Department for Education

Technical Education Learner Survey 2023: Progression of the first T Level cohort

Research report

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Background

The government's ongoing reforms to technical education are designed to address the issues identified in the 2016 Sainsbury Review by the Independent Panel on Technical Education. Once rolled out, the reforms should improve the quality of technical education and therefore the technical skills needed to boost productivity in the UK economy.

A key aspect of these reforms is the introduction of T Levels: two-year level 3 technical courses which offer learners an alternative to existing study options after GCSEs, such as A levels, other level 3 technical courses or apprenticeships. The first cohort of T Level learners began their programmes in autumn 2020.

The Technical Education Learner Survey (Tech Ed Study) aims to understand learners' choices of technical education programmes, their experiences and outcomes on these programmes, and their progression to future study and work.

Survey approach

This report is based on a survey carried out in 2023 covering the first cohort of T Level learners who started their programme in September 2020. This report covers a third interview with them (Wave 3), approximately nine to ten months after completion of T Level study. Those who left the course prior to completion were also asked to participate.

For the third wave of the survey, the sample included all learners starting a T Level in 2020 according to a National Pupil Database (NPD) sample, excluding those stating during W1 or W2 interview that they did not start a T Level or who requested to leave the study.

Data collection for the survey was primarily via web self-completion, with follow-up telephone interviewing where there was no response after a series of reminders. Interviews were conducted between March and May 2023, around nine to ten months after the completion of the T Level course for this group of learners. A total of 1,318 learners were invited to interview and 477 completed interviews were achieved, resulting in an overall response rate of 36%.

Learner outcomes and destinations

- Almost all of the first cohort of T Level completers were in education or employment. The most common destinations were a university degree (44%), paid work (40%), or an apprenticeship (13%).
- Destinations for T Level completers varied by T Level route. Almost all Education and Childcare learners were in paid work or degree study, with very few undertaking apprenticeships. For Construction learners, the most common destination was paid work, followed by an apprenticeship or a degree. Half of Digital learners were studying for a degree.
- Among T Level completers doing an apprenticeship, almost three quarters had progressed to a Higher or Degree apprenticeship, higher than the rate for all level 3 learners. This suggests that T Level programmes have enabled high rates of progression to higher-level apprenticeships.
- Over a quarter of T Level completers in paid work or an apprenticeship reported working for the organisation that provided their T Level industry placement.
- Three-quarters of T Level completers had remained in the general field of their T Level, including the majority of those who were currently studying. Over half of learners had remained within their T Level occupational specialism.
- Almost three-quarters of completers reported that they were fulfilled by their current situation.
- Among learners who left their T Level programme early, almost all were in education or employment. A small majority (58%) were in employment.

Career planning and decision-making

- Most learners did not significantly change their career plans during their T Level programme. Changes in career plans during the course were most commonly influenced by the T Level industry placement, learning more about the occupation, and advice from teachers and career staff.
- Almost three quarters of completers aimed to work in their T Level field long-term.
- Of completers not currently studying, two fifths intended to return to study in the future and of these, four fifths intended to study in the general field of their T Level.
- Stimulating and interesting work, and a suitable work-life balance, were the most commonly reported important factors in learners' career decision-making.

Reflections on T Level experience

- About four-fifths of T Level completers agreed that their T Level had allowed them to progress to what they want to do, and prepared them for their current study, the workplace, and their future career.
- The industry placement was seen as the most important element in preparing T Level completers for what they went on to do, followed by technical knowledge and practical skills.
- T Level completers most commonly reported the industry placement preparing them for their current activity through the ‘experience of a real workplace’ it offered.
- Skills from T Levels were used ‘a great deal’ or ‘quite a bit’ by 70% of completers who were studying and 57% of learners who were working.
- Almost three-quarters of the first T Level cohort were ‘very’ or ‘quite likely’ to recommend their programme to others. Being likely to recommend the course was associated with completing the T Level course, continuing in the T Level general field, being more satisfied with the course, experiencing fewer barriers to learning, and finding the course less challenging.

Introduction

Policy background

The government's ongoing reforms to technical education are designed to address the issues identified in the 2016 Sainsbury Review by the Independent Panel on Technical Education. Once rolled out, the reforms should improve the quality of technical education and therefore the technical skills needed to boost productivity in the UK economy.

A key aspect of these reforms is the introduction of T Levels: two-year level 3 technical courses which offer learners an alternative to existing study options after GCSEs, such as A levels, other level 3 technical courses or apprenticeships. Each T Level is roughly equivalent in size to three A levels. T Levels aim to enable progression to a range of study and work options, including higher education, apprenticeships and other educational routes, or employment in a relevant field. T Level programme content is developed in collaboration with employer panels and aims to provides learners with the skills and knowledge required by employers. A key feature of the T Level course is a minimum 45-day industry placement.

The first cohort of T Level learners began their programmes in autumn 2020. Three T Level pathways were available:

- Digital Production, Design and Development
- Design, Surveying and Planning for Construction
- Education and Childcare[1]

T Levels for this cohort were delivered by 43 providers, including further education and sixth form colleges, university technical colleges and schools. Providers were selected based on quality criteria including an Ofsted rating of 'good' or 'outstanding' (or equivalent) and their delivery and attainment record for relevant qualifications.

Programme delivery in the first year (2020/21) was heavily impacted by the COVID-19 pandemic, which limited in-person teaching and delayed access to industry placements. In response, the DfE Industry Placement guidance was flexed for this cohort, to allow blended placements for Digital and Construction learners, and a reduction in hours for Education and Childcare students studying the Early Years Educator Occupational Specialism, where learners completed a pre-agreed set of learning outcomes.

[1] Since the first T Level cohort completed their course, the Education and Childcare T Level has been renamed as Education and Early Years.

The Tech Ed Study

Study aims

Once fully rolled out, these reforms will represent a substantial shift in the technical education landscape for young people. The government needs evidence regarding whether they deliver high-quality learning experiences that support young people's progression into high-quality employment. The **Tech Ed Study** provides this evidence by collecting longitudinal data from the early cohorts of young people enrolled in the new courses.

The Tech Ed study has followed learners on a range of technical education programmes, including two cohorts of T Level learners (2020 starters and 2021 starters). These cohorts are being followed through their T Level programme, with surveys at the end of their first year, the end of their T Level programme, and nine to ten months after completion. Previous reports present the findings from surveys in 2021 and 2022. In spring 2023, the first T Level cohort (2020-2022) was surveyed in a third wave of data collection, to understand their destinations, future plans and reflections on their T Level course. Further surveys are due to be delivered in 2024, including surveys of the second T Level cohort, and comparator groups of A Level and level 3 technical learners in the same year group.

Survey approach

This report is based on a survey carried out in 2023 covering the first cohort of T Level learners who started their programme in September 2020. This report covers a third interview with them (Wave 3), approximately nine to ten months after completion of T Level study. Those who left the course prior to completion were also asked to participate.

For the third wave of the survey, the sample included all learners starting a T Level in 2020 according to a National Pupil Database (NPD) sample, excluding those stating during W1 or W2 interview that they did not start a T Level or who requested to leave the study.

Data collection for the survey was primarily via web self-completion, with follow-up telephone interviewing where there was no response after a series of reminders. Interviews were conducted around nine to ten months after the completion of the T Level course for this group of learners, between March and May 2023. A total of 1,318 learners were invited to interview and 477 completed interviews were achieved, resulting in an overall response rate of 36%. See Appendix A – technical note for more details.

Questionnaire and data

The questionnaire was designed to understand learners' destinations after completing a T Level, whether their current activities and future plans were within their T Level field, their reflections on how the T Level course had prepared them for their current activities, and what influenced their career decisions.

In general, the study has collected detailed information on:

- **Learner characteristics**, including their aspirations at the outset of their programme, as well as more detailed socio-demographic characteristics not included in administrative data (e.g., household structure, tenure and parental educational status).
- **Experiences of the programmes,** including their satisfaction with courses, the level of challenge, intended next steps and the impact of factors such as their industry placement on preparedness for further work and / or study.
- **Short-term outcomes,** including more detailed and earlier data on progression into skilled employment and other destinations for T Level learners than will be available from matched administrative data. The survey also collected learner perceptions of factors that have contributed to that progression.

The three survey waves supplement an already sophisticated administrative data system that can track individuals throughout their education and beyond. By focusing on learner experience, satisfaction and outcomes, the Tech Ed Study enables a considerably richer understanding and explanation of outcomes after the completion of technical education courses than would be possible with administrative data alone.

Detailed questionnaire content for the third survey wave can be found in Appendix B.

This report

This report draws on data from the three longitudinal surveys of the first T Level cohort, with a particular focus on:

- **Learner destinations and outcomes after the course,** including learners' current work and study, whether they have stayed within their T Level field (either the general field or specifically within their T Level occupational specialism), how these outcomes related to learners' characteristics and T Level experiences, and whether learners' aspirations changed over time
- **Future plans,** including learners' intentions for future work or study, and factors shaping their career decisions

- **Reflections on T Levels,** including how their programme prepared them for their current work/study, the role of key programme elements such as the industry placement, and whether they would recommend the programme.

The report also uses data from earlier surveys of this cohort for longitudinal analysis, for example relating destinations to course experience. Findings are discussed in three chapters: the first describes learners' current destinations, the second explores learners' future plans and career decision-making, and the third presents learners' reflections on their T Level experience.

A set of Appendix Tables has been published alongside this report and is referenced throughout.

Percentages are rounded to zero decimal points. As a result, figures may not sum to 100%.

All reported base sizes exclude those who refused to answer or selected the option 'don't know' (unless these options were presented up-front). Figures based on a sample size of less than 30 are not presented.

All data are weighted to reflect the population of each cohort, while unweighted bases are provided in tables and charts. A short summary of each weight is provided below, while further detail can be found in Appendix A – Technical note.

Both cross-sectional and longitudinal weights were calculated. A cross-sectional weight was calculated for all Wave 3 respondents, regardless of their response to previous waves. This weight was typically used when analysing variables from this survey wave against demographic characteristics or other Wave 3 response data. If Wave 3 respondents participated in Wave 1 and / or Wave 2, a longitudinal weight was calculated. This weight was used to support analysis of Wave 3 variables against response data from previous survey waves.

Comparisons discussed in the report are statistically significant at the 95% level unless stated otherwise. Where the p value is greater than 0.05 (i.e., the finding is not statistically significant at the 95% level) the p value is provided in the accompanying text.

Characteristics of the first T Level cohort

The learner characteristics outlined below are intended to provide a picture of the population profile of T Level learners. They are based on the original population as provided by administrative records, rather than the group interviewed in the survey. The descriptions of the T Level population profile refer to the first T Level cohort, who started the programme in 2020. This cohort is very small as T Levels were initially only available to a small set of providers, so results are not necessarily representative of future cohorts.

T Level route

The first T Level cohort comprised c.650 Education and Childcare learners, c.400 Digital learners and c.250 Construction learners. These are estimates from early recruitment data in the 2020 T Level Action Plan, as official learner numbers for this cohort have not been published. Learner characteristics for the first T Level cohort were published in the 2023 T Level Action Plan.

Sex

The first T Level cohort was 53% female and 47% male, based on legal sex. Based on T Level results for this cohort, there were large variations by T Level route: almost all Education and Childcare learners were female (97%), whereas most Construction and Digital learners were male (90% and 89% respectively). The uneven split by sex at birth for each route should be considered when comparing findings for different routes.

Ethnicity

The proportion of learners from an ethnic minority background was 11% (based on official records and excluding data from schools delivering T Levels). The proportion of learners that were white was higher than in the wider population of a similar age but is more similar to the proportion found among other vocational learners in similar subject areas[2].

[2] The Annual Population Survey estimated that 79% of 16- to 19-year-olds were 'white'. (Data taken from June 2020 to June 2021 estimates via NOMIS – accessed 14/01/2022). Data on 16-18 vocational exam entries available at this Explore Education Statistics table. Of students whose ethnicity was recorded and who were doing applied general, tech level or technical certificates, 85% in the subject area of 'child development and wellbeing' were white, as were 85% of 'building and construction' students, compared with 66% of those in the 'ICT practitioner' subject area.

Free School Meals (FSM)

Just over a quarter (26%) of the population had received free school meals (FSM) in recent years[3].

Special Educational Needs (SEN)

The proportion of learners who had an Education, Health and Care Plan (EHCP) at course enrolment was 2.4%, compared with 3.5% for all students on level 3 vocational and technical qualifications.

Educational Attainment

Almost all learners had achieved GCSE English and Maths at Grade 4 or higher at course enrolment (98% for GCSE English, and nearly 98% for GCSE maths). This reflects the intention of many 2020 T Level providers to require GCSE English and maths at Grade 4 or higher for entry to the course because of the rigour of the programme.

Characteristics of survey respondents

Survey respondents who completed their T Levels (n=407) were similar to the cohort population in terms of sex at birth (51% female, 49% male compared to 53% female, 47% male in the population), ethnicity (15% from an ethnic minority background, compared to 11% of the population) and FSM status (24%, compared to 26% of the population). Comparing prior attainment of survey respondents to the whole T Level cohort, the highest quintile of the cohort's prior attainment is slightly over-represented among survey respondents (27% of survey respondents, 20% of population).

As relatively few survey respondents left their T Level early (n=70), this group is not representative of all T Level learners, or all learners who left early. Further details can be found in Appendix table T009.

Findings from previous surveys

This cohort's experience of the T Level programme was explored through the Technical Education Learner Survey at the end of their first year (2021) and at the end of their course (2022). Most learners were satisfied with their programme at the end of their first year (79% 'very' or 'quite' satisfied) and at the end of their course (71% 'very' or 'quite

[3] An indicator of free school meal status (EverFSM) was obtained for learners for the two years prior to their start on the course. The measure included instances of free school meals eligibility in any of the previous six years.

satisfied'). Learners found the workload manageable and the course appropriately challenging.

Due to the COVID-19 pandemic, learners experienced limited in-person teaching in their first year (2020/21), which was commonly reported as a barrier to learning, and many learners did not start their industry placement until the second year. In the second year, there was a substantial return to in-person teaching. Based on the published statistics for the first T Level cohort, almost all learners (99%) completed their industry placement by the end of the course.

