

National Employers Skills Survey 2007: London Region Annexe to main report

May 2008

Of interest to everyone involved in improving skills and learning opportunities in the workforce across London

The National Employers Skills Survey 2007 (NESS07) provides detailed information on the incidence, extent and nature of skills problems facing employers, in terms of both recruitment and skills gaps within their existing workforce. It explores employers' activities and expenditure in relation to training.

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Annex A: Technical Appendix for National Employers Skills Survey 2007

The following section provides further details on the key aspects of the survey methodology employed for the National Employers Skills Survey 2007 (NESS07). In Annex B we provide further details of the Cost of Training study, which involved re-contacting those from the main study to investigate in detail their expenditure on training.

Appendix A1: Sampling

The sample design was complex, being set against a three-dimensional grid defined by sector of business activity and size of establishment within local Learning and Skills Council (local LSC) area. In summary, the key elements of the design were as follows:

- Nationally an initial target of 75,000 interviews were distributed across each of the nine English regions in proportion to the number of establishments within that region.
- Within each region, interviews were then distributed by LSC area in proportion to the number of establishments within each local area.
- Within each local LSC area, half of the target number of interviews was distributed across each of 28 sectors (defined using the 25 sector skill council (SSC) footprints, and with three additional 'sectors' grouping those employers not currently covered by an SSC) in proportion to the number of establishments within the sector. The remaining interviews were distributed evenly across each sector. Full details of the nature and coverage of the SSC sectors are provided in Annex D.
- Targets within each sector were then calculated against six size bands, in proportion to the number of people working in establishments of that size.
- ***This distributed the 75,000 interviews across more than 7,500 cells (i.e. a matrix of six size bands crossed by 28 sectors within 47 local LSCs).***
- Boosts took place in LSC Northampton and LSC Lincolnshire & Rutland (both in the East Midlands region). Boosts were also undertaken across the South East and London regions. These brought the total sample size up to 78,777 nationally.

Sample was drawn from Experian, the established sample list supplier which also provided sample for NESS03, NESS04 and NESS05 (and for all previous national employer skill surveys).

The targets set as described above were subject to a final check against the available Experian sample. Where the target number of interviews exceeded the available sample, the target was adjusted accordingly. Otherwise, targets were allowed to stand, and detailed instructions issued for how target interviews were to be 'replaced' should there not be sufficient sample to achieve them.

Appendix A2: Survey fieldwork

A total of **79,018 interviews** were conducted by telephone using computer-aided telephone interviewing (CATI) technology. The **12,077 interviews in London** were conducted by IFF Research.

Interviews were conducted with *'the most senior person at the site who [had] responsibility for human resource and personnel issues'*. If the establishment had been interviewed on NESS04 or NESS05 we targeted the respondent contacted in the previous survey checking – if the respondent was still employed at the establishment – that they were still the most appropriate person to speak to.

Fieldwork took place from April to July 2007.

Appendix A3: Industry coding

Each establishment was allocated to a sector using the following method. Using the four- and sometimes five-digit Standard Industrial Classification (SIC) supplied for each record from the Experian database, a description of business activity was read out to each respondent. If they agreed that this description matched the main activity undertaken at the establishment, then the SIC on Experian's database was assumed to be correct. If the respondent felt the description did not correspond to their main business activity at the site, a verbatim response was collected. At the analysis stage this was coded to a four-digit SIC which was then used as the basis for allocation into sector.

Appendix A4: Occupational coding

The occupational data collected in the survey were collected both pre-coded and verbatim. The former included the occupational breakdown of employment (question D1 to D1c) where respondents were asked how many of their workforce fell into each of the nine major (one-digit) Standard Occupation Classification (SOC) 2000 categories (managers through to elementary occupations). However, on vacancy measures (for example the occupations in which vacancies exist – question C2) this information was collected verbatim. This was then coded at the analysis stage, where possible to a three-digit level SOC, if not two- or one-digit level.

Appendix A5: Design of the questionnaire

The questionnaire for the survey was developed by IFF Research in conjunction with the Project Steering Group, and revised following a pilot exercise. Although the questionnaire drew heavily on previous NESS questionnaires to maximise comparability, a number of new question areas were introduced covering:

- Awareness of and involvement in Train to Gain (E25 and E26)
- The desired role and effectiveness of government in regard to education, training and qualifications (E27 and E28)
- Involvement in Apprenticeships (E28ai to E33)

The questionnaire is presented in Appendix A7.

Appendix A6: Grossing-up

Data for the survey were grossed-up to population estimates of establishments (some 1.45 million nationally) and to the population of employees (22.3 million). These population estimates were derived from the 2006 Inter-Departmental Business Register (IDBR).

The grossing-up procedure on which this report has been based was undertaken at regional level. (Grossing-up allowing local LSC-level analysis was also undertaken and this has been used for the chapters reporting local LSC data.) Within each region the grossing-up took place on a 28-sector and five-size band interlocking grid (i.e. 140 cells). There were instances where within a region no interviews were conducted in cells where the IDBR indicated that establishments existed. There were also instances where a low number of interviews were conducted in relation to the population of that cell, which would have resulted in high relative weights being applied to these establishments. In both instances, cells were merged. This was done both within an industry (i.e. merging size bands) and across industries (i.e. merging different sectors within a size band).

In London the results were grossed up to the population of businesses and employees derived from the IDBR counts - a total population of under a quarter of a million employers (231,199), with approximately 3.9m people working within them.

Appendix A7: The questionnaire

PRIVATE & CONFIDENTIAL

National Employers Skills Survey 2007
Mainstage Questionnaire

J:4310
Version 4a

| SCREENING OUTCOMES | |
|---|---------------------------------|
| (TAKE FROM S3 IF ANSWERED, S2 IF NOT ANSWERED S3, S1 IF NOT ANSWERED S3 OR S2) | |
| Hard Appointment | S1/S2/S3 = code 3 |
| Soft appointment | S1/S2/S3 = code 4 |
| Refusal | S1/S2/S3 = code 5 |
| Refusal (Company Policy) | S1/S2/S3 = code 6 |
| Refusal (Taken part in recent survey) | S1/S2/S3 = code 7 |
| Nobody at site able to answer questions | S1/S2/S3 = code 8 |
| Not available in deadline | S1/S2/S3 = code 9 |
| Company too small / <2 employment | S1/S2/S3 = code 10 OR A1TOT < 2 |
| Don't know exact employment | A1TOT = Don't know |
| Residential number | S1 = code 14 |
| Dead line | S1 = code 15 |
| Company closed | S1 = code 16 |
| Out of quota | From A1TOT |
| [NOTE – If Sector quota filled, sample is removed immediately] | |

- ASK ALL
- S1. **Good morning/afternoon, my name is XXX and I am calling from IFF Research, an independent research organisation, on behalf of the government and its agencies. Can I just check, is this ... COMPANY ...?**
SINGLE CODE

| | | |
|---|----|---|
| Yes | 1 | CONTINUE |
| No – incorrect name | 2 | <i>Record correct company name</i> |
| Definite appointment | 3 | MAKE DEFINITE APPOINTMENT / SOFT CALL BACK |
| Soft appointment | 4 | |
| Refusal – no reason given | 5 | CLOSE |
| Refusal – company policy | 6 | |
| Refusal – taken part in other survey recently | 7 | |
| Nobody at site able to answer the questions | 8 | |
| Not available in deadline | 9 | |
| Company too small / <2 employment | 10 | |
| Engaged | 11 | |
| Fax | 12 | |
| No reply / Answering machine | 13 | |
| Residential number | 14 | |
| Dead line | 15 | |
| Company closed | 16 | |
| Duplicate – already called about this survey | 17 | |

ASK ALL
 S2. [TEXT SUBSTITUTION: IF HAVE NO NAMED SAMPLE FROM NESS 2003, NESS 2004 OR NESS05, OR NAMED RESPONDENT NO LONGER AT SITE OR BEST PERSON TO TALK TO (S2/12 or S2a/2)]

We are conducting a survey about recruitment, human resources and workplace skills. Can I speak to the person at this establishment who has greatest involvement in these sorts of issues?]

[TEXT SUBSTITUTION: IF HAVE NAMED SAMPLE FROM NESS 2003 / NESS 2004 / NESS05

Can I please speak to [INSERT NAMED CONTACT] ...?]

INTERVIEWER NOTE

IF RESPONDENT ATTEMPTS TO TRANSFER TO SOMEONE AT ANOTHER SITE:

We need to speak to someone at this site rather than someone at another branch or office of your organisation. Could I speak to the person at this site who would have the best overview of the skills that your establishment needs its workers to have.

SINGLE CODE

| | | |
|---|----|---|
| Yes – transferred | 1 | Check |
| Yes – correct respondent speaking | 2 | |
| Definite appointment | 3 | <i>Make definite appointment / soft call back</i> |
| Soft appointment | 4 | |
| Refusal | 5 | Close |
| Refusal – company policy | 6 | |
| Refusal – taken part in other survey recently | 7 | |
| Nobody at site able to answer the questions | 8 | |
| Not available in deadline | 9 | |
| Company too small / <2 employment | 10 | |
| Duplicate – already called about this survey | 11 | Re-ask S2 |
| [IF NAMED CONTACT] No-one of that name works here / Person no longer works here | 12 | |

IF HAVE NAMED SAMPLE FROM NESS 2003/NESS 2004/NESS05 AND S2/1-2, OTHERS GO TO S3

S2a **Are you the person who would have the best overview of recruitment issues, human resources and workplace skills at this site?**

| | | |
|------------|---|------------------------|
| Yes | 1 | <u>CONTINUE</u> |
| No | 2 | <i>Reask S2</i> |

ASK ALL
 S3. **Good morning/afternoon, my name is XXX and I am calling from IFF Research, an independent research organisation. We are conducting a major research project on behalf of the government and its agencies to find out what skills businesses need. The information will be used to plan training provision to ensure it meets the skills needs of businesses.**

IF HAVE NAMED CONTACT FROM NESS 2003 / NESS 2004 / NESS05 AND S2 NOT CODE 12 AND S2a NOT CODE 2. You may remember that you helped us with a similar survey a year ago.

