Good morning / afternoon. Can I just check, is this** [COMPANY NAME FROM SAMPLE]**?**

Yes – correct	1	CONTINUE
No – company name wrong	2	TAKE CORRECT COMPANY NAME AND CONTINUE
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	CLOSE
Refusal – company policy	6	
Refusal – taken part in recent survey	7	
Residential Number	8	
Company closed	9	

S1

This is an establishment-based survey for which local and regional analysis will be paramount.

(i) If the company name has changed (compared to the one on screen) collect the new name and continue.

(ii) **do <u>not</u> take referrals to other sites or locations**, we must talk to a person at the establishment specified on the sample

The <u>only</u> exception to this is when the phone number on the sample is a central call centre (i.e. in the case of banks). You will not need to identify these; they have already been marked on the sample and if the number you are calling is a central call centre number the company address will appear with the company name. *In these cases you must ask to be put through to the branch or site named.* We do not want to interview somebody at the call centre location.

This is the only time you can be put through to a different site; if the company address does not appear with the company name you need to speak to someone at the site called.

Please take time to get familiar with the range of outcome codes. These appear at a number of places on the questionnaire.

IF S1=1 OR 2

S2 **My name is** NAME**, calling from** [COMPANY NAME]**, an independent market research company.** IF NAMED SAMPLE: **Please may I speak to** [NAME].

IF SAMPLE NOT NAMED: **We're conducting a government survey about recruitment, human resources and workplace skills. Can I speak to the most senior person at this establishment with responsibility for these sorts of issues?**

INTERVIEWER NOTE: IF RESPONDENT ATTEMPTS TO TRANSFER TO SOMEONE AT ANOTHER SITE: **We need to speak to someone at this site rather than someone at another branch or office of your organisation. Could I speak to the person at this site who would have the best overview of the skills that your establishment needs its workers to have?**

Person on phone is correct respondent	1	CONTINUE
Referred to someone else at establishment NAME_____ JOB TITLE_____	2	TRANSFER AND ASK S3
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Refusal – company policy	6	
Refusal – taken part in recent survey	7	
No one at site to answer questions	8	
Not available in deadline	9	
WANTS REASSURANCES	10	SHOW REASSURANCES

S2

In some cases respondents may state that there is no-one with **single, overall** responsibility for human resource and personnel issues, possibly because separate departments or areas of the business each have their own HR/Personnel function. In such cases, interviewers should ask to speak to the person with responsibility for **the largest number** of employees AND seek to obtain best estimate responses relating to the entire establishment.

Equally, it may be the case that respondents state that responsibility for issues lies with someone at another location, such as the company HQ. This is particularly likely to be the case with chains of establishments (e.g. retail chains, high street banks, etc.). As above, we cannot take referrals to other locations, so you will need to ask to speak to the person at the site with the **best overview** – this is likely to be job functions such as branch manager, general manager, site manager, office manager, etc.

In some cases we have named sample. These are people who completed the survey in 2013 and are happy to be re-contacted.   Please ask for this person in the first instance, and try to make an appointment if they are not available. If they no longer work at the establishment, or the name is not recognised please ask for the person at the establishment that has the greatest involvement in recruitment, human resources and workplace skills.

S3   IF S2 not 1: **Good morning/afternoon, my name is** NAME **and I am calling from**
[COMPANY NAME]**, an independent research organisation.**

ALL: **We are conducting a survey on behalf of the UK Commission for Employment and Skills and** [ENGLAND: **the Department for Business, Innovation and Skills (BIS)** WALES: **the Welsh Government** SCOTLAND: **the Scottish Government** NI: **the Department for Employment and Learning in Northern Ireland (DELNI)**].

The survey aims to help Government and other organisations to assist employers like you, by better understanding your needs in terms of skills, training and employment. Your co-operation will ensure that the views expressed are representative of all employers in your industry.

IF NECESSARY: **If you would like, we will also email you a summary report of our findings as a thank you for taking part once the research has been completed**

**The interview will take on average 20 minutes depending on the answers given.
Would it be convenient to conduct the interview now?**

Yes – continue	1	CONTINUE
Definite Appointment	2	MAKE DEFINITE APPOINTMENT
Soft appointment	3	MAKE SOFT CALL BACK
Refusal	4	
Refusal – company policy	5	
Refusal – taken part in recent survey	6	THANK AND CLOSE
Not available in deadline	7	
Send email reassurance	8	COLLECT EMAIL ADDRESS
WANTS REASSURANCES	9	SHOW REASSURANCES

REASSURANCES TO USE IF NECESSARY
The interview will take around 20 minutes to complete.
[IF ess13comp=1 AND hascon=1: Your organisation kindly took part in the UK Commission's previous Employer Skills Survey in Spring/Summer 2013 and, at the end of that interview, gave permission to be re-contacted about future relevant 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.
If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can visit the UKCES website or call:
- **MRS: Market Research Society on 0500 39 69 99**
- [COMPANY CONTACTS **IFF: Christabel Downing or Mark Tweddle on 0207 250 3035**] [BMG AND IPSOS MORI TO ADD OWN COMPANY CONTACTS]
- **UKCES: Rosie Sutton on 0207 2277815**

S3

If the respondent needs reassurance about the survey a list of reassurances can be brought up on screen by selecting the 'wants reassurances' option.

New this year is the offer of sending a summary report of the findings, this can be used as an incentive to take part (we will collect information on whether the respondent wants a summary report, and the email to send it to if so, at the end of the survey).

If the respondent requires proof that the survey is legitimate there is a reassurance email/fax available, or you can direct them to the UKCES website (part of Gov.UK) which will have an area set up regarding this survey and also shows results for the ESS 2013 survey (type in 'skills survey' to the search option on Gov.UK).

They can also visit the dedicated ESS 2015 microsite at www.skillssurvey.co.uk.

ASK ALL BASED IN WALES (COUNTRY=4)

S4) **Would you prefer the interview to be carried out in Welsh or English?**

Welsh	1	AGREE CONVENIENT TIME FOR WELSH CALL BACK
English	2	CONTINUE

DUMMOD:

DUMMY QUESTION TO SET MODULE

MODULE 1 (50% OF SAMPLE ASSIGNED RANDOMLY)	1
MODULE 2 (50% OF SAMPLE ASSIGNED RANDOMLY)	2

S4

Welsh respondents will get the option here to complete the survey in Welsh; if this is required then state that one of our Welsh interviewers will call back soon to organise a time for (or indeed conduct) an interview.

DUMMOD

This dummy variable is randomly assigned to each respondent. As the survey is too long to ask all of the questions to everybody some sections are only asked to half of the sample. This will determine which sections respondents will be asked but the variable is hidden in the script.

A Firmographics

A3 **First, can I just check, is this establishment..?**

READ OUT. SINGLE CODE.

IF NECESSARY: **By 'establishment', I mean the site at which you work**

The only establishment in the organisation, or	1	GO TO A1
One of a number of establishments within a larger organisation	2	ASK A5

A5 **Approximately how many people work in your organisation across the UK as a whole -**
By that I mean both full-time and part-time employees on your payroll, as well as any working proprietors or owners, but excluding the self-employed and outside contractor or agency staff.

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

IF DK, PROMPT WITH RANGES

(IF ANSWER GIVEN, CATI CODE RANGES AUTOMATICALLY)

Is it roughly...

READ OUT. SINGLE CODE.

Under 10	1
10-49	2
50-249	3
250-999	4
1,000+	5
Don't know	X

A3

This question aims to determine whether the site we have called is part of a multi-site organisation.

A5   Asks about how many people their organisation employs in total IN THE UK – so not including any employees based overseas. A best estimate will do if they are unsure of the exact figure

ASK ALL

A1 (IF A3=2: **And**) **how many people work at this specific site, including yourself, all others on your payroll and any working proprietors or owners, but** [IF A3=2: again] excluding **the self-employed and outside contractor or agency staff.**

INTERVIEWER NOTE: NON-EMPLOYEE TRAINERS AND EMPLOYEES UNDER 16 SHOULD BE EXCLUDED.

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

ONLY ALLOW NUMBERS SMALLER THAN OR EQUAL TO THE INTEGER GIVEN AT A5, OR THE HIGHER END OF ORGANISATION SIZE BANDING GIVEN IN PREVIOUS QUESTION (A5)

CLOSE IF DON'T KNOW / REFUSED

A1DUM) CATI TO CODE RANGE AUTOMATICALLY AND CHECK QUOTA

1	1	GO TO A1X
2-4	2	
5-9	3	
10-24	4	
25-49	5	Check A1A
50-99	6	
100-249	7	
250 or more	8	

IF A1DUM=1

A1X **Can I just check, are you including yourself in that answer?**

Yes	1	THANK AND CLOSE
No	2	RESET A1DUM TO CODE 2 AND RESET A1 TO '2'

IF A1X=2 READ OUT: **For the purpose of this interview we will be classifying your establishment as having two employees.**

A1

A1 is required to establish sizeband and quota. If the respondent says "don't know" or "refuse" here then the survey will close, so please encourage them to give a best estimate even if they are unsure of the exact figure.

Both full and part-time staff should be included. There is also a check at this question to ensure respondents are not reporting a higher number of employees at their site than there are in the organisation across the UK.

We are including all those on the payroll and any owners or part-owners, but excluding self-employed and those working for contractors / an agency.

Partners in a partnership (e.g. in a law firm) should be included.

Please remember that this survey is establishment based; respondents should only be thinking about the number of staff at that particular site. Please be very careful to enter the number accurately as it will drive logic checks later in the questionnaire and will slow the interview down considerably if you need to skip back to this question to correct an error.

A1A   MOVED TO QUESTION B1

A3   QUESTION MOVED

A4   THERE IS NO A4

ASK IF MULTI-SITE ORGANISATION (A3=2)

A4NEW **Is this site the Head Office of the organisation?**

Yes – Head Office	1
No	2
Don't know	3

ASK IF MULTISITE BUT NOT HEAD OFFICE (A3=2 AND A4NEW=2 or 3)

A4A   Are the headquarters of your organisation based in the UK or outside of the UK?
CODE ONE ONLY.

Within the UK	1
Outside the UK	2
DO NOT READ OUT: **Don't know**	X

A5   QUESTION MOVED

IF MULTI-SITE ORGANISATION (A3=2):
From now on, when I use the word 'establishment', I mean the site at which you work.

A4

These questions are to get some context about how this establishment fits into the organisation as a whole. The most important distinction to capture at A4 is whether they are the head office or not and at A4A whether their HQ is inside or outside the UK

A6 **I have** [SIC DESCRIPTION ON SAMPLE] **as a general classification for your establishment. Does this sound about right?**

Yes	1
No	2

IF NO (A6=2):

A7 **How would you describe the main business activity of this establishment?**
PROBE FULLY:
   What would you type into a search engine to find an organisation like yours online?
   What is the main product or service of this establishment?
   What exactly is made or done at this establishment?
   Who does it sell its product/services to?

 WRITE IN. TO BE CODED TO 4-DIGIT SIC07.

ASK ALL

A8 **Would you classify your organisation as one ...?** READ OUT. CODE ONE ONLY

MAINLY seeking to make a profit	1
A charity or voluntary sector organisation or a social enterprise	2
A local-government financed body ADD IF NECESSARY: such as a service provided or funded by the council such as leisure centres, social care, waste or environmental health services	3
A central government financed body ADD IF NECESSARY: such as the Civil Service, any part of the NHS, a college or university, the Armed Services, an Executive Agency or other non-departmental public bodies	4
DO NOT READ OUT: None of the above, other (SPECIFY)	5

A9 THERE IS NO A9

 ASK MODULE 1

A10 IF PRIVATE SECTOR (A8=1): **Are your products or services primarily sold…?**
IF PUBLIC/THIRD SECTOR (A8=2-5): **Does your establishment primarily serve the population…?**
READ OUT. CODE ONE ONLY.

Locally – within an individual town or local area	1
Regionally – within a specific area of [England/Scotland/Wales/Northern Ireland]	2
Nationally – within [England/Scotland/Wales/Northern Ireland]	3
Within the UK	4
Internationally – outside the UK	5
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Not applicable	Y

A6-A7

These Qs check the main business activity of **the establishment** (as opposed to their whole organisation). A broad classification will appear (taken from information supplied by the Experian Database) and we check that this broad classification is correct. Please note that this is a general classification and we check at A6 if this 'sounds about right'.

If not, please write in the main activity of the site at A7 so it can be coded later. This information needs to be **detailed** so that we can code to 4 digit SIC (i.e. 'Manufacturing' or 'retail' will not be sufficient. We need to know what they manufacture or what they sell, who they supply to etc. We will discuss this in more detail at the briefing.) The prompts are to be used as appropriate – i.e. if the first prompt does not give you enough detail, move on to the second, then the 3rd etc.

We will be conducting checks on input here throughout the fieldwork and will provide any feedback on where information can be entered clearer

A8

This question classifies the activities of the establishment. There are very few establishments which should legitimately answer 'none of the above/other' at A8. 'Seeking a profit' covers almost all private sector establishments; it doesn't matter whether they are actually making a profit or not!

When categorising an organisation involved in local services please code with caution. Some services operate at 'council level' but are financed by central government.

A private sector company whose clients are all government bodies/departments does NOT count as government funded

If the respondent does answer 'none of the above/other' at A8 they will be asked to classify the activities of the organisation. Answers such as 'plumber/hairdresser/hospital' are not acceptable here, please probe to find a classification regarding how they are funded and their organisational aims (if not to make a profit, then what?).

The majority of schools in the UK can be classified as local-government financed. There are a small number that receive their funding centrally, notably Academies and City Technology schools. These should be coded at code 4.

A10

A10 establishes what markets they operate in. The text sub will come up with the relevant country – please make sure you read out the whole of each code to make sure respondents answer consistently.

B Retention / Retention Difficulties

B1   Compared to 12 months ago, has the number of people employed at this establishment…?
READ OUT AND CODE ONE ONLY.

Remained about the same,	1
Increased	2
Decreased	3
DO NOT READ OUT: Was not in business 12 months ago	4
DO NOT READ OUT: Don't know	X

B2   THERE IS NO B2

B3   **Are there particular jobs in which you have difficulties retaining staff?**

PROMPT IF NECESSARY: Retention difficulties are when a high number of staff leave (but not as a direct result of downsizing or redundancy)

Yes	1	Ask B3A
No	2	Go to C1
Don't know	3	

B3A   **Which is the occupation in which you have the MOST difficulty retaining staff?**

WRITE IN.   PROMPT FOR FULL DETAILS (E.G. IF 'MANAGER' PROBE: WHAT TYPE OF MANAGER?)
AT THE ANALYSIS STAGE CODE TO SOC 2010 3 DIGITS

B1

Here we ask about the change in employment levels at the establishment over the last 12 months.

B3A

Please probe sufficiently to allow coding to 4 digit SOC

ASK IF DIFFICULT TO RETAIN STAFF B3=1

B4 **Which of the following are the main reasons why it is difficult to retain staff in this occupation…?**
READ OUT. CODE ALL THAT APPLY. ROTATE ANSWER LIST (EXCEPT CODE 10)

Wages offered are lower than those offered by other organisations	1
Impact of the benefits trap	2
Geographic location of the site	3
Unattractive conditions of employment	4
Lack of career progression	5
Long/unsocial hours	6
Too much competition from other employers	7
Not enough people interested in doing this type of work	8
Staff don't want long term commitment	9
Are there any other key reasons why it is difficult to retain staff (WRITE IN)	10

B5 **QUESTION DELETED**

B6 **QUESTION DELETED**

C Recruitment & Recruitment Difficulties

C1A **Have you recruited anyone at this site in the last 12 months?** IF NECESSARY: **whether or not they are still working for you**

Yes	1
No	2
Don't know	X

C1 – C5D DELETED

C6 **How many vacancies, if any, do you CURRENTLY have at this establishment?**

PROBE FOR BEST ESTIMATE

WRITE IN NUMBER ___(0-9999)_____

IF C6 > 100 ASK:

C6chk I've recorded that as <insert number from C6>, is this correct?