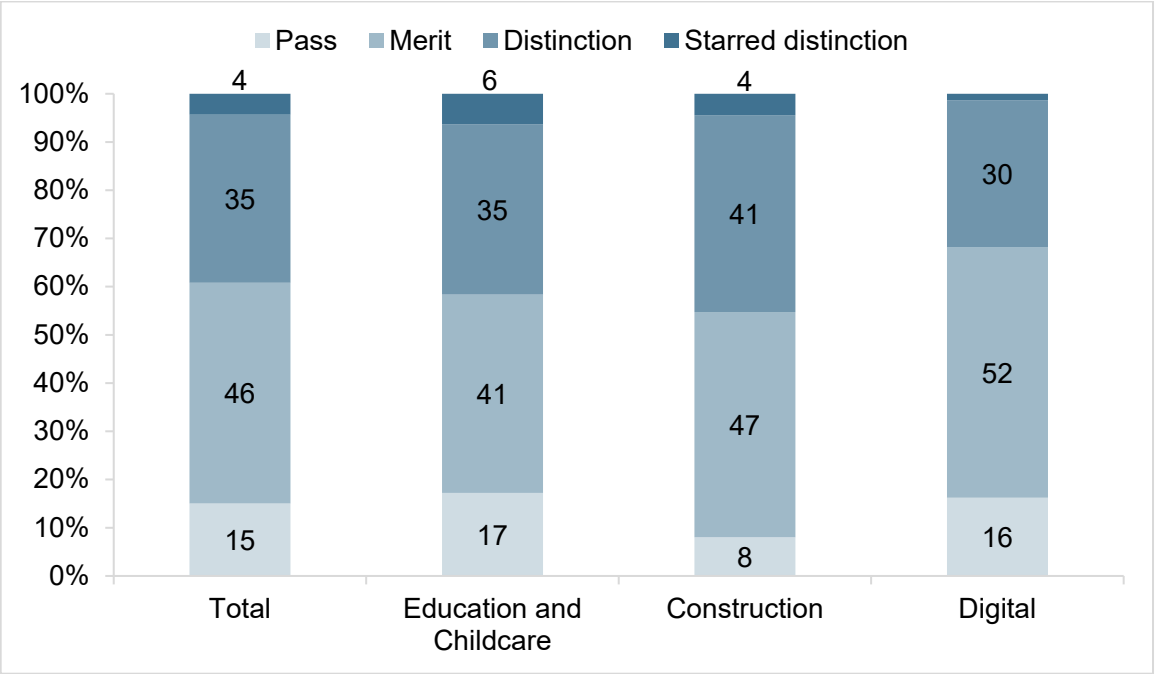
At the end of their course, most learners reported that T Levels helped them to develop relevant knowledge of their occupational field, practical skills, workplace understanding, communication skills, IT skills and their confidence. The majority were planning to study or work in the same general field as their T Level course, most commonly through a university degree, paid job or an apprenticeship.

T Level attainment

In summer 2022, 991 learners from the first T Level cohort received T Level results. As shown by the published statistics, almost all learners (97%) passed their T Level (37% Distinction/Distinction*, 42% Merit, 18% Pass). All learners who did not pass their T Level in summer 2022 received a 'partial achievement' (3%), meaning they had passed at least one of the three T Level components. A higher proportion of female learners achieved the highest grades of Distinction/Distinction* than male learners (44% compared with 30%). Comparing T Level routes, Education and Childcare learners had the highest proportions of Distinction/Distinction* grades (43%), compared with Construction learners (37%) and Digital learners (29%).

As we do not have data on individual learners' T Level results, survey respondents who completed their T Level programme (n=407) were asked for their grade to enable us to compare attainment for different learner characteristics, and to contextualise other findings throughout this report. As this is self-reported attainment data from a sample of learners, these findings should be treated with caution, although the overall proportions of self-reported grades are broadly similar to the published statistics. Further details can be found in Appendix table T010.

Figure 1 Learners reported grade at the end of their T Level course



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Level (2021/22); Unweighted 407

Note: A partial achievement indicates that a learner has completed and passed at least one of the three components of a T Level but has not completed and passed all three

Based on the self-reported survey data, there were no significant differences in T Level attainment by ethnicity, FSM status or SEN status. Those learners in the two highest prior attainment quintiles were more likely to report receiving a Distinction or Starred Distinction grade, although this finding was not statistically significant at the 5% level (p= 0.088). 59% in the highest quintile and 49% of those in the second highest quintile reported receiving these grades, in comparison to 23-29% of learners from lower attainment quintiles.

Learner outcomes and destinations

This chapter describes the destinations of the first cohort of T Level learners who completed their programme, taking account of key learner characteristics and course experiences. It explores learners' next steps in study and/or work after the end of the T Level course, including progression within their T Level field. This chapter reports outcomes for learners who completed their T Level (86% of survey respondents), with outcomes for respondents who did not complete the course reported separately at the end of the chapter.

Key findings

- Almost all of the first cohort of T Level completers were in education or employment. The most common destinations were a university degree (44%), paid work (40%), or an apprenticeship (13%).
- Destinations for T Level completers varied by T Level route. Almost all Education and Childcare learners were in paid work or degree study, with very few undertaking apprenticeships. For Construction learners, the most common destination was paid work, followed by an apprenticeship or a degree. Half of Digital learners were studying for a degree.
- Among T Level completers doing an apprenticeship, almost three quarters had progressed to a Higher or Degree apprenticeship, higher than the rate for all level 3 learners. This suggests that T Level programmes have enabled high rates of progression to higher-level apprenticeships.
- Over a quarter of T Level completers in paid work or an apprenticeship reported working for the organisation that provided their T Level industry placement.
- Three-quarters of T Level completers had remained in the general field of their T Level, including the majority of those who were currently studying. Over half of learners had remained within their T Level occupational specialism.
- Almost three-quarters of completers reported that they were fulfilled by their current situation.
- Among learners who left their T Level programme early, almost all were in education or employment. A small majority (58%) were in employment.
- Very few completers were not currently in education, employment or training (NEET) (7%). The most common reported activities for this group were looking for work or an apprenticeship (3%) and taking a gap year (2%).

Learner destinations

Almost all learners who completed their T Level were studying and/or working (93%) at the time of the survey. The most common destinations were a university degree (44%) and paid work (40%), with fewer learners doing an apprenticeship (13%). A small proportion of learners were studying for a Higher Technical Qualification (<1%), another level 4/5 qualification (4%), or another qualification (1%). A small proportion of learners (7%) reported that they were not studying or working. Respondents were able to select multiple destinations when reporting their next steps, though very few learners were both studying and working (6%). These responses are broadly similar to the intended next steps reported by learners at the end of their course. Further details, including details of those both working and studying, can be found in Appendix tables T013 and T015.

Table 1 Current Activity – by T Level route (multicoded; column percentages)

Current activity	Digital	Construction	Education and Childcare	Total
Studying a university degree	51%	30%	46%	44%
Studying a Higher Technical Qualification (HTQ)	<1%	0%	0%	<1%
Studying a different Level 4 or 5 qualification	3%	11%	3%	4%
Another qualification or type of study	2%	0%	2%	1%
An apprenticeship	19%	32%	1%	13%
Paid work	23%	37%	52%	40%
Something else	9%	10%	4%	7%
Unweighted Base	*136*	*58*	*213*	*407*

Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Level; Unweighted 407

Note: respondents were able to select more than one activity, meaning selected responses will add up to more than 100% for T Level route

Destinations varied substantially by T Level route. Almost all Education and Childcare learners were in paid work (52%) or studying for a degree (46%), with very few undertaking apprenticeships (1%). For Construction learners, paid work (37%), apprenticeships (32%) and a degree (30%) were all common destinations. Half of Digital learners (51%) were studying for a degree, while paid work (23%) and apprenticeships (19%) were less common.

In relation to attainment, those with a reported Distinction or Distinction* grade were more likely to report studying for a degree (54%) than those receiving Merit or Pass grades (38%).

46% and 53% of learners in the two highest prior attainment quintiles were more likely to report progression onto a university degree, compared with 36-48% of learners in other quintiles. For SEN learners, 30% progressed to a university degree, compared with 45% of other learners. Previously published statistics have indicated that differences by attainment and SEN status may be driven by whether learners are studying, as high-attaining learners have high progression rates to degree study, whereas learners with SEN status have low progression rates.

Learner destinations broadly matched their aspirations reported at previous waves of the study. Most learners who most recently aspired to do further study upon completion of their course reported progression onto a university degree (55%), with approximately one third (31%) doing paid work and a further 11% progressing onto an apprenticeship. Two thirds (67%) of those who reported an aspiration to do paid work at earlier waves reported this as their destination during the latest survey. Learners who were unsure about their next steps upon completion of the course, or reported wanting to do something other than work or further study, were most likely to report progressing into paid work (44%) followed by degree study (28%). Further details can be found in Appendix table LT013.

Learners were asked how fulfilled they were in their current activity. **Most learners (74%) were 'very' or 'quite' fulfilled** and only 5% were 'not very fulfilled' or 'very unfulfilled'. Digital learners reported lower fulfilment (67% 'very' or 'quite' fulfilled, compared with 79% of Education and Childcare learners, and 74% of Construction learners). Further details can be found in Appendix table T027.

Among learners who completed their T Level and are doing an apprenticeship (n=47 unweighted), almost three quarters (72%) had progressed from their T Level (a level 3 qualification) to a Higher (level 4/5) or Degree (level 6+) apprenticeship.

This is much higher than the overall proportion of Higher/Degree level apprenticeships undertaken by learners who had completed level 3 programmes (24% of apprenticeships, 2020/21 data). Although the size of the T Level population is considerably smaller than the group of learners who completed level 3 programmes, this tentatively suggests that T Level programmes have enabled high rates of progression to Higher/Degree level apprenticeships. Further details can be found in Appendix table T016.

Fewer learners were continuing to study at level 3 through an Advanced apprenticeship (15%) or were undertaking a level 2 Intermediate apprenticeship (3%), while the remaining 10% of learners were unsure of the level of their apprenticeship. A small proportion of apprentices (9%) reported that they were on an accelerated apprenticeship, though a further 52% of apprentices were 'not sure' if they were on an accelerated apprenticeship, reflecting the relatively low understanding of this type of programme. Further details can be found in Appendix tables T017 and T064.

Nearly a quarter (23%) of T Level learners in paid work had formal responsibility for supervising work, while 10% had managerial duties as a manager, foreman or supervisor. Further details can be found in Appendix tables T024 and T025.

Some T Level learners (n=60 unweighted) were working for their industry placement organisation. This was over a quarter (30%) of learners in paid work or an apprenticeship who undertook a T Level industry placement. This is a potential additional benefit of T Level placements for employers and learners. Proportions varied slightly by route (39% of Construction learners, 34% of Education and Childcare learners, and 14% of Digital), although this is based on relatively small samples for Construction (n=34) and Digital (n=58). Further details can be found in Appendix table T021. Interestingly, of learners working for their placement organisation, almost all (92%) said their role was not 'the same' or 'similar' to their placement work. This suggests a substantive difference between learners' roles once employed, compared with their T Level placement. Further details can be found in Appendix table T022.

Learners' progression in their T Level field

A key aim for T Levels is to support progression to education and employment in the relevant field. Learners were asked whether they had stayed in the general field of their overall T Level programme, and if so, whether they had stayed in the specific occupation they specialised in during the second year of their T Level. This section reports the progression within their field for those who had completed their T Level programme.

Of all learners who completed the T Level, most (75%) were studying or working within the general field of their T Level.[4] About a fifth of learners (18%) were studying

[4] Whether an activity was considered in the 'general field' of the T Level was self-judged by the respondent as there is not a formal definitive list of which activities are considered to be related to different T Levels.

or working in a different field, and most of these did not plan to return to their T Level general field (12% of all learners, compared with 6% who did plan to return). Further details can be found in Appendix table T034.

More than half of all learners who completed their T Level continued to work and/or study within their occupational specialism (59%).[5] This included 75% of those completing an apprenticeship, 56% of those who are working and 61% of those who are studying. A high proportion of Construction learners (73%) and Education and Childcare learners (65%) remained in their occupational specialism, compared with lower proportions of Digital learners (42%). Further details can be found in Appendix table T035.

Among those who finished their T Level and are in paid work (n=201), it is possible to obtain a more objective measure of whether their work is related to their T Level by asking about the sector they are working in. Learners were provided a shortlist of sectors from the Office for National Statistics (ONS) Standard Industrial Classification (SIC) that most closely matched the T Levels available to this cohort.

For most learners in paid work, their job sectors broadly reflected the field of their T Level. Education and Childcare learners most commonly worked in the education sector (70%), while Construction learners most commonly worked in the construction sector (64%). Digital learners worked across a wider range of sectors, most commonly in sectors outside of the SIC shortlist provided (43%), reflecting the market for Digital employees across many industries. Further details can be found in Appendix table T023.

Very few completers were not currently in education, employment or training (NEET) (7%), and this group had similar proportions of learners who planned to return to their T Level general field and learners who did not plan to return (4% and 3%). The most common reported activities for this group were looking for work or an apprenticeship (3%) and taking a gap year (2%). Further details can be found in Appendix table T013.

Most learners who wanted to stay in their T Level general field had begun relevant study or work within a year of completing their course, and most learners who had no plans to continue in their T Level general field had begun study or work in other areas. Further details can be found in Appendix table T029.

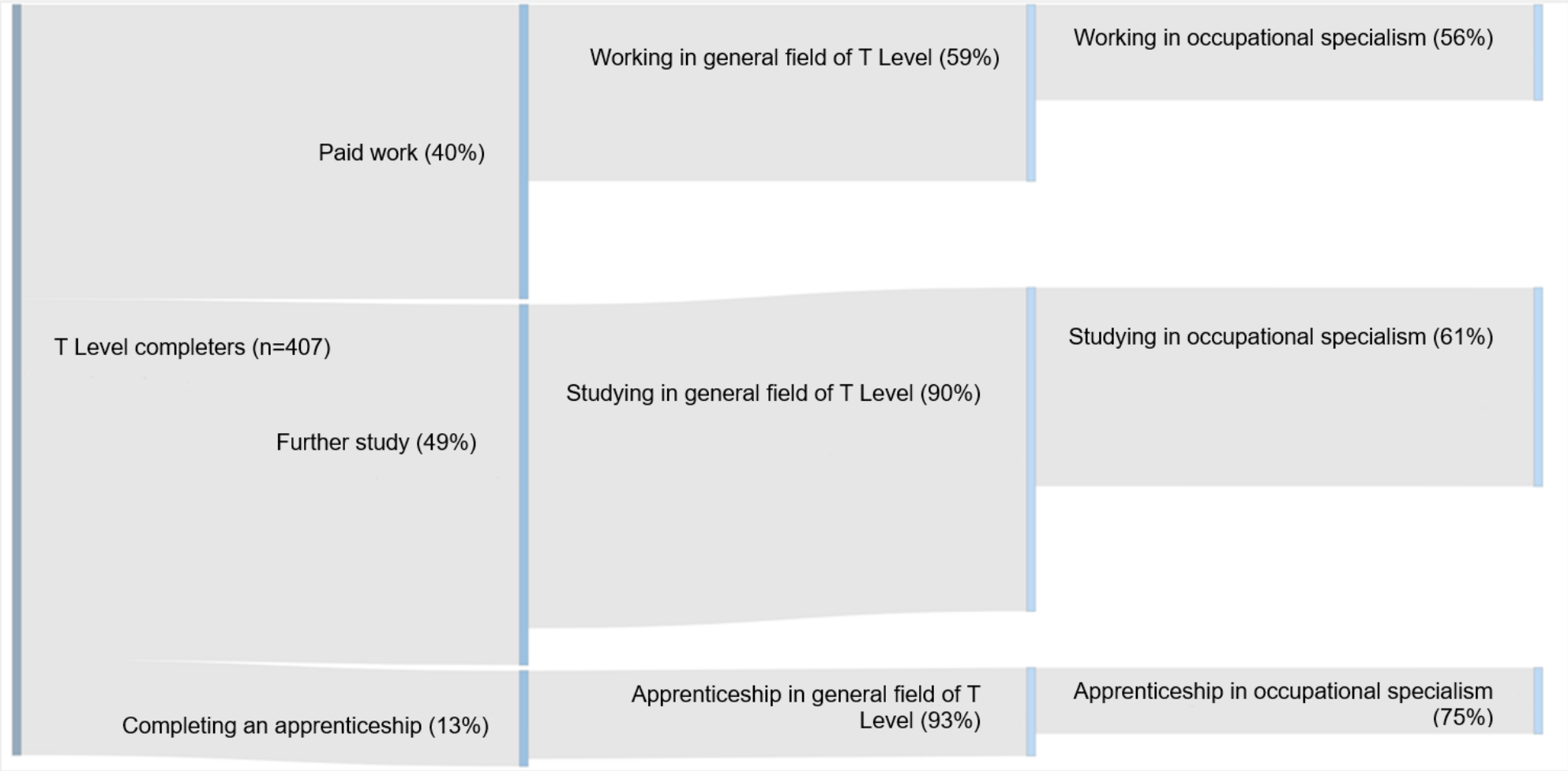
Learners who had progressed to further study were more likely to have continued in the general field of their T Level than learners who had progressed to other destinations. Of learners studying, 90% had stayed in their T Level general field,

[5] As with ‘general field’, whether their current activity is within their occupational specialism was self-judged by the respondent.

compared with 93% of those completing an apprenticeship and 59% of learners in work. Further details can be found in Appendix tables T030 and T032.