INTERVIEWER NOTE: The core client agency is the Learning and Skills Council (LSC); the partner organisations are: the Department for Education and Skills, Regional Development Agencies, the Sector Skills Development Agency and Sector Skills Councils.

The interview will take on average ... [TEXT SUBSTITUTION: IF EMPLOYMENT ON SAMPLE 2-24 PEOPLE: 10 minutes / IF EMPLOYMENT MORE THAN 10 PEOPLE: 20 minutes] ... depending on the answers given. Would it be convenient to conduct the interview now?

SINGLE CODE

| | | |
|---|----|---|
| Yes – continue | 1 | <u>CONTINUE</u> |
| Definite appointment | 3 | <i>Make definite appointment / soft call back</i> |
| Soft appointment | 4 | |
| Refusal – no reason given | 5 | <i>Close</i> |
| Refusal – company policy | 6 | |
| Refusal – taken part in other survey recently | 7 | |
| Nobody at site able to answer the questions | 8 | |
| Not available in deadline | 9 | |
| Company too small / <2 employment | 10 | |
| Duplicate – already called about this survey | 11 | |

ADD IF NECESSARY

- Your co-operation will ensure that the views expressed are representative of all employers
- The results will be available later this year and will be posted on the LSC's website: www.lsc.gov.uk
- All information collected will be treated in the strictest confidence. Responses will not be attributed to any individual or company.
- We work strictly within the Market Research Society Code of Conduct
- Contact at IFF Research is Laura Godwin if they would like to find out more about the survey (020 7250 3035) EACH CONTRACTOR TO ADAPT
- Contact at Learning & Skills Council is Tracy Mitchell (Tel: 02476 825 719)
- Establishments have been randomly chosen from British Telecom Yellow Pages and Thompson's Directories (now owned by Experian)

Section A: Establishment details

I would like to begin by asking you some general questions about this establishment or site. By establishment or site I mean this single location, even if it encompasses more than one building.

ASK ALL

- A1. **Including you and any working proprietors**, how many people are on the payroll at this location? *PROBE FOR BEST ESTIMATE*

ADD AS NECESSARY: Do not include outside contractors/agency staff nor the self-employed other than a self-employed owner

ADD AS NECESSARY: Include both full-time and part-time staff

ADD AS NECESSARY: Partners in a partnership should be included

WRITE IN NUMBER (1-99999) [DON'T KNOW = THANK AND CLOSE]

A1RAN **CATI INSTRUCTION – AUTOMATICALLY CODE TO GRID BELOW**

| | | |
|---------|----|------------------------|
| 1 | 1 | <i>THANK AND CLOSE</i> |
| 2-4 | 2 | ASK A2 |
| 5-9 | 3 | |
| 10-24 | 4 | |
| 25-49 | 5 | |
| 50-99 | 6 | |
| 100-199 | 7 | |
| 200-250 | 8 | |
| 251-499 | 9 | |
| 500+ | 10 | |

IF A1 > 1500 ASK:

- A1chk **I've recorded that as [insert number from A1] part-time and full-time employees on the payroll at this location, excluding contractors/agency staff, is this correct?**

| | | |
|-----|---|------------------|
| Yes | 1 | <i>CONTINUE</i> |
| No | 2 | <i>RE-ASK A1</i> |

ASK ALL EXCEPT SIC CODES 36639, 74879, 93059 AND 52489 (SIC CODES 36639, 74879, 93059 AND 52489 GO TO A3)

- A2. I have [READ OUT SIC DESCRIPTION ON SAMPLE – SEE ANNEX A FOR FULL LISTING] as a general classification for your establishment. Does this sound about right?

| | | |
|-----|---|----------|
| Yes | 1 | Go to A4 |
| No | 2 | ASK A3 |

ASK IF NO AT A2, OR IF SIC CODES 36639, 74879, 93059 OR 52489 (OTHERS GO TO A4)

- A3. What is the main business activity at this establishment?

PROBE AS NECESSARY:

- What is the main product or service of this establishment?
- What exactly is made or done at this establishment?
- What material or machinery does that involve using?

WRITE IN. MUST CODE TO 4-DIGIT SIC.

| |
|--|
| |
| |

ASK ALL

- A4. Would you classify your organisation as one mainly seeking to make a profit; as a charity or voluntary sector organisation; as a local-government financed body, or as a central government financed body? CODE ONE ONLY

| | | |
|----------------------------------|---|----------|
| Seeking a profit | 1 | Go to A6 |
| Charity / voluntary sector | 2 | |
| Local government financed body | 3 | |
| Central government financed body | 4 | ASK A5a |
| None of the above / other | 5 | Go to A5 |

ASK IF NONE OF THE ABOVE / OTHER AT A4

- A5. How would you classify the activities of the organisation?

| |
|--|
| |
| |

IF CENTRAL GOVERNMENT FINANCED (CODE 4 AT Q4)

- A5a Is this establishment part of any of the following: READ OUT AND CODE ONE ONLY

| | |
|---|---|
| The Civil Service, including the Foreign Office but excluding the Diplomatic Service | 1 |
| The Ministry of Defence | 2 |
| The Armed Services | 3 |
| Or is it an Executive Agency or other non-departmental public body (such as the Arts Council; Qualifications and Curriculum Authority; Design Council; Disability Rights Commission or Low Pay Commission.) | 4 |
| (DO NOT READ OUT) None of the above [WRITE IN] | 5 |
| Don't know /not sure | X |

ASK ONLY IF PRIVATE OR VOLUNTARY SECTOR OR NONE OF THE ABOVE (A4/1,2 OR 5)

A6. **Is this establishment... READ OUT**

| | | |
|---|---|----------|
| The only establishment in the organisation, or | 1 | Go to A8 |
| One of a number of establishments within a larger organisation | 2 | Go to A7 |
| DO NOT READ OUT: Don't know | 3 | Go to A8 |

ASK IF MULTI-SITE (A6=2) AND THERE ARE 250 OR LESS EMPLOYED IN THE ESTABLISHMENT (A1<251)

A7. **Does the overall organisation employ more than 250 people?**

| | | |
|-----------------------------|---|--|
| Yes | 1 | |
| No | 2 | |
| DO NOT READ OUT: Don't know | 3 | |

ASK ALL

A8. **In the last 12 months has this site taken on anyone aged under 24 to their first job on leaving school, college or university?**

| | | |
|------------|---|--------|
| Yes | 1 | ASK A9 |
| No | 2 | ASK C1 |
| Don't Know | X | |

IF RECRUITED ANYONE AGED UNDER 24 TO FIRST JOB ON LEAVING EDUCATION IN LAST 12 MONTHS (A8/1), OTHERS GO C1

A9. **Have any of these been....? READ OUT. CODE ALL MENTIONED**

| | Yes | No | Don't know |
|---|-----|----|------------|
| a) 16 year olds recruited to their first job from school [IF NECESSARY ADD: who have undertaken compulsory education but no more] | 1 | 2 | 3 |
| b) 17 or 18 year olds recruited to their first job from school or college | 1 | 2 | 3 |
| c) Recruited to their first job from University or other Higher Education institution | 1 | 2 | 3 |

IF RECRUITED ANYONE DIRECTLY FROM SCHOOL IN LAST 12 MONTHS (A9a=1)

A10a **How well prepared for work have the 16 year old school leavers been...? READ OUT**

| | | |
|--|---|------------|
| Very well prepared | 1 | CHECK Q10c |
| Well prepared | 2 | |
| Poorly prepared | 3 | ASK Q10b |
| Or very poorly prepared | 4 | |
| DO NOT READ OUT: Don't know / Varies too much to say | X | CHECK Q10c |

A10b *ASK IF POORLY OR VERY POORLY PREPARED (A10a/3-4)*
In what ways have they been poorly prepared? What skills have they been lacking?
PROBE FULLY.

| | |
|------------------------|--|
| | |
| <i>RECORD VERBATIM</i> | |

A10c *IF RECRUITED ANY 17-18 YR OLDS AT A9b (A9b=1)*
How well prepared for work have the 17-18 year olds you have recruited to their first job from school or college been...? READ OUT

| | | |
|--|---|------------|
| Very well prepared | 1 | CHECK Q10e |
| Well prepared | 2 | |
| Poorly prepared | 3 | ASK Q10d |
| Or very poorly prepared | 4 | |
| DO NOT READ OUT: Don't know / Varies too much to say | X | CHECK Q10e |

A10d *ASK IF POORLY OR VERY POORLY PREPARED (A10c/3-4)*
In what ways have they been poorly prepared? What skills have they been lacking?
PROBE FULLY.

| | |
|------------------------|--|
| | |
| <i>RECORD VERBATIM</i> | |

A10e *IF RECRUITED ANYONE FROM UNIVERSITY IN LAST 12 MONTHS (A9c=1)*
How well prepared for work have the people aged under 24 that you have recruited to their first job from university or other higher education institutions been...? READ OUT

| | | |
|--|---|----------|
| Very well prepared | 1 | ASK C1 |
| Well prepared | 2 | |
| Poorly prepared | 3 | ASK Q10f |
| Or very poorly prepared | 4 | |
| DO NOT READ OUT: Don't know / Varies too much to say | X | ASK C1 |

A10f *ASK IF POORLY OR VERY POORLY PREPARED (A10e/3-4)*
In what ways have they been poorly prepared? What skills have they been lacking?
PROBE FULLY.

| | |
|------------------------|--|
| | |
| <i>RECORD VERBATIM</i> | |

SECTION C: Recruitment and Hard to fill vacancies

ASK ALL

- C1. **Changing the subject slightly, how many vacancies, if any, do you currently have at this establishment? PROBE FOR BEST ESTIMATE**

WRITE IN NUMBER _____ [ALLOW DON'T KNOW. IF 0 OR DON'T KNOW GO TO D1]

IF C1 > 100 ASK:

C1chk I've recorded that as (insert number from C1), is this correct?

| | | |
|-----|---|-----------|
| Yes | 1 | CONTINUE |
| No | 2 | RE-ASK C1 |

ASK ALL WITH ANY VACANCIES AT C1. OTHERS GO TO D1.