Yes	1	CONTINUE
No	2	RE-ASK C6

C7 **In which specific occupations do you currently have** [C6>1: **vacancies** C6=1 **a vacancy**] **at this establishment?**

PROMPT FOR FULL DETAILS (E.G. IF 'MANAGER' PROBE: WHAT TYPE OF MANAGER?) RECORD DETAILS FOR UP TO 6 OCCUPATIONS.
CODE TO SOC2010 4 DIGITS

DUMVAC CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH VACANCIES

C1A

The first question in this section simply asks whether the respondent has recruited anyone in the past 12 months. We still want them to consider anybody who has been recruited in that time but has since left the company.

C6

This question refers to **current** vacancies only. C7 onwards allows you to record up to 6 <u>types</u> of vacancies. Make sure you enter this number correctly as later they will be asked how many vacancies for each occupation and if it does not add up you will need to repeat the question.

Please note: if you are talking to a Jobcentre or recruitment agency, we are looking for the number of vacancies for <u>Jobcentre staff</u> not vacancies it has posted for unemployed people more generally.

If the figure given at C6 (total number of vacancies) is very high (>100) we check this at C6chk.

C7

Please type in details of the occupation(s) with vacancies. We need this to be detailed – 'managers' will not be enough, we would need to know the type of manager; purchasing, sales etc. It needs to be possible to code this to SOC 4 digits – that is the level of "Cab driver" versus "Bus driver" versus "Lorry driver" versus "Hearse driver" – quite detailed. This will be covered in more detail at the briefing.

You can enter details for up to six occupations – for establishments with less than six, when they have run out of occupations cod e 'no answer' which will take you straight on to question C8.

C8 **How many vacancies do you have for** <EACH OCCUPATION AT C7>?

PROBE FOR BEST ESTIMATE

INTERVIEWER: [ANSWER FROM C6 MINUS TOTAL AT C8 SO FAR] VACANCIES REMAINING

DP – DO NOT ALLOW DON'T KNOW. ANSWER MUST BE AT LEAST 1

C7	C8 – number
Occupation 1 -	(1-[C6])
Occupation 2 -	(1-[C6])
Occupation 3 -	(1-[C6])
Occupation 4 -	(1-[C6])
Occupation 5 -	(1-[C6])
Occupation 6 -	(1-[C6])

CATI CHECK: TOTAL OF ALL VACANCIES AT C8 MUST SUM TO C6 (UNLESS GIVE 6 OCCUPATIONS IN WHICH CASE TOTAL CANNOT BE GREATER THAN C6).

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH … **This sums to** <INSERT C8 SUM> **but you just told me that you had <INSERT C6> vacancies in total…**
THEN RE-ASK C6, C7 AND 8

C8

This needs to sum to the number of vacancies at C6 – if it does not you will be taken back to C6 to answer the questions again. (if 6 vacancy occupations are given at C7 then it can be less than the answer given at C6 because there may be vacancies in other occupations we have not asked about).

ASK ALL WITH VACANCIES AT C6 (C6>0)

C9   [IF C6>1: **Are any of your vacancies** IF C6=1: **Is this vacancy**] **proving hard to fill?**

Yes	1	ASK C10
No	2	GO TO D1
Don't know	3	GO TO D1

ASK IF HAVE MORE THAN ONE VACANCY AND HAVE HARD TO FILL VACANCIES (C9=1 AND C6>1); IF ONLY HAVE ONE VACANCY AND HAVE HARD TO FILL VACANCY CATI AUTOMATICALLY CODE C10=OCCUPATION FROM C7.

C10   **How many of your vacancies for** <TEXT SUBSTITUTION: OCCUPATION AT C7> **are proving hard-to-fill?**

CATI – SHOW ON SCREEN NUMBER OF VACANCIES FOR EACH OCCUPATION AT C7. ANSWER GIVEN MUST BE BETWEEN 0 AND C8 RESPONSE

	C10 Number of hard-to-fill vacancies
Occupation 1 -	(0 – RESPONSE AT C8_1)
Occupation 2 -	(0 – RESPONSE AT C8_2)
Occupation 3 -	(0 – RESPONSE AT C8_3)
Occupation 4 -	(0 – RESPONSE AT C8_4)
Occupation 5 -	(0 – RESPONSE AT C8_5)
Occupation 6 -	(0 – RESPONSE AT C8_6)

CATI CHECK: NUMBER OF HARD TO FILL VACANCIES MUST SUM TO > 0 AT C10.

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH: **You told me earlier that you had vacancies that were hard-to-fill but I have not recorded any of them here…**
THEN RE-ASK C9

C10DUM CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH HARD-TO-FILL VACANCIES

C10 – if the answer to all of C10 is 0 yet they have said they have vacancies that are hard to fill, then you are taken back to C9 to change either C9 or C10 as applicable.

ASK C11A – C13 IN SEQUENCE FOR UP TO 6 OCCUPATIONS > 0 AT C10 (I.E. OCCUPATIONS WITH HARD-TO-FILL VACANCIES)
NB IF C6=1 AND C9=YES, ASK ABOUT OCCUPATION FROM C7

C11A **What are the main causes of having a hard to fill vacancy for** [TEXT SUBSTITUTION: OCCUPATION WITH HARD TO FILL VACANCY AT C10]**?**
DO NOT READ OUT. CODE ALL THAT APPLY

	Occupations with hard-to-fill vacancies					
	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Too much competition from other employers	1	1	1	1	1	1
Not enough people interested in doing this type of job	2	2	2	2	2	2
Poor terms and conditions (e.g. pay) offered for post	3	3	3	3	3	3
Low number of applicants with the required skills	4	4	4	4	4	4
Low number of applicants with the required attitude, motivation or personality	5	5	5	5	5	5
Low number of applicants generally	6	6	6	6	6	6
Lack of work experience the company demands	7	7	7	7	7	7
Lack of qualifications the company demands	8	8	8	8	8	8
Poor career progression / lack of prospects	9	9	9	9	9	9
Job entails shift work/unsociable hours	10	10	10	10	10	10
Seasonal work	11	11	11	11	11	11
Remote location/poor public transport	12	12	12	12	12	12
Other (WRITE IN)	13	13	13	13	13	13
No particular reason (ALLOW SINGLE CODE ONLY)	14	14	14	14	14	14
Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

C11A

Here we ask respondents reasons for having hard to fill vacancies. This is asked in a loop for each occupation

Please note this list is "do not read out". Please do not write "same as before" in the other specify – please write out the reason again even if it is the same as for the previous occupation.

ASK C11B FOR EACH OCCUPATION WHERE VACANCIES ARE HARD-TO-FILL BUT WHERE ONE OF CODE 4 OR 7 OR 8 AT C11A <u>NOT</u> MENTIONED (IF ALL HARD-TO-FILL OCCUPATIONS CODED 4, 7 OR 8 AT C11a, GO TO C13)

C11B **Can I just check, are you finding** [IF (SUM OF C10)=1: **this vacancy** IF SUM OF C10>1: **any of these vacancies**] **for** <OCCUPATION FROM C10> **hard to fill because…**
READ OUT; CODE ONE ONLY

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Applicants have not been of sufficient quality	1	1	1	1	1	1
Because there have been few or no applicants	2	2	2	2	2	2
Or for both of these reasons	3	3	3	3	3	3
DO NOT READ OUT: Neither of these reasons	4	4	4	4	4	4
DO NOT READ OUT: Don't know	5	5	5	5	5	5

ASK FOR ALL HARD-TO-FILL VACANCIES CAUSED BY LACK OF QUALITY (C11B=1 OR 3)

C12 **You said that you have had problems with the quality of the candidates for** [OCCUPATION]**. Would you say that they have been lacking…**

READ OUT. CODE ALL THAT APPLY.

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
The skills you look for	1	1	1	1	1	1
The qualifications you look for	2	2	2	2	2	2
The work experience that you require	3	3	3	3	3	3
Or do applicants tend to have poor attitudes, motivation and/or personality	4	4	4	4	4	4
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

DS NOTE – QUESTION C13 IS SPLIT INTO TWO VERSIONS. 50% OF SAMPLE WITH SSVS GET "NEW" VERSION (C13a AND C13NW AND C13b) AND 50% WITH SSVS GET "OLD" VERSION (C13).

OF THOSE GETTING THE "NEW" VERSION, IT SHOULD ONLY BE ASKED OF THE FIRST TWO OCCUPATIONS TO HAVE SSVS.

C13-C13dd

There are two routes following on from C13. Some respondents will receive the OLD skills list (i.e. that used in 2013), while others will receive the NEW skills list.

Questions C13a-C13b = NEW skills list – these will be asked in relation to the **first two occupations** with hard to fill vacancies caused by lack of skills

Questions C13/C13d = OLD skills list – these will be asked for **all** occupations (up to 6 in total) with hard to fill vacancies caused by lack of skills

C13a **I'm now going to ask you about skills you have had difficulty finding among candidates. Have you found any of the following skills difficult to obtain from applicants for** <TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>**?**

IF NECESSARY: **If you do not require candidates for this role to have this skill, then please do not include it in your answer.**

READ OUT. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS ('KNOWLEDGE OF PARTICULAR PRODUCTS OR SERVICES' THROUGH TO 'DON'T KNOW' MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; IT SKILLS MUST ALWAYS APPEAR TOGETHER WITH BASIC IT SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS; NUMERICAL SKILLS MUST ALWAYS APPEAR WITH BASIC NUMERICAL SKILLS FIRST, FOLLOWED BY USING MORE COMPLEX NUMERICAL INFORMATION; BOTH WALES ONLY OPTIONS MUST ALWAYS COME BEFORE COMMUNICATING IN A FOREIGN LANGUAGE)

	1st two Occupations with SSVs	
	Occ 1	Occ 2
Computer literacy / basic IT skills	1	1
Advanced or specialist IT skills	2	2
Solving complex problems requiring a solution specific to the situation	3	3
Reading and understanding instructions, guidelines, manuals or reports	4	4
Writing instructions, guidelines, manuals or reports	5	5
Basic numerical skills and understanding	6	6
More complex numerical or statistical skills and understanding	7	7
WALES: Written Welsh language skills	8	8
WALES: **Oral Welsh language skills**	9	9
Communicating in a foreign language IF NECESSARY: **That is, a language that is not** [WELSH: **Welsh**] **or English**	10	10
Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	11	11
Adapting to new equipment or materials	12	12
Knowledge of products and services offered by your organisation and organisations like yours	13	13
Knowledge of how your organisation works IF NECESSARY: This might include knowledge and understanding of the structure of the organisation and the business model it operates	14	14
Specialist skills or knowledge needed to perform the role	15	15
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	17	17
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	18	18

C13a

This question asks about which skills establishments have struggled to obtain from recent job applicants. This list is a read out and will rotate so items will appear in a different order.

Computer literacy / basic IT skills refer to the simple understanding and ability to use computers for everyday tasks. **Advanced or specialist IT skills** go beyond this basic knowledge, and may include things like the ability to program or use a complex software that is relevant to their job.

Solving complex problems requiring a solution specific to the situation refer to problems that are novel and/or unique, i.e. problems that are complex but are faced regularly and have a solution that has been used previously **do not** count under this definition.

Knowledge of products and services offered by your organisation and organisations like yours - it is important to read this code out in full so respondents know we are referring to products and services that their organisation **offers** rather than just products and services in general.

C13NW   **Next, I'm going to ask about skills relating to dealing with other people.**

Have you found any of the following skills difficult to obtain from applicants for
<TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>**?**
   IF NECESSARY: **If you do not require candidates for this role to have this skill, then please do not include it in your answer.**

READ OUT. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS (CODES 2, 3 AND 4 (SALES, CUSTOMER HANDLING AND PERSUADING) SHOULD ALWAYS APPEAR IN THIS ORDER. NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	1st two occupations with hard to fill vacancies	
	Occ 1	Occ 2
Instructing, teaching or training people	1	1
Sales skills	2	2
Customer handling skills	3	3
Persuading or influencing others	4	4
Team working	5	5
Managing or motivating other staff	6	6
Ability to manage own time and prioritise own tasks	7	7
Setting objectives for others and planning human, financial and other resources	8	8
Managing their own feelings, or handling the feelings of others	9	9
Making speeches or presentations	10	10
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	11	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	12	12

C13nw

This question asks about more skills which establishments have struggled to obtain from recent job applicants, specifically those to do with dealing with people. This list is a read out and will rotate so items will appear in a different order.

ASK IF SELECTED MORE THAN ONE CODE AT C13NW/C13A (COMBINED).

C13b **Which one of the skills you have had difficulty finding for (OCCUPATION) is most important for performing this role in your establishment? PROMPT IF NECESSARY**

SHOW CODES SELECTED AT C13NW AND C13A
"OLD" LIST 50%: ASK FOR EACH OCCUPATION WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS (C12=1, 2 OR 3 OR C11A=4, 7 OR 8) FOR 50% OF SAMPLE

C13 **Have you found any of the following skills difficult to obtain from applicants for** <TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY>**?**

READ OUT. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS (APART FROM IT SKILLS WHICH MUST ALWAYS APPEAR TOGETHER WITH BASIC IT USER SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS. TECHNICAL & PRACTICAL SKILLS, JOB SPECIFIC SKILLS, ANY OTHER SKILLS, NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	Occupations with hard to fill vacancies					
	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Basic computer literacy / using IT	1	1	1	1	1	1
Advanced IT or software skills	2	2	2	2	2	2
Oral communication skills	3	3	3	3	3	3
Written communication skills	4	4	4	4	4	4
Customer handling skills	5	5	5	5	5	5
Team working skills	6	6	6	6	6	6
WALES: **Written Welsh language skills**	7	7	7	7	7	7
WALES: **Oral Welsh language skills**	8	8	8	8	8	8
Foreign language skills	9	9	9	9	9	9
Problem solving skills	10	10	10	10	10	10
Planning and Organisation skills	11	11	11	11	11	11
Strategic Management skills	12	12	12	12	12	12
Numeracy skills	13	13	13	13	13	13
Literacy skills	14	14	14	14	14	14
Technical, practical or job specific skills	16	16	16	16	16	16
Any other skills (WRITE IN)	18	18	18	18	18	18
DO NOT READ OUT: No particular skills difficulties (ALLOW SINGLE CODE ONLY)	19	19	19	19	19	19
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X	X	X	X	X

C13b – This question asks respondents to choose which skill from the previous two lists is most important for performing this role; they can only choose one so if they say 'all of them', 'both' etc., you will need to prompt them to choose the one which is *most* important.

C13- This question asks about which skills establishments have struggled to obtain from recent job applicants. The list is a read out and will rotate so appear in a different order.

If a respondent mentions 'Gaelic' as a language skill, please code this under the Other (specify) option and type 'Gaelic language skills'. Do not put this under foreign language skills- (this is specifically relevant in Scotland)

C13d – This question asks respondents to choose which skill from C13 is most important for performing this role; they can only choose one so if they say 'all of them', 'both' etc., you will need to prompt them to choose the one which is *most* important.