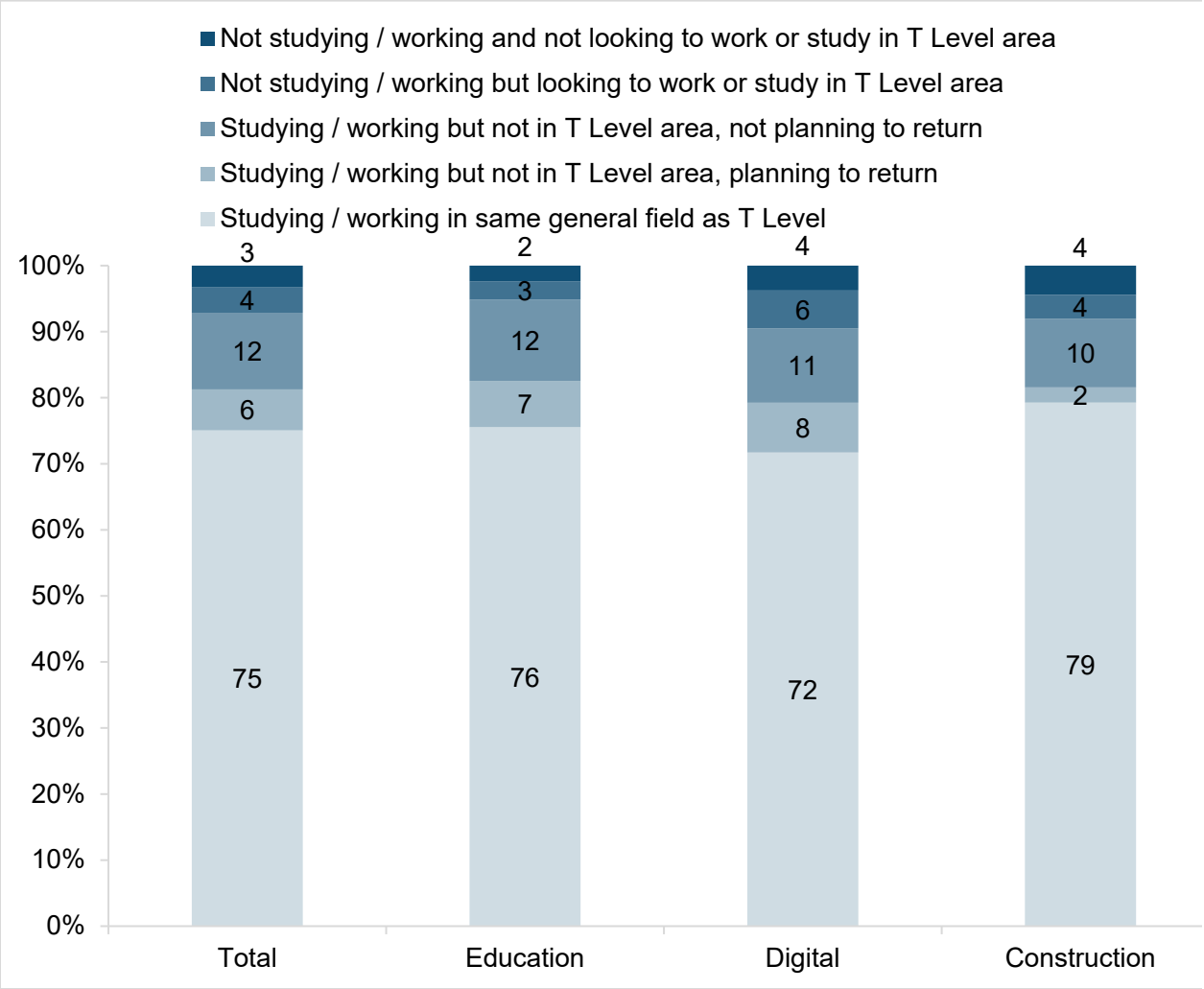
Learners with high prior attainment were more likely to have continued in the general field of their T Level than other learners. 87% of learners in the top quintile of the T Level cohort for GCSE attainment stayed in their general field, compared with 68-71% of learners in other attainment quintiles.

Figure 2 Current activity for those who completed T Level and are working, studying and/or completing apprenticeship in the same T Level area



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023) Base: All first cohort T Level learners who completed their T Level; Unweighted 407

Figure 3 Whether learners are working, studying and/or completing apprenticeship in the same general field as their T Level



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Level; Unweighted 407

Salary

Learners were asked for self-reported salary at the time of completing the survey, and could either express this figure through an hourly rate (43%), a daily rate (<1%), a weekly rate (3%), a monthly rate (15%) or an annual rate (37%).

Figure 5 displays responses where an hourly, monthly or annual figure was provided after being aggregated into a single monthly rate. Descriptive statistics are provided, including the median, mean, upper quartile and lower quartile. In the absence of further

detailed analysis relating to the learners' employment (e.g., whether permanent or temporary, number of hours worked) and recognising that learners will be entering an early stage of their career, these self-reported findings should be treated with caution. Further details can be found in Appendix table T028.

Table 2 Reported monthly salary of 2020 T Level learners nine to ten months after completing their course (plus those who left the course early)

Reported salary	Aggregated monthly rate (completers)	Construction	Education and Childcare	Digital	Learners who left the T Level early
Median	£1,577	£1,583	£1,558	£1,583	£1,300
Mean	£1,455	£1,516	£1,413	£1,497	£1,383
Upper quartile	£1,741	£1,750	£1,722	£1,750	£1,726
Lower quartile	£1,200	£1,280	£1,167	£1,250	£1,134
Unweighted Base	*175*	*31*	*96*	*48*	*37*

Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Bases: First cohort T Level completers in paid work; Unweighted 175; First cohort T Level learners who left the course early; Unweighted 37

Outcomes for T Level learners who left the programme early

A small proportion (14%) of survey respondents (n = 70) had left their T Level before completion. Among survey respondents, higher proportions of Education and Childcare learners left their course (19%, compared with 12% of Construction and 7% of Digital learners), while higher proportions of learners who had ever received FSM also reported this (20%). As this group may not be representative in terms of T Level completion, retention rates for T Levels should not be inferred from these findings. Further details can be found in Appendix table T009.

The most common reasons given for leaving the course were lack of support from teachers (39%), personal problems (38%) and not liking the course (29%), consistent with previous surveys for this cohort. Relatively few learners (14%) reported that they left the course because of changing their 'future career plans', although two fifths (41%) of learners who left early reported that their idea of what they wanted to do as a career had 'changed a lot' during their T Level. Further details can be found in Appendix table T011.

Most learners who left their T Level before completion were in paid work (58%) at the time of the survey.[6] Just under a fifth (18%) were doing an apprenticeship (some of these will also be captured in the paid work category as respondents could give more than one answer). In total, 72% of those who left the T Level early were in the workplace. This includes 67% who were working or doing an apprenticeship only, and 4% who were working alongside studying. Further details can be found in Appendix table T013.

Almost a quarter (23%) of those who left their T Level early were studying: of these, some 5% of learners were undertaking a higher education qualification (a degree, HTQ or other level 4/5 qualification), while most (18%) were doing a different sort of qualification (likely to be another level 3 qualification – the same level as T Levels). It is likely that those who were already in higher education at the point of the survey had left their T Level course at an early stage and qualified for a higher education programme through a different route. 4% were studying alongside working, whilst 18% were studying only.

Comparing destinations for learners who left their T Level early with learners who completed the T Level, higher proportions of learners who left early were in paid work and apprenticeships (58% and 18% respectively) compared with learners who completed their T Level (40% and 13%). However, the median monthly salary reported by completers was £277 higher than those who left the course early. Lower proportions of leavers were in further study (23% of learners who left, compared with 50% of learners who completed).

Overall, 90% of learners who left early were in education or employment. 10% were not in education or employment, similar to the proportion of completers (7%).

Learners who left the course early were less likely to have stayed in their T Level general field (39%, compared with 75% of completers), or to intend to work in their T Level general field in the future (32%, compared with 71% of completers).

[6] The survey was carried out nine to ten months after the end of the two-year T Level programme. These learners may have left their T Level at any point in the programme. This means they are likely to have had more time to find education and employment opportunities than those who completed the programme.

Career planning and decision-making

This chapter describes the career plans of the first T Level cohort, including changes in learners' career ideas since they began their T Level programme, and factors influencing their career decision-making. This chapter reports outcomes for learners who completed their T Level (85% of survey respondents).

Key findings

- Most learners did not significantly change their career plans during their T Level programme. Changes in career plans during the course were most commonly influenced by the T Level industry placement, learning more about the occupation, and advice from teachers and career staff.
- Almost three quarters of completers aimed to work in their T Level field long-term.
- Of completers not currently studying, two fifths intended to return to study in the future and of these, four fifths intended to study in the general field of their T Level.
- Stimulating and interesting work, and a suitable work-life balance, were the most commonly reported important factors in learners' career decision-making.

Changes in career plans during the T Level programme

Learners were asked the extent to which their idea of what they wanted to do as a career changed over the course of their T Level. Most learners' ideas of what they wanted to do 'stayed the same' (44%) or 'changed a little' (39%), with less than a fifth of learners reporting their ideas 'changed a lot' (17%)**.** This is consistent with the high proportion of learners who have continued to work or study in their T Level general field. The proportion of learners whose ideas 'changed a lot' was higher for Construction learners (37%). Further details can be found in Appendix table T041.

Career ideas changing 'a lot' was associated with lower satisfaction and being less likely to recommend the T Level course (28% of 'very' or 'quite dissatisfied' learners, and 36% of learners who were 'quite' or 'very unlikely' to recommend the course, reported their ideas changed 'a lot'). 29% of learners who found the course 'extremely' or 'very challenging' were also more likely to report career ideas changing 'a lot' compared to those who found the course less challenging, although this finding was not statistically significant at the 5% level (p= 0.074).

Learners whose career ideas changed 'a little' or 'a lot' were asked what had influenced the change. The most common responses were the experience of their industry placement (57%), learning more about the occupation during the course (42%), and advice from teachers/careers staff (29%). While the survey did not explore why these

aspects of the course influenced learners' career ideas, it suggests that these changes are based on improved understanding and experience of the relevant occupations.

Future plans

Almost three quarters of T Level completers (71%) aimed to work in the general field of their T Level long-term. This proportion was similar across T Level routes and by learners' sex at birth. There were small differences by ethnicity, with 74% of white learners aiming to continue in the general field of their T Level compared to 60% of ethnic minority learners). Further details can be found in Appendix table T046.

Learners who were not currently studying were asked if they planned to study in the future. Two fifths (41%) aimed to do further study, with about a quarter (27%) not aiming to study and the remaining learners (32%) unsure. This suggests some learners are taking time to consider their next steps. The proportions of learners aiming to study varied substantially by T Level route, with most Construction learners aiming to study (65% yes, 11% no), but fewer Digital learners (38% yes, 24% no) and Education and Childcare learners (30% yes, 38% no). This may reflect the lower proportion of Construction learners currently studying for a degree (30%) compared with other T Level routes (51% of Digital learners, 46% of Education and Childcare learners). Further details can be found in Appendix tables T047-T049.

Of learners aiming to study further (n=84 unweighted), most would do so in their T Level general field (78%). The most common aspirations for learners planning further study were a university degree (39%) or an apprenticeship (30%), which are also the routes commonly chosen by T Level learners who are currently studying. However, one fifth (20%) were interested in a level 4/5 qualification, including 6% who were interested in a Higher Technical Qualification (HTQ).

Career decision-making

Learners were asked which factors were most important in their career decision-making.[7] The most common responses were 'work that interests and stimulates me' (83% of learners chose this as an important factor, 32% as the single most important factor) and 'a work-life balance that suits me' (71% and 18% respectively). More than half of learners reported that 'opportunities to develop' (63%), 'secure employment' (62%), 'a high salary/wage' (60%), and 'an inclusive and supportive environment' (58%) were important. The least common responses were 'opportunities to gain further qualifications' (49%) and 'an innovative work culture that promotes creativity' (42% when choosing multiple

[7] A list of factors was identified from learners' responses to earlier waves of the survey. In this wave of the survey, learners were asked to identify which factors were 'most important' to them, and if they selected more than one, they were then asked to select a single most important factor.