- C2. **TEXT SUBSTITUTION: IF C1>1: In which specific occupations do you currently have vacancies at this establishment? / IF C1=1: In which specific occupation do you currently have a vacancy at this establishment?**

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

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

- C3. **IF >1 OCCUPATION WITH VACANCIES AT C2, ASK C3. OTHERS GO TO C4. How many vacancies do you have for [EACH OCCUPATION AT C2]? PROBE FOR BEST ESTIMATE**

CATI – NUMBER OF VACANCIES FROM C1 TO APPEAR ON SCREEN

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

| C2 | C3 – number |
|----------------|-------------|
| Occupation 1 - | (1-9999) |
| Occupation 2 - | (1-9999) |
| Occupation 3 - | (1-9999) |
| Occupation 4 - | (1-9999) |
| Occupation 5 - | (1-9999) |
| Occupation 6 - | (1-9999) |

CATI CHECK 6: TOTAL OF ALL VACANCIES AT C3 MUST SUM TO C1 (UNLESS GIVE 6 OCCUPATIONS IN WHICH CASE TOTAL CANNOT BE GREATER THAN C1).

IF FAIL CATI CHECK 6: PROMPT RESPONDENT WITH ... This sums to [INSERT C3 SUM] but you just told me that you had [INSERT C1] vacancies in total...THEN RE-ASK C3

- C4. *ASK ALL WITH VACANCIES AT C1*
TEXT SUBSTITUTION: IF C1>1: Are any of these vacancies proving hard to fill? / IF C1=1: Is this vacancy proving hard to fill?

| | | |
|------------|---|----------|
| Yes | 1 | ASK C5 |
| No | 2 | GO TO D1 |
| Don't know | 3 | GO TO D1 |

- ASK C5 IF YES AT C4 AND C1 > 1 (IF C4 YES AND C1=1 THEN ASK C5A)*
ASK C5 FOR EACH OCCUPATION AT C2
 C5. **How many of your vacancies for [TEXT SUBSTITUTION: OCCUPATION AT C2] are proving hard-to-fill?**

CATI – SHOW ON SCREEN NUMBER OF VACANCIES FOR EACH OCCUPATION AT C2. ANSWER GIVEN MUST BE BETWEEN 0 AND C3 RESPONSE

| | C5 Number of hard to fill vacancies |
|----------------|-------------------------------------|
| Occupation 1 - | (0 – RESPONSE AT C3_1) |
| Occupation 2 - | (0 – RESPONSE AT C3_2) |
| Occupation 3 - | (0 – RESPONSE AT C3_3) |
| Occupation 4 - | (0 – RESPONSE AT C3_4) |
| Occupation 5 - | (0 – RESPONSE AT C3_5) |
| Occupation 6 - | (0 – RESPONSE AT C3_6) |

CATI CHECK 7: NUMBER OF HARD TO FILL VACANCIES MUST SUM TO > 0 AT C5.

IF FAIL CATI CHECK 7: PROMPT RESPONDENT WITH: You told me earlier that you had vacancies that were hard-to-fill but I have not recorded any of them here...THEN REASK C4

C5DUM – CATI DUMMY VARIABLE – LIST OF UP TO 6 OCCUPATIONS WITH HARD-TO-FILL VACANCIES

ASK C5A - C7 IN SEQUENCE FOR UP TO 6 OCCUPATIONS > 0 AT C5 (I.E. OCCUPATIONS WITH HARD-TO-FILL VACANCIES. NB IF C1=1 AND C4=YES, ASK ABOUT OCCUPATION FROM C2)

C5a **What are the main causes of having a hard to fill vacancy for [TEXT SUBSTITUTION: OCCUPATION WITH HARD TO FILL VACANCY AT C5]? DO NOT READ OUT. CODE ALL MENTIONED**

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

C6. *THERE IS NO C6*

FOR EACH OCCUPATION WHERE VACANCIES ARE HARD-TO-FILL BUT WHERE ONE OF CODE 4, 7 OR 8 AT C5A *NOT* MENTIONED (IF ALL HARD-TO-FILL OCCUPATIONS CODED 4, 7 OR 8 AT C5a, GO TO C6c)

C6a. **Can I just check, are you finding [TEXT SUB IF SUM OF C5 = 1 OR ONLY 1 HARD TO FILL VACANCY IN TOTAL [C1=1]: this vacancy] [TEXT SUB IF C5>1: any of these vacancies] for [EACH OCCUPATION MENTIONED] hard to fill because... ? READ OUT**

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

- ASK FOR ALL HARD-TO-FILL VACANCIES CAUSED BY LACK OF QUALITY (C6A/1 OR 3)
- C6b. **You said that you have had problems with the quality of the candidates for [OCCUPATION]. Would you say that they have been lacking... ? READ OUT. CODE ALL MENTIONED.**

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

- ASK FOR EACH OCCUPATION WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS [(C6B/1-3) OR (C5A/4 or 7 or 8)]
- C6c. **Have you found any of the following skills difficult to obtain from applicants for [TEXT SUBSTITUTION: OCCUPATION WITH SKILLS SHORTAGE VACANCY] ...? READ OUT CODE ALL MENTIONED**

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

| | Occupations with hard to fill vacancies | | | | | |
|--|---|-------|-------|-------|-------|-------|
| | Occ 1 | Occ 2 | Occ 3 | Occ 4 | Occ 5 | Occ 6 |
| General IT user skills | 1 | 1 | 1 | 1 | 1 | 1 |
| IT professional skills | 2 | 2 | 2 | 2 | 2 | 2 |
| Oral communication skills | 3 | 3 | 3 | 3 | 3 | 3 |
| Written communication skills | 4 | 4 | 4 | 4 | 4 | 4 |
| Customer handling skills | 5 | 5 | 5 | 5 | 5 | 5 |
| Team working skills | 6 | 6 | 6 | 6 | 6 | 6 |
| Foreign language skills | 7 | 7 | 7 | 7 | 7 | 7 |
| Problem solving skills | 8 | 8 | 8 | 8 | 8 | 8 |
| Management skills | 9 | 9 | 9 | 9 | 9 | 9 |
| Numeracy skills | 10 | 10 | 10 | 10 | 10 | 10 |
| Literacy skills | 11 | 11 | 11 | 11 | 11 | 11 |
| Office admin skills | 12 | 12 | 12 | 12 | 12 | 12 |
| Technical, practical or job-specific skills | 13 | 13 | 13 | 13 | 13 | 13 |
| Any other skills (WRITE IN) | 14 | 14 | 14 | 14 | 14 | 14 |
| No particular skills difficulties | 15 | 15 | 15 | 15 | 15 | 15 |
| Don't know | X | X | X | X | X | X |

- ASK ALL WITH HARD-TO-FILL VACANCIES (C4=1)**
C8 Generally speaking, are hard-to-fill vacancies causing this establishment to... *READ OUT?*
CODE ALL MENTIONED

CATI - ROTATE ORDER APART FROM "OTHER"/"NONE"/DON'T KNOW.

| | |
|--|---|
| Lose business or orders to competitors | 1 |
| Delay developing new products or services | 2 |
| Have difficulties meeting quality standards | 3 |
| Increase operating costs | 4 |
| Have difficulties introducing new working practices | 5 |
| Increase workload for other staff | 6 |
| Outsource work | 7 |
| (DO NOT READ OUT) None | 8 |
| (DO NOT READ OUT) Don't know | X |

- ASK ALL WITH HARD-TO-FILL VACANCIES AT C4**
C9 What, if anything, is this establishment doing to overcome the difficulties that you are having finding candidates to fill these hard-to-fill vacancies?
DO NOT READ OUT. PROBE FULLY. CODE ALL MENTIONED
INTERVIEWER NOTE: If the respondent mentions advertising or recruitment please probe to fully understand whether they are using a *new* method of recruitment (code 6), spending *more money* on recruitment (code 4), or both.

| | |
|--|---|
| Increasing salaries | 1 |
| Increasing the training given to your existing workforce | 2 |
| Redefining existing jobs | 3 |
| Increasing advertising / recruitment spend | 4 |
| Increasing/expanding trainee programmes | 5 |
| Using NEW recruitment methods or channels | 6 |
| Other (WRITE IN) | 7 |
| Nothing | 8 |
| Don't know | X |

SECTION D: Skills gaps

I'd now like to turn to the skills within your existing workforce. Please do not think about any external recruitment problems that you may face. First of all, I need to understand the different roles that your existing staff currently fill at this establishment. (ADD AS NECESSARY: Staff should be categorised according to their primary role, i.e. the one that takes up the greatest proportion of their time)

ASK ALL

D1 You said earlier that there were [INSERT NUMBER FROM A1TOT] staff at this establishment. How many of these are employed as managers [TEXT SUBSTITUTION IF PUBLIC SECTOR: or senior officials]?

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

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

(Note: this excludes supervisors)

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

WRITE IN NUMBER ____ [RESPONSE MUST NOT EXCEED A1TOT]]

CATI CHECK AFTER D1: IF NUMBER OF STAFF EMPLOYED AT A1 IS GREATER THAN 50 AND RESPONDENTS SAYS NO MANAGERS EMPLOYED AT D1

D1chka Can I just check, I've recorded that there are no managers employed at this site – is this correct?

| | | |
|-----|---|--|
| Yes | 1 | CONTINUE |
| No | 2 | GO BACK TO D1 AND RECODE (INTERVIEWER NOTE: TO CHANGE NUMBER OF STAFF USE '<A1') |

ASK IF A1 > D1, OTHERS GO TO D2

D1a And how many – if any – of your <insert total of A1-D1> are employed in administrative or secretarial occupations?