C13d **Which one of the skills you have had difficulty finding for** (OCCUPATION) **is most important for performing this role in your establishment?** PROMPT IF NECESSARY

SHOW CODES SELECTED AT C13

C14 **Thinking now about all occupations in which you have hard-to-fill vacancies, are hard-to-fill vacancies causing this establishment to…** READ OUT. CODE ALL THAT APPLY

DP – RANDOMISE ORDER APART FROM "OTHER"/"NONE"/DON'T KNOW.

Lose business or orders to competitors	1
Delay developing new products or services	2
Have difficulties meeting quality standards	3
Experience increased operating costs	4
Have difficulties introducing new working practices	5
Increase workload for other staff	6
Outsource work	7
Withdraw from offering certain products or services altogether	8
Have difficulties meeting customer services objectives	9
Have difficulties introducing technological change	10
DO NOT READ OUT: None (ALLOW SINGLE CODE ONLY)	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK ALL WITH HARD-TO-FILL VACANCIES (C9=1)

C15 **What, if anything, is this establishment doing to overcome the difficulties that you are having finding candidates to fill these hard-to-fill vacancies?** DO NOT READ OUT. PROBE FULLY. CODE ALL THAT APPLY.

INTERVIEWER NOTE: If the respondent mentions advertising or recruitment please probe to fully understand whether they are using a new method of recruitment (code 6), spending more money on recruitment (code 4), or both.

Increasing salaries	1
Increasing the training given to your existing workforce	2
Redefining existing jobs	3
Increasing advertising / recruitment spend	4
Increasing / expanding trainee programmes	5
Using NEW recruitment methods or channels	6
Recruiting workers who are non-UK nationals	7
Bringing in contractors to do the work, or contracting it out	8
Being prepared to offer training to less well qualified recruits	9
Other (WRITE IN)	10
Nothing (ALLOW SINGLE CODE ONLY)	11
Don't know (ALLOW SINGLE CODE ONLY)	X

D   Demand for Skills / Skills Gaps

I'd now like to turn to the skills within your existing workforce.

ASK ALL

D1   **Thinking now about your** <INSERT NUMBER OF STAFF FROM A1> **current staff, roughly how many of them are qualified to** [EN/NI/WL: **Level 4 /** SC: **SCQF Level 7**] **or above - by Level** [EN/NI/WL **4 /** SC: **7**] **I mean a degree level qualification or higher, or** [EN/NI/WL: **an HND, HNC or Foundation degree /** SC: **HNCs, Advanced Highers or SVQ level 3**]**?**

ENTER NUMBER _____ ALLOW 0 TO A1

Don't know X

IF DON'T KNOW (D1=DK)

D1RAN **Can you give an estimate from the following bands?** READ OUT

Fewer than 20%	1
20 to 49%	2
50 to 80%	3
More than 80%	4
DO NOT READ OUT: Don't know	X

D2   THERE IS NO QUESTION D2

D3   THERE IS NO QUESTION D3

D4   THERE IS NO D4

Section D – This is the most extensive section and is the section that requires optimum cooperation between interviewer and respondent. There is the potential for respondent fatigue.

The information given by the respondent in this section is very important so it must be recorded accurately. As a result we have built in a number of CATI checks to ensure that valid information is collected.

The questions seek to establish the occupational breakdown of the establishment's workforce into 9 categories. This can be quite a complicated section of the questionnaire and it will make it much easier if you take some time to familiarise yourself with the 9 categories and the types of job roles/occupations that belong in each (descriptions can be found on the crib sheet).

For the first time this year respondents have the option of accessing an online prompt card to help them categorise their staff. The layout of this section in dimensions differs quite substantially depending on whether the respondent chooses to utilise the online prompt card or not. We recommend fully familiarising yourself with both routes to ensure the process is as smooth as possible.

For both routes, respondents will be asked to classify what sector their organisation falls into, or their sector will be derived from the sample if they agreed with the SIC description at A6. This allows sector-relevant examples for each job role / occupation to assist the respondent with classification – these will be the same in the online prompt cards and on your screen. We strongly recommend that you familiarise yourself the accompanying crib sheet which specifies these sector-relevant examples.

D1

Asks for the number of staff currently qualified to level 4 or above. (In Scotland the equivalent is Level 7). If the respondent is not sure, you can prompt them with a range.

D5A **For this next section we would like to categorise the** [A1] **staff you have at this establishment into a number of different job roles. To help you quickly categorise your staff, we have prepared an online prompt card – if you are at a computer we would recommend accessing this page now at www.skillssurvey.co.uk/jobs . If not then it's not a problem, I can just continue asking the questions as I have been doing so far.**

IF NECESSARY: THE PAGE WILL ASK YOU TO CHOOSE A BROAD SECTOR FOR YOUR ESTABLISHMENT. THIS WILL ONLY BE USED TO MAKE THE EXAMPLES SHOWN MORE RELEVANT TO YOU. IF YOU ARE NOT SURE, SELECT 'NONE OF THE ABOVE'

INTERVIEWER TO CODE IF RESPONDENT SUCCESSFULLY ACCESSES ONLINE PROMPT PAGE

Yes – respondent accessed online prompt page	1	ASK D5B
No – respondent has not accessed online prompt page	2	ASK D5D

D5A

Respondents with 10+ employees at the site will be given the option of using an online prompt card, which will present them with descriptions and examples of the different occupations to help aid classification. The link will first ask them to choose which sector fits their establishment:

Staff job roles online prompt cards

Please select the broad sector that best fits your establishment from the list below. This will make the examples shown more relevant to you.

- Transport, Retail or Wholesale
- Business and Other Services, Finance or Insurance
- Manufacturing, Construction or Agriculture
- Hospitality, Catering or Leisure Services
- Health or Social Care
- Public Sector or Education
- None of the above / Other

If they are unsure or finding it hard / time-consuming to select one, the option of 'None of the above / Other' can be selected.

N.B. ALL health and social care related organisations should select the 'Health or Social Care' option, even if they are public sector as well. The relevant examples for health and social care have not been included in the public sector section. Veterinary surgeries will also find relevant examples under 'Health and Social Care.'

Although best viewed with a computer screen due to text size, this is accessible and useable via smartphone and tablet too.

ASK IF D5A=1: ACCESSED ONLINE PROMPT CARD

D5B **Can I just check which sector you have chosen?**

Transport, Retail or Wholesale	1	
Business & Other Services, Finance or Insurance	2	
Manufacturing, Construction or Agriculture	3	
Hospitality, Catering or Leisure Services	4	
Health or Social Care	5	
Public Sector or Education	6	
None of the above	7	

ASK IF D5A=1

D5C **Looking at the examples on the screen, please tell me how many of the [**A1**] staff you have at this establishment fit into each job role.**

Please note that staff should be classified according to their PRIMARY role - that is the one that takes up the greatest proportion of their time - and that each member of staff should only be allocated to one job role.

	D5C
Managers, Directors and senior officials [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Administrative and secretarial occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Elementary occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Process, plant and machine operatives [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Sales and customer service occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Caring, Leisure and Other Service Occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Skilled trades occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Associate professional and technical occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)
Professional occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	(0 – A1)

D5b

The option selected here will dictate the job title prompts appearing on dimensions for each occupation – the prompts shown will be relevant to the sector chosen and should aid respondent classification. Please ensure you select the same sector as the respondent, as this will mean you are both viewing the same sector-related examples for each occupation.

D5c

Here we will ask the respondent for the number of employees that fall under each occupation according to their PRIMARY role. The intention here is that an individual employee appears in one category only. If an employer has e.g. professionals or skilled trades people operating as managers or as sales people etc. then employees should be categorised according to the function which occupies the largest part of their time.

This will appear as a grid in dimensions to maximise the similarity between the online prompt card and interviewer screen. The examples visible to the respondent will be the same as the prompts on dimensions. Allow the respondent time to process the information for each job role, and only use the prompts and descriptions as a guide if the respondent is struggling.

Please ensure all occupations are covered as referencing an occupation that the respondent has not noticed may alter their response. If no employees fall under a specific occupation please record this as '0'.

As you click through to the next screen a check will run to ensure that the number of employees in each occupation sums to the number of employees stated at A1. Respondents will need to review their answers if this is not the case.

IF D5C_1-9 NOT EQUAL TO A1

D5C_CHK **The figures you have given me sum to [D5C SUM] out of [A1] staff. Can I just re-check the number of staff in each category?**

RE-ASK D5C

CATI CHECK AFTER D5C: IF NUMBER OF STAFF EMPLOYED AT A1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT D5

D5cchka **Can I just check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO D5c AND RECODE

ASK IF (D5A=2 OR IF A1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)) AND A6=2 (SECTOR ON SAMPLE NOT CORRECT)

D5D **For this next section we would like to categorise the [A1] staff you have at this establishment into a number of different job roles.**

To help us give you relevant examples, please can you tell me which of the following broad sectors best fits your establishment:

ADD IF NECESSARY: THIS WILL JUST BE USED TO HELP US GIVE YOU MORE RELEVANT EXAMPLES

Transport, Retail or Wholesale	1	
Business & Other Services, Finance or Insurance	2	
Manufacturing, Construction or Agriculture	3	
Hospitality, Catering or Leisure Services	4	
Health or Social Care	5	
Public Sector or Education	6	
None of the above	7	

DS: CREATE DUMMY VARIABLE: IF A6=2, USE D5D RESPONSE; IF A6=1, ASSIGN TO RELEVANT D5D CODE BASED ON SAMPLE SECTOR (SPEC TO FOLLOW)
1. TRANSPORT, RETAIL OR WHOLESALE
2. BUSINESS & OTHER SERVICES, FINANCE OR INSURANCE
3. MANUFACTURING, CONSTRUCTION OR AGRICULTURE
4. HOSPITALITY, CATERING OR LEISURE SERVICES
5. HEALTH OR SOCIAL CARE
6. PUBLIC SECTOR OR EDUCATION
7. NONE OF THE ABOVE

D5C_CHK

This if the text that will appear if the number of employees in each occupation does not sum to the number of employees given for the site at A1.

D5D

This is the first question asked of those who did not opt to use the online prompt card (or they have <10 employees), **IF** they did not agree with the sector classification that we have in the sample at question A6. The option selected here will dictate the job title prompts appearing on dimensions for each occupation – the prompts shown will relevant to the sector chosen and should aid respondent classification.

For respondents where we know the sector classification in the sample is correct, they will automatically be assigned to one of these categories and given the relevant prompts.

ASK IF D5A=2 OR IF A1DUM=2-3 (ESTABLISHMENT HAS LESS THAN 10 STAFF)

D5 [IF A6=1: **For this next section we would like to categorise the** [A1] **staff you have at this establishment into a number of different job roles.**]

We will now just go through each category one at a time and categorise your staff into the different job roles.

Please note that staff should be classified according to their PRIMARY role - that is the one that takes up the greatest proportion of their time - and that each member of staff should only be allocated to one job role.

Firstly, how many of your staff are employed as managers, directors or senior officials?

ADD AS NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.**

ADD AS NECESSARY: **Staff should be categorised according to their primary role, i.e. the one that takes up the greatest proportion of their time.**

(Note: this excludes supervisors)
(Note: if police force this covers inspectors and above)

WRITE IN NUMBER _____ [RESPONSE MUST NOT EXCEED A1]

CATI CHECK AFTER D5: IF NUMBER OF STAFF EMPLOYED AT A1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT D5

D5chka **Can I just check, I've recorded that there are no managers employed at this site – is this correct?**

Yes	1	CONTINUE
No	2	GO BACK TO D5 AND RECODE (INTERVIEWER NOTE: TO CHANGE NUMBER OF STAFF USE '<A1')

ASK IF A1 > D5, OTHERS GO TO D9

D6 **And how many – if any – of your** <INSERT NUMBER: A1–D5> **staff are employed in administrative or secretarial occupations?**

NOTE: STAFF SHOULD BE CATEGORISED ACCORDING TO THEIR PRIMARY ROLE, I.E. THE ONE THAT TAKES UP THE GREATEST PROPORTION OF THEIR TIME

[SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]

ADD IF NECESSARY: **Administrative and secretarial occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Generally speaking, all those with 'clerk', 'secretary' in the job title will fall into this group, including financial clerks and book-keepers.**

WRITE IN NUMBER _____ [RESPONSE MUST NOT EXCEED A1 – D5]

D5-D8

The names of the 9 occupational categories will probably not be familiar to the respondent, so it is important to read out the text which appears on screen which will help the respondent relate the category to their own workforce. The first bit of text gives an explanation of the category, the second bit of text gives examples of job titles that will fall into this category (these are just a guide, not all job titles are covered). Please read all of this out.

We ask first about managers and administrative staff, as these are the categories most easily understood by respondents. We then ask about elementary staff and work 'up' to professionals.

The intention is that an individual employee appears in one category only. If an employer has e.g. professionals or skilled trades people operating as managers or as sales people etc. then employees should be categorised according to the function which occupies the largest part of their time.

Logic checks at the end of D8 will make sure the number sums to that at A1 – if it does not, you will be taken back to D5 to ask the set of questions again.

The CATI script will tell you how many staff you have 'left to allocate' as you go through the occupation types, please communicate this with the respondent to help them divide up their workforce accurately.

ASK IF A1 > D5+D6,

D7 **You've told me that a total of** [D5+D6] **of your** [A1] **staff are employed as managers or in administrative roles. I'd now like you to tell me what roles the remaining** [A1-(D5+D6] **staff fill. I'm going to read you seven different occupational roles, and I'd like you to tell me if any of your remaining** [A1-(D5+D6)] **staff are employed in each. If staff carry out more than one role, please only include them in their main function.**

First, do you employ any staff at this establishment as <…OCCUPATION…>?

CATI CHECK: NUMBER OF CATEGORIES TO BE NO GREATER THAN NUMBER OF STAFF EMPLOYED NOT IN MANAGEMENT / ADMINISTRATIVE ROLES (i.e. A1 – (D5 + D6))

FOR EACH OCCUPATION EMPLOYED (YES AT D7)

D8 **How many of your staff at this establishment are employed as …?** READ OUT. DP SHOW FULL DESCRIPTIONS OF EACH OCCUPATION ON SCREEN.

	D7		D8
	Yes	No	
Elementary occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-A1 MINUS (D5+D6))
Process, plant and machine operatives [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)
Sales and customer service occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)
Caring, Leisure and Other Service Occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)
Skilled trades occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)
Associate professional and technical occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)
Professional occupations [SEE APPENDIX AT END OF QUESTIONNAIRE FOR PROMPTS]	1	2	(1-99999)

CHECK SUM OF D5+D6+D8 = A1. IF NOT RE-ASK D8.

Two common problematic occupations to code are nurses and paramedics.

Nurses that are involved only in the care of long term ill/elderly/disabled should be coded under Caring, Leisure and Other Service Organisations. Nursery nurses should also be coded under this category. These occupations have a primary characteristic of delivering care to ill or vulnerable people.

However a nurse that works in a hospital or general practice should be coded under Professional occupations. These nurses are considered to have a wider job remit and are required to have a higher qualification.

Ambulance staff (which are coded under Caring, Leisure and Other Service Organisations) includes occupations such as ambulance drivers but **NOT** paramedics who should be coded under Associate Professional and Technical. Paramedics are considered to have a higher level of medical training to justify being placed under this category.

SAY TO ALL:

Thinking about the broad categories of employees, for each, I'd like to know how many you think are fully proficient at their job. A proficient employee is someone who is able to do the job to the required level.

ASK ALL, ASKING FOR EACH OCCUPATION WITH STAFF AT D5 / D6 / D7 // D5C

D9   **How many of your** [INSERT NUMBER FROM D5 / D5c / D6 / D8] **existing staff working in** [OCCUPATION] **would you regard as fully proficient at their job?**

CATI – SHOW NUMERIC BREAKDOWN FROM D8/D5C TO HELP RESPONDENTS ANSWER D9.