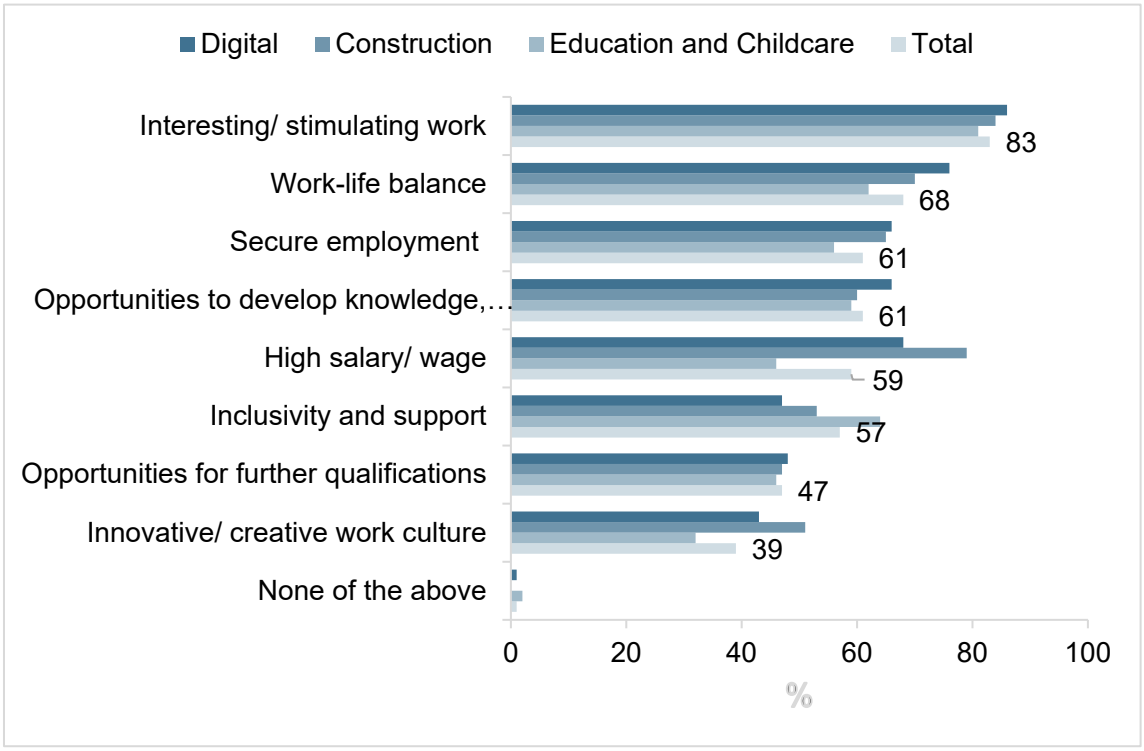
options). These responses are very similar to those given by this cohort at the end of their programme (i.e., nine to ten months previously). Further details can be found in Appendix tables T043 and LT043.

Responses for most factors were broadly similar across T Level routes, although there were large differences by route for the following factors:

- ‘a high salary / wage’ (76% of Construction and 69% of Digital learners, compared with 47% of Education and Childcare learners)
- ‘an innovative work culture that promotes creativity’ (53% of Construction and 46% of Digital learners, compared with 35% of Education and Childcare learners)
- ‘an inclusive and supportive work environment’ (65% of Education and Childcare learners, compared with 54% of Construction and 50% of Digital learners)

In relation to differences by learner characteristics, male respondents were more likely to report ‘a high salary / wage’ as the most important factor to them in terms of career decision making (70%) than female respondents (50%).

Figure 4 Most important factors in career decision-making – by T Level route



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners; Unweighted 477

Note: Figures reported in data labels are % of total

Knowledge of T Levels among educational institutions and employers

Learners reported mixed knowledge of T Levels among their current educational institutions and employers. Only about half (52%) of T Level learners currently studying reported that their current institution was ‘very’ (12%) or ‘quite knowledgeable’ (40%) about T Levels. Almost a third (31%) reported that their institution was ‘not very knowledgeable’ about T Levels, while some learners (9%) reported that their institution ‘had not heard’ of T Levels. There were no differences in this area between different course types or whether learners reported studying in the same general field as their T Level. Further details can be found in Appendix table T044.

Only about one third (34%) of T Level learners currently working reported that their employer was ‘very’ (10%) or ‘quite knowledgeable’ (25%) about T Levels. Over a quarter of learners reported that their employer was ‘not very knowledgeable’ about T Levels, (31%), while over a fifth (23%) reported their employer ‘had not heard’ of T Levels. Further details can be found in Appendix table T045.

A similar proportion of respondents working in the same general field as their T Level felt their employer was ‘not very knowledgeable’ or ‘had not heard of T Levels’ (55%) when compared to those working outside of their T Level general field (51%). However, those working in the same general field were more likely to report that their employer was ‘very knowledgeable’ or ‘quite knowledgeable’ (40%) than those outside of their T Level general field (19%). Instead, around a third of those working outside of their T Level general field reported that ‘T Levels were not discussed with their employer’ (30% compared to 5% of those in general field).

Reflections on T Level experience

This chapter describes the first T Level cohort's post-course reflections on their T Level programme. It explores learners' perceptions of how the T Level prepared them for their current activities and future plans, and how likely they would be to recommend their T Level programme. This chapter primarily reports findings for learners who completed their T Level, except for the likelihood of recommending the T Level programme, which is reported for all learners, including those who left the programme early.

Key findings

- About four-fifths of T Level completers agreed that their T Level had allowed them to progress to what they want to do, and prepared them for their current study, the workplace, and their future career.
- The industry placement was seen as the most important element in preparing T Level completers for what they went on to do, followed by technical knowledge and practical skills.
- T Level completers most commonly reported the industry placement preparing them for their current activity through the 'experience of a real workplace' it offered.
- Skills from T Levels were used 'a great deal' or 'quite a bit' by 70% of completers who were studying and 57% of learners who were working.
- Almost three-quarters of the first T Level cohort were 'very' or 'quite likely' to recommend their programme to others. Being likely to recommend the course was associated with completing the T Level course, continuing in the T Level general field, being more satisfied with the course, experiencing fewer barriers to learning, and finding the course less challenging.

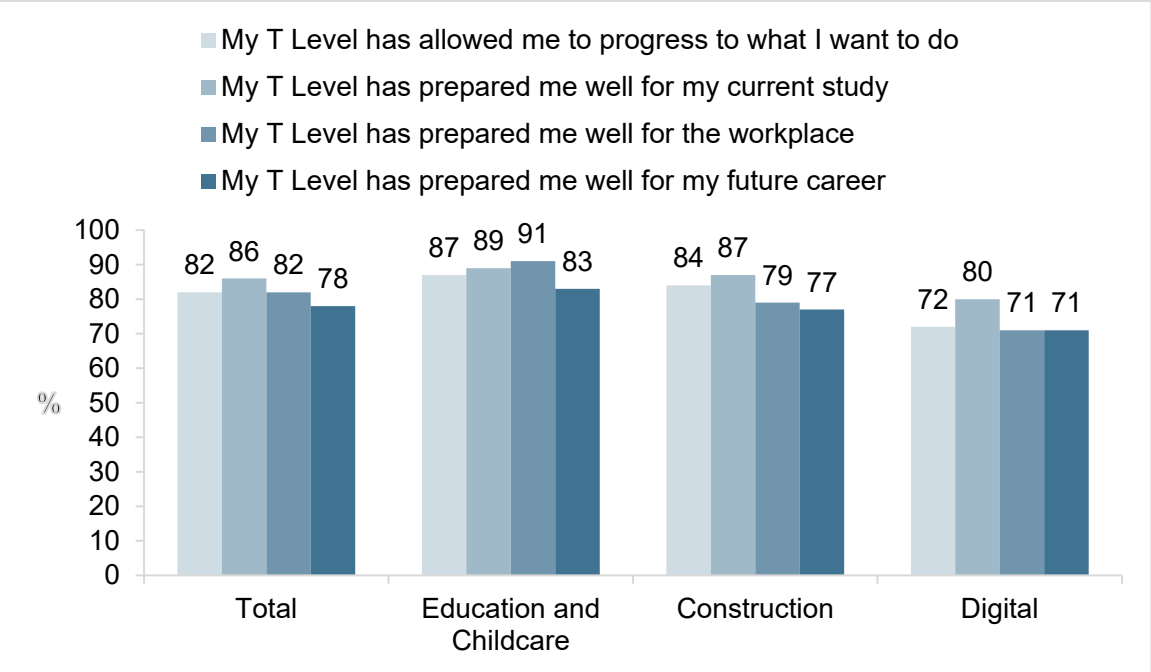
Most T Level completers from the first cohort agreed that their T Level had prepared them well. Most agreed that their T Level allowed them to progress to what they want to do (82%), prepared them for their future career (78%), and prepared them well for the workplace (82%). Further details can be found in Appendix tables T050, T053 and T055. Of T Level completers who were studying (n=200), most agreed their T Level prepared them well for their current study (86%). Further details can be found in Appendix table T051.

Of learners who did not agree to these statements, most 'neither agreed nor disagreed' (7-17% for each statement), with very few learners 'disagreeing' or 'strongly disagreeing' (5-8% for each statement).

Education and Childcare learners were more likely to 'strongly agree' or 'agree' that the T Level allowed them to progress to what they want to do (87%), prepare them for current study (89%) and prepare them for the workplace (91%).

By contrast, Digital learners were less likely to 'strongly agree' or 'agree' that the T Level allowed them to progress to what they want to do (72%), prepare them for the workplace (71%) or prepare them for their future career (71%). A full breakdown is shown in Figure 7 below.

Figure 5 Percentage of learners who 'strongly agreed' or 'agreed' that T Level prepared them well for specific outcomes – by T Level route



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Levels, All first cohort T Level learners who completed their T Levels and currently studying; Unweighted 200-407

Positive reflections on T Level preparation were associated with those who were working in their T Level general field, and those whose career intentions were more consistent throughout the course. More than four-fifths of those currently working in their T Level general field agreed that their T Level had prepared them for the workplace (90%, compared with 78% of other learners) and their future career (85%, compared with 74% of other learners). When asked how much the skills developed during their T Level are used in their current work, learners currently working in their T Level general field were most likely to report that they used them 'quite a bit' (44%). Those working outside of their T Level general field were most likely to report that they

used these skills ‘to some extent’ (33%). Further details can be found in Appendix table T058.

Similarly, learners whose ideas about their intended career stayed the same during their programme were more likely to agree that their T Level had enabled them to progress to what they wanted to do (92%, compared with 54% of learners whose ideas ‘changed a lot’). These learners were also more likely to report that the T Level had prepared them for the workplace (87% and 73% respectively), although this finding was not statistically significant at the 5% level (p= 0.053). This suggests that T Level programmes are particularly good preparation for learners who stay in their T Level field.

T Level completers in further study were more likely to agree that their programme had enabled them to progress to what they wanted to do (89%) and prepared them for their future career (84%) compared with those who were working (73% and 71% respectively).

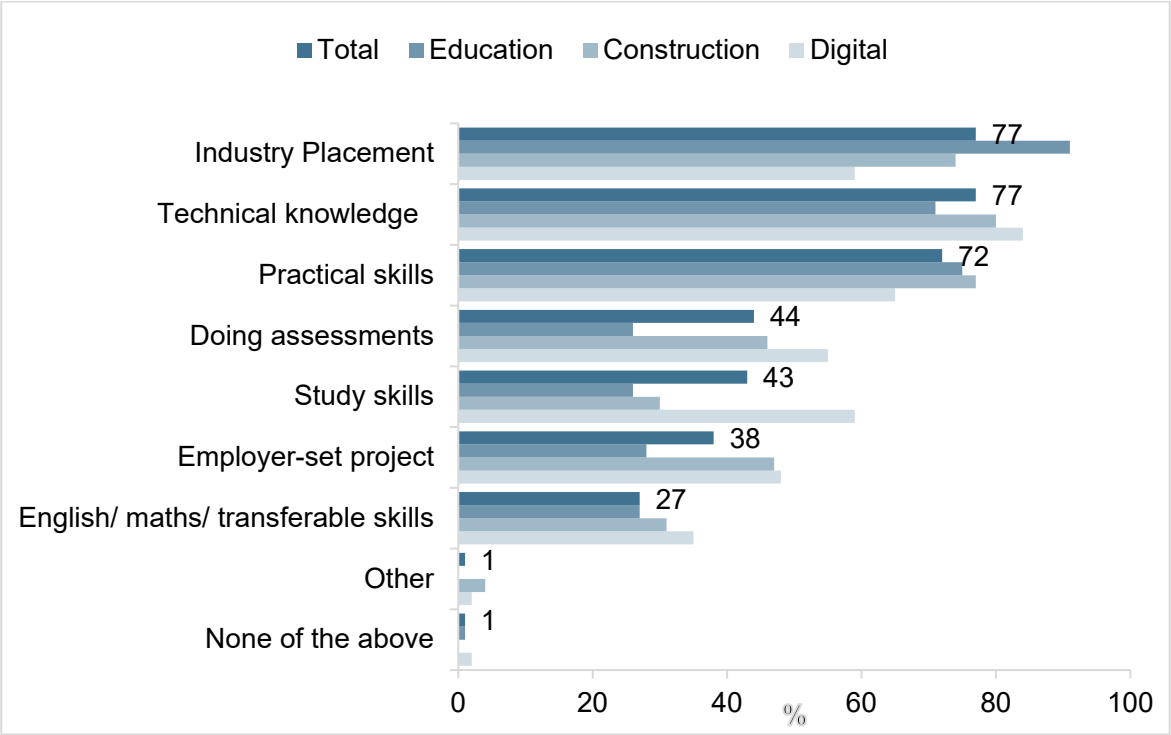
Learners were asked which aspects of their T Level course had prepared them best for their current work and/or study. They were asked to select from a list and could choose more than one response.

Learners reported that the industry placement, technical knowledge and practical skills in their T Level were the most important elements in preparing them for their current study and / or the workplace. For learners studying, the industry placement and technical knowledge were most commonly reported as the most important elements in preparing them for their current study (each selected by 77% of learners), followed by practical skills (72%). As might be expected when recalling factors which prepared them for the workplace, learners most commonly reported the industry placement (85%), followed by practical skills (66%), and then technical knowledge (56%). Further details can be found in Appendix tables T052 and T054.

Digital learners were less likely to report that practical skills (57%) or the industry placement (76%) prepared them best for the workplace. This is compared to Construction learners (73% and 91% respectively) and those previously enrolled on Education and Childcare courses (68% and 88% respectively).

Education and Childcare learners were less likely to report the employer set project as an important element in preparing them for the workplace and / or current study. 23% of these learners reported this as an important factor in preparing them for the workplace, compared to 35% of Construction learners and 43% of Digital learners. For those recalling factors which prepared them for their current study, 28% of Education and Childcare learners reported this as an important factor, while 48% of Digital learners did so.