(Note: Staff should be categorised according to their primary role, i.e. the one that takes up the greatest proportion of their time)

[IF 'MANUFACTURING' (SIC ON SAMPLE – 01 TO 45) ADD AS NECESSARY: INCLUDING SECRETARIES, RECEPTIONISTS & PAs, TELEPHONISTS, BOOK-KEEPERS, CREDIT CONTROLLERS/WAGE CLERKS, ASSISTANTS / CLERKS]

[IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) ADD AS NECESSARY: INCLUDING SECRETARIES, RECEPTIONISTS & PAs, TELEPHONISTS AND COMMUNICATION OPERATORS, MARKET RESEARCH INTERVIEWERS, BOOK-KEEPERS, CREDIT CONTROLLERS/WAGE CLERKS, PENSION AND INSURANCE CLERKS, OFFICE ASSISTANTS, DATABASE ASSISTANTS]

[IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including secretaries, receptionists & PAs, local government officers and assistants, civil service executive officers, book-keepers, credit controllers/wage clerks, office assistants, library and database assistants]

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

WRITE IN NUMBER ____ [RESPONSE MUST NOT EXCEED A1TOT – D1;]

ASK IF A1 > D1+D1A, OTHERS GO TO D2

D1b You've told me that a total of XX of your XX staff are employed as managers or in administrative roles. I'd now like you to tell me what roles the remaining XX staff fill. I'm going to read you seven different occupational roles, and I'd like you to tell me if any of your remaining XX staff are employed in each. If staff carry out more than one role, please only include them in their main function.

First, do you employ any staff at this establishment as ...OCCUPATION...?

CATI CHECK 1: NUMBER OF CATEGORIES TO BE NO GREATER THAN NUMBER OF STAFF EMPLOYED NOT IN MANAGEMENT / ADMINISTRATIVE ROLES (i.e. A1TOT - (D1 + D1a))

SET UP CHECK SO THAT ONCE OCCUPATIONS HAVE BEEN ATTRIBUTED TO TOTAL NUMBER OF STAFF NO FURTHER OCCUPATIONS ARE ASKED ABOUT

FOR EACH OCCUPATION EMPLOYED (YES AT D1B, >0 AT D1A FOR ADMIN/SECRETARIAL STAFF AND >0 AT D1 FOR MANAGERS))

D1c How many of your staff at this establishment are employed as ...? READ OUT

| | D1B | | D1C |
|---|-----|----|-----------|
| | Yes | No | |
| <p>Elementary occupations ADD IF NECESSARY Elementary occupations require knowledge and experience necessary to perform mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>[IF 'MANUFACTURING' (SIC ON SAMPLE - 01 TO 45) ADD AS NECESSARY: INCLUDING LABOURERS, PACKERS, GOODS HANDLING AND STORAGE STAFF, SECURITY GUARDS, CLEANERS] [IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) ADD AS NECESSARY: INCLUDING BAR STAFF, SHELF FILLERS, KITCHEN/CATERING ASSISTANTS, WAITRESSES, POSTAL WORKERS, CLEANERS, DRY CLEANERS, GOODS HANDLING AND STORAGE STAFF, SECURITY GUARDS] [IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including labourers, cleaners, road sweepers, traffic wardens, security guards]</p> | 1 | 2 | (1-99999) |
| <p>Process, plant and machine operatives ADD IF NECESSARY: Process, plant and machine operative occupations require knowledge and experience to operate vehicles and other mobile and stationary machinery, and monitor industrial and plant equipment, or to assemble products. Most will not have a particular standard of education but will usually have formal experience related training.</p> <p>ADD IF NECESSARY: All transport and mobile machine drivers (except train drivers) belong in this group.</p> <p>ADD AS NECESSARY: including plant and machine operators plus routine operatives (sorters, assemblers) and HGV, van, fork lift, bus, taxi drivers</p> | 1 | 2 | (1-99999) |

| | | | |
|---|---|---|-----------|
| <p>Sales and customer service occupations <i>ADD IF NECESSARY:</i> Sales and customer services occupations require knowledge and experience necessary to sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p><i>ADD AS NECESSARY:</i> including sales assistants and retail cashiers, telesales, call centre agents, customer care occupations</p> <p><i>ADD AS NECESSARY:</i> Buying and purchasing officers, sales representatives, estate agents or auctioneers SHOULD NOT be included in this group. These should be categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS.</p> | 1 | 2 | (1-99999) |
| <p>Personal service occupations <i>ADD IF NECESSARY:</i> Personal service occupations involve the provision of service to customers whether in a public protective or personal care capacity. Main tasks usually involve the care of the sick, elderly and children and the provision travel care and hygiene services. These job-roles generally require a good standard of general education.</p> <p>[IF 'MANUFACTURING' (SIC ON SAMPLE – 01 TO 45) <i>ADD AS NECESSARY:</i> INCLUDING SUCH OCCUPATIONS AS CARE ASSISTANTS, NURSERY NURSES.]</p> <p>[IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) <i>ADD AS NECESSARY:</i> INCLUDING TRAVEL AGENTS, TRAVEL ASSISTANTS, SPORT AND LEISURE ASSISTANTS, HAIRDRESSERS AND BEAUTICIANS, NURSERY NURSES/CHILDMINDERS, HOUSEKEEPERS]</p> <p>[IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 excl 93) <i>ADD AS NECESSARY:</i> including care assistants and home carers, nursery nurses/childminders, ambulance staff, pest control officers, dental/veterinary nurses, caretakers, sport and leisure assistants]</p> <p>IF 'HEALTH AND SOCIAL CARE (SIC ON SAMPLE: 85)' <i>ADD AS NECESSARY:</i> Occupations with high level vocational qualifications such as nurses, midwives, paramedics, physiotherapists, youth workers and welfare officers SHOULD NOT be included in this group. They are categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS).</p> | 1 | 2 | (1-99999) |
| <p>Skilled trades occupations <i>ADD IF NECESSARY:</i> Skilled trades occupations require a substantial period of training. Main tasks involve the performance of complex physical duties that normally involve initiative, manual dexterity and other practical skills.</p> <p><i>ADD AS NECESSARY:</i> including farmers, electricians, motor mechanics, machine setters/tool makers, TV engineers, plumbers, carpenters, plasterers, printers, chefs, butchers, furniture makers</p> <p><i>ADD AS NECESSARY:</i> Science and engineering technicians SHOULD NOT be included in this group. They are categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS.</p> | 1 | 2 | (1-99999) |

| | | | |
|---|---|---|-----------|
| <p>Associate professional and technical occupations ADD IF NECESSARY: Occupations in this group will usually require an associated high level vocational qualification, often involving substantial period of full time training or further study. Main tasks require experience and knowledge to assist in <i>supporting</i> professionals or managers.</p> <p>[IF 'MANUFACTURING' (SIC ON SAMPLE – 01 TO 45) ADD AS NECESSARY: INCLUDING SCIENCE AND ENGINEERING TECHNICIANS, LAB TECHNICIANS, IT TECHNICIANS, ACCOUNTING TECHNICIANS.]</p> <p>[IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) ADD AS NECESSARY: INCLUDING INSURANCE UNDERWRITERS, FINANCE AND INVESTMENT ANALYSTS AND ADVISERS, WRITERS/JOURNALISTS, BUYERS, SALES REPS, ESTATE AGENTS, TRAIN DRIVERS/PILOTS, GRAPHIC DESIGNERS, FITNESS INSTRUCTORS.]</p> <p>[IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including nurses, midwives, junior police/fire/prison officers, therapists, paramedics, community workers, careers advisors, health and safety officers, housing officers, writers/journalists, fitness instructors]</p> <p>ADD IF NECESSARY: Most professionals in the arts, design, media or sports fields will be in this group</p> <p>ADD IF NECESSARY: Architects, surveyors, engineers, chartered accountants and management consultants SHOULD NOT be included in this group. They should be categorised as PROFESSIONAL OCCUPATIONS.</p> | 1 | 2 | (1-99999) |
| <p>PROFESSIONAL OCCUPATIONS ADD IF NECESSARY: Professional occupations will almost always require a degree or equivalent formal qualification. Some occupations will require postgraduate qualifications and/or a formal period of experience-related training. This categorisation includes high-level occupations in the natural sciences, engineering, life sciences, social sciences, humanities and related fields where job-holders will either be</p> <ul style="list-style-type: none"> - practically applying extensive theoretical knowledge; - increasing the stock of knowledge through research; - communicating knowledge by teaching <p>[IF 'MANUFACTURING' (SIC ON SAMPLE – 01 TO 45) ADD AS NECESSARY: INCLUDING PROFESSIONAL ENGINEERS, SOFTWARE AND IT PROFESSIONALS, ACCOUNTANTS, CHEMISTS AND SCIENTIFIC RESEARCHERS]</p> <p>[IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) ADD AS NECESSARY: INCLUDING SOLICITORS AND LAWYERS, ACCOUNTANTS, IT PROFESSIONALS, ECONOMISTS, ARCHITECTS, ACTUARIES, DOCTORS, ENGINEERS]</p> <p>[IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 EXCL 93) ADD AS NECESSARY: INCLUDING DOCTORS, PSYCHOLOGISTS, TEACHERS, SOCIAL WORKERS, LIBRARIANS, ACCOUNTANTS, ECONOMISTS, IT PROFESSIONALS, ENGINEERS]</p> | 1 | 2 | (1-99999) |

Thinking about these broad categories of employees, for each, I'd like to know how many you think are fully proficient at their job.

A proficient employee is someone who is able to do the job to the required level.

D2 ASK ALL, ASKING FOR EACH OCCUPATION WITH STAFF AT D1 / D1A / D1B
How many of your [INSERT NUMBER FROM D1 / D1A / D1C] existing [TEXT SUBSTITUTION – EACH OCCUPATION > 0 AT D1 / D1A / D1C] would you regard as fully proficient at their job?

CATI - SHOW NUMERIC BREAKDOWN AT D1C TO HELP RESPONDENTS ANSWER D2.