CATI – ANSWER AT D9 MUST BE BETWEEN 0 AND D5, D6 or D8 / D5C RESPONSE FOR SAME OCCUPATION.

	D9
Managers, Directors and senior officials	(0 – RESPONSE AT D5/d5c_1)
Administrative and secretarial occupations	(0 – RESPONSE AT D6/d5c_2)
Elementary occupations	(0 – RESPONSE AT D8_1/d5c_3)
Process, plant and machine operatives	(0 – RESPONSE AT D8_2/d5c_4)
Sales and customer service occupations	(0 – RESPONSE AT D8_3/d5c_5)
Caring, Leisure and Other Service Occupations	(0 – RESPONSE AT D8_4/d5c_6)
Skilled trades occupations	(0 – RESPONSE AT D8_5/d5c_7)
Associate professional and technical occupations	(0 – RESPONSE AT D8_6/d5c_8)
Professional occupations	(0 – RESPONSE AT D8_7/d5c_9)

D9DUM CATI DUMMY VARIABLE – LIST OF ALL OCCUPATIONS NOT FULLY PROFICIENT AT THEIR JOB

D9DUM2 CATI DUMMY VARIABLE – LIST OF 2 RANDOMLY CHOSEN OCCUPATIONS FROM D7DUM

D9DUM3 CATI DUMMY VARIABLE – YES IF HAVE ANY SKILLS GAPS (A1>SUM OF D9) / NO IF NO SKILLS GAPS (A1=SUM OF D9)

D9

Respondents are asked how many of each category of staff **are fully proficient in their current job**. They need to give their answers in numbers. The CATI will show the total number of staff in each category to help respondents answer this.

This question determines whether an establishment has any skills gaps – a key ESS measure – so it is essential that this question is read out in its entirety to each respondent.

Please make sure that all of the text before and in D9 is read out in full. If respondents are confused as to what is meant by staff who are not fully proficient, just repeat "**A proficient employee is someone who is able to do the job to the required level**" Do not give them any other definition. If they are still confused ask them to answer their question with their own definition of proficiency.

It may help you to have your occupational crib sheet in front of you to help you help them to remember what staff they should put in each category.

Respondents who used the online prompt card earlier may be able to refer to this to help them remember which staff they put in each category.

ASK ALL WITH SKILLS GAPS (D9DUM3=1), OTHERS GO TO D15

ALL: ASK D10 AND D11A-D OF UP TO 2 OCCUPATIONS WITH SKILLS GAPS (CHOSEN AT RANDOM AT D9DUM2)

D10 [TEXT SUBSTITUTION IF >2 OCCUPATION AT D9 NOT PROFICIENT, ONLY SHOW FOR THE FIRST LOOP: **I want to ask about two of the categories where you say not all staff are proficient**.]

What are the main causes of staff in <OCCUPATION> **not being fully proficient in their jobs…?**
READ OUT. RANDOMISE ORDER OF 1-10. CODE ALL THAT APPLY.

The development of new products and services	1
The introduction of new working practices	2
The introduction of new technology	3
They are new to the role – IF NECESSARY ADD either because they have recently started the job or have recently been promoted to a higher level role	4
They have not received the appropriate training	5
Their training is currently only partially completed	6
They have been on training but their performance has not improved sufficiently	7
Unable to recruit staff with the required skills	8
Problems retaining staff	9
Staff lack motivation	10
Are there any other reasons? (SPECIFY)	11
DO NOT READ OUT: No particular cause (ALLOW SINGLE CODE ONLY)	12
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

DS NOTE – QUESTION D11 IS SPLIT INTO TWO VERSIONS. IF THE RESPONDENT HAS SSVS THEY SHOULD BE ASKED THE SAME VERSION OF THE LIST AS THEY GOT AT C13.

OTHERWISE, 50% OF SAMPLE WITH GAPS GET "NEW" VERSION (D11a AND D11NW AND D11b) AND 50% WITH GAPS GET "OLD" VERSION (D11).

D10-D11d

These Qs are asked of up to **two categories of staff** mentioned at D9 as not being fully proficient. The CATI will randomly select two occupations mentioned at D9.

There are two routes following on from D10. As in section C, some respondents will receive the OLD skills list (i.e. that used in 2013), while others will receive the NEW skills list.

Questions D11a-D11b = NEW skills list

Questions D11/D11d = OLD skills list

If a respondent has answered the questions relating to SSVs in section C they will be presented with the SAME list as they were previous (i.e. if a respondent was presented with the NEW skills list when answering questions on SSVs, they will be presented with the NEW skills list in this section). Respondents that did not answer on SSVs in section C will be randomly split 50-50 between the new and old lists.

"NEW LIST": ASK D11A AND D11NW OF THE SAME OCCUPATIONS AS D10 FOR 50% OF SAMPLE

D11a **I'm now going to ask you about the skills you feel need improving. Thinking about your** <OCCUPATION> **who are not fully proficient which, if any, of the following skills do you feel need improving?**

IF NECESSARY: **If you do not require staff in this role to have this skill, then please do not include it in your answer.**

READ OUT. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS ('KNOWLEDGE OF PARTICULAR PRODUCTS OR SERVICES' THROUGH TO 'DON'T KNOW' MUST ALWAYS APPEAR LAST AND IN THE ORDER SHOWN; IT SKILLS MUST ALWAYS APPEAR TOGETHER WITH BASIC IT SKILLS FIRST, FOLLOWED BY ADVANCED IT SKILLS; NUMERICAL SKILLS MUST ALWAYS APPEAR WITH BASIC NUMERICAL SKILLS FIRST, FOLLOWED BY USING MORE COMPLEX NUMERICAL INFORMATION; BOTH WALES ONLY OPTIONS MUST ALWAYS COME BEFORE COMMUNICATING IN A FOREIGN LANGUAGE)

	Occ 1	Occ 2
Computer literacy / basic IT skills	1	1
Advanced or specialist IT skills	2	2
Solving complex problems requiring a solution specific to the situation	3	3
Reading and understanding instructions, guidelines, manuals or reports	4	4
Writing instructions, guidelines, manuals or reports	5	5
Basic numerical skills and understanding	6	6
More complex numerical or statistical skills and understanding	7	7
WALES**: Written Welsh language skills**	8	8
WALES: **Oral Welsh language skills**	9	9
Communicating in a foreign language IF NECESSARY: That is, a language that is not [WELSH: Welsh] or English	10	10
Manual dexterity – for example, to mend, repair, assemble, construct or adjust things	11	11
Adapting to new equipment or materials	12	12
Knowledge of products and services offered by your organisation and organisations like yours	13	13
Knowledge of how your organisation works IF NECESSARY: This might include knowledge and understanding of the structure of the organisation and the business model it operates	14	14
Specialist skills or knowledge needed to perform the role	15	15
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	17	17
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	18	18

D11a

This is a read out list, and the codes will rotate and so appear in a different order each time.

Computer literacy / basic IT skills refer to the simple understanding and ability to use computers for everyday tasks. **Advanced or specialist IT skills** go beyond this basic knowledge, and may include things like the ability to program or use a complex software that is relevant to their job.

Solving complex problems requiring a solution specific to the situation refer to problems that are novel and/or unique, i.e. problems that are complex but dealt faced regularly and have a solution that has been used previously do not count under this definition.

Knowledge of products and services offered by your organisation and organisations like yours - it is important to read this code out in full so respondents know we are referring to products and services that their organisation offers rather than just products and services in general.

D11NW   **Next, I'm going to ask about skills related to dealing with other people. Thinking about your** <OCCUPATION> **who are not fully proficient which, if any, of the following skills do you feel need improving… ?**

IF NECESSARY: **If you do not require staff in this role to have this skill, then please do not include it in your answer.**

READ OUT. CODE ALL THAT APPLY

DS – ROTATE ORDER OF SKILLS (CODES 2, 3 AND 4 (SALES, CUSTOMER HANDLING AND PERSUADING) SHOULD ALWAYS APPEAR IN THIS ORDER. NONE & DON'T KNOW MUST ALWAYS APPEAR LAST).

	Occ 1	Occ 2
Instructing, teaching or training people	1	1
Sales skills	2	2
Customer handling skills	3	3
Persuading or influencing others	4	4
Team working	5	5
Managing or motivating other staff	6	6
Ability to manage own time and prioritise own tasks	7	7
Setting objectives for others and planning human, financial and other resources	8	8
Managing their own feelings, or handling the feelings of others	9	9
Making speeches or presentations	10	10
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	11	11
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	12	12

ASK IF SELECTED MORE THAN ONE CODE AT D11NW/D11A (COMBINED).

D11b **And which one of these skills which are lacking has the biggest impact on your establishment?** PROMPT IF NECESSARY

SHOW CODES SELECTED AT D11NW AND D11A

D11NW

This question asks about more skills which staff who are not fully proficient lack, specifically those to do with dealing with people. This list is a read out and will rotate so items will appear in a different order.

D11b

This question asks respondents to choose which skill they are lacking from the previous two lists has the biggest impact on their establishment; they can only choose one so if they say 'all of them', 'both' etc., you will need to prompt them to choose the one which has the ***biggest*** impact.

D11 **Thinking about your** <OCCUPATION> **who are not fully proficient which, if any, of the following skills do you feel need improving… ?** READ OUT; CODE ALL THAT APPLY

CATI – ROTATE ORDER OF SKILLS (APART FROM IT SKILLS WHICH MUST ALWAYS APPEAR TOGETHER WITH "GENERAL IT USER SKILLS" FIRST, FOLLOWED BY "IT PROFESSIONAL SKILLS". "TECHNICAL & PRACTICAL SKILLS", "ANY OTHER SKILLS", "NONE" & "DON'T KNOW" MUST ALWAYS APPEAR LAST).

	Occ 1	Occ 2
Basic computer literacy / using IT	1	1
Advanced IT or software skills	2	2
Oral communication skills	3	3
Written communication skills	4	4
Customer handling skills	5	5
Team working skills	6	6
WALES: **Written Welsh language skills**	7	7
WALES: **Oral Welsh language skills**	8	8
Foreign language skills	9	9
Problem solving skills	10	10
Planning and Organisation skills	11	11
Strategic management skills	12	12
Numeracy skills	13	13
Literacy skills	14	14
Technical, practical or job specific skills	16	16
Any other skills (WRITE IN)	18	18
DO NOT READ OUT: No particular skills difficulties (ALLOW SINGLE CODE ONLY)	19	19
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X	X

ASK IF SELECTED MORE THAN ONE CODE AT D11.

D11d **And which one of these skills which are lacking has the biggest impact on your establishment?** PROMPT IF NECESSARY

SHOW CODES SELECTED AT D11

D11

Read out list.

Code 16-17, **Technical or practical / job-specific skills,** will vary according to the respondent's industry but will be any skills that is specific to a particular role.

If a respondent says that **numeracy skills**, code 13, are not a problem but state that staff can't count, or are bad with numbers, code this here. Likewise if a respondent talks about staff not being able to read / write, code this into **literacy skills** at code 14.

Similar to C13, please code 'Gaelic language skills' as an 'Other' code, not under foreign language skills –(this is especially relevant to Scotland)

D11d

This question asks respondents to choose which skill they are lacking from D11 has the biggest impact on their establishment; they can only choose one so if they say 'all of them', 'both' etc., you will need to prompt them to choose the one which has the ***biggest*** impact.

ASK ALL WITH SKILL GAPS

D12 **Thinking about your establishment as a whole, does the fact that some of your staff are not fully proficient have an impact on how your establishment performs?** READ OUT

Yes – major impact	1	ASK D13
Yes – minor impact	2	
No	3	TO D13A

ASK IF HAD IMPACT (D12=1 OR 2)

D13 **Is the fact that some of your staff are not fully proficient causing this establishment to…?**

READ OUT. CODE ALL THAT APPLY. ROTATE ANSWER LIST.

Lose business or orders to competitors	1
Delay developing new products or services	2
Have difficulties meeting quality standards	3
Have higher operating costs	4
Have difficulties introducing new working practices	5
Increase workload for other staff	6
Outsource work	7
DO NOT READ OUT: No particular problems / None of the above (ALLOW SINGLE CODE ONLY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK ALL WITH SKILL GAPS

D13A **Have you taken any steps to improve the proficiency or skills of these staff?** READ OUT

Yes	1	ASK D14
No – but have plans to	2	
No	3	GO TO D15
DO NOT READ OUT: Don't know	4	

D13 – Here we ask for the impacts of having staff at the establishment who are not fully proficient.

D14 **Which if any of the following steps is this establishment taking to overcome the fact that some of its staff are not fully proficient in their job?**
READ OUT. CODE ALL THAT APPLY. ROTATE ANSWER LIST.

Increase training activity / spend or increase/expand trainee programmes	1
Reallocating work	2
Increase recruitment activity / spend	3
More staff appraisals / performance reviews	4
Implementation of mentoring / buddying scheme	5
More supervision of staff	6
Recruiting workers who are non-UK nationals	7
Changing working practices	8
Any other action? (WRITE IN)	9
DO NOT READ OUT: Nothing (ALLOW SINGLE CODE ONLY)	10
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

D15 **You said that you have** [A1] **staff at this site. Of these, how many would you say have QUALIFICATIONS that are more advanced than required for their current job role?**

ENTER NUMBER
VALID RANGE = 0 TO (A1)
ALLOW DON'T KNOW

D15A **And how many of these** [D15] **staff ALSO have SKILLS that are more advanced than required for their current job role?**

ENTER NUMBER
VALID RANGE = 0 TO (D15)
ALLOW DON'T KNOW

D15

This question focuses specifically on QUALIFICATIONS. These do not need to be relevant to their job role, just deemed more advanced than required for it.

D15A

This should be based on whether they have BOTH skills AND qualifications which are more than are required for their current job.

ASK IF HAVE ANY STAFF WITH MORE ADVANCED SKILLS AND QUALIFICATIONS
(D15A>0)

D16 [IF D15A=1: **What is the specific role or occupation of this member of staff who has**]
[IF D15A>1: **In which specific occupation do you have most staff who have] BOTH
qualifications and skills beyond those needed for their job role?**

*PROMPT FOR FULL DETAILS (E.G. IF MANAGER' PROBE: WHAT TYPE OF
MANAGER?)*

RECORD SPECIFIC DETAILS FOR ONE OCCUPATION.

CODE AT ANALYSIS STAGE TO SOC2010 4 DIGITS

ASK IF HAVE ANY STAFF WITH MORE ADVANCED SKILLS/QUALIFICATIONS (D15A>0)

D17 **And thinking of the** [IF D15A=1: **member of**] **staff in that specific occupation, what are
the main reasons why they are working in a role for which they have BOTH
qualifications and skills beyond those needed for their job role?**

DO NOT READ OUT. CODE ALL THAT APPLY.

To gain experience / current role is lower level in same industry as desired higher level role	1
Competition for higher level roles / they are struggling to get a higher level job	2
Lack of jobs in the desired higher level role	3
Current role is temporary job / stop gap before starting desired career	4
The working hours suit them better	5
They are not interested in taking on a higher level role with more responsibility	6
We actively seek staff with qualifications and/or skills beyond those needed	7
Other reasons [SPECIFY]	8
No particular reason / it just happened	9
Don't know	10

D18 QUESTION DELETED

D16

If more than one occupation is thought to have staff with qualifications and skills more advanced than required, we want to probe for the occupation where most commonly the case. If there is an even number across occupations, please probe for the more **important** occupation.