Figure 6 Aspects that prepared learners for their current study



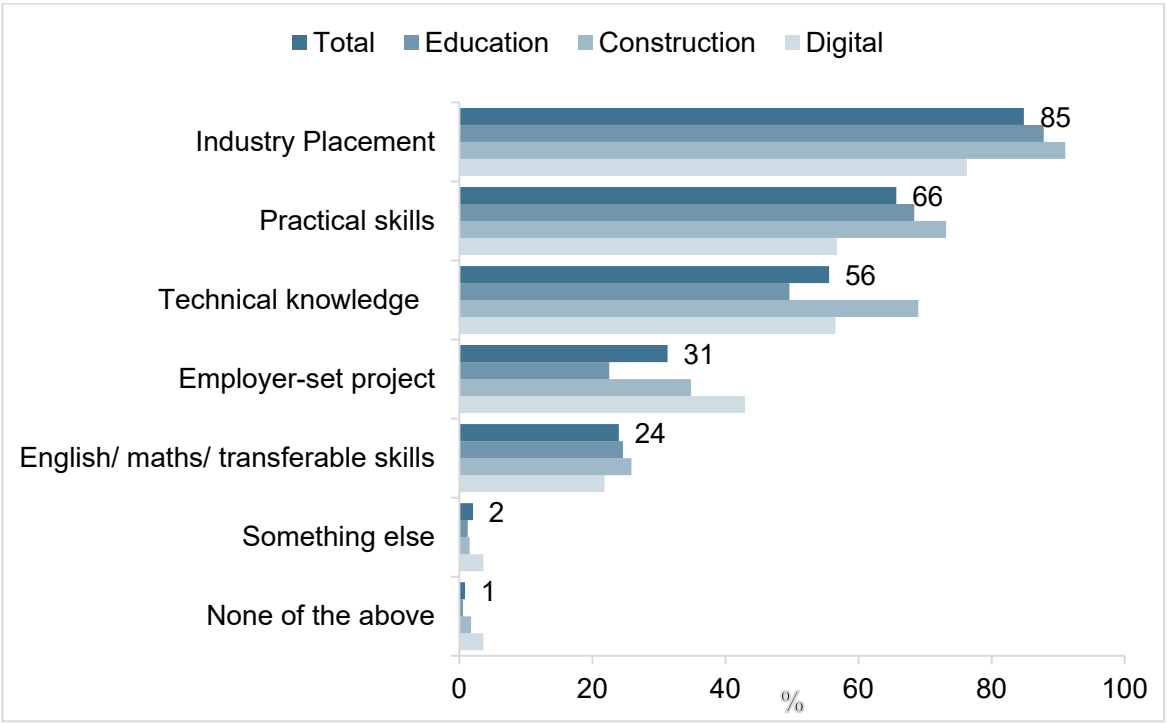
Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Levels and currently studying; Unweighted 200

Note: Figures reported in data labels are % of total

The least commonly reported aspects were the employer-set projects (38% of learners studying, 31% of learners identifying factors which prepared them for the workplace) and the development of English, maths and other transferable skills (27% of learners studying, 24% of learners identifying factors which prepared them for the workplace). This suggests that within employer contributions to T Level delivery, the industry placement is more important to learners than employer-set projects. The relatively small proportion of learners reporting the importance of developing English, maths and other transferable skills in preparing them for the workplace or current study may be because almost all learners entered the course with GCSE English and Maths at Grade 4 or higher.

Figure 7 Aspects that prepared learners for the workplace



Source: Tech Ed Study - T Level Cohort 1 Wave 3 (Mar-May 2023)

Base: All first cohort T Level learners who completed their T Levels; Unweighted 384

Note: Figures reported in data labels are % of total

Among T Level learners who completed their T Levels and are currently studying (n=200), over two-thirds (70%) used their T Level skills 'a great deal' or 'quite a bit' in their current study. Around a quarter used them 'very little' or 'to some extent' (27%). Only 2% reported that their T Level skills were 'not at all' used in their current study. This varied by T Level route, with Education and Childcare learners more likely to report using their T Level skills 'a great deal' or 'quite a bit' (86%) than Digital learners (54%). Further details can be found in Appendix table T057.

Among T Level learners who completed their T Levels and are currently working (n=179 unweighted), over half (57%) used their T Level skills 'a great deal' or 'quite a bit', while 38% used their T Level skills 'very little' or 'to some extent'. Only 5% reported that their T Level skills were 'not at all' used in their current work. Those working in their T Level general field were more likely to report using their skills 'a great deal' or 'quite a bit' (70%) compared with those working in another field (26%). A higher proportion of Education and Childcare learners reported using their T Level skills 'a great deal' or 'quite a bit' (69%) compared with Digital learners (45%). Further details can be found in Appendix table T058.

Role of industry placement

T Level learners who completed their programme were positive about how their industry placement prepared them for their current activity, with 88% of learners currently studying and 87% of those in work reporting that their placement or employer-set project had prepared them. They most commonly reported being prepared by 'experience of a real workplace' (86%). Most learners also agreed that having 'real tasks to carry out' (70%), building their 'confidence in the workplace' (67%) and applying 'technical knowledge and skills' from their T Level (64%) had prepared them for their current activities. Further details can be found in Appendix table T056.

Recommending the T Level programme

Almost three-quarters (72%) of T Level learners were likely to recommend their programme to others. This pattern is similar across T Level routes. This is slightly higher than the responses from the same cohort in 2022 at the end of their course (67%). Further details can be found in Appendix tables T059 and LT059.

Being 'very' or 'quite likely' to recommend a T Level is most strongly associated with the following learner experiences:

- completing the T Level course (78% of learners who completed, compared with 35% who did not complete)
- continuing in their T Level general field for current study (83% of those studying in their T Level field, compared with 64% of those studying in a different field)
- being satisfied with the course (83% of 'very' or 'quite satisfied' learners, compared with 40% of 'neither satisfied nor dissatisfied' learners and 34% of 'quite' or 'very dissatisfied' learners)
- finding the course less challenging (76% of learners finding it 'quite' challenging and 64% of learners finding it 'not very' or 'not at all challenging', compared with 57% of learners finding it 'very challenging'), although this association was not statistically significant at the 5% level (p= 0.069).
- experiencing fewer barriers during the course (74% of learners reporting none, or one to two barriers across the course, compared with 62% of learners reporting three or four barriers, and 58% of learners reporting five or more barriers), although this association was not statistically significant at the 5% level (p= 0.073).

Level of challenge

The level of challenge learners reported while completing their T Level course also impacted their destination. Learners who reported finding the course ‘extremely’ or ‘very’ challenging at the end of the programme were more likely to report studying, working or completing an apprenticeship outside of their T Level area with no intention to return (25%) than those who found the course ‘not at all or ‘not very’ challenging (5%). Likewise, learners who most recently reported finding the course ‘not at all’ or ‘not very’ challenging were more likely to report studying, working or completing apprenticeship in their T Level area (88%) than those who found it ‘extremely’ or ‘very’ challenging (62%).

A similar proportion of learners reported studying, working or completing an apprenticeship in same general field as their T Level regardless of the number of barriers reported at earlier waves. This was also the case in terms of the types of barrier reported by each learner during earlier waves of the study. Further details can be found in Appendix table LT013.

Conclusion

This survey showed positive findings about the destinations of the first cohort of T Level learners, including high levels of education and employment, high retention of learners within their T Level general field and occupational specialism, and positive perceptions of how the T Level course prepared learners for their current and future education or employment.

T Levels aim to enable learners to progress to further study and/or skilled employment. Almost all (94%) of the first T Level cohort who completed their course were in education or employment at the time of the survey, with only 7% reporting they were not currently in education, employment or training (NEET). The most common reported activities for this group were looking for work or an apprenticeship (3%) and taking a gap year (2%). This is substantially lower than the NEET rate for 2022 (14.5% for adults aged 18-24). The most common destinations for learners who completed their T Level were a university degree (44%) and paid work (40%), and most T Level completers (74%) described themselves as 'very' or 'quite' fulfilled.

T Levels were designed with employers to prepare learners to progress to education and employment within their T Level general field. The survey showed that most learners who wanted to stay in their T Level general field had begun relevant education or employment within a year of completing their programme. Most learners who completed their T Level progressed to education or employment in their T Level general field (75%), with over half of learners remaining in their occupational specialism. Only 10% of learners reported that they wanted to study or work in their T Level general field but were not yet doing so. Among learners who moved on to an apprenticeship, the proportion of T Level learners undertaking a Higher or Degree apprenticeship (level 4+) was much higher than for all learners completing level 3 programme (72% compared with 24%, from 2020/21 data).

Most T Level learners had stable career ideas throughout their T Level programme: most (61%) were 'certain' or 'quite sure' about their intended occupation at the start of their programme (2021 survey), and most did not significantly change their ideas during their programme.

A key feature of T Levels is a minimum 45-day industry placement, completed by 99% of T Level learners in this cohort. The survey findings show the industry placement was highly important for learners. About four fifths of T Level completers reported that the placement was important in preparing them for their current study or work. For some learners and employers, the industry placement was a route to direct employment, with about a quarter (27%) of T Level completers in paid work or apprenticeships being employed by their placement organisation.

Overall, about four fifths of the first cohort to complete a T Level 'agreed' or 'strongly agreed' that their T Level had allowed them to progress to what they wanted to do, and

prepared them for current study, the workplace, and their future career. Most learners (72%) who started a T Level were ‘very’ or ‘quite’ likely to recommend their T Level programme to others.

Appendix A – technical note

The survey was designed and delivered by NatCen with NFER providing policy expertise and questionnaire development guidance, alongside that from the research team and advisory board at DfE.

Population and sample

The population of interest for this survey wave was the first cohort of T Level learners who started their programme in September 2020. This report covers a third interview with them (Wave 3), approximately nine to ten months after completion of T Level study. Those who left the course prior to completion were also asked to participate.

The sample frame was provided by two registers controlled by the Department for Education which together provided coverage of learners in both schools and colleges:

- **National Pupil Database (NPD)**. NPD is a database of pupils in state funded education and higher education in England.
- **Individualised Learner Record (ILR)**. ILR data is collected by providers in the further education and skills sector in England.

A total of 1,318 T Level students were invited to take part to the first wave of the survey. The Wave 3 sample included all learners starting a T Level in 2020 according to a National Pupil Database (NPD) sample, excluding those stating during one of the previous W1 and W2 interview that they did not start a T Level or who requested to leave the study.

Fieldwork design

This first wave of the study was operationalised with a Web-first sequential mixed-mode design. Learners were offered two possible modes of data collection:

- **Web** (or **CAWI**, Computer Assisted Web Interview) involves completing an online survey without the assistance of an interviewer.
- **CATI** (Computer Assisted Telephone Interview) is an interview carried out by a trained interviewer over a phone call.

Web was the primary mode given its cost-effectiveness and familiarity with this age group (the cost per survey completed on Web is much lower than the cost per survey on any other mode).

The CATI mode was implemented to ensure full population coverage and to address potential bias in the data collection process at the first stage. This mode does not require access to the internet and therefore allow survey completion amongst study participants

who do not have high levels of IT literacy, do not have access to a broadband, or do not own a device that would allow Web completion.

CATI was only enacted after learners had had sufficient time and reminders to complete the survey online but had not done so. Telephone interviewers play a crucial role in supporting study participants who are less likely to participate in self-administered surveys, those with Special Educational Needs (SEN) and limiting conditions, as well as those who need a more active persuasion to engage with the study.

The study also included a targeted design approach: telephone interview resource was prioritised for cases with socio-demographic characteristics associated with a predicted lower likelihood to take part on Web based on early stages of fieldwork. This enabled the fieldwork budget to be used on less well-represented group of learners, optimising sample representativeness. Targeting was also implemented through the delivery of higher incentive amounts (£10 compared to £5) for sample members have previously received free school meals, who are known to be less likely to respond in other surveys:

Cognitive testing

A draft questionnaire was tested with eight T Level learners using cognitive interviewing techniques. These learners were screened on the basis of T Level route, sex and whether they were studying or working at the time of interview. An interview protocol was used to probe specific questions, thought to be potentially less straightforward for learners to answer, using think aloud techniques.

Research team members from NatCen's Questionnaire Development and Testing Hub conducted the recruitment calls and emails, contacting people from a sample file of participants. Interested participants were sent an information sheet which explained what the interviews would involve.

Details collected during screening were double-checked at the start of each interview. A confirmation email consisting of a zoom link and joining instructions was emailed to each participant recruited. At the end of each interview, all participants were emailed a code to redeem a £30 e-voucher as a thank you for taking part in the cognitive interviews.

Cognitive interviews were conducted over Zoom during February 2023 and lasted approximately an hour.

Cognitive testing findings

The cognitive testing showed that the draft survey worked well in practice. Though a small number of issues were identified, learners were able to easily navigate through the survey, and generally found the questions easy to understand.

Specific recommendations and changes which were implemented as a result of testing included:

- Some uncertainty was expressed by participants who were completing an apprenticeship, specifically in relation to whether their current activity classes as work or study; when answering questions asking about their current work, participants who were undertaking an apprenticeship felt this did not align with their current activity
- Participant feedback also focused on clarity of wording and phrases used within the questionnaire (e.g., use of ‘last year’ and whether this referred to calendar year or academic year)
- One recommendation involved the provision of an additional definition in relation to the term ‘occupational specialism’; respondents broadly understood what the ‘general field’ of their T Level was but this phrase caused confusion for some respondents
- Respondents’ also provided answers to questions during cognitive testing which were subsequently added to the questionnaire (e.g., the additional of a ‘Do not know – T Levels were not discussed’ response option in relation to a question which asked about employer awareness of T Levels)
- Questions relating to sector, occupation and employer were tweaked to ensure that wording was explicit for respondents, allowing them to differentiate between these concepts
- A few questions were amended to allow participants to select multiple response options (e.g., factors which were important to respondents in relation to career decision-making)
- Further recommendations included adding prompts when asking questions which were referring to different periods of time (e.g., “thinking ahead” at the start of the question so that participants understand this is referring to in the future)

Findings from the cognitive interviews were collated and changes made in preparation for the soft launch of the survey.

Fieldwork stages

Fieldwork had two phases:

- **Soft launch** (200 learners). The study had a “slow” start, so that all the fieldwork management systems and solutions, as well as the quality of the data collected, could be thoroughly tested before proceeding with the bulk of the sample.
- **Mainstage** (1,118 learners). All remaining learners were included in a final batch.

Soft launch

Soft launch fieldwork started on 31st March with 200 students. The soft launch included approximately 15% of the students in the sample.

The remaining cases within the sample were invited to take part to the study on Web a few days after the initial soft launch. The time between soft launch and mainstage launch was used by the research team to validate the correct implementation of data collection protocols, ensure that fieldwork management processes were working as expected, and check the integrity of the data collected.

Mainstage

The Mainstage of the third wave of the Tech Ed Study lasted almost nine weeks, from the 4th April 2023 until the 30th May. The sequential design meant that the Mainstage had different phases:

- 4th April. All students invited to complete a Web questionnaire by letter and email.
- 13th April. Students eligible to a telephone interview (telephone number available) were informed that they might be contacted by a telephone interviewer.
- 5th May. CATI fieldwork started for batches 1 and 2 (Web unproductive cases considered to be the least likely to complete online).
- 30th May. Mainstage fieldwork closed for all students.

CATI prioritisation groups

All cases who were eligible for a CATI interview, and who did not take part in the study as of early May were divided in two groups (Batch 1 and 2) consisting of 250 cases each. These CATI groups were modelled using data from the first 35 days (approximately) of Web-only fieldwork (from the 30th March, when the soft launch fieldwork started). Earlier batches had a lower probability of web completion, while later batches a higher probability (the median probability of completing on Web was 13% for Batch 1 and 22% for Batch 2. The table below shows the modelled probability of individuals taking part on Web, where 0 = low and 1 = high.

Table 3 Modelled probability of individuals taking part on Web

CATI groups	Min	Max	Median
Batch 1	0.06	0.21	0.13
Batch 2	0.21	0.44	0.22

Cases with the lowest probability of Web completion were prioritised during CATI fieldwork, so that interviewers could spend more time and resources focusing on those students who were under-represented in the Web-only data.

The two batches had a different socio-demographic composition, with male, Not FSM and Construction learners more common in Batch 1 (high priority), while female participants more common in Batch 2 along with Education and Childcare students (lower priority).

Communication with participants

Any communication with participants happened across three different channels (letters, emails and texts), to maximise the probability of reaching out successfully to the sample members. This allowed to leverage all the contact details included in the DfE sample produced from ILR and NPD data (postal addresses, telephone numbers and email addresses).