CATI - ANSWER AT D2 MUST BE BETWEEN 0 AND D1, D1A OR D1C RESPONSE FOR SAME OCCUPATION.

| | D2 |
|---|-------------------------|
| Managers [ADD IF A4 NOT 1: and senior officials] | (0 – RESPONSE AT D1) |
| Professional occupations | (0 – RESPONSE AT D1C_7) |
| Associate professional and technical occupations | (0 – RESPONSE AT D1C_6) |
| Administrative and secretarial occupations | (0 – RESPONSE AT D1A) |
| Skilled trades occupations | (0 – RESPONSE AT D1C_5) |
| Personal service occupations | (0 – RESPONSE AT D1C_4) |
| Sales and customer service occupations | (0 – RESPONSE AT D1C_3) |
| Process, plant and machine operatives | (0 – RESPONSE AT D1C_2) |
| Elementary occupations | (0 – RESPONSE AT D1C_1) |

IF SUM OF D2 = A1TOT, GO TO SECTION E

OTHER (= HAVE SKILL GAPS) ASK D2a

D3DUM CATI DUMMY VARIABLE – LIST OF ALL OCCUPATIONS NOT FULLY PROFICIENT AT THEIR JOB

D3DUM2 CATI DUMMY VARIABLE – LIST OF 2 RANDOMLY CHOSEN OCCUPATIONS FROM D3DUM

D2a THERE IS NO D2a

ASK ALL WITH SKILL GAPS (IF NO SKILL GAPS, GO TO SECTION E)

ASK D3 AND D4 OF UP TO 2 OCCUPATIONS (CHOSEN AT RANDOM IF > 2 OCCUPATIONS WITH SKILL GAPS) FROM D2 WHERE STAFF NOT FULLY PROFICIENT [I.E WHERE D2 LESS THAN A9]

- D3. [TEXT SUBSTITUTION IF >2 OCCUPATION AT D2 NOT PROFICIENT: I want to ask about two of the categories where you say not all staff are proficient]. What are the main causes of some of your (OCCUPATION) not being fully proficient in their job...? READ OUT. CODE ALL MENTIONED

CATI - ROTATE ORDER APART FROM "OTHER"/"NO PARTICULAR CAUSES"/"DON'T KNOW"

| | Occ 1 | Occ 2 |
|--|-------|-------|
| Failure to train and develop staff | 1 | 1 |
| Recruitment problems | 2 | 2 |
| High staff turnover | 3 | 3 |
| Inability of workforce to keep up with change | 4 | 4 |
| Lack of experience or their being recently recruited | 5 | 5 |
| Staff lack motivation | 6 | 6 |
| Any other cause (WRITE IN) | 7 | 7 |
| DO NOT READ OUT: No particular causes | 8 | 8 |
| DO NOT READ OUT: Don't Know | X | X |

- D4. ASK OF THE SAME OCCUPATIONS AS D3
Thinking about your (OCCUPATIONS) who are not fully proficient which, if any, of the following skills do you feel need improving... ? READ OUT
CODE ALL MENTIONED.

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

- IF MORE THAN ONE SKILL MENTIONED FOR AN OCCUPATION AT D4*
- D4b. **And which of these skills that are lacking for [occupation] is having the greatest negative impact on the establishment?**
READ OUT CODES MENTIONED

CATI – ASK D4B AFTER EACH OCCUPATION AT D4. ONLY SHOW SKILLS CODED AT D4

| | Occ 1 | | Occ 2 | |
|---|-------|-----|-------|-----|
| | D4 | D4B | D4 | D4B |
| General IT user skills | 1 | 1 | 1 | 1 |
| IT professional skills | 2 | 2 | 2 | 2 |
| Oral communication skills | 3 | 3 | 3 | 3 |
| Written communication skills | 4 | 4 | 4 | 4 |
| Customer handling skills | 5 | 5 | 5 | 5 |
| Team working skills | 6 | 6 | 6 | 6 |
| Foreign language skills | 7 | 7 | 7 | 7 |
| Problem solving skills | 8 | 8 | 8 | 8 |
| Management skills | 9 | 9 | 9 | 9 |
| Numeracy skills | 10 | 10 | 10 | 10 |
| Literacy skills | 11 | 11 | 11 | 11 |
| Office admin skills | 12 | 12 | 12 | 12 |
| Technical, practical or job-specific skills | 13 | 13 | 13 | 13 |
| Any other skills (WRITE IN) | 14 | 14 | 14 | 14 |
| No particular skills difficulties | 15 | 15 | 15 | 15 |
| No individual skills having the greatest impact (SHOW FOR D4B ONLY) | | 16 | | 16 |
| Don't know | X | X | X | X |

- ASK ALL WITH SKILL GAPS*
- D5b **Is the fact that some of your staff are not fully proficient causing this establishment to...?**
READ OUT
CODE ALL MENTIONED

CATI - ROTATE ORDER APART FROM "NONE"/DON'T KNOW

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

ASK ALL WITH SKILL GAPS

D6. **What action, if any, is this establishment taking to overcome the fact that some of its staff are not fully proficient in their job? DO NOT READ OUT. CODE ALL MENTIONED.**

| | |
|--|---|
| Increase training activity / spend or increase/expand trainee programmes | 1 |
| Increase recruitment activity / spend | 2 |
| More staff appraisals / performance reviews | 3 |
| Implementation of mentoring / buddying scheme | 4 |
| More supervision of staff | 5 |
| Other action (WRITE IN) | 6 |
| Nothing | 7 |
| Don't know | X |

SECTION E: Workforce Training and Development

ASK ALL

E1a. Does your establishment have a business plan that specifies the objectives for the coming year?

INTERVIEWER NOTES:

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

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

ASK ALL

E1b. Does your establishment have a training plan that specifies in advance the level and type of training your employees will need in the coming year?

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

ASK ALL

E1c. Does your establishment have a budget for training expenditure?

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

E2. *ASK ALL*
What percentage of your staff have a formal written job description? PROBE FOR BEST ESTIMATE

WRITE IN % _____ (0-100%) _____

IF DON'T KNOW, PROMPT WITH RANGES AS NECESSARY.

| | |
|-----------------------------|----|
| None | 1 |
| Less than 10% | 2 |
| 10% - 19% | 3 |
| 20% - 29% | 4 |
| 30% - 39% | 5 |
| 40% - 49% | 6 |
| 50% - 59% | 7 |
| 60% - 69% | 8 |
| 70% - 79% | 9 |
| 80% - 89% | 10 |
| 90% - 99% | 11 |
| 100% | 12 |
| DO NOT READ OUT: Don't know | X |

E3. *ASK ALL*
Does this establishment formally assess whether individual employees have gaps in their skills?

| | |
|-----|---|
| Yes | 1 |
| No | 2 |

E3a. *ASK ALL*
What percentage of your staff have an annual performance review? PROBE FOR BEST ESTIMATE

WRITE IN % _____ (0-100%) _____

IF DON'T KNOW, PROMPT WITH RANGES AS NECESSARY.

| | |
|-----------------------------|----|
| None | 1 |
| Less than 10% | 2 |
| 10% - 19% | 3 |
| 20% - 29% | 4 |
| 30% - 39% | 5 |
| 40% - 49% | 6 |
| 50% - 59% | 7 |
| 60% - 69% | 8 |
| 70% - 79% | 9 |
| 80% - 89% | 10 |
| 90% - 99% | 11 |
| 100% | 12 |
| DO NOT READ OUT: Don't know | X |

I am now going to ask you some questions about staff training and development.

E4A *ASK ALL*
Over the past 12 months have you funded or arranged any off-the-job training or development for employees at this site. By off-the-job training we mean training away from the individual's immediate work position, whether on your premises or elsewhere?

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

E4B *ASK ALL*
Next, I'd like to discuss on-the-job and informal training and development. By this I mean activities that would be recognised as training by the staff, and not the sort of learning by experience which could take place all the time. Have you funded or arranged any such on-the-job or informal training over the last 12 months?

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

E4DUM CATI VARIABLE:

| | |
|--|----------|
| Provide both off-the-job and on-the-job training | 1 |
| Provide off-the-job training only | 2 |
| Provide on-the-job training only | 3 |
| Provide neither off-the-job nor on-the-job training | 4 |

E4c *ASK IF E4A/1 OR E4B/1*
Over the last 12 months how many staff employed at this establishment have you funded or arranged training and development for, including any who have since left?

WRITE IN _____ (1 – 99999) _____

PROMPT WITH RANGE IF DON'T KNOW

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

Off-the-job training

E5DUM CATI DUMMY VARIABLE – LIST EACH OCCUPATION EMPLOYED AT D1-D1B FOR ALL WHO TRAIN OFF-THE-JOB AT E4A

IF PROVIDE OFF-JOB TRAINING AT ALL (E4a/1), OTHERS GO TO E6
E5 *TEXT SUBSTITUTION*
IF PROVIDED ON AND OFF-THE-JOB TRAINING: Thinking ONLY about OFF-THE-JOB training, over the last 12 months which occupations have you funded or arranged off-the-job training for? PROMPT AS NECESSARY

IF PROVIDED OFF-JOB TRAINING ONLY: You said you had arranged off-the-job training for <insert total from Ecd> staff. Over the last 12 months, which occupations have you funded or arranged off-the-job training for? PROMPT AS NECESSARY

CATI – SHOW ALL OCCUAPTIONS MENTIONED AT D1-D1B, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT D1-D1B) ‘ANY OTHER OCCUPATIONS’

E5a **And for roughly how many staff classified as ...OCCUPATION... have you funded or arranged off-the-job training in the last 12 months, including any who have since left?**

| | E5 | E5a |
|---|----|----------------|
| Managers (IF CODE 2, 3 or 4 AT A4 ADD: and senior officials) | 1 | NUMBER_____ |
| PROFESSIONAL OCCUPATIONS | 2 | NUMBER_____ |
| Associate professional and technical occupations | 3 | NUMBER_____ |
| Administrative and secretarial occupations | 4 | NUMBER_____ |
| Skilled trades occupations | 5 | NUMBER_____ |
| Personal service occupations | 6 | NUMBER_____ |
| Sales and customer service occupations | 7 | NUMBER_____ |
| Process, plant and machine operatives | 8 | NUMBER_____ |
| Elementary occupations | 9 | NUMBER_____ |
| Any other occupations (WRITE IN) | 10 | NUMBER_____ |
| Calculate sum | | SUM E5A |

IF SUM(E5a) > (A1 x 2) ASK:
E5chk. You said you currently had (insert value from A1) employees but you have trained (insert sum of E5a) staff OFF-THE-JOB in the past 12 months, is this correct?

| | | |
|-----|---|------------|
| Yes | 1 | GO TO E5b |
| No | 2 | RE-ASK E5a |

E5b. *IF PROVIDE OFF-JOB TRAINING AT ALL (E4A/1)*
And, over the last 12 months, on average, how many days off-the job training and development have you arranged FOR EACH MEMBER OF STAFF RECEIVING off-the-job training?