Please probe to gain sufficient information for 4 digit SOC coding.

D17

This is a DO NOT READ OUT, but as some codes are fairly similar (e.g. codes 1-3), spontaneous responses may make it difficult to code. In these cases, please probe to ensure you are coding to the most accurate response(s).

D19 **And overall would you say it is an advantage or disadvantage for your organisation to have** [D15A=1: **this member of**] [IF D15A>1: **these**] **staff with both qualifications and skills beyond those needed for their current role?**

Advantage	1
Disadvantage	2
No difference	3
DO NOT READ OUT: It varies too much to say	4
DO NOT READ OUT: Don't know	5

D19

This question asks if it is an advantage or disadvantage – this can just be based on the respondent's own feeling / perception.

E   THERE IS NO SECTION E

F   Workforce development

F1   Does your establishment have any of the following…?

INTERVIEWER NOTES:

IF RESPONDENT INDICATES THAT ESTABLISHMENT IS COVERED BY A COMPANY WIDE [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET] CODE AS 'YES'
CODE AS 'NO' IF IN PROCESS OF DRAWING UP FIRST [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET]
CODE AS 'YES' IF CURRENTLY HAVE [SHOW CODE RELEVANT FOR EACH ITERATION: TRAINING PLAN / TRAINING BUDGET] BUT IN PROCESS OF DRAWING UP NEW ONE.

	Yes	No	Don't know
A training plan that specifies in advance the level and type of training your employees will need in the coming year?	1	2	3
A budget for training expenditure? [IF MULTI-SITE AND NOT HQ (A3=2 AND A4NEW≠1): **which specifically covers training spend for this site**]	1	2	3

ASK MODULE 1 (DUMMOD=1)
F2   Approximately what proportion of your staff have a formal written job description?
PROMPT AS NECESSARY

None	1
Some but fewer than half	2
Around half	3
More than half but not all	4
All	5
DO NOT READ OUT: Don't know	X

F1 asks if the establishment has a training plan or a budget for training expenditure. Some notes on what to allow as a response are listed below:

- If the establishment is covered by a company-wide plan / budget code as a yes.
- If updating an existing plan / budget count as a yes
- If drawing up their first plan / budget and not yet in place count as a no

F2

Prompt as necessary. Check you are choosing the correct code if they are vague.

F3 **And approximately what proportion of your staff have an annual performance review?**
PROMPT AS NECESSARY

None	1
Some but fewer than half	2
Around half	3
More than half but not all	4
All	5
DO NOT READ OUT: Don't know	X

F4 **Over the past 12 months have you arranged or funded any off-the-job training or development for employees at this site - by off-the-job training we mean training away from the individual's immediate work position, whether on your premises or elsewhere.**

Yes	1
No	2
Don't know	3

F4a **And have you arranged or funded any on-the-job or informal training and development over the last 12 months - by this I mean activities that would be recognised as training by the staff, and not the sort of learning by experience which could take place all the time.**

Yes	1
No	2
Don't know	3

F4DUM CATI VARIABLE: TYPES OF TRAINING

Provide both off-the-job and on-the-job training	1	F4=1 AND F4a=1
Provide off-the-job training only	2	F4=1 AND (F4a=2 OR 3)
Provide on-the-job training only	3	(F4=2 OR 3) AND F4a=1
Provide neither off-the-job nor on-the-job training	4	(F4=2 OR 3) AND (F4a=2 OR 3)

F3

Prompt as necessary. Check you are choosing the correct code if they are vague.

This refers to an annual/yearly performance review and not simply performance reviews over different time periods/or other regular review meetings.

F4 AND F4A

These questions determine the training status of an establishment and it is <u>very important to read out all of the text as it appears on screen</u> (so each respondent receives a consistent definition of on and off-the-job training).

IF NO TRAINING ARRANGED IN PAST 12 MONTHS (F4=2 AND F4A=2)

F5 **You mentioned that you have not arranged or funded training for any of this establishment's employees over the past 12 months. What are the reasons for this?**
PROBE: **What other reasons have there been?**
DO NOT READ OUT. CODE ALL THAT APPLY

No training available in relevant subject area	1
The courses interested in are not available locally	2
The quality of the courses or providers locally is not satisfactory	3
Difficult to get information about the courses available locally	4
I don't know what provision is available locally	5
The start dates or times of the courses are inconvenient	6
No money available for training	7
External courses are too expensive	8
Managers have lacked the time to organise training	9
Employees are too busy to give training	10
Employees are too busy to undertake training and development	11
Training is not considered to be a priority for the establishment	12
All our staff are fully proficient / no need for training	13
Trained staff will be poached by other employers	14
Other (WRITE IN)	15
No particular reason (ALLOW SINGLE CODE ONLY)	16

F5

Do not read out list – familiarise yourself with this list in advance of survey as it will more than likely be too long to fit on the screen without scrolling.

If the respondent mentions 'economic downturn' or 'recession' try to get them to elaborate. For example does this mean their own funding is not there for training or that it got too expensive, or it's no longer available to them etc.

ASK IF PROVIDE TRAINING AT ALL (F4=1 OR F4a=1).

F6 **Which of the following types of training have you arranged or funded for employees at this establishment over the past year?**
READ OUT AND CODE ALL THAT APPLY. ROTATE ANSWER LIST. BASIC INDUCTION TRAINING AND EXTENSIVE INDUCTION TRAINING ALWAYS APPEAR TOGETHER IN THAT ORDER.

Basic induction training new staff receive when they start the job	1
More extensive induction training for new staff	10
Health & safety/first aid training	2
Job specific training	3
Supervisory training	4
Management training	5
Training in new technology	6
Any other types? (please specify)	7
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	9

F6

For 'basic induction training new staff receive when they start their job' we are trying to identify any training that occurs on their first day (or over the first couple of days) that is necessary for new employees to undergo before they begin their work, such as building health and safety rules, company policies and introductions to any systems and security factors. 'More extensive induction training' covers additional training employees may receive for their role during their first couple of weeks or months at the organisation.

F7a **And how much of the training that you have arranged or funded has been for** [IF C6=2 **health & safety**] [IF C6=1 AND 2 **or**] [IF C6=1 **basic induction training new staff receive when they start the job**]**?** PROMPT WITH BANDS

IF RESPONDENT SAYS "ALL OF IT (100%)" CHECK THEY DO MEAN ALL OF THE TRAINING THEY HAVE ARRANGED/FUNDED

Less than 20%	1
20-49%	2
50-80%	3
More than 80% but not all	4
All of it (100%)	5
DO NOT READ OUT: Don't know	X

F7b **Have you arranged or funded any training for staff in the last 12 months which has involved….?**

READ OUT

Online training or e-learning	1
Other self-learning where the employee does the learning at a time of their own choosing	2
DO NOT READ OUT: Don't know	4
DO NOT READ OUT: None of these	5

F7c **Thinking about the amount of online training or e-learning arranged or funded for staff at this site over the last 12 months, was this…**

Significantly higher than in the 12 months before that	1
Slightly higher	2
About the same	3
Slightly lower	4
Or significantly lower in the last 12 months than in the 12 months before that?	5
DO NOT READ OUT: Don't know	6

F7A

The respondent should give an answer that is a percentage of total training.

Please probe for a best estimate if they cannot give an exact figure.

F7b

We have used the word 'other' in the second code to ensure respondents are not including instances of online training or e-learning for their self-learning response.

F7c

Here we want respondents to compare all the online or e-learning training that took place during the past year to all of this form of training that took place in the previous year. We do not want respondents to think about changes over the past 12 months in isolation.

F7e **Has your establishment arranged or funded online training or e-learning for staff at this site at all over the last two years?**

Yes	1
No	2
Don't know	3

IF ARRANGED OTHER SELF-LEARNING IN LAST 12 MONTHS (F7b=2)

F7d **Thinking about the amount of other self-learning, where the employee does the learning at a time of their own choosing, that you have arranged or funded for staff at this site over the last 12 months, was this…**

Significantly higher than in the 12 months before that	1
Slightly higher	2
About the same	3
Slightly lower	4
Or significantly lower in the last 12 months than in the 12 months before that?	5
DO NOT READ OUT: Don't know	6

IF NOT ARRANGED OTHER SELF-LEARNING IN LAST 12 MONTHS (F7B≠2)

F7f **Has your establishment arranged or funded** [IF F7b=1: **other**] **self-learning, where the employee does the learning at a time of their own choosing, at all over the last two years?**

[IF F7b=1: *ADD IF NECESSARY:* By other we mean besides online or e-learning]Yes	1
No	2
Don't know	3

F7e

This question aims to clarify whether **any** online training or e-learning has been funded at the site over the past two years, despite none occurring in the last 12 months.

F7d

Respondents should not be including any instances of online or e-learning in their response, even if these are considered 'self-learning done in the employees own time'.

Here we want respondents to compare all the self-learning that took place during the past year to all of this form of training that took place in the previous year. We do not want respondents to think about changes over the past 12 months in isolation.

F7f

This question aims to clarify whether **any** other self-learning has been funded at the site over the past two years, despite none occurring in the last 12 months. This should not include any instances of online training or e-learning.

F7 **And has your establishment done any of the following to aid the development of your employees in the last 12 months?**

READ OUT; CODE ALL THAT APPLY

Provided supervision to ensure that employees are guided through their job role over time	1
Provided opportunities for staff to spend time learning through watching others perform their job roles	2
Allowed staff to perform tasks that go beyond their strict job role and providing them with feedback as to how well they have done	3
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	4
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1), OTHERS GO TO F16

F8   [IF BOTH ON AND OFF-THE-JOB (F4DUM=1): **Thinking about both on- and off-the-job training,**] **Over the last 12 months how many staff employed at this establishment have you funded or arranged training and development for, including any who have since left?**

IF SAY "ALL STAFF", SAY: **So including any staff who have since left, how many staff would that be?**

INTERVIEWER: ESTABLISHMENT CURRENTLY HAS [ANSWER FROM A1] STAFF.

WRITE IN _____(1 – 99999)_____

F8RAN PROMPT WITH RANGE IF DON'T KNOW

1-2	1
3-4	2
5-9	3
10-19	4
20-29	5
30-39	6
40-49	7
50-99	8
100-199	9
200 or more	10
(DO NOT READ OUT) Don't know	X

IF F8 > (A1 x 2) ASK:

F8CHK You said you currently have <INSERT VALUE FROM A1> employees but you have trained <F8 FIGURE> staff in the past 12 months, is this correct?

Yes	1	GO TO F9
No	2	RE-ASK F8

IF F8=A1 ASK:

F8CHK2 Were these all your current staff?

Yes	1	AUTOMATICALLY CODE F9 AND F10 TO MATCH CURRENT STAFF BREAKDOWN (D5C OR D5-8)
No	2	ASK F9

F8

It is possible that they will have trained more staff than they currently have, for example if they have had staff who they have trained but who have since left. For this reason, if they say "all staff" you need to prompt them with "so including any staff who have since left, how many staff would that be?"

If the number of staff trained is more than double the current number employed there is a quick question to double check this is correct.

F8CHK2 – If the number of staff trained is equal to the number of staff they currently have, we check "were these all your current staff"" – if so the questions at F9 and F10 are automatically coded to match the occupational breakdown at D5. If they are not all current staff we continue to ask F9-F10.

IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1)

F9 **Over the last 12 months which occupations have you arranged or funded training for** [F4DUM=1: , **whether on- or off-the-job**]?

PROMPT AS NECESSARY

CATI – SHOW ALL OCCUPATIONS MENTIONED AT D5-D7/D5C, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT D5 –D7/D5C) 'ANY OTHER OCCUPATIONS'

ASK IF MORE THAN ONE OCCUPATION MENTIONED AT F9

F10 **You said you had arranged or funded training for** <F8 FIGURE OR F8RAN RANGE> **staff in the last 12 months, including any who have since left. How many of these were** <READ OUT IN TURN EACH ANSWER FROM F9> …

SCREEN TO SHOW THE FIGURE OR RANGE FROM F8 AND COUNTDOWN AFTER EACH F10 ANSWER.
SCREEN ALSO TO SHOW THE NUMBER OF STAFF THEY CURRENTLY HAVE IN EACH OCCUPATION (FROM D5/6/8/D5C)

TOTAL OF F10 MUST EQUAL F8 (OR BE WITHIN BAND IF ANSWERED F8RAN) – IF NOT CHECK IF TOTAL TRAINED FIGURE WRONG (IF SO SNAP BACK TO F8 OR F8RAN) OR AMEND F10 ANSWERS.

	F9	F10
Managers, Directors and senior officials	1	WRITE IN NUMBER_____
Administrative and secretarial occupations	4	WRITE IN NUMBER_____
Elementary occupations	9	WRITE IN NUMBER_____
Process, plant and machine operatives	8	WRITE IN NUMBER_____
Sales and customer service occupations	7	WRITE IN NUMBER_____
Caring, Leisure and Other Service Occupations	6	WRITE IN NUMBER_____
Skilled trades occupations	5	WRITE IN NUMBER_____
Associate professional and technical occupations	3	WRITE IN NUMBER_____
Professional occupations	2	WRITE IN NUMBER_____
Any other occupations *(WRITE IN)*	10	WRITE IN NUMBER_____
Calculate sum		**SUM F10**

IF SUM F10 DOES NOT EQUAL F8 (OR IS GREATER THAN TOP OF F8RAN BAND OR LESS THAN THE BOTTOM OF F8RAN BAND) ASK:

F10chk You said that in the last 12 months that you trained <F8> staff, but the sum of the occupations that you have trained total <F10SUM>. Do you wish to amend the overall figure or the number within each occupation?

Total figure	1	RE-ASK F8
Occupational figure	2	RE-ASK F10

F9-F10

These questions ask which of the 9 occupational categories have received training in the last 12 months.

The occupational categories that the respondent has said they employ staff in section D will be shown by the CATI. It may be that a respondent has trained staff in an occupational category that they no longer employ any staff in. If this is that case please code 'any other occupations'.

Once the respondent has indicated which of the 9 occupational categories they have provided training for, they are asked to say roughly how many staff in each occupational category they have trained. The CATI will allow them to give a higher number than the amount of staff in each category they already employ, because some staff who had received training may have also left in the last 12 months.

If the answers they give here do not add up to the total staff they said they trained earlier then CATI will ask you to check which answer is wrong – the total figure or the breakdown. You will need to then re-enter the one identified as wrong.

IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1)

F11 **Over the last 12 months, on average, how many days training and development [F4DUM=1: whether on- or off-the-job,] have you arranged for EACH MEMBER OF STAFF receiving training?**

NOTE TO INTERVIEWER: If respondent says 'a week' or 'two weeks' etc. check: **So how many WORKING days is that?**

INTERVIEW NOTE: For "less than a day" please code "Don't know" and record on next screen

WRITE IN ABSOLUTE NUMBER   _____(1-260)_____

F11RAN: IF DON'T KNOW AT F11, PROMPT WITH RANGES

Less than a day	1
1 day	2
2 days	3
3 – 4 days	4
5 – 6 days	5
7 – 8 days	6
9 – 10 days	7
11 – 12 days	8
13 – 14 days	9
15 – 16 days	10
17 – 18 days	11
19 – 20 days	12
More than 20 days	13
DO NOT READ OUT: Don't know	X

IF MORE THAN 20 at F11 OR CODE 13 AT F11RAN

F11chk Can I just check that, on average, EACH MEMBER OF STAFF receiving training and development has received [INSERT ANSWER FROM F11 IF GAVE ABSOLUTE FIGURE OR "more than 20" IF CODE 13 ON DON'T KNOW RANGE] days training over the last 12 months?