The communication strategy was designed with invitation mailings and up to three reminders, landing at different times of the day and different days of the week, to maximise the possibility to be accessed by students. Postal reminders were sent both in a letter format and in a postcard format.

Following the most common best practices, each round of communication leveraged a different subjective reason to take part in the study, including social responsibility or the presence of incentives.

Incentives

Incentives were offered to students after completing the survey (£5 shopping vouchers). They were designed both as an acknowledgment for the time and effort invested by the student in completing the questionnaire, and as a way to increase response rate.

Higher incentives (£10 shopping vouchers) were offered to students who had received free school meals, who are known to be under-represented in other survey contexts. The

use of higher incentives allowed to yield a higher number of productive interviews in these groups, which were needed for sub-group analysis.

Survey response

Across both stages of fieldwork (Soft launch and Mainstage) this wave of the study achieved a final response rate of 36.1% (477 productive interviews). Of these productive interviews, nearly all were fully productive (474), while a further three were defined as 'useable partial interviews', meaning the respondent completed the interview up until the data linkage section before exiting. Data for all 477 productive interviews were included for analysis purposes.

Differences in response rate could be seen by subject types, with students enrolled on Education and Childcare or Digital courses more likely to take part in the study compared to those enrolled on Construction courses.

Table 4 Response rate by T Level Course and subject

Course and subject	Response Rate (%)	n
T Level	**36.1**	**477**
Education and childcare	40.2	266
Construction	24.4	146
Digital	37.1	65

Looking at key socio-demographic characteristics of the students, the survey data appears to be overall balanced, although the response rate varied between subgroups of the population of interest. Female students were more likely to take part in the study compared to male students. The response rate was also higher amongst students who identified as Asian or belonged to "Mixed" or "Other" ethnic groups. The response rate was lower for students who did not disclose their ethnicity. Students with special education needs (SEN) were more likely to take part in the study compared to non-SEN students.

A higher response rate was achieved within the FSM learner group, for which the incentive strategy was applied. The impact of this strategy can also be seen through higher response rates achieved for students in 2.5% most deprived of LSOAs.

Table 5 Response rate by Socio-demographic characteristics

Socio-demographic characteristics	Response Rate (%)	Issued (n)
Sex		
Female	40.8	708
Male	30.8	610
Ethnic group		
Asian	51.7	87
Black	31.6	38
White	35.1	1098
Mixed	43.2	37
Other	42.9	21
Unknown	27	37
IDACI		
Pupils in most deprived 2.5% of LSOAs	48.7	37
Next 5% most deprived	40	70
Next 5% most deprived	38.2	76
Next 5% most deprived	44.6	74
Next 10% most deprived	32.6	138
Next 10% most deprived	35.6	132
Least deprived 62.5%	35	785
Free School Meals		
Unknown	35.6	16
FSM ever	45.7	154
Not FSM ever	32.7	306
Special Education Needs		
Unknown	33.3	48
Not SEN ever	35.5	1135
SEN	43	135

For this wave, all learners starting a T Level in 2020 were invited to complete the questionnaire, excluding those stating during W1 or W2 interview that they did not start a T Level or who requested to leave the study. Looking in more detail at productivity across each of the three survey waves, just under two thirds of Wave 3 respondents (64%) were productive at all waves. Meanwhile, 6% of Wave 3 respondents only completed an interview at this wave. A further 30% of W3 respondents completed an interview at either W1 (22%) or W2 (8%) as well as W3.

Table 6 Wave 3 response rate by outcome at previous wave(s)

Wave 3 response rate by outcome at previous wave(s)	Proportion of productive W3 cases (%)	Number of cases (n)
Productivity by wave		
Productive at W3, W2 and W1	64.4	307
Productive at W3, W2 only	8.0	38
Productive at W3, W1 only	21.6	103
Productive at W3 only	6.1	29

Interview mode

As well as having the ability to complete the survey online, some respondents were contacted later in the fieldwork period via telephone to complete a Computer Assisted Telephone Interview (CATI).

Web was the most popular mode of completion during Wave 3 fieldwork. Of the fully productive cases, 409 (86%) had completed the survey online, while 68 (14%) had completed the entire survey on the phone with an interviewer. Of those that completed the survey online, 90 (22%) had received at least one call from a telephone interviewer before doing so.

To prioritise cases for CATI, following the start of fieldwork, unproductive cases were assigned into batches cases based on modelled likelihood of responding via the Web. Cases that were ineligible for telephone contact, as well as those who were unproductive at Wave 1 and 2, were excluded. This modelling exercise identified that male respondents, those who had never received free school meals and those enrolled on Construction and Digital courses were less likely to respond via Web. Cases were ordered from lowest predicted productivity to highest and separated into two batches containing 300 and 301 cases respectively.

These batches were then prioritised by the Telephone Unit when contacting sample members who were yet to complete the survey online. 104 cases (35%) in the first batch were interviewed at Wave 3, while a further 99 cases (33%) in the second batch were productive. At the time of assigning cases to each batch, the calculated probability of Web completion for cases in the first batch ranged from 13% to 21%. The probability of Web completion for respondents in the second batch ranged from 22% to 44%. 274 (38%) cases which were not assigned a batch were productive in this wave.

Data processing

As far as possible, the interview conducted over the telephone included the same questions in the same format as the web version. However, due to the use of fed-forward data in text fills there were a small number of differences.

Coding of open-ended responses and 'other specify' answers was carried out by specialist coders and answers were back-coded into the original code frames where appropriate.

Weighting

As all eligible pupils were issued for Wave 3, no design weights were needed. In other words, selection bias could only occur through non-response to the survey. To account for this, we carefully devised the non-response adjustment so that the variance of the weights is minimised whilst achieving as unbiased a sample profile as possible. To do so we considered several variables from the sample frame which appeared likely to be linked to key survey outcomes.

To adjust for non-response bias, response was modelled using logistic regression, with the dependent variable indicating whether or not each pupil responded to the survey. Stepwise logistic regression was used to fit the model. Different combinations of independent variables were considered and compared.

The final non-response model included the following variables:

- Qualification subject
- Age at start of academic year 2020/21 (grouped: 16, 17, 18+),
- Sex
- Ethnicity (White and non-White)
- FSM status
- SEN status
- GCSE English/Maths passed (Grades 4 – 9)

A non-response weight was generated from the inverse of the model's estimated probability of response for each pupil. This non-response weight was checked for efficiency (93%) and residual bias. The resulting weight was then scaled back to the number of respondents.

Statistical testing

Unless otherwise specified, comparisons shown in the report are statistically significant at the 95% level. Where the p value is greater than 0.05 the p value is provided in the accompanying text. In principle, this means that, if new samples were drawn from our population of interest, 19 out of 20 times the results of the analysis would be consistent with the results presented in this report and that our findings are unlikely to be caused by random variations in the sample. In practice we have a limited population in this first year of operation, so these significance tests relate to a hypothetical wider population (significance tests do not apply a finite population correction).

Appendix B – Questionnaire

Interviewer instruction definitions

G_ReadOut_1 “Read out instructions 1”

Web: “”

Tel: “INTERVIEWER: READ OUT.”

G_NoReadOut_1 “Interviewer do not read out instructions 1”

Web: “”

Tel: “INTERVIEWER: DO NOT READ OUT.”

G_NoPrompt_1 “Interviewer no prompt instructions 1”

Web: “”

Tel: “INTERVIEWER: DO NOT PROMPT.”

G_NoneAns_1 “None of these answer option 1”

Web: “None of these”

Tel: “INTERVIEWER: DO NOT READ OUT None of these”

G_Multi_1 “Multicode instructions 1”

Web: “Please select all that apply”

Tel: “INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY.”

G_MultiUpTo2_1 “Multi-code up to 2 instructions 1”

Web: “Please select all that apply”

Tel: “INTERVIEWER: READ OUT EACH OPTION AND CODE ALL THAT APPLY.”

G_Grid_1 “Grid instructions 1”

Web: “Please select one answer on every row”

Tel: “INTERVIEWER: READ OUT EACH STATEMENT AND THE ANSWER CODES. REPEAT ANSWER CODES AS REQUIRED.”

G_IfNec_1 “Interviewer if necessary instructions 1”

Web: “”

Tel: “INTERVIEWER, IF NECESSARY.”

Introduction

{IF MODE = WEB}
Intro1
{IF Wave2Outcome=1}
“Welcome back to the Technical Education Learner Survey! Thank you for your help last year with this important study on behalf of the Department for Education. Updating us on the last year and where you are now will make your contribution even more valuable.

{ELSE}
“Welcome to the Technical Education Learner Survey! Thank you for your help with this important study on behalf of the Department for Education.

{All}
“The survey should take about 15 minutes – your answers will be saved as you go along so you can stop and return at any time.”

DISPLAY

Checks on identity

START FILTER: IF MODE = CAWI

{IF MailNameAdd <> “Study Participant”}
CvChk
“This is the questionnaire for {MailNameAdd}”.

Please confirm this is you.”

1. Yes
2. No
3. I am supporting them to complete the questionnaire

{IF CVChk=2}
NotResp1
“Thank you for your time. It looks like we have the wrong information.

If you think this questionnaire is for you but your name needs updating, please go back and select ‘Yes’ at the previous question (there will be an opportunity to make amendments).

If you have any concerns, please contact NatCen at the details below.

Freephone: 0800 652 9294

Email: TechEd@natcen.ac.uk”

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “You have ended the interview”}

{ASK IF CvChk<>2}
DobSvMonth
“Just to make sure we hold the correct information for you, please confirm your month and year of birth.”

“Month” RANGE 1 to 12 **[VAR NAME: DobSvMonth]**

“Year” RANGE 1900 to 2009 **[VAR NAME: DobSvYear]**

SOFT CHECK IF DobSvYear <1995 or DobSvYear >2006 "According to our records your year of birth should be between 1995 and 2006. If necessary, please change your answer; otherwise ignore this message and continue. Click 'Ok' to close this message.

PROGRAMMER: CHECK AGAINST SAMPLE VARIABLE
IF DobSvMonth = FF_MonthOfBirth AND DobSvYear = FF_YearOfBirth CheckDOB=1; ELSE = 0

{IF CheckDOB=0}
NotResp2
“Thank you for your time. It looks like we have the wrong information.

If you think this questionnaire is for you or if you have any concerns, please contact NatCen at the details below.

Freephone: 0800 652 9294

Email: TechEd@natcen.ac.uk”

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “You have ended the interview”}

END FILTER: IF MODE = CAWI

Activity since finishing the course

{ASK ALL}
FinishTLevel
“Which of the following apply to you?”

G_IfNec_1

1. I completed a T Level during the past academic year (ending summer 2022)
2. I’m carrying on with a T Level this academic year
3. I started a T Level but left early
4. Never started a T Level

{IF FinishTLevel= 2 OR 4}
TLStop

Thank you for your help. The rest of the survey is about finishing T Levels so thank you for your time and good luck with your next steps.

DISPLAY

{EXIT INTERVIEW; OUTCOME=780; SHOW DEFAULT PAGE “You have ended the interview”}

{IF FinishTLevel=1}
Grade
“And what grade did you achieve?”

G_IfNec_1

1. Pass
2. Merit
3. Distinction
4. Starred distinction
5. Did not pass

{ASK IF FinishTLevel = 3}
WhyLeft
“Please tell us about why you left the course early.”

G_Multi_1

1. The course was too challenging
2. Lack of support from teachers
3. Found an apprenticeship instead
4. Found paid work instead
5. Asked to leave by provider

6. Issues with Covid or online delivery
7. Didn't like the course
8. Personal problems
9. Changed mind about future career plans
10. Couldn't juggle studying with other commitments
11. Other

{ASK IF FinishTLevel = 3}

WhyLeftInfo

"We are still very keen to hear about your experiences of the course and what you are doing now. You can skip any questions that you don't think are relevant to you."

{IF FinishTLevel=1,3 or DK/REF}

CurrentAct

"Which of the following options describes what you are doing at the moment?"

G_Multi_1

1. Studying a university degree
2. Studying a Higher Technical qualification (HTQ)
3. Studying a different kind of level 4 or 5 qualification (such as foundation degree, level 4/5 award, HND, HNC)
4. Doing another qualification / type of study
5. Doing an apprenticeship (including a degree apprenticeship)
6. Doing paid work
7. Something else (specify)

{IF CurrentAct = 7}

CurrentActSpecify

"Please specify what you are doing at the moment."

STRING [2500]

PROGRAMMING: COMPUTE DV

WrkStud

IF any(CurrentAct,1,2,3,4) AND ~any(CurrentAct,5,6) WrkStud =1

IF ~any(CurrentAct,1,2,3,4) AND any(CurrentAct,5,6) WrkStud =2

IF any(CurrentAct,1,2,3,4) AND any(CurrentAct,5,6) WrkStud =3

IF CurrentAct = 7, DK, REF WrkStud =4

VARIABLE LABEL WrkStud "Whether respondent is studying, working or both"

VALUE LABEL 1"Studying only" 2"Working or apprenticeship only" 3"Studying and working" 4"Doing something else, DK, ref"

{ASK IF CurrentAct=5}

ApprenticeshipLevel

“What level of apprenticeship are you doing?”

G_IfNec_1

1. Intermediate (Level 2)
2. Advanced (Level 3)
3. Higher (Level 4/5)
4. Degree (Level 6+)
5. Not sure

Current course specialism

PROGRAMMING: COMPUTE DV
QualType
VAR LABEL: “Type of qualification – confirmed in interview – for textfills”
VAR TYPE: String
VAR DERIVARTION: IF CurrentAct=1 “a university degree”, 2 ”a Higher Technical Qualification”, 3 “a Level 4 or 5 qualification” 4 “your qualification”

{ASK IF WrkStud =1, 3}
StudyLength
“How long have you been studying towards {QualType}?”

G_ReadOut_1

1. Less than 6 months
2. Around 6 months
3. Longer than 6 months

{ASK IF Studying and not currently studying T Level (WrkStud =1, 3 AND FinishTLevel=1,3)}
NextStepStudyGeneralField
“Are you studying in the same general field as your T Level?”

1. Yes
2. No

{ASK IF NextStepStudyGeneralField=1}
NextStepStudyField
“Are you studying in {TLPathwayStr}, the same occupational specialism as your T Level?”

EXPANDING HELP LINK: “What does occupational specialism mean?”

“By occupational specialism we mean the component of your T Level that has developed skills specific to a particular occupation. You receive a separate grade for your occupational specialism.”

1. Yes
2. No

{ASK IF WrkStud =1, 3}
InstitutionAwareness
“Thinking about the place where you currently study, how knowledgeable did they seem about T Levels when you applied?”

G_ReadOut_1

1. Very knowledgeable about T Levels
2. Quite knowledgeable
3. Not very knowledgeable
4. Had not heard of T Levels
5. Don’t know

Current work specialism

{ASK IF WrkStud =2, 3}
NextStepWorkGeneralField
“Are you working in the same general field as your T Level?”
1. Yes
2. No

{ASK IF NextStepWorkGeneralField=1}
NextStepWorkField
“Are you working in {TLPathwayStr}, the same occupational specialism as your T Level?”
1. Yes
2. No

EXPANDING HELP LINK: “What does occupational specialism mean?”