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

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

WRITE IN ABSOLUTE NUMBER _____(1-365)_____

E5BRAN: *IF DON'T KNOW AT E5B, PROMPT WITH RANGES*

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

IF MORE THAN 20 at E5B OR CODE 12 AT E5BRAN.

E5bchk **Can I just check that, on average, EACH MEMBER OF STAFF receiving off-the-job training and development has received [INSERT ANSWER FROM E5b IF GAVE ABSOLUTE FIGURE OR "more than 20" IF CODE 12 ON DON'T KNOW RANGE] days over the last 12 months**

| | | |
|-----|---|------------|
| Yes | 1 | GO TO E5b |
| No | 2 | RE-ASK E5a |

E5d *ASK IF E4A/1*
And how much of the off-the-job training that you have funded or arranged has been for health & safety or induction training? READ OUT

WRITE IN % _____ (0-100%) _____

IF DON'T KNOW, PROMPT WITH RANGES AS NECESSARY.

| | |
|------------------------------------|----|
| None | 1 |
| Less than 10% | 2 |
| 10% - 19% | 3 |
| 20% - 29% | 4 |
| 30% - 39% | 5 |
| 40% - 49% | 6 |
| 50% - 59% | 7 |
| 60% - 69% | 8 |
| 70% - 79% | 9 |
| 80% - 89% | 10 |
| 90% - 99% | 11 |
| 100% | 12 |
| DO NOT READ OUT: Don't know | X |

On-the-job training

E6DUM CATI DUMMY VARIABLE – LIST EACH OCCUPATION EMPLOYED AT D1 FOR ALL WHO TRAIN OFF-THE-JOB AT E4

IF PROVIDE ON-JOB TRAINING AT ALL (E4b/1), OTHERS GO TO E7
E6 *TEXT SUBSTITUTION*
IF PROVIDED ON AND OFF-THE-JOB TRAINING: Thinking now ONLY about on-the-job training, over the last 12 months in which occupations have the staff who have undertaken on-the-job training been employed in? PROMPT AS NECESSARY

IF PROVIDED ON-JOB TRAINING ONLY: You said you had arranged on-the-job training for <insert total from E4e> staff. Over the last 12 months which occupations have the staff who have undertaken on-the-job training been employed in? PROMPT AS NECESSARY

CATI – SHOW ALL OCCUAPTIONS MENTIONED AT D1, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT D1) ‘ANY OTHER OCCUPATIONS’

E6a **And for roughly how many staff classified as ...OCCUPATION... have you arranged on-the-job training for in the last 12 months, including any who have since left?**

| | E6 | E6a |
|---|----|----------------------|
| Managers (IF CODE 2, 3 or 4 AT A4 ADD: and senior officials) | 1 | WRITE IN NUMBER_____ |
| PROFESSIONAL OCCUPATIONS | 2 | WRITE IN NUMBER_____ |
| Associate professional and technical occupations | 3 | WRITE IN NUMBER_____ |
| Administrative and secretarial occupations | 4 | WRITE IN NUMBER_____ |
| Skilled trades occupations | 5 | WRITE IN NUMBER_____ |
| Personal service occupations | 6 | WRITE IN NUMBER_____ |
| Sales and customer service occupations | 7 | WRITE IN NUMBER_____ |
| Process, plant and machine operatives | 8 | WRITE IN NUMBER_____ |
| Elementary occupations | 9 | WRITE IN NUMBER_____ |
| Any other occupations (WRITE IN) | 10 | WRITE IN NUMBER_____ |
| Calculate sum | | SUM E6A |

E6achk. **IF SUM(E6a) > (A1 x 2) ASK:**
You said you currently had (insert value from A1) employees but you have trained (insert sum of E6a) staff ON-THE-JOB in the past 12 months, is this correct?

| | | |
|-----|---|------------|
| Yes | 1 | GO TO E6b |
| No | 2 | RE-ASK E6a |

E6b. *IF PROVIDE ON-JOB TRAINING AT ALL (E4B/1)*
And, over the last 12 months, on average, how many days on-the-job training and development have you arranged FOR EACH MEMBER OF STAFF RECEIVING TRAINING on-the-job?

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

WRITE IN ABSOLUTE NUMBER _____(1-365)_____

E6BRAN: *IF DON'T KNOW AT E6B, PROMPT WITH RANGES*

| | | |
|-----------------------------|----|------------|
| Less than a day | 13 | ASK E6D |
| 1 day | 1 | |
| 2 days | 2 | |
| 3 – 4 days | 3 | |
| 5 – 6 DAYS | 4 | |
| 7 – 8 days | 5 | |
| 9 – 10 days | 6 | |
| 11 – 12 days | 7 | |
| 13 – 14 days | 8 | |
| 15 – 16 days | 9 | |
| 17 – 18 days | 10 | |
| 19 – 20 days | 11 | |
| More than 20 day | 12 | ASK E6BCHK |
| DO NOT READ OUT: Don't know | X | ASK E6D |

IF MORE THAN 20 at E6B OR CODE 12 AT E6BRAN.

E6bchk **Can I just check that, on average, EACH MEMBER OF STAFF receiving on-the-job training and development has received [INSERT ANSWER FROM E6b IF GAVE ABSOLUTE FIGURE OR "more than 20" IF CODE 12 ON DON'T KNOW RANGE] days over the last 12 months**

| | | |
|-----|---|----------------------|
| Yes | 1 | GO TO E6d |
| No | 2 | RE-ASK E6b OR E6BRAN |

There is no E6c

E6d **ASK IF PROVIDE ON-JOB TRAINING AT ALL (E4B/1)**
And how much of the on-the-job training that you have funded or arranged has been for health & safety or induction training? READ OUT

WRITE IN % _____ (0-100%)

IF DON'T KNOW, PROMPT WITH RANGES AS NECESSARY.

| | |
|-----------------------------|----|
| None | 1 |
| Less than 10% | 2 |
| 10% - 19% | 3 |
| 20% - 29% | 4 |
| 30% - 39% | 5 |
| 40% - 49% | 6 |
| 50% - 59% | 7 |
| 60% - 69% | 8 |
| 70% - 79% | 9 |
| 80% - 89% | 10 |
| 90% - 99% | 11 |
| 100% | 12 |
| DO NOT READ OUT: Don't know | X |

Training to qualifications

E7 **ASK ALL PROVIDING TRAINING (E4a/1 or E4b/1)**
Thinking now about qualifications, how many people that you have funded or arranged training for [TEXT SUBSTITUTION IF BOTH ON AND OFF THE JOB: whether on- or off-the-job,] over the past 12 months are or were being trained towards a nationally recognised qualification?

WRITE IN _____ (0 – 99999)

PROMPT WITH RANGE IF DON'T KNOW

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

CATI CHECK – ANSWER GIVEN AT E7 SHOULD NOT BE GREATER THAN ANSWER GIVEN AT E4C.

IF PROVIDE TRAINING LEADING TO NATIONALLY RECOGNISED QUALIFICATION (E7>0 or bands 2-11)

E7b **How many of your workforce over the past 12 months are or were being trained towards an NVQ, that is a National Vocational Qualification?**

WRITE IN _____ (0 – 99999) _____

PROMPT WITH RANGE IF DON'T KNOW

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

CATI CHECK – ANSWER GIVEN AT E7B SHOULD NOT BE GREATER THAN ANSWER GIVEN AT E7

ASK IF TRAINING TOWARDS AN NVQ (E7b>0 or bands 2-11)

E7c **And what NVQ levels are or were they being trained towards?**

DO NOT READ OUT. CODE ALL MENTIONED.

| | |
|------------------|---|
| Level 1 | 1 |
| Level 2 | 2 |
| Level 3 | 3 |
| Level 4 or above | 4 |
| Don't know | X |

THERE IS NO E8-E12

*ASK ALL WHO HAVE UNDERTAKEN TRAINING IN LAST YEAR (YES AT E4a/1 or E4b/1)
SINGLE CODE ONLY*

E13. **And does this establishment formally assess whether the training and development received by an employee has an impact on his or her performance?**

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

THERE IS NO E14-E20

ASK ALL PROVIDING TRAINING IN THE PAST 12 MONTHS (E4a/1 or E4b/1) – IF NOT TRAINED ASK E23

E21a. In the past 12 months has your establishment used further education colleges to provide teaching or training?

| | | |
|------------|---|----------|
| Yes | 1 | ASK E21b |
| No | 2 | ASK E21d |
| Don't know | 3 | ASK E22a |

ASK IF 'YES' AT E21a (OTHERS CHECK E21d)

E21b How satisfied have you been with the quality of the teaching or training you have received from further education colleges in the last 12 months? READ OUT

| | |
|--|---|
| Very satisfied | 1 |
| Quite satisfied | 2 |
| Neither satisfied not dissatisfied | 3 |
| Not very satisfied | 4 |
| Not at all satisfied | 5 |
| DO NOT READ OUT: Don't Know/Varies too much to say | X |

E21c THERE IS NO E21C

ASK IF 'NO' AT E21a

E21d Why hasn't your establishment used the teaching or training services of further education colleges in the past 12 months? DO NOT READ OUT. PROBE FULLY. CODE ALL MENTIONED.