Yes	1	GO TO F15
No	2	RE-ASK F11

F11

We are looking for an average number of days here amongst all those that have received any training, i.e. those members of staff not receiving training should not be included.

Please make sure the respondent is answering thinking about working days; if they say 'a week' in most cases this will mean 5 days; please confirm this with the respondent.

Answers are average per member of staff, not total across all staff. Be prepared to help them work out the average if needs be.

High average figures are checked at F11chk
If the answer is less than 1 day then you need to code DK at the integer question and select code 1 when prompted with ranges.

If respondents are considering Apprentices that they currently have on site they may consider these to be 'continually training'. Although strictly true, the training referred to at this question is specific 'organised' training sessions (e.g. courses/internal seminars/internal training sessions) as opposed to actually 'learning by doing' on the job.   Please get the respondent to quantify how this proportion of arranged training for apprentices would translate to actual number of days.

F15 **Does your establishment formally assess whether the training and development received by an employee has an impact on their performance?**

Yes	1
No	2
Don't know	X

ASK ALL PROVIDING TRAINING (F4=1 or F4A=1)

F12 Thinking now about qualifications, how many of the <F8 integer / band> people that you have funded or arranged training for [*TEXT SUBSTITUTION IF BOTH ON AND OFF THE JOB:* whether on- or off-the-job,] over the past 12 months are or were being trained towards a nationally recognised qualification?

WRITE IN ____(0 – F8 INTEGER / TOP OF F8 BAND)____

PROMPT WITH RANGE IF DON'T KNOW

None	1
1-2	2
3-4	3
5-9	4
10-19	5
20-29	6
30-39	7
40-49	8
50-99	9
100-199	10
200 or more	11
(DO NOT READ OUT) Don't know how many but there were some	X
(DO NOT READ OUT) Don't know if any	X

CATI CHECK – ANSWER GIVEN AT F12 SHOULD NOT BE GREATER THAN ANSWER GIVEN AT F8 (INTEGER OR TOP OF RANGE IF ANSWERED BANDED VERSION).

F15

The question here is whether they FORMALLY assess – formally i.e. it is written policy or records are kept.

F12

This asks about the number of staff that have been training towards a nationally recognised qualification. It is asked of all who have trained either on or off the job.

Examples of nationally recognised qualifications can be found at F13

ASK IF TRAINING TOWARDS A NATIONALLY RECOGNISED QUALIFICATION (F12>0 or bands 2-11).

F13 **And still thinking about the training you have arranged or funded towards nationally recognised qualifications,** [IF F12=1: **is or was this member of**, IF F12>1: **are or were any of these members of**] **staff being trained towards any of the following types of qualification in the last 12 months...**

F14   THERE IS NO F14.

	F13		
	Yes	No	Don't know
Level 1 qualifications [SC: **(in Scotland they may be known as Level 4 qualifications)**] **such as an** [EN/WL/NI: **NVQ** SC: **SVQ**] **Level 1 or BTEC Introductory Diploma**[SC: **or General Standard**]	1	2	3
Level 2 qualifications [SC: **(in Scotland they may be known as Level 5 qualifications)**] **such as an** [EN/WL/NI: **NVQ** SC: **SVQ**] **Level 2, GCSEs** [SC:, **Credit Standard Grade**] **or BTEC First Diploma**	1	2	3
Level 3 qualifications [SC: **(in Scotland they may be known as Level 6 qualifications)**] **such as an** [EN/WL/NI: **NVQ** SC: **SVQ**] **Level 3, A-Levels or BTEC Nationals** [WL: , **or the Advanced Level Welsh Baccalaureate** SC: , **or Highers or Advanced Highers**]	1	2	3
Level 4 qualifications or above [SC: **(in Scotland they may be known as Level 7 qualifications)**] **such as degrees, HNC/HNDs, postgraduate degrees or high level specialist professional qualifications**	1	2	3

ASK ALL THOSE WHO HAVE TRAINED IN THE PAST 12 MONTHS (F4=1 or F4A=1)

F15A **If you could have done, would you have provided MORE training for your staff than you were able to over the last 12 months?**

Yes	1
No	2
Don't know	X

F13-15a

These questions will be asked to those who have trained some staff towards to a nationally recognised qualification. Read out the list of qualifications and code if any staff have been trained towards them or qualifications at the same level. Not all employers will be aware of the level of a qualification without help so please read the question out in full with the examples of qualifications given.

Note that in Scotland the examples also contain the reference in brackets that the levels can be known as different numbers (e.g. Level 1 in UK can also be Level 4 in Scotland, depending on what framework is used). Use the system the respondent is most comfortable with, but either way it is very important to read the examples in full.

ASK TO ALL WHO WOULD HAVE PROVIDED MORE TRAINING IF THEY COULD
(F15A=1)

F15B **What barriers, if any, have there been preventing your organisation providing more training over the last 12 months for staff at this location? PROBE: what other barriers have you faced?** DO NOT READ OUT. CODE ALL MENTIONED. PROBE FULLY.

Lack of funds for training / training expensive	1
Can't spare more staff time (having them away on training)	2
Staff now fully proficient / don't need it	3
Staff not keen	4
A lack of GOOD local training providers	5
Lack of provision (e.g. courses are full up)	6
Difficulty finding training providers who can deliver training where or when we want it	7
A lack of appropriate training / qualifications in the subject areas we need	8
Hard to find the time to organise training	9
Lack of knowledge about training opportunities and/or suitable courses	10
Other (WRITE IN)	11
None	12
Don't know	X

ASK ALL

F16 **Is your establishment currently accredited with the Investors in People Standard?**

Yes	1
No	2
DO NOT READ OUT - Don't know	X

F15B Do not read out list – familiarise yourself with this list in advance of survey as it will more than likely be too long to all fit on the screen without scrolling.
If the respondent mentions 'economic downturn' or 'recession' try to get them to elaborate. For example does this mean their own funding is not there for training or that it got too expensive, or it's no longer available to them etc.

F16 – Only code 'yes' if establishment is *currently* accredited. Not in the process of becoming accredited or have been accredited before.

G Skills utilisation / High performance working

ASK SECTION G TO MODULE 1 ONLY (DUMMOD=1)

G1 **Does your establishment...**

	YES	NO	DK	n/a
IF A1>9 **Create teams of people, who don't usually work together, to work on a specific project**	1	2	X	Y
Have an equal opportunities policy	1	2	X	Y
Have formal procedures in place for employee consultation such as a staff association, employee forum or trade union consultation	1	2	X	Y
Currently hold any of the ISO 9000 Standards	1	2	X	Y
Consult with trade unions for reasons other than negotiations about pay and conditions	1	2	X	Y
Conduct training needs assessments	1	2	X	Y

ASK MODULE 1 (DUMMOD=1)

G1A **And does your establishment have any of the following pay and incentive schemes for your employees?**
READ OUT; CODE ALL THAT APPLY

Bonuses that are based on the overall performance of the organisation [IF A3=2: **or establishment**]	1
Individual performance related pay	2
Flexible benefits (ADD IF NECESSARY: This is the option to use some pre-tax pay for extra benefits such as pensions, childcare vouchers, life assurance etc.)	3
IF PRIVATE SECTOR (A8=1): **Share options for employees BELOW SENIOR MANAGEMENT**	4
DO NOT READ OUT: None of the above (ALLOW SINGLE CODE ONLY)	5
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK MODULE 1 (DUMMOD=1)

G2 **Do you have processes in place to allow you to identify "high potential" or talented individuals within your establishment?**

Yes – formally documented	1
Yes - informal	2
No	3
Don't know	X

G3 THERE IS NO QUESTION G3.

G4 THERE IS NO QUESTION G4

Section G - Note that measures in section G might apply to the whole organisation rather than just the establishment – this is fine.

ASK MODULE 1 (DUMMOD=1)

G5 **To what extent would you say employees at your establishment…**READ OUT FOR EACH, CODE ONE ONLY

	To a large extent	**To some extent**	**Not much**	**Not at all**	DK
Have variety in their work	1	2	3	4	X
Have discretion over how they do their work	1	2	3	4	X
Have access to flexible working	1	2	3	4	X

H Business strategy and structure

H1 **I'd now like to ask you a few questions about how the products or services that are provided by this establishment compare to those provided by others in your industry, including those based in other countries.**

On a scale of 1 to 5, where would you place this establishment if…

ANEW) **one indicates that there is no difference in the offering provided to customers or users of your services and five indicates that there is a substantial amount of customisation depending on the requirements of customers or users of your services**

No difference	1	2	3	4	5	DK	Substantial customisation

B) **one indicates that, compared to others in your industry, the competitive success of your establishment's products or services is wholly dependent on price and five that success does not depend at all on price**

Wholly price dependent	1	2	3	4	5	DK	Not at all price-dependent

C) [IF PUBLIC OR THIRD SECTOR (A8=2-5): **On a scale of 1 to 5, where would you place this establishment if…**]

one indicates that, compared to others in your industry, this establishment very rarely leads the way in terms of developing new products, services or techniques, and five that you often lead the way

Very rarely lead the way	1	2	3	4	5	DK	Often lead the way

D) **one indicates that this establishment competes in a market for a standard or basic quality product or service, and five that you compete in a market for premium quality products or services.**

Standard or basic	1	2	3	4	5	DK	Premium quality

H2 THERE IS NO QUESTION H2

H1 looks at the type of market the organisation operates in.

Respondents are asked to identify the location of their organisation on a scale from 1 to 5 (H1A is semantic, H1B to F use the 1-5 scale). It is very important to stress that these questions are asking the respondent to consider their place on the scale in comparison with <u>other organisations in their industry</u>. This comparison could easily be lost so please stress it. A brief explanation for each question is provided below.

Examples are displayed for your understanding only so you can help respondents if they are struggling, and are not to be read out to respondents.

H1A – Asked of the private sector. Aimed at identifying how "customised" the services / goods are. An example of a 5 could be an organisation that produces 'one-off' tailor made specialist products to customer orders, e.g. a company that makes suits to order specifically to the customer's measurements, whereas a 1 could be an organisation which 'mass-produces' products without having a single customer in mind e.g. suppliers of suits to a major retailer.

H1B – Asked of the private sector. An example of a 1 could be an organisation that produces a product whose selling point is solely price base e.g. unbranded product, whereas a 5 may be selling a similar product but people buy it due to the brand image/marketing surrounding it.

H1C – Asked of every organisation. An example of a 1 could be an organisation which is not very innovative and often follows others rather than leading the way themselves, whereas an example of a 5 could be an organisation which is seen as innovative or 'trend-setting'.

H1D –Asked of the private sector. An example involving the sale of motor vehicles would be where 1 could be a basic, cheap 'no frills' car whereas a 5 would be where the company offers a more premium quality or luxury car.

H3 **Does your establishment have a business plan that specifies the objectives for the coming year?**

INTERVIEWER NOTES:

- IF RESPONDENT INDICATES THAT ESTABLISHMENT IS COVERED BY A COMPANY WIDE BUSINESS PLAN, CODE AS 'YES'
- CODE AS 'NO' IF IN PROCESS OF DRAWING UP FIRST BUSINESS PLAN
- CODE AS 'YES' IF CURRENTLY HAVE A BUSINESS PLAN BUT IN PROCESS OF DRAWING UP NEW ONE.

Yes	1
No	2
DO NOT READ OUT: Don't know	X

H3 asks if the establishment has a business plan. Some notes on what to allow as a response are listed below:

- If the establishment is covered by a company-wide plan code as a yes.
- If updating an existing plan count as a yes
- If drawing up their first plan and not yet in place count as a no

I   Closing questions

I1   **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** [COMPANY] **to call you back regarding this particular study.**

Yes	1
No	2

IF TRAIN AT ALL (F4=1 or F4a=1)

I3   **The UK Commission will be conducting some follow up research in the next few weeks about training expenditure. This will involve sending some questions by email then collecting answers through a short telephone call.** [IF IFF: **Would this be possible?** IF NOT IFF: **Would you be willing for their appointed contractor, IFF Research, to contact you about this?**]

REASSURE IF NECESSARY**: The call should take less than 10 minutes.**

Yes	1	
No	2	

ASK IF I3=1 OR I3a=1

I3B   **Can you tell me your email address?**

INTERVIEWER NOTE: CODE NULL FOR DON'T KNOW / DO NOT HAVE AN EMAIL ADDRESS

WRITE IN ADDRESS _____   GO TO I3C
NULL/REF   GO TO I2

ASK IF NOT NULL/REF AT I3B

I3C   **I have that as** [text sub of email address recorded at I3B] **- is that right?**
INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	**CONTINUE TO I2**
No	2	**GO TO I3B AND REDO**

I3   There is going to be a follow up survey to ESS2015 which will investigate training spend using a data sheet questionnaire which will be faxed or emailed to respondents. Thus we are trying to get permission to re-contact those who train.

To do this we need to collect the email address of those who agree to be recontacted. **It is very important that you take the email details down accurately. Please read the email address back to the respondent and do not move on to the next question until you are sure you have typed it in on screen accurately with no typos and correct spelling.**

All email addresses should follow the format xx@xx.xx.

I3a **Would you like us to email you a summary report of the findings of this survey, once the results are published in January 2016?**

Yes	1	
No	2	

IF (A4DUM=4 OR I3=2) AND I3a=1

I3D **Can you tell me your email address?**

INTERVIEWER NOTE: CODE NULL FOR DON'T KNOW / DO NOT HAVE AN EMAIL ADDRESS

WRITE IN ADDRESS _____   GO TO I3E
NULL/REF   GO TO I2

ASK IF NOT NULL/REF AT I3D
I3E **I have that as** [text sub of email address recorded at I3D] **- is that right?**
INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	**CONTINUE TO I2**
No	2	**GO TO I3D AND REDO**

I3a

This follows on from the point mentioned in the introduction – that this year we are offering respondents a summary report of the findings which we will send once results are published in January 2016.

An email address is only collected here if they want a summary report sent and we have not already collected their email address in regards to I3. Again, **it is very important that you take the email details down accurately. Please read the email address back to the respondent and do not move on to the next question until you are sure you have typed it in on screen accurately with no typos and correct spelling.**

All email addresses should follow the format xx@xx.xx.

I2 **If the UK Commission and their partners in this survey wish to carry out follow-up research within the next 2 years on related issues, would it be ok for them or their appointed contractors to contact you?**

REASSURE IF NECESSARY: **We would keep this separate to the responses you have given in this survey; it will not be possible for the UK Commission, its partners or its contractors to identify your survey responses from the information.**

INTERVIEWER – IF RESPONDENT ASKS: **"**Partners in this survey" include the Department for Business, Innovation and Skills, [ENG: Skills Funding Agency NI: DELNI SC: Scottish Government WA: Welsh Government], Department for Work and Pensions, and the Sector Skills Councils.

Yes – both client and/or their contractors may recontact	1
Only the client may recontact	2
No	3

ASK ALL
I4 **I have your postcode as** [INSERT FROM SAMPLE] **is this correct?**

Yes	1	**ASK I6**
No	2	**RECORD CORRECT POSTCODE**

I5 THERE IS NO QUESTION I5

ASK IF   I1=1 OR I2=1 OR 2 OR I3=1
I6 **And can I just confirm the best number to contact you on is** [SHOW TELEPHONE NUMBER]**?**

Yes	1	**NEXT QUESTION**
No	2	**RECORD CORRECT NUMBER**

ASK ALL
I7 **Finally, it is sometimes possible to link the data we have collected with other government surveys or datasets to enable further statistical analysis. Would you be happy for this to be done?**

ADD IF NECESSARY: **Your confidentiality will be maintained, and linked data will be anonymised and only used for statistical purposes.**

Yes	1
No	2

CONFIRM NAME, JOB TITLE, TELEPHONE AND EMAIL

THANK AND CLOSE

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.	
Interviewer signature:	Date:
Finish time:	Interview Length mins

I4

If the postcode we have is not correct please make sure you type the correct one in accurately. Please confirm it with the respondent, making sure you clarify any letters that could be misheard. Regional and local analysis is very important in ESS, and we determine all regional variables from the postcode.