“By occupational specialism we mean the component of your T Level that has developed skills specific to a particular occupation. You receive a separate grade for your occupational specialism.”

Reasons not in general field of T Level

{IF (FinishTLevel=1,3 OR DK/Ref) AND (NextStepStudyGeneralField=2)}
NotFieldStudy
“Why are you not currently studying in the same general field as your T Level?”

G_Multi_1

1. Could not find relevant courses to apply to
2. Application for relevant course/s not successful
3. Planning to study in same general field as T Level in future
4. Do not want to do further study in same general field as T Level
5. Another reason for not studying in this area (specify)

{IF NotFieldStudy = 5}
NotFieldStudyOther
“Please specify another reason for not studying in this area.”
STRING [2500]

{ASK IF CurrentAct = 5 AND NextStepWorkGeneralField=2}
NotApprent
“Why are you not currently doing an apprenticeship in the same general field as your T Level?”

G_Multi_1

1. Considered an apprenticeship in the general field of my T Level, but could not find one
2. Considered an apprenticeship in the general field of my T Level, but the timing was not right
3. Applied for an apprenticeship in the general field of my T Level, but not successful
4. Did not want to do an apprenticeship in the general field of my T Level
5. Something else (specify)

{IF NotApprent = 5}
NotApprentOther
“Please specify another reason why you are not currently doing an apprenticeship in the same general field as your T Level.”
STRING [2500]

{IF (FinishTLevel=1,3 OR DK/REF) AND (NextStepWorkGeneralField=2)}
NotFieldWork
“Why are you not currently working in the same general field as your T Level?”

G_Multi_1

1. Could not find relevant work to apply for
2. Not qualified to apply for relevant work
3. Application for relevant work not successful
4. Planning to work in the same general field in future / after study complete
5. Do not want to work in the same general field as T Level
6. Another reason for not working in this area (specify)

{IF NotFieldWork = 6}

NotFieldWorkOther
“Please specify another reason for not working in this area.”
STRING [2500]

Detail of work

{ASK IF WrkStud =2, 3}
EmployerAwareness
“When you were applying for your current job, how knowledgeable was your employer about T Levels?”

G_ReadOut_1

1. Very knowledgeable about T Levels
2. Quite knowledgeable
3. Not very knowledgeable
4. Had not heard of T Levels
5. Don’t know – T levels were not discussed

{ASK IF WrkStud =2, 3}
WorkLength
“How long have you been working in your current job?”

G_ReadOut_1

1. Less than 6 months
2. Around 6 months
3. Longer than 6 months

{ASK IF WrkStud =2, 3}
WhatWork
“What type of work have you been doing?”

G_ReadOut_1

1. Full time paid employment
2. Part time paid employment
3. Self-employed – full time
4. Self-employed – part time
5. None of these

{IF FinishTLevel = 1 AND (FF_IndPlaceDoneW2 = -1)}
IndPlaceDone
“Did you spend any time on an industry placement during your T Level?”

EXPANDING HELP LINK: “What do we mean by industry placements?

“An industry placement is something organised as part of your course. Do not include paid or unpaid work that hasn’t been organised as part of your course – e.g. a Saturday job.”

1. Yes
2. No

{ASK IF WrkStud =2, 3 AND (FF_IndPlaceDoneW2 = 1 OR IndPlaceDone = 1)}
WorkIP
“Are you working for the same organisation where you did your T Level industry placement?”

1. Yes
2. No
3. Not sure

{ASK IF WrkStud =2, 3 AND (FF_IndPlaceDoneW2 = 1 OR IndPlaceDone = 1) AND NextStepWorkGeneralField = 2}
RoleIP
“Is your current role the same or similar to the work you did during your industry placement?”

G_ReadOut_1

1. Yes – role is the same
2. Yes – role is similar
3. No

{ASK IF WrkStud =2, 3}
Orgdesc
“What does {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly make or do?”

STRING [150]

{ASK IF WrkStud =2, 3}

Sector
“And which of these describes what {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly makes or does?”

G_ReadOut_1

1. Manufacturing

2. Electricity, gas, steam, and air conditioning supply
3. Construction
4. Wholesale and retail trade
5. Information and communication
6. Administrative and support service activities
7. Education
8. Human health and social work activities
9. Professional, scientific and technical activities
10. Arts, entertainment, and recreation
11. Another sector

{ASK IF Sector = 11}

OthSector
“And which of these describes what {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} mainly makes or does?”

G_ReadOut_1

1. Agriculture, forestry and fishing
2. Mining and quarrying
3. Transportation and storage
4. Accommodation and food service activities
5. Water supply; sewerage, waste management and remediation activities
6. Financial and insurance activities
7. Real estate activities
8. Public administration and defence; compulsory social security
9. Other service activities
10. Another sector

{ASK IF OthSector = 10}

SpecSector

“Please specify what sector {IF WhatWork=3,4: “your firm or organisation”; ELSE “the firm or organisation you work for”} are working in?”

STRING [150]

{ASK IF WrkStud =2, 3}
JobTitle
“What is the name or title of your job?”
STRING [150]

{ASK IF WrkStud =2, 3}
JobDo
“What do you mainly do in your job?”
STRING [150]

{ASK IF WrkStud =2, 3}
JobSuper
“In your job, do you have any formal responsibility for supervising the work of other employees?”

1. Yes
2. No

{ASK IF WrkStud =2, 3}
JobMan
“Do you have any managerial duties?”

G_ReadOut_1

1. Manager
2. Foreman/supervisor
3. Not manager/supervisor

{ASK IF WhatWork=1, 2}
EmpNo
“How many people work for your employer at the place where you work?”

G_ReadOut_1

1. 1 or 2
2. 3 to 24
3. 25 to 499
4. 500 or more

{ASK IF WhatWork=3, 4}
EmpOwn
“Are you working on your own or do you have employees?”

1. On own/with partner(s) but no employees
2. With employees

{ASK IF EmpOwn=2]

EmpNum
“How many people do you employ at the place where you work?”

G_ReadOut_1

1. 1 or 2
2. 3 to 24
3. 25 to 499
4. 500 or more

{ASK IF WrkStud =2, 3}
Salary
“What is your current salary? You can give an hourly, daily, weekly, monthly or yearly amount, or an amount covering another period.”

NUMERIC RANGE 0.00…999999.00

{ASK IF WrkStud =2, 3 AND IF NOT(Salary = DK/REF)}
SalaryPeriod
“What period does this cover?”

G_IfNec_1

1. An hour
2. A day
3. A week
4. A month
5. A year
6. Another period

{ASK IF SalaryPeriod = 6}
AnotherPeriod
“Over what other time period do you get paid?”

STRING [150]

{ASK IF SalaryPeriod = 1}
ShiftLength
“How many hours do you typically work per shift?”

NUMERIC RANGE 0…20

{ASK IF SalaryPeriod = 1, 2, 3}

WeeklyShifts
“How many days do you work in a typical week?”

NUMERIC RANGE 0…7

Preparation for current activity

{IF FinishTLevel=1}
Progress
“To what extent do you agree with the following statement?

My T Level has allowed me to progress to what I want to do.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF WrkStud =1, 3 and FinishTLevel=1}
TLPrepareStudy
“To what extent do you agree with the following statement?

My T Level has prepared me well for my current study.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF WrkStud =1, 3 and FinishTLevel = 1}
TLPrepareStudyHow
“What aspects of the course do you think prepared you best for your current study?”

G_Multi_1

1. Technical knowledge of the subject provided

2. Practical skills provided
3. Industry Placement
4. Development of English, maths and other transferable skills
5. Development of study skills
6. Employer-set project
7. Doing assessments (e.g. exams, exam preparation, project work)
8. Something else
9. None of the above (EXCLUSIVE)

{IF TLPrepareStudyHow=8}
TLPrepareStudyHowO
“What other aspect of the course do you think prepared you best for your current study?”

STRING [2500]

{IF TLPrepareStudy=3, 4, 5}
TLPrepareStudyWhyNot
“What would you have wanted from your T Level to prepare you better for your current study?”

STRING [2500]

{IF FinishTLevel=1}
TLPrepareWork
“To what extent do you agree with the following statement?

My T Level has prepared me well for the workplace.”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF TLPrepareWork = 1,2,3}
TLPrepareWorkHow
“What aspects of the course do you think prepared you best for the workplace?”

G_Multi_1

1. Technical knowledge of the subject provided
2. Practical skills provided

3. Industry Placement
4. Development of English, maths and other transferable skills
5. Employer-set project
6. Something else
7. None of the above (EXCLUSIVE)

{IF TLPrepareWorkHow=6}
TLPrepareWorkHowO
“What other aspect of the course do you think prepared you best for the workplace?”

STRING [2500]

{IF TLPrepareWork=4,5}
TLPrepareWorkWhyNot
“Why do you think your T Level did not prepare you for the world of work?”

STRING [2500]

{IF FinishTLevel=1}
PrepareCareer
“Thinking ahead, to what extent do you agree with the following statement?

My T Level has prepared me for my future career. ”

G_ReadOut_1

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

{IF TLPrepareStudyHow = 3 OR TLPrepareWorkHow = 3}

PlacementPrepWhy

“What aspects of the industry placement do you think prepared you best for your current {IF TLPrepareStudyHow = 3: “study” ELSE “work”}?”

G_Multi_1

1. Given real tasks to carry out
2. Able to apply technical knowledge and skills developed on the course
3. Experience of a real workplace
4. The opportunity to build my confidence in the workplace

5. None of these [EXCLUSIVE]

Outcomes and reflections

{ASK IF WrkStud =1, 3}
SkillsStudy
“How much do you use the skills developed by your T Level in your current study?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{ASK IF WrkStud =2, 3}
SkillsWork
“How much do you use the skills developed by your T Level in your current work?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{ASK ALL}
CurrentSit
“In general, how fulfilled do you feel by your current situation?”

G_ReadOut_1

1. Very fulfilled
2. Quite fulfilled
3. Neutral
4. Not very fulfilled
5. Very unfulfilled

{ASK ALL}
Recommend
“How likely are you to recommend T Levels to others?”

G_ReadOut_1

1. Very likely
2. Quite likely
3. Neither likely nor unlikely
4. Quite unlikely
5. Very unlikely

Decision making around careers

{ASK ALL}
Careers
"Which of the following are the most important to you in your career decision-making?"

- **G_Multi_1**
-

1. Secure employment over several years
2. Work that interests and stimulates me
3. Opportunities to further develop my occupational/technical knowledge, skills and competence
4. Opportunities to gain further qualifications
5. A high salary/wage
6. An innovative work culture that promotes creativity
7. An inclusive and supportive work environment
8. A work-life balance that suits me
9. None of the above (EXCLUSIVE)

{IF more than one option select at Careers 1…8}
CareersMain
"And which is the most important to you?"

G_IfNec_II

List of codes selected at Careers + "None of these – they are equally important"

{ASK ALL}
AspirationChange
"To what extent did your idea of what you wanted to do as a career change during your T Level?"

1. It stayed the same
2. It changed a little
3. It changed a lot

{IF AspirationChange=2,3}
AspirationChWhy
“Did any of these influence this change in what you wanted do in your career?”

G_Multi_1

1. Experience of industry placement
2. Learning more about the occupation during the course
3. Advice from teachers/careers staff
4. Something else (specify)
5. Nothing in particular (EXCLUSIVE)

{IF AspirationChWhy = 4}
AspirationChWhyOther
“Please specify what influenced this change in what you wanted to do in your career.”
STRING [2500]

Awareness of Higher Technical Education

DISPLAY

{ASK ALL}
HTEDescription
“We would now like to ask you about your awareness of Higher Technical Education courses.

EXPANDING HELP LINK: “What are Higher Technical Education courses?”

“Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications. They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

Level 4 and 5 qualifications include, but are not limited to, Higher National Diplomas (HNDs), Higher National Certificates (HNCs) and foundation degrees."

{ASK ALL}
HTEAwareTL
“When you were thinking about next steps after your T Level, which of these Higher Technical Education options were you aware of?”

G_Multi_1

1. Higher Technical Qualifications (HTQs)
2. Other Level 4 and 5 qualifications (such as HNDs or a foundation degree)
3. None of the above

{ASK ALL}
HTEAwareLevel
“How much would you say that you know about Higher Technical Education options now?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{IF CurrentAct NOT =3,4}
HTEInterest
“Considering what you now know about Higher Technical Education, how likely would you have been to consider this as an option?”

G_ReadOut_1

1. Very likely
2. Likely
3. Neither likely nor unlikely
4. Not likely
5. Not at all likely

EXPANDING HELP LINK: “What are Higher Technical Education courses?”

“Higher Technical Education courses include Higher Technical Qualifications (HTQs) as well as other Level 4 and 5 qualifications. They can be studied full time or part time, and are typically more practical, employer-led study programmes. They are usually taught at colleges, universities or independent training providers.

Level 4 and 5 qualifications include, but are not limited to, Higher National Diplomas (HNDs), Higher National Certificates (HNCs) and foundation degrees."

DISPLAY

{ASK ALL}
AccApprenticeshipDescription
“We would now like to ask you about your awareness of accelerated apprenticeships.

EXPANDING HELP LINK: “What are accelerated apprenticeships?”

“An apprenticeship which is reduced in duration by at least three months (in comparison with a standard apprenticeship) is known as an accelerated apprenticeship.

Those likely to be able to accelerate their apprenticeship include existing employees using apprenticeships to upskill into more senior roles, and those who have already completed a related qualification (e.g. a T Level)."

{ASK ALL}
AccApprenticeshipAwareLevel
“How much would you say that you know about accelerated apprenticeship options?”

G_ReadOut_1

1. A great deal
2. Quite a bit
3. To some extent
4. Very little
5. Not at all

{IF CurrentAct = 5}
OnAccApprenticeship
“Is the apprenticeship that you are currently on an accelerated apprenticeship?”

1. Yes
2. No
3. Not sure

Future plans

{IF FinishTLevel=1,3 OR DK/Ref}
AimWorkSame
“In future, are you aiming to {IF WrkStud =1: ‘work’; ELSE ‘keep working’} in the same general field as your T Level?”

1. Yes
2. No
3. Not sure

{IF (FinishTLevel=1,3 OR FinishTLevel=DK/Ref) AND WrkStud =2, 4}
AimStudy
“In future, are you aiming to do further study?”

1. Yes

2. No
3. Not sure

{IF AimStudy=1}
AimStudySame
“And would that further study be in the same general field as your T Level?”

1. Yes
2. No
3. Not sure

{IF AimStudy=1}
AimStudyType
“Which type of course do you aim to do?”