| | |
|--|----|
| The courses they provide are not relevant | 1 |
| The quality or standard of the courses or training provided by FE colleges is not satisfactory | 2 |
| I don't know enough about the courses that they provide | 3 |
| There is a lack of information available about the courses they provide | 4 |
| The start dates or times of the courses are inconvenient | 5 |
| It is too expensive | 6 |
| Past use has not delivered the benefits you expected | 7 |
| Prefer to train in-house | 8 |
| No FE college locally | 9 |
| Other (WRITE IN) | 10 |
| No particular reason | 11 |
| Don't know | 12 |

ASK ALL PROVIDING TRAINING IN THE PAST 12 MONTHS (E4a/1 or E4b/1)

- E22a. In the past 12 months has your establishment used other providers to deliver teaching or training? [INTERVIEWER NOTE: 'other providers' refers to those other than an FE college, e.g. an external consultant or a private training provider]

| | | |
|------------|---|----------|
| Yes | 1 | ASK E22b |
| No | 2 | ASK E24a |
| Don't know | 3 | |

ASK IF 'YES' AT E22a (OTHERS ASK Q22D)

- E22b How satisfied have you been with the quality of the teaching or training you have received from these other providers in the last 12 months? READ OUT

| | | |
|------------------------------------|---|----------|
| Very satisfied | 1 | ASK E22c |
| Quite satisfied | 2 | |
| Neither satisfied not dissatisfied | 3 | |
| Not very satisfied | 4 | |
| Not at all satisfied | 5 | |
| Don't Know/Varies too much to say | X | |

ASK ALL USING OTHER TRAINING PROVIDERS (E22a=1)

- E22c Has your establishment used universities to provide teaching or training in the last 12 months?

| | | |
|------------|---|----------|
| Yes | 1 | ASK E24a |
| No | 2 | |
| Don't know | 3 | |

ASK ALL THOSE WHO HAVE NOT TRAINED IN THE PAST 12 MONTHS (E4A/2 AND E4B/2)

- E23. You mentioned that you have not provided training for any employees at this location over the past 12 months. What are the reasons for this? DO NOT READ OUT. CODE ALL MENTIONED. PROBE: **What other reasons have there been?**

| | |
|---|----|
| The courses interested in are not available locally | 1 |
| The quality of the courses or providers locally is not satisfactory | 2 |
| Difficult to get information about the courses available locally | 3 |
| I don't know what provision is available locally | 4 |
| The start dates or times of the courses are inconvenient | 5 |
| External courses are too expensive | 6 |
| Managers have lacked the time to organise training | 7 |
| Employees are too busy to give training | 8 |
| Employees are too busy to go on training courses | 9 |
| All our staff are fully proficient | 10 |
| Other (WRITE IN) | 11 |
| No particular reason | 12 |

ASK ALL THOSE WHO HAVE TRAINED IN THE PAST 12 MONTHS (E4a/1 or E4b/1)

E24a **If you could have done, would you have provided MORE training for your staff than you were able to over the last 12 months?**

| | | |
|------------|---|----------|
| Yes | 1 | ASK E24b |
| No | 2 | ASK E25 |
| Don't know | 3 | |

ASK TO ALL WHO WOULD HAVE PROVIDED MORE TRAINING IF THEY COULD (E24a/1)

E24b **What barriers, if any, have there been preventing your organisation providing more training over the last 12 months for staff at this location? PROBE: what other barriers have you faced? DO NOT READ OUT. CODE ALL MENTIONED. PROBE FULLY.**

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

ASK ALL

E25 **I would now like to ask you about a Government initiative connected with learning and training called Train to Gain. Have you heard of this ...?**

| | | |
|------------|---|-------------------------|
| Yes | 1 | <u>GO TO E26</u> |
| No | 2 | <u>GO TO E27</u> |
| Don't know | 3 | |

ASK IF HEARD OF TRAIN TO GAIN (E25=1)

E26 **And has your establishment been actively involved with Train to Gain in the last 12 months?**

INTERVIEWER NOTE: CODE "YES" IF THERE HAS BEEN ANY CONTACT WITH A SKILLS BROKER, OR IF A PROVIDER HAS BEEN IN CONTACT SPECIFICALLY ABOUT TRAIN TO GAIN.

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

ASK ALL

I'm now going to read out a list of things that some employers have said are important for the government to provide. For each, I'd first like to know how important it is for you as an employer that the government provides this, and then how well you feel the government does in providing it.

- E27. So on a scale of 1 to 10, where 1 is not at all important and 10 is essential, how important is it to you as an employer that the government provides [READ OUT FIRST ROTATED CODE]
- E28. And how well do the think the government does in providing this to you as an employer. Please use a scale of 1 to 10, where this time 1 means the government is doing extremely badly and 10 means you think the government is doing an excellent job...

THEN ASK E27 AND E28 HORIZONTALLY FOR REMAINING CODES

| | E27 | | E28 | |
|--|-----|------------|-----|------------|
| | | Don't know | | Don't know |
| young people leaving compulsory education who are well prepared for work | | X | | X |
| funding for training your employees | | X | | X |
| help in understanding and meeting your training needs | | X | | X |
| good quality training provision for your existing workforce through FE colleges | | X | | X |
| good quality training provision for your existing workforce through universities | | X | | X |
| a national system of vocational qualifications to accredit achievement in training | | X | | X |

ASK ALL EXCEPT IF A8=1 (A8=1 ASK E28aii)

- E28ai **Turning now to recruitment of young people, have you recruited anyone aged 16-24 at this establishment in the last 12 months?**

| | | |
|------------|---|--------------------------|
| Yes | 1 | <u>ASK E28AII</u> |
| No | 2 | <u>ASK E30</u> |
| Don't know | 3 | |

IF YES AT E28ai OR A8=1

- E28aii: [IF A8=1 ADD: **You said earlier that you had recruited people aged 16-24 in the last 12 months**]. **How many of these 16 to 24s, if any, were recruited to start an Apprenticeship or Advanced Apprenticeship for which you or a training provider receive government funding?**

| | | |
|--|-----|----------|
| None | 1 | ASK E29 |
| ENTER NUMBER: | ___ | ASK E28B |
| Some but don't know the numbers | 2 | ASK E32 |
| Don't know if recruited any | 3 | ASK E29 |

IF NUMBER > 0 AT E28aii
 E28B: **How many of these were aged 16-18?**

| | | |
|---------------|-------|---------|
| None | 1 | ASK E29 |
| ENTER NUMBER: | _____ | |
| Don't know | 3 | |

ASK OF ALL WHERE E28aii is 0 OR DON'T KNOW (i.e. E28aii = codes 1 OR 3); IF E28aii ANSWERED >0 OR CODE 2 ASK E32
 E29: **Currently or over the last 12 months have you had any staff from this establishment undertaking Apprenticeships or Advanced Apprenticeships for which you or a training provider receive government funding?**

| | | |
|------------|---|----------------|
| Yes | 1 | <u>ASK E32</u> |
| No | 2 | <u>ASK E30</u> |
| Don't know | 3 | |

IF NO OR DON'T KNOW AT E29 OR NO OR DK AT E28ai
 E30: **Does this establishment offer Apprenticeships or Advanced Apprenticeships for which you or a training provider would receive government funding?**

| | | |
|------------|---|----------------|
| Yes | 1 | <u>ASK E32</u> |
| No | 2 | <u>ASK E33</u> |
| Don't know | 3 | <u>ASK G1</u> |

E31 *There is no E31*

IF YES TO E29 OR E30 or E28aii>0
 E32: **Why do you offer Apprenticeships? Probe: what other reasons are there?**
 DO NOT READ OUT. MULTI CODE ALLOWED.

| | |
|---|---|
| Because we find it difficult to recruit staff with the skills we need / existing staff lack skills / have outdated skills | 1 |
| It's the way I trained / got an opportunity | 2 |
| We can train them in our way of doing things | 3 |
| Training the workforce of the future | 4 |
| Need young workers in an ageing workforce | 5 |
| I get funding if I offer them | 6 |
| Helpful in recruiting staff / makes us more attractive to potential recruits' | 7 |
| Gives us free / cheap trial of staff' | 8 |
| Other (SPECIFY) | 0 |
| Don't know / no particular reasons | X |

IF NO AT E30
 E33: **What are the main reasons why you don't offer Apprenticeships or Advanced Apprenticeships to new or existing staff?**
 DO NOT READ OUT. MULTICODE ALLOWED

| | |
|--|---|
| All staff fully trained | 1 |
| We don't take on young people | 2 |
| We prefer to recruit fully trained / fully qualified recruits | 3 |
| No young people have applied | 4 |
| Bad previous experiences with apprentices | 5 |
| Don't know enough about them / what we'd have to do | 6 |
| Not as good as they used to be | 7 |
| Not worth my time for the money we get | 8 |
| We don't (the job doesn't) require staff to be that highly skilled | 9 |
| Other (SPECIFY) | 0 |
| Don't know / no particular reasons | X |

Section G: FINAL CHECKS

ASK ALL
 G1 **If the government and its agencies wish to undertake further work on related issues in the future would it be ok for them or their appointed contractors to contact you on these issues?**

PROBE & CODE ONE OF FOLLOWING:

INTERVIEWER NOTE: The core client agency is the Learning and Skills Council (LSC); the partner organisations are: the Department for Education and Skills, Regional Development Agencies, the Sector Skills Development Agency and Sector Skills Councils.

| | |
|--|---|
| Yes – both client & / or their contractors may re-contact | 1 |
| Only client may re-contact | 2 |
| No – neither client nor contractor may re-contact | 3 |

IF G1/1AND TRAIN AT ALL (E4a/1 or E4b/1)
 G1a. **We may wish to recontact you in the next few weeks with some follow up questions about training expenditure. This may include sending you some questions on paper which we would collect the answers to over the telephone. Would this be possible?**

| | | |
|------------|----------|-----------|
| Yes | 1 | Go to G1b |
| No | 2 | Go to G2 |