I7

Stick to the exact wording of the question. The aim is to link survey data to other data if possible, to make the data richer. Once linked, it will be made anonymous, and use of the linked data is very restricted.

OCCUPATION PROMPTS

ROUTING:

IF ((D5A=2 OR A1DUM=2-3) AND A6=1) AND…	IF (D5A=1 OR (D5A=2 AND A6=2) OR (A1DUM=2-3 AND A6=2) AND…		
SIC on sample = 45 to 53, 95	D5B=1 OR D5D=1	Use this prompt list:	**Transport, Retail or Wholesale**
SIC on sample = 58 to 74, 76 to 78, 80 to 82, 94, 9603	D5B=2 OR D5D=2	Use this prompt list:	**Business & Other Services, Finance or Insurance**
SIC on sample = 01 to 44	D5B=3 OR D5D=3	Use this prompt list:	**Manufacturing, Construction or Agriculture**
SIC on sample = 55 to 56, 79, 8130, 90, 92 to 93, 9601, 9602, 9604 to 9609	D5B=4 OR D5D=4	Use this prompt list:	**Hospitality, Catering or Leisure Services**
SIC on sample = 75, 86 to 88	D5B=5 OR D5D=5	Use this prompt list:	**Health or Social Care**
SIC on sample = 84 to 85, 91	D5B=6 OR D5D=6	Use this prompt list:	**Public Sector or Education**
	D5B=7 OR D5D=7	Use this prompt list:	**None of the above**

Transport, Retail or Wholesale

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Including:** • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** • **Secretaries, receptionists, PAs, telephonists** • **Book-keepers, credit controllers/wage clerks** • **Office assistants, office managers** • **Database assistants** • **Stock control clerks & assistants** • **Transport & distribution clerks & assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in**

	some cases physical effort. **Most do not require formal educational qualifications.** **Includes:** • **Cleaners, security guards** • **Labourers** • **Kitchen/catering assistants** • **Packers, goods handling** • **Storage staff, shelf fillers** • **Postal workers, messengers & couriers**
Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** • **Vehicle operators / drivers, including train / HGV / van / fork lift / bus / taxi drivers** • **Machine operatives** • **Routine inspectors and testers** • **Food, drink & tobacco process operatives** • **Tyre, exhaust & windscreen fitters**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Sales assistants, sales supervisors** • **Customer care occupations** • **Call centre agents** • **Merchandisers & window dressers** • **Pharmacy & other dispensing assistants** • *(NOT THE FOLLOWING: Sales representatives)*
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Air / rail travel assistants** • **Beauticians, hairdressers & barbers** • **Ambulance staff (excluding paramedics)** • **Caretakers** • **Care assistants, nursery nurses / childminders**
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Electricians, plumbers** • **Butchers, bakers, fishmongers** • **Vehicle technicians, mechanics & electricians** • **IT engineers** • **Florists** • **Chefs**

	• *(NOT THE FOLLOWING: science and engineering technicians)*
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** • **Accounting technicians** • **Health and safety officers** • **Human resources officers** • **Sales representatives, sales accounts managers, business sales executives** • **Business development managers** • **Buyers, buying and purchasing officers** • **Graphic designers, photographers, writers** • **Estate agents, auctioneers** • **IT / science / engineering / lab technicians**
Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Programmers, software development and IT professionals** • **Web design & development professionals** • **Accountants** • **Solicitors, lawyers** • **Economists** • **Business & financial project managers** • **Journalists, newspaper editors** • **Engineering professionals**

Business and Other Services, Finance or Insurance

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Includes:** • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** • **Secretaries, receptionists, PAs, telephonists**

	• **Book-keepers, credit controllers/wage clerks** • **Office assistants, office managers** • **Pension and insurance clerks** • **Database assistants** • **Legal secretaries** • **Library clerks & assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** **Includes:** • **Cleaners, security guards** • **Labourers** • **Kitchen/catering assistants** • **Postal workers, messengers, couriers** • **Launderers, dry cleaners & pressers**
Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** • **Vehicle operators / drivers** • **Machine operatives** • **Routine inspectors & testers** • **Driving instructors**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Sales assistants, sales managers** • **customer care occupations, customer service managers** • **Call centre agents, telephone salespersons** • **Market research interviewers** • *(NOT THE FOLLOWING: Sales representatives, buying and purchasing officers, estate agents or auctioneers)*
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Caretakers** • **Care assistants, nursery nurses / childminders** • **Care workers and home carers** • **Hairdressers & barbers, beauticians**
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Electricians, electronic trades**

	• **Chefs, cooks** • **Catering and bar managers** • **Printers** • **TV engineers, IT engineers** • **Gardeners / groundsmen** • *(NOT THE FOLLOWING: science and engineering technicians)*
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** • **Human resources & industrial relations officers** • **Accounting technicians** • **Health and safety officers** • **Insurance underwriters** • **Investment analysts / advisors** • **Sales representatives** • **Sales account & business development managers, business sales executives** • **Buyers, buying and purchasing officers** • **Writers / journalists** • **Graphic designers / artists / musicians** • **Estate agents, auctioneers** • **Conference / exhibition managers, organisers** • **IT / science / engineering / lab technicians**
Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Programmers, software development and IT professionals** • **Web design & development professionals** • **Accountants** • **Solicitors, lawyers, barristers & judges** • **Economists** • **Management consultants & business analysts** • **Architects** • **Chartered / Quantity surveyors** • **Advertising accounts managers / creative directors** • **Engineering professionals**

Manufacturing, Construction or Agriculture

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Includes:** • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** • **Secretaries, receptionists, PAs, telephonists** • **Book-keepers, credit controllers/wage clerks** • **Office managers** • **Database assistants, office assistants** • **Stock control clerks and assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** **Includes:** • **Cleaners, security guards** • **Labourers** • **Kitchen/catering assistants** • **Packers, goods handling** • **Storage staff** • **Farm / forestry / fishing workers**
Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** • **Vehicle operators / drivers** • **Machine operatives** • **HGV / van / fork lift drivers** • **Sorters, assemblers** • **Scaffolders / stagers / riggers** • **Routine inspectors / testers** • **Metal / plastics / rubber / wood / textile process operatives** • **Quarry workers**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Sales assistants, sales supervisors** • **Customer care occupations (including customer service managers and supervisors)**

	• **Call centre / contact centre occupations** • *(NOT THE FOLLOWING: Sales representatives)*
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Caretakers** • **Care assistants, nursery nurses / childminders** • **Animal care services** • **Veterinary nurses**
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Electricians, electrical trades** • **Plumbers, heating & ventilating engineers** • **Printers** • **Farmers** • **Carpenters, furniture makers** • **Mechanics** • **Machine setters / tool makers** • **Painters & decorators** • **Plasterers, roofers, glaziers** • **Bricklayers and masons** • **Metal working production and maintenance fitters** • **Welding trades** • **Gardeners / landscape gardeners** • *(NOT THE FOLLOWING: science and engineering technicians)*
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** • **Science and engineering technicians** • **IT technicians, lab technicians** • **Accounting technicians** • **Human resources officers** • **Health and safety officers** • **Sales representatives, sales accounts managers, business sales executives** • **Business development managers** • **Draughtspersons** • **Building & civil engineering technicians** • **Estimators, valuers & assessors** • **Product designers**
Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.**

	Includes: • **Software and IT professionals** • **Accountants** • **Solicitors, lawyers** • **Economists** • **Professional engineers** • **Chemists** • **Scientific researchers** • **Architects** • **Quality control & planning engineers** • **Construction project managers** • **Quantity / Chartered surveyors** • **Programmers & software developers**

Hospitality, Catering or Leisure Services

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** Includes: • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** Including: • **Secretaries, receptionists, PAs, telephonists** • **Book-keepers, credit controllers/wage clerks** • **Office assistants, office managers** • **Database assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** Includes: • **Cleaners, security guards** • **Labourers** • **Kitchen/catering assistants,** • **Bar staff, waiters & waitresses** • **Dry cleaners, launderers** • **Leisure & theme park attendants**
Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.**

	Includes: **Vehicle operators / drivers, including HGV / van / fork-lift drivers** **Machine operatives** **Food, drink & tobacco process operatives**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** **Sales assistants, retail cashiers** **Sales / customer service managers** **Customer care occupations** **Telesales, call centre agents** ***(NOT THE FOLLOWING: Sales representatives)***
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** **Travel agents, travel assistants** **Sport and leisure assistants** **Hairdressers and beauticians** **Care assistants, nursery nurses / childminders** **Housekeepers, caretakers**
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** **Chefs, cooks** **Catering and bar managers** **Butchers, bakers** **Gardeners / landscape gardeners** **Groundsmen & greenkeepers** **Electricians, plumbers, printers** ***(NOT THE FOLLOWING: Science and engineering technicians)***
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** **Sales representatives, sales accounts managers** **Fitness instructors, sports coaches, instructors and officials** **Conference & exhibition managers & organisers** **Buying and purchasing officers** **Human resources officers** **Accounting technicians** **Health and safety officers**

	• **IT / science / lab technicians**
Professional Occupations	IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Therapy professionals, nurses** • **Programmers, software development and IT professionals** • **Web design & development professionals** • **Accountants, economists** • **Solicitors, lawyers**

Health or Social Care

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Includes:** • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** • **Secretaries, receptionists, PAs, telephonists** • **Book-keepers, credit controllers/wage clerks** • **Office assistants, office managers** • **Database assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** **Includes:** • **Cleaners, security guards** • **Kitchen/catering assistants** • **Launderers, dry cleaners & pressers** • **Hospital porters**
Process, plant & machine operatives	IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** • **Vehicle operators / drivers** • **Machine operatives**

Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Sales assistants, sales supervisors** • **Call centre agents** • **Customer care occupations**
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Care assistants, nursery nurses / childminders** • **Housekeepers, caretakers** • **Home carers** • **Ambulance staff** • **Teaching assistants** • **Dental / veterinary nurses** • **Nursing auxiliaries and assistants** • **Houseparents & residential wardens** • ***(NOT THE FOLLOWING: Professional medical nurses, midwives, physiotherapists and social workers or paramedics)***
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Chefs, cooks** • **Catering managers** • **Gardeners, landscape gardeners, groundsmen & greenkeepers**
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** • **Paramedics** • **Youth and Community workers** • **Human resources officers** • **Sports coaches, instructors & officials** • **Medical & dental technicians** • **Pharmaceutical technicians** • **Accounting technicians** • **Health and safety officers** • **IT / science / engineering / lab technicians**
Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Doctors, nurses, midwives**

	Psychologists **Social workers** **Occupational therapists** **Medical practitioners** **Speech and language therapists** **Pharmacists** **Veterinarians** **Dental practitioners** **Software and IT professionals** **Accountants, solicitors, lawyers**

Public Sector or Education

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Includes:** **Direction and co-ordination of organisations and businesses** **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** **Secretaries, receptionists, PAs, telephonists** **Book-keepers, credit controllers/wage clerks** **Local government officers, civil service officers** **Office managers, office supervisors, office assistants** **Library assistants, database assistants** **HR administrators** **Library clerks and assistants**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** **Includes:** **Cleaners, security guards** **Labourers** **Kitchen/catering assistants** **Road sweepers, traffic wardens** **School midday and crossing patrol occupations**
Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** **Vehicle operators / drivers**

	• **Machine operatives**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Customer service managers, call centre agents** • **Customer care occupations** • **Sales / retail assistants, sales supervisors**
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Caretakers, housekeepers** • **Care workers, home carers** • **Educational support assistants** • **Nursery nurses and assistants** • **Teaching assistants** • **Pest control officers** • **Animal care occupations** • **Sport and leisure assistants** • *(NOT THE FOLLOWING: social workers, youth workers, welfare officers)*
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Electricians, plumbers** • **Chefs, cooks** • **Printers** • **Gardeners & landscape gardeners** • **Groundsmen and greenkeepers** • **IT engineers** • **Construction and building trades** • *(NOT THE FOLLOWING: science and engineering technicians)*
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:** • **Accounting technicians** • **Human resources officers** • **Health and safety officers** • **Junior police/fire/prison officers** • **Community workers** • **Careers advisors** • **Welfare / Housing officers** • **Youth and community workers** • **Vocational / Industrial trainers and instructors** • **IT / science / engineering / lab technicians**

Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Programmers, software development and IT professionals** • **Web design & development professionals** • **Accountants** • **Solicitors, lawyers, barristers & judges** • **Economists** • **Teachers** • **Social workers** • **Librarians** • **Engineers** • **Occupational therapists** • **Writers/journalists**

None of the above / Other

	Example job roles
Managers, Directors & Senior Officials	ADD IF NECESSARY: **This categorisation covers occupations where main tasks consist of direction and co-ordination of organisations and businesses. This can include the management of internal departments / sections.** **Includes:** • **Direction and co-ordination of organisations and businesses** • **Management of internal departments and sections**
Admin & secretarial	ADD IF NECESSARY: **Occupations undertake general admin, clerical, secretarial work and perform a variety of specialist client orientated clerical duties. Most occupations will require a good standard of general education.** **Including:** • **Secretaries, receptionists, PAs, telephonists** • **Book-keepers, credit controllers/wage clerks** • **Office assistants, office managers** • **Local government officers** • **HR administrators**
Elementary occupations	ADD IF NECESSARY: **Covers occupations that involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.** **Includes:** • **Cleaners** • **Packers, goods handling / storage** • **Kitchen/catering assistants** • **Waiting staff, bar staff** • **Security guards** • **Launderers, dry cleaners & pressers** • **Farm / forestry / fishing workers** • **Postal workers, messengers & couriers**

Process, plant & machine operatives	ADD IF NECESSARY: **Operate vehicles and other mobile and stationary machinery, monitor industrial and plant equipment, or assemble products. Most will not have a particular standard of education but will usually have formal experience related training.** **Includes:** • **Vehicle operators / drivers** • **Machine operatives** • **Assemblers and sorters** • **Quarry workers** • **Scaffolders**
Sales & Customer Service Occupations	ADD IF NECESSARY: **Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.** **Includes:** • **Sales assistants, sales managers / supervisors** • **Call centre agents, telesales** • **Customer care occupations, customer service managers / supervisors** • *(NOT THE FOLLOWING: Sales representatives)*
Caring, Leisure & Other Service Occupations	ADD IF NECESSARY: **Occupations that involve provision of service to customers whether in a public protective or personal care capacity. Main tasks involved usually include the care of sick, elderly and children and the provision of travel care and hygiene services.** **Includes:** • **Care assistants, nursery nurses / childminders** • **Housekeepers, caretakers** • **Travel agents / assistants** • **Hairdressers and beauticians** • **Educational support assistants** • **Animal care services** • **Air / rail travel assistants** • *(NOT THE FOLLOWING: Professional medical nurses, social workers or paramedics)*
Skilled Trades Occupations	ADD IF NECESSARY: **these require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.** **Includes:** • **Electricians, plumbers, carpenters** • **IT engineers, TV engineers** • **Mechanics** • **Chefs, cooks, butchers, bakers** • **Catering and bar managers** • **Gardeners / groundsmen, florists** • **Construction and building trades** • *(NOT THE FOLLOWING: science and engineering technicians)*
Associate Professional and Technical Occupations	ADD IF NECESSARY: **Main tasks require experience and knowledge to assist in supporting professionals or managers. Most will have relevant high level vocational qualifications involving a substantial period of full time training or further study.** **Includes:**

	• **Human resources officers** • **Accounting technicians** • **Health and safety officers** • **Sales representatives, accounts managers** • **Estate agents, auctioneers** • **Conference / exhibition managers, organisers** • **Sports coaches, instructors & officials** • **Product designers, graphic designers** • **IT / science / engineering / lab technicians**
Professional Occupations	ADD IF NECESSARY: **Occupations will usually require a degree or equivalent formal qualification. Main tasks will involve practical application of theoretical knowledge and increasing stock of knowledge through communicating and teaching.** **Includes:** • **Programmers, software development and IT professionals** • **Doctors, nurses, midwives** • **Solicitors, lawyers, accountants** • **Social workers** • **Teachers** • **Management consultants & business analysts** • **Engineering professionals** • **Construction project managers** • **Journalists, newspaper editors**

Appendix G: Reassurance email

REF: [KEY NUMBER]

Employer Skills Survey 2015

Thank you for considering participating in this important research.