G_ReadOut_1

1. A university degree
2. A Higher Technical qualification (HTQ)
3. A different kind of level 4 or 5 qualification (such as a foundation degree, HND or HNC)
4. An apprenticeship (including a degree apprenticeship)
5. Another qualification / type of study (specify)
6. Not sure

{IF AimStudyType = 5}
AimStudyTypeOther
“Please specify another qualification or type of study that you aim to do.”
STRING [150]

Data linkage

{ASK ALL}
ConsentLink

“{IF FF_DataLink=1 Last time we spoke to you as part of this study you gave your permission for your survey answers to be linked to} {ELSE: We would like your permission to link information from the} records held by the following government agencies:

- Department for Education – your past and future learning
- Her Majesty’s Revenue and Customs – your employment, earnings, tax and benefits
- Department for Work and Pensions – your benefits and participation in government schemes
- Higher Education Statistics Agency – your university participation

Adding information from these records makes the information you have given us even more valuable. It will build a more detailed picture of you now and in the future. This will help researchers to understand what happens to learners like you and help improve things.

Your information is confidential. You will not be identifiable in the data that researchers use. Your name, address or other contact details will never be included in the results.

You can change or withdraw your permissions at any time by contacting NatCen or the Department for Education. If you withdraw your permission data that has already been linked will be retained but no future linking will take place.

“{IF FF_DataLink=1 Are you still happy for} {ELSE: Do you give permission for} a reference number to be passed to the Department for Education, so your records described above can be identified and linked to your survey responses?

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: “Why is it helpful to add this information?”

“Adding extra details from administrative records opens up new possibilities for researchers from universities, charities and within government who all use the data to understand the experiences of learners and improve the services you use.

We learn a lot about your experiences from the questions we ask in the survey but adding extra information from administrative records helps us to build a more complete picture of how your course has helped you.

It also means we can make the data as valuable and accurate as possible, as it allows us to fill in the blanks for any details you may not know or remember and to avoid asking you for some other details during the survey.”

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: “What do these records include?”

- “Department for Education’s (DfE) National Pupil Database (NPD) includes information about your participation and achievement in school and further education as well as details about the school, college or training centre you attended.
- Department for Educations’ (DfE) Individual Learner Record (ILR) includes information about your participation and achievement in further education from age 16, as well as details about the college or training centre you may have attended.
- Her Majesty’s Revenue and Customs (HMRC) records include Income Tax, Tax Credits and Child Benefit data, providing information about employment, earnings, tax, pensions and National Insurance contributions.

- Department for Work and Pensions (DWP) includes information about benefit receipt and participation in employment programs
- Universities and Colleges Admissions Service (UCAS) includes information about higher education applications and offers
- Student Loans Company (SLC) records include information about applications for student finance
- Higher Education Statistics Agency (HESA) includes information about university participation and attainment"

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: "How does this process work?"
"If you give your permission, NatCen Social Research will pass an anonymised reference number to the Department for Education. The Department will be able to identify you in their records and link your information to records from the other government databases listed."

1. Yes
2. No

{ASK IF ConsentLink<>1}
ConsentLinkIndiv
"Do you give permission for an anonymised reference number to be passed to the Department for Education, so that some of your records can be identified and linked to your survey responses? If so, please can you confirm which records you consent to having your survey responses linked to?

"Do you consent to have your survey response linked to…?"

TEL:"INTERVIEWER, IF NECESSARY":

EXPANDING HELP LINK: "What do these records include?"

"Department for Education's (DfE) National Pupil Database (NPD) includes information about your participation and achievement in school and further education as well as details about the school, college or training centre you attended.

Department for Educations' (DfE) Individual Learner Record (ILR) includes information about your participation and achievement in further education from age 16, as well as details about the college or training centre you may have attended.

Her Majesty's Revenue and Customs (HMRC) records include Income Tax, Tax Credits and Child Benefit data, providing information about employment, earnings, tax, pensions and National Insurance contributions.

Department for Work and Pensions (DWP) includes information about benefit receipt and participation in employment programs

Universities and Colleges Admissions Service (UCAS) includes information about higher education applications and offers.

Student Loans Company (SLC) records include information about applications for student finance)

Higher Education Statistics Agency (HESA) includes information about university participation and attainment"

G_Collapsible_Grid_II1

GRID ROWS:

1. Department for Education's National Pupil Database
2. Department for Education's Individual Learner Record
3. Her Majesty's Revenue and Customs
4. Department for Work and Pensions
5. Universities and Colleges Admissions Service
6. Student Loans Company records
7. Higher Education Statistics Agency

GRID COLS:

1. Yes
2. No

Contact details

{IF Cur_Firstname <> EMPTY AND Cur_FirstName length >= 2 AND Cur_Surname <> EMPTY AND Cur_Surname length = 2}
NameChk
"It is important that we have the correct details for you so that we can keep in touch.

Please be assured that your details will only be used for the purpose of contacting you in relation to this research.

Are these your correct details?

First name: {Cur_Firstname}
Surname: {Cur_Surname}"

1. Yes
2. No

PAGE START

{(IF Cur_Firstname = EMPTY OR Cur_FirstName length < 2 OR Cur_Surname = EMPTY OR Cur_Surname length < 2 OR NameChk = 2)}
NameUpd
{IF Cur_Firstname = EMPTY OR Cur_Surname = EMPTY: “It is important that we have the correct details for you so that we can keep in touch.

Please be assured that your details will only be used for the purpose of contacting you in relation to this research.”}

{IF Cur_Firstname = EMPTY OR Cur_Surname = EMPTY OR NameChk = 2}: “We do not currently have a full name for you in our records. {IF WEB: “Please enter”}{IF TEL: “Could I take”} your full contact details to update our records”}

{IF TEL: INTERVIEWER: READ NAME BACK TO PARTICIPANT AND CONFIRM}

DISPLAY

NameUpd_Firstname
Firstname: {IF CUR_ Firstname<> EMPTY: “On our records as shown in the box below. If necessary amend it, and then click on ‘Save and continue’.”; IF CUR_ Firstname =EMPTY: “Not currently held. Please enter name in the box below.”}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR_ Firstname}

NO DK
ALLOW REF

SOFTCHECK: IF NameUpd_ Firstname is only 1 character: “The first name you have provided is only one character long. Are you sure this is correct?”

HARDCHECK: IF NameUpd_ Firstname contains numbers: “Please check and amend. First names should not contain numbers”

NameUpd_Surname
Surname: {IF CUR_ Surname<>EMPTY: “On our records as shown in the box below. If necessary amend it, and then click on ‘Save and continue’.”; IF CUR_ Surname =EMPTY “Not currently held. Please enter surname in the box below.”}

STRING [150] PROGRAMMING: PREPOPULATE WITH {CUR_ Surname}

NO DK
ALLOW REF

SOFTCHECK: IF NameUpd_ Surname is only 1 character: “The surname you have provided is only one character long. Are you sure this is correct?”

HARDCHECK: IF NameUpd_ Surname contains numbers: “Please check and amend. Surnames should not contain numbers”

PAGE END

{ASK IF Cur_AddressLine1 <> EMPTY}
AddrChk
“And could you confirm your address is:”

{Cur_AddressLine1}
{Cur_AddressLine2}
{Cur_AddressLine3}
{Cur_AddressLine4}
{Cur_AddressLine5}
{Cur_Postcode}

{Tel: “Is this correct?”}

1. Yes – this address is correct
2. No – this address needs updating

PAGE START
{IF AddrChk = 2 OR Cur_AddressLine1 = EMPTY}
AddrUpd1
{IF WEB: “Please enter”}{IF TEL: “Could I take”} your correct address details” {IF TEL: “?”}}

INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT

DISPLAY

AddrUpd1_AddressLine1
“First line:”
STRING [40]
ALLOW NA
SOFTCHECK: IF AddrUpd1_AddressLine1 = EMPTY: “A complete address should at minimum contain a valid first line of address and a town - please check”

AddrUpd1_AddressLine2
“Second line:”
STRING [40]
ALLOW NA

AddrUpd1_AddressLine3
“Third line:”
STRING [40]
ALLOW NA

AddrUpd1_AddressLine4
“Town:”
STRING [40]
ALLOW NA
SOFTCHECK: IF AddrUpd1_AddressLine4 = EMPTY: “A complete address should at minimum contain a valid first line of address and a town - please check”

AddrUpd1_AddressLine5
“County:”
STRING [40]
ALLOW NA

AddrUpd1_Postcode
“Post Code:”
STRING [10]
ALLOW NA
SOFTCHECK: IF AddrUpd1_Postcode = EMPTY or INVALID: “Please check the postcode”

PROGRAMMING: IF AddrUpd1_AddressLine1 IS NOT EMPTY, THEN COPY AddrUpd1 to AddrUpd.

IF AddrUpd1_AddressLine1 = <> “” then
AddrUpd_AddressLine1 = AddrUpd1_AddressLine1
AddrUpd_AddressLine2 = AddrUpd1_AddressLine2
AddrUpd_AddressLine3 = AddrUpd1_AddressLine3
AddrUpd_AddressLine4 = AddrUpd1_AddressLine4
AddrUpd_AddressLine5 = AddrUpd1_AddressLine5
AddrUpd_Postcode = AddrUpd1_Postcode

PAGE END

{ASK ALL}
VoucherIntro
“As a thank you for your time, we would like to send you a £{IncentiveValue} voucher by email.”

DISPLAY

{ASK IF Cur_Email<>EMPTY}
EmailChk
We want to make sure your e-voucher goes to the correct email address.

Is your email address <Cur_Email>?’

1. Yes
2. No

NO DK

{ASK IF EmailChk<>1 OR Cur_Email=empty}

NewEmail
{IF Cur_Email=EMPTY ‘We do not currently have an email address for you in our records. {IF WEB: “What is”; IF TEL: “Could I take”} your email address, if you have one?}

{IF EmailChk = 2: “{IF WEB: “Please enter”}{IF TEL: “Could I take”} your correct email address:”}

{IF TEL: INTERVIEWER: READ EMAIL ADDRESS BACK TO PARTICIPANT AND CONFIRM}

STRING [150]

1. I do not have an email address
2. I would prefer not to give my email address

SOFTCHECK: If answer provided does not include @ or full-stop: “Please check and amend. E-mail addresses should contain an @ character and a full stop.”

SOFTCHECK: IF NewEmail = 2 AND (AddrChk = 1 OR AddrUpd1_AddressLine1 <> EMPTY) “As we do not have an email address for you, we will be sending out a voucher in the post. This may take a bit longer. If you’d like to receive an e-voucher, {IF WEB: “please enter”}{IF TEL: “could I take”} your correct email address” {IF TEL: “?”}{IF WEB: “.”}} Please be assured this will only be used to contact you in relation to our research.”

SOFTCHECK: IF NewEmail = 1 AND (AddrChk = 1 OR AddrUpd1_AddressLine1 <> EMPTY) “As you do not have an email address, we will be sending out a voucher in the post. This may take a bit longer.”

SOFTCHECK: IF NewEmail = 2 AND AddrChk = 2 AND AddrUpd1_AddressLine1 = EMPTY “As we do not have an email address and a postal address for you, we cannot send out a voucher. If you’d like to receive an e-voucher, {IF WEB: “please enter”}{IF TEL: “could I take”} your correct email address” {IF TEL: “?”}{IF WEB: “.”}} Please be assured this will only be used to contact you in relation to our research.”

PAGE END

{IF AddrChk = 2 AND AddrUpd1_AddressLine1 = EMPTY AND NewEmail = 1,2} AddrUpd2
“As we do not have an email address and a postal address for you, we cannot send out a voucher. If you’d like to receive a postal voucher, {IF WEB: “please enter”}{IF TEL: “could I take”} your correct address details” {IF TEL: “?”}}

INTERVIEWER: ONCE ENTERED, PLEASE READ BACK TO RESPONDENT

DISPLAY

AddrUpd2_AddressLine1
“First line:”
STRING [40]
ALLOW NA

SOFTCHECK: IF AddrUpd2_AddressLine1 = EMPTY: “A complete address should at minimum contain a valid first line of address and a town - please check”

AddrUpd2_AddressLine2
“Second line:”
STRING [40]
ALLOW NA

AddrUpd2_AddressLine3
“Third line:”
STRING [40]
ALLOW NA

AddrUpd2_AddressLine4
“Town:”
STRING [40]
ALLOW NA
SOFTCHECK: IF AddrUpd2_AddressLine4 = EMPTY: “A complete address should at minimum contain a valid first line of address and a town - please check”

AddrUpd2_AddressLine5
“County:”
STRING [40]
ALLOW NA

AddrUpd2_Postcode
“Post Code:”
STRING [10]
ALLOW NA
SOFTCHECK: IF AddrUpd2_Postcode = EMPTY or INVALID: “Please check the postcode”

IF AddrUpd2_AddressLine1 = <> “” then
AddrUpd_AddressLine1 = AddrUpd2_AddressLine1
AddrUpd_AddressLine2 = AddrUpd2_AddressLine2
AddrUpd_AddressLine3 = AddrUpd2_AddressLine3
AddrUpd_AddressLine4 = AddrUpd2_AddressLine4
AddrUpd_AddressLine5 = AddrUpd1_AddressLine5
AddrUpd_Postcode = AddrUpd2_Postcode

PAGE END

{IF (Cur_AddressLine <> EMPTY AND AddrChk = 1) OR Cur_Email <> EMPTY OR NewEmail <> EMPTY OR AddrUpd_AddressLine1 <> EMPTY}
VouchSent
“Please note that it may take up to 14 days for the voucher to arrive.

{IF Cur_Email <> EMPTY OR NewEmail <> EMPTY: “It will be sent to your email address. Please check your SPAM folder to ensure the electronic voucher did not end up there by mistake.”}”

{IF Cur_Email = EMPTY AND NewEmail = EMPTY AND (Cur_AddressLine <> EMPTY OR AddrUpd_AddressLine1 <> EMPTY): “It will be mailed to your address.”}”

NEXT

{IF Cur_AddressLine = EMPTY AND Cur_Email = EMPTY AND NewEmail = EMPTY AND AddrUpd_AddressLine1 = EMPTY}
VouchNoSent
“We do not have your postal or email address and cannot send you a £{IncentiveValue} shopping voucher.

If you want to update your records, please contact our freephone or send us an email:

Freephone: 0800 652 9294

Email: TechEd@natcen.ac.uk”

Please be assured that your details will only be used for the purpose of contacting you in relation to this research and for the delivery of your £{IncentiveValue} voucher.”

Close

{ASK ALL}
FullyComplete
{IF WEB: “Thanks for completing the survey. Select the box below and click ‘Save and continue’ to submit your answers.”}

{IF TEL: “INTERVIEWER: SELECT THE BOX BELOW TO SUBMIT THE ANSWERS AND PROCEED TO THE FINAL SCREEN}.

[ ] Submit

NO DK, NO REF

{SET OUTCOME=110}

{IF MODE = WEB}
ClosePageWeb
“You have now completed the questionnaire and your answers have been saved. Thank you very much for taking the time to share your opinions with us!

If you have any further information you’d like to add, please include it in the box below. Otherwise, please click ‘Save and continue’ to submit your answers”

STRING [2500]
ALLOW NA

{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE “You have ended the interview”}

{IF MODE = TEL}
ClosePageTel
“We have now completed the questionnaire and your answers have been saved. Thank you very much for taking the time to share your opinions with us!

If you have any further information you’d like to add I can record your comments now.”

STRING [2500]
ALLOW NA

{EXIT INTERVIEW; OUTCOME=110; SHOW DEFAULT PAGE “You have ended the interview”}

Department for Education

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