ASK IF G1a/1
 G1b **Can you tell me your fax number?**

INTERVIEWER NOTE: READ NUMBER BACK TO RESPONDENT TO CONFIRM IT IS CORRECT
 INTERVIEWER NOTE: CODE NULL FOR DON'T KNOW / DO NOT HAVE AN FAX NUMBER

WRITE IN NUMBER _____ GO TO G1c

ASK IF G1a/1
 G1c. **Can you tell me your email address?**

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

WRITE IN ADDRESS _____ GO TO G2

ASK IF NOT NULL AT G1c
 G1d **I have that as [text sub of email address recorded at g1c] - is that right?**
 INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

| | | |
|-----|---|----------------------------------|
| Yes | 1 | <u>CONTINUE TO G2</u> |
| No | 2 | <u>GO TO G1C AND REDO</u> |

ASK ALL
 G2. **I have your postcode as [INSERT FROM SAMPLE] is this correct?**

| | | |
|-----|---|---------------------------------------|
| Yes | 1 | <u>ASK G3</u> |
| No | 2 | <u>RECORD CORRECT POSTCODE</u> |

IF CODE 1 OR 2 AT G1, ASK G3 (IF 'CODE 3 AT G1 GO TO G4)
 G3 **And I have your address as ... ADDRESS (EXCLUDING POSTCODE)... is this correct?**

| | | |
|-----|---|--------------------------------------|
| Yes | 1 | <u>NEXT QUESTION</u> |
| No | 2 | <u>RECORD CORRECT ADDRESS</u> |

ASK ALL EXCEPT IF A4 = code 3 or 4 (IE WHOLLY OR PARTLY FUNDED BY CENTRAL OR LOCAL GOVERNMENT)
 G4 **Can you tell me either your VAT registration or company registration number?**
 PROMPT IF NECESSARY: *The company registration number often appears on the bottom of company letter headed paper.*

| | |
|---|---|
| Yes – VAT registration number (WRITE IN NUMBER) | 1 |
| Yes – Company registration number (WRITE IN NUMBER) | 2 |
| Don't know the numbers | 3 |
| Don't have the numbers | 4 |
| Refused | 5 |

ASK ALL

- G5. Finally, it is sometimes possible to link the data we have collected from you with other government surveys or datasets. Would you be happy for this to be done. In doing this, your confidentiality will be maintained, and linked data will be anonymised and only used for analysis and statistical purposes by researchers and academics authorised by the Office of National Statistics.

| | | |
|-----|---|--|
| Yes | 1 | |
| No | 2 | |

G6. Can I just take your name and job title?

Name _____

Job title _____

THANK AND CLOSE

| | | |
|---|------------------|------|
| I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. | | |
| <u>INTERVIEWER SIGNATURE:</u> | Date: | |
| Finish time: | Interview Length | mins |

Annex B: Technical Appendix for the Cost of Training Survey 2007

IFF Research was commissioned by the LSC to undertake a separate Cost of Training study to provide detailed estimates on employer expenditure on training. The approach, which largely follows that employed for the Cost of Training Survey 2005, is described in the following sections.

Appendix B1: Sampling

Towards the end of the main NESS07 questionnaire those respondents reporting training were asked if they were willing to be re-contacted in the near future to take part in a brief survey on training expenditure. Those agreeing formed the sample source for the training expenditure survey.

In total, England-wide, just under 33,000 pieces of sample (i.e. employers that trained who were willing to take part in a further study) were drawn from fieldwork contractors in batches throughout the course of main survey fieldwork. The Cost of Training survey was therefore able to run concurrently with the main survey.

Appendix B2: Fieldwork

Before taking part in the Cost of Training survey, each potential respondent was called by an IFF interviewer. Their details and willingness to take part in the follow-up survey were confirmed and following the call a datasheet emailed, faxed or posted to them containing the questions they were to be asked in the full interview (a copy of this is supplied in Appendix B6). This was to allow respondents time to collect the relevant information and increase the accuracy of responses. A few days later an interviewer called respondents back to collect their responses.

In the second stage of fieldwork, information on training expenditure was collected from a total of 7,190 establishments, of which 1,077 were based in London.

Quotas were set at both pre-contact and data collection stages by size, region, sector and the type of training the establishments provide (off-the-job training only, on-the-job training only or both types of training).

The datasheet used for the Cost of Training survey 2007 was identical to that used in 2005 but for the addition of a subsidiary question asking what proportion of funding received for training was due to the Train to Gain service. This additional question did not alter the way in which the overall cost of training was calculated, but simply gave slightly more detail on the composition of training costs. It is worth noting that the 2005 datasheet itself drew heavily on the one used for Learning and Training at Work (LTW) 2000.¹

Fieldwork was undertaken by IFF Research from May to August 2007.

¹ Learning and Training at Work 2000, IFF Research. DfES Research Report RR269.

Appendix B3: Weighting

In order to weight the Cost of Training data, population figures for establishments providing training were calculated using the main NESS07 survey data. This data had, in turn, been weighted using the IDBR figures used for the main survey.

Two grids containing population estimates for establishments providing training were generated from the weighted NESS07 survey data: an interlocking grid of size by region and by type of training provided (on-the-job only, off-the-job only, both); and a separate non-interlocking sector grid. Weights for individual cases were adjusted iteratively to place the sector population targets as a RIM (randomised iterative method) weight over the main interlocking grid and ensure a representative sector profile at a national level.

As in 2005, examination of the unweighted data showed a difference in spending patterns within the 5 to 24 employment size band between those with employment of fewer than 10 and those with employment of 10 or more. Hence, unlike on the main NESS survey, weighting for the Cost of Training survey split the 5 to 24 size band into two categories. This re-weighting simply adjusted the regional unit weights within this size band to better match the balance between the 5 to 9 and 10 to 24 sized establishments within the population.

It follows that although weighted findings are representative of trainers as a whole as derived from the main NESS survey, this initial re-weighting of the data by size means the total population of trainers generated by the Cost of Training survey differs slightly from that generated in the main survey.

The approach taken to weighting the Cost of Training survey data replicates precisely that used in 2005.

Appendix B4: Data modelling

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

We set the survey up to prompt respondents to give a range answer ('between £500 and £999' and so forth) when they could not provide an exact (integer) answer. Although this range answer still needs transferring into an exact figure within the range, it guides and greatly improves the accuracy and reliability of the modelling process (compared with LTW 2000, where this prompting did not occur) since the modelling for these range responses was based on those respondents who gave an exact answer which fell into that range rather than simply being an average of all responses

The modelling process for those questions not relating to salaries was to calculate mean responses for those giving an exact answer (excluding zero) within each of the ranges, and an overall mean. These means were calculated within seven employment size bands (the standard six size bands used for analysis within this report, with the 5 to 24 band split into 5 to 9 and 10 to 24). Where a respondent gave a range answer they were assigned the mean for the establishments within their size band giving an exact answer falling within their range response. Where they were unable to give an exact or a range answer, they were assigned the overall mean for the question within their size band.

For salaries, a slightly more complicated approach was taken, again based on that used in the Cost of Training Survey 2005 and LTW 2000, though with the addition of range data. Initially, as above, range and overall means were calculated. Rather than size of establishment, location of establishment (London or non-London) was seen to be the major determinant of salary levels; so means were split on this basis rather than by the size bands used above. Where a range had been given, the appropriate mean was used as the simulated value.

For those respondents unable to give even a range, a method was used which takes account of not only their location but also evidence from other salary questions in order to determine whether they pay salaries above or below the average and to what degree. Where exact answers had been given for *other* salary questions, a ratio was calculated between their actual answer and the London/non-London mean (as appropriate) for that question. This gave, for each exact salary answer recorded, a ratio that expressed the degree to which that employer over- or under-paid employees in the roles discussed compared with the mean. Where salary answers were missing (and no range information was provided) the assigned value would be calculated as the London or non-London mean multiplied by the first available of these ratios (the order of selection being different for each question and dependent on which questions were adjudged to be the most closely related) in order to up-weight or down-weight the estimate in keeping with their pay for other roles.

Appendix B5: Cost calculations

Following data modelling – which ensured all respondents had exact answers for all questions – individual questions were combined to calculate 12 total annual costs components. This was necessary because, in order to make the questionnaire easier for respondents to complete, some costs were collected in monthly rather than yearly terms, per trainee terms rather than total, and so on. Factors were also included in these calculations to account for differences between employee salaries (more easily reported by respondents) and total labour costs (including tax and other costs) and the amount of time employees spend at work. The factors used are detailed in Table B.2 below.

Table B.2: Factors used in cost calculations.

| Factor | Value | Explanation |
|-----------------------|-------|---|
| Labour cost up-weight | 33.6% | <p>It was found during the pilot stage of LTW 2000 that employers were far better placed to report the salaries of their employees than the total cost of employing them. Respondents were, therefore, asked for the average basic salaries of those receiving and providing training. An up-weight of 33.6% was then applied to these answers to take account of National Insurance, employer pension contributions, overtime and other additional elements.</p> <p>The source of the 33.6% figure was the EC Labour Costs survey. In the UK, direct remuneration (wages and salaries including bonuses) made up 74.8% of labour costs. Hence an uplift of $100/74.8$ (i.e. 1.336 or 33.6%) is required to convert direct remuneration to total labour costs.</p> |
| Days worked per year | 203.5 | <p>Used to calculate the per-working-day salary of an employee in order to calculate the cost, for example, of training an employee for one working day per year on the basis of their annual salary.</p> <p>Working age employees in England:</p> <ul style="list-style-type: none"> • Received an average of 34.5 paid days holiday Source: Labour Force Survey Quarter 2 (April to June) 2007 • Worked an average of 4.73 days per week Source: Labour Force Survey Quarter 4 (October to November) 2007 (question only asked in Quarter 4) <p>This gives: $4.73 \times 52 = 246.0$ possible working days, less 34.5 days annual leave and 8 days bank/public holiday = 203.5 days worked per year.</p> |

| Factor | Value | Explanation |
|---|-------|--|
| Hours worked a day | 6.8 | <p>Used to