The Employer Skills Survey 2015 is being conducted on behalf of the UK Commission for Employment and Skills and its partners, the Department for Business, Innovation and Skills, the Welsh Government, the Scottish Government and the Department for Employment and Learning in Northern Ireland (DELNI). The project is being conducted by IFF Research, an independent market research organisation.

The aim of this project is to help the Government and other institutions meet the skills, employment and business support needs of organisations like yours. Your co-operation will ensure that the views expressed are representative of all employers in your sector.

Your organisation has been selected at random from Experian's National Business Database and we hope very much that you are able to take part. Participation will involve a telephone interview with an IFF interviewer lasting around 20 minutes at a time that is convenient for you.

More information about the survey (including FAQs) can be found at http://www.skillssurvey.co.uk.

For results from the previous 2013 survey please see the Gov.UK website:
https://www.gov.uk/government/publications/ukces-employer-skills-survey-2013.

If you have any queries concerning the format or content of the interview, please contact Christabel Downing or Mark Tweddle at IFF Research, tel: 020 7250 3035 or e-mail: SkillsSurvey2015@iffresearch.com.

Your replies will be treated in the strictest confidence under the Code of Conduct of the Market Research Society. Responses will not be linked to individual companies or respondents without their prior consent.

Thank you for your assistance.

Yours sincerely,

Mark Tweddle
Senior Research Executive
IFF Research

Appendix H: Response Rates by subgroup

	Interviews achieved	Response Rate
England	75,129	42
Northern Ireland	4,019	50
Scotland	6,035	42
Wales	6,027	44
2-4	20,527	39
5-9	21,709	41
10-24	27,875	43
25-49	11,657	49
50-99	5,836	44
100-249	2,689	41
250+	917	33
Agriculture	3,632	28
Mining and Quarrying	171	35
Manufacturing	6,827	38
Electricity, gas and water	1,041	36
Construction	7,474	37
Wholesale and retail	16,126	44
Hotels and restaurants	8,920	51
Transport and storage	4,680	34
Information and communications	4,256	35
Financial services	2,549	32
Business activities	13,143	39
Public administration	947	51
Education	5,515	61
Health and Social Work	8,556	62
Arts and Other Services	7,373	47

Appendix I: Edit specification

	ESS2013 EDIT SPECIFICATION		
Notes	SIC EDITS 1, 2 and 3 MUST be done first and in order. If any SICs were not valid at EDIT 2, then EDIT 1 and EDIT 2 must be repeated. All variable names refer to those in the final data map.		
Edit Label	**Objective of edit**	**Condition**	**Force/Action**
EDIT 1	Check that all SICs given at A7 are valid SIC07 codes	If A6 = 2 and FINSSC is blank	Any records where A6=2 and FINSSC is blank will need to have the SIC at A7 validated. Recode where possible, Recontact if necessary. Once all SICs at A7 have been validated repeat EDIT 1 and EDIT 2 until there are no records where A6=2 and FINSSC is blank.
EDIT 2	Define final Sector from SIC given at A7	If A6 = 2	Force FINSECTOR from A7 according to the 'Sector definitions' worksheet (note this has changed since 2009 to use SIC07)
EDIT 3	If sample SIC was correct, define final sector from this	If A6=1	If A6 is 'yes', force FINSECTOR to match Sector,
EDIT 4	To ensure that all SOC codes are valid at C7 (4 DIGITS)	If SOC at C7 is not in full SOC file provided	Recode where possible, Recontact if necessary. Coding to 1 or 2 digit SOC is acceptable if there is not sufficient information, although this should only be the case for a small minority of records (i.e. less than 1%).
EDIT 5	To check that public sector ('local or central government financed body') definition given at A8 is consistent with SIC code	If A8 is '3' or '4' and first two digits of SIC are not '84', '85' or ''86'	Each record to be judged on an individual basis by company name and activity.
EDIT 6	To check legitimacy of high numbers of employment	If A1 is greater than 1500	Each record to be judged on an individual basis. Call-backs may be necessary if number of employees seems excessively high for business activity.
EDIT 7	To check legitimacy of high numbers of vacancies in relation to size of establishment	If C6 is more than 5 times greater than A1 if A1 < 5 OR if C6 is more than 3 times greater than A1 if A1 IS BETWEEN 5 AND 49 OR if C6 is more than 1.5 times greater than A1 if A1 ≥ 50	Call-backs usually necessary to confirm high numbers of vacancies.

EDIT 8	To investigate establishments where all employees have been allocated to one occupational group	If **only one** of D5, D6, D8_1-7 is greater than 0 and A1 is more than 10	Each record to be judged on an individual basis. Call-backs may be necessary.
EDIT 9	To check high values of individual occupational groups	If D5 (managers) is greater than 50 OR If D8_7 (professionals) is greater than 100 OR If D8_6 (associate prof/technical) is greater than 100 OR If D6 (admin/clerical) is greater than 100 OR If D8_5 (skilled trades) is greater than 100 OR If D8_4 (personal service) is greater than 100 OR If D8_3 (sales/customer service) is greater than 100 OR If D8_2 (machine operatives) is greater than 100 OR If D8_1 (elementary) is greater than 100	Each record to be judged on an individual basis. Call-backs may be necessary.
EDIT 10	To check that a respondent has identified a reasonable amount of employees as having a degree level qualification	If D1 is greater than A1 minus Elementary and Process, plant and machine operative staff	Each record to be judged on an individual basis. Call-backs may be necessary.
EDIT 11	To check high values of underemployed staff	If D15 is greater than half of the sum of D9 (number of proficient employees) and A1>5	Each record to be judged on an individual basis. Call-backs may be necessary.
EDIT 12	To ensure all postcodes given by respondents are valid	If POSTCODE is '2'	Check that postcode is valid and given in full. Invalid postcodes will need to be investigated as each record must have a full valid postcode in the final data file. LEA then needs to be forced to match valid postcode. REGION then needs to be forced to match final LEA.

EDIT 13	To ensure that all SOC codes are valid at B3 (4 DIGITS)	If SOC at B3 is not in full SOC file provided	To ensure that all SOC codes are valid at B3 (4 DIGITS)
EDIT 14	To ensure that all SOC codes are valid at D16 (4 DIGITS)	If SOC at D16 is not in full SOC file provided	To ensure that all SOC codes are valid at D16 (4 DIGITS)
EDIT 15	To ensure that the SOC codes D16 falls into an occupation in which they currently have staff	If SOC at D16 does not fall into an occupational group mentioned at D5/6/7 / D5C. Managers: If SOC code at D16 begins with number 1 then the record would fail the edit check if: (D5C_1=0 or D5C_1CODES=1) or (D5=0) Admin / secretarial: D16 SOC code begin with 4, fail edit if: (D5C_2=0 or D5C_2CODES=1) or (D6=0) etc. through to: Elementary: D16 SOC begin with 9, fail if: ((D5C_3=0 or D5C_3CODES=1) or (D7_1=2)) or (((sysmis(D5C_3) and sysmis(D5C_3CODES) and sysmis(D7_1)))	To check whether the SOC codes at D16 fall into an occupation in which they currently have staff.

Appendix J: Investment in Training datasheet

Employer Skills Survey 2015:
Investment in Training Questionnaire

When answering the questions, please only consider employees who are normally based at your location. If you cannot give exact answers at any question, please give your best estimate.

A. Off-the-job training or development

*This section of the questionnaire covers the costs of providing **off-the-job** training or development for employees. By off-the-job, we mean all training given away from the individual's immediate work position. It can be given at your premises or elsewhere.*

If you have not provided any off-the-job training in the last 12 months, please go straight to section B, on-the-job training, on the next page.

Training courses

1. Over the past 12 months, **how many employees** participated in an education or training course, provided either externally or internally?

   _____ employees

   If none, please skip to Q15. Otherwise, please answer Q2 onwards.

2. **How many days** on average did each of these people spend on an education or training course over the past 12 months?

   _____ days

3. What is the **average basic annual salary** of an employee who has been on any of these courses over the past 12 months? [for any part time staff please convert their salaries to full time equivalence when calculating this average]

   £_____

4. What was the cost of **fees to external providers** of training courses for your employees over the past 12 months? Please include the cost of fees to any external providers who ran courses on your premises.
   £_____

4a. And what percentage, if any, of these fees to external providers were paid to FE (Further Education) colleges or to Universities or other Higher Education institutions?
   _____ %

Training centres

5. Do you have a **training centre** at your location?
   ❑ Yes   ☞*please answer Q6*
   ❑ No   ☞*please skip to Q7*

   If you have a training centre:

6. How much did your training centre cost to run over the past 12 months? Please split the cost into:

   a) **Total basic annual salaries** of any full time or part time training centre staff
      £_____

   b) **Other costs**, including all equipment and materials used and the cost of rent paid for the space the training centre occupies.
      £_____

   All providing off-the-job training please answer Q7 onwards:

7. How much did you spend on using off-site training centres located elsewhere within your organisation over the past 12 months?
   £_____

   ❑ Did not use off-site training centre

   Continued...

Training equipment and staff who train

8. How many people do you have at your establishment who are directly involved in **providing, administering or making policy decisions about training?** (Please exclude any staff directly associated with your training centre, if you have one)

    _____ employees

    If none, please skip to Q11. Otherwise, please answer Q9 and Q10

9. On average, what percentage of their time do these staff spend on training matters?

    _____ %

10. And what is the **average basic annual salary** of these staff?

    £_____

    All providing off-the-job training please answer Q11 onwards

11. Apart from any training centre costs, what was the cost of any **equipment and materials** used for training employees over the past 12 months?

    £_____

12. How much was spent on **travel & subsistence** payments and travelling time payments made to participants and trainers who spent time on courses over the past 12 months?

    £_____

Training organisations

13. What, if anything, have you paid in levy payments over the past 12 months to training organisations such as Sector Skills Councils (SSCs) or Industry Training Boards?

    £_____

14. What was the value of any grants or subsidies that you received over the past 12 months from training organisations such as Sector Skills Councils / Industry Training Boards, Skills Funding Agency, regional growth funds (relating to training) or other government-related sources (including Employer Ownership Pilot, AGE incentive payments and ESF) to support the cost of training?

    £_____

Other off-the-job training

Not all off-the-job training is course-based. The following few questions relate to off-the-job training that you may have provided that did **not** involve employees going on courses.

15. How many employees participated in **seminars, workshops, or open or distance learning** where the main purpose was training, over the past 12 months?

    _____ employees

16. **How many days** on average did each of these spend away from their usual work position whilst engaged in any of these activities?

    _____ days

17. What is the **average basic annual salary** of an employee who has taken part in any of these activities over the last 12 months? _[for any part time staff please convert their salaries to full time equivalence when calculating this average]_

    £_____

18. And what was the total cost of **fees to external providers** of providing this type of off-the-job training over the past 12 months?

£_____

18a And what percentage, if any, of these fees to external providers were paid to FE (Further Education) colleges or to Universities or other Higher Education institutions? _____ %

B. On-the-job and informal training & development

*This section covers **on-the-job and informal** training and development. By this we mean activities that would be recognised as training by staff (not the sort of learning by experience that could take place all the time), where this activity takes place at the desk or place where the person receiving the training usually works.*

*Please focus on a **typical month**, preferably the last calendar month, but if not a recent more typical month of your choice.*

19. How many employees do you estimate receive on-the-job / informal training and development during a typical month?

_____ employees

If you do not give any such training, you do not need to answer the rest of the questionnaire.

20. Roughly how many working hours on average do you think **each of these** employees spends on on-the-job training and development during a typical month? Please think of the actual time spent in instruction or practical experience, excluding any periods of normal work.

_____ working hours

21. What is the average basic annual salary of your employees who **receive** on-the-job training and development in a typical month? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*

£_____

22. How many employees do you estimate will **give** on-the-job training and development during a typical month?

_____ employees

23. Roughly how many working hours on average do you think **each of these** people spend giving on-the-job training and development during a typical month?

_____ working hours

24. What is the average basic annual salary of your employees who **give** on-the-job training and development in a typical month? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*

£_____

Many thanks for taking the time to help with this research. Please do NOT fax or email your responses to us – we will be calling you in the next few days to collect your answers.

Appendix K: Sampling Error and Statistical Confidence

Sampling errors for the survey results overall and for key sub-groups are presented in the table below. Figures have been based on a survey result of 50 per cent (the 'worst' case in terms of statistical reliability), and have used a 95 per cent confidence level. Where the table indicates that a survey result based on all respondents has a sampling error of ±0.32 per cent, this should be interpreted as follows: 'for a question asked of all respondents where the survey result is 50 per cent, we are 95 per cent confident that the true figure lies within the range 49.68 per cent to 50.32 per cent'.

As a note, the calculation of sampling error has taken into account the finite population correction factor to account for cases where we are measuring a significant portion of the population universe (i.e. even if two sample sizes are the same, the sampling error will be lower if in one case a far higher proportion of the population was covered).

These confidence intervals are based on the assumption of a normal distribution of responses.

Sampling error (at the confidence 95 per cent level) associated with findings of 50 per cent

	Population	Number of interviews	(Maximum) Sampling Error
Overall	**1,766,838**	**91,210**	**+/-0.32**
By country			
England	1,488,171	75,129	+/-0.36
Northern Ireland	54,518	4,019	+/-1.55
Scotland	142,947	6,035	+/-1.26
Wales	81,202	6,027	+/-1.26
By size of establishment			
2-4	302,665	20,527	+/-0.68
5-24	334,309	49,584	+/-0.44
25-49	101,082	11,657	+/-0.91
50-99	50,432	5,836	+/-1.28
100-249	26,900	5,836	+/-1.28
250+	11,812	917	+/-3.24

By sector			
Agriculture	97,359	3,632	+/-1.63
Manufacturing	98,627	6,827	+/-1.17
Electricity, Gas and Water	10,151	1,041	+/-3.04
Construction	158,790	7,474	+/-1.13
Wholesale and Retail	371,231	16,126	+/-0.77
Hotels & Restaurants	159,893	8,920	+/-1.04
Transport and Communications	51,719	4,680	+/-1.04
Financial Services	38,259	2,549	+/-1.94
Business Services	363,790	13,143	+/-0.85
Public Administration	19,814	947	+/-3.18
Education	58,124	5,515	+/-1.32
Health and Social Work	132,505	8,556	+/-1.06
Arts and Other Services	127,871	7,373	+/-1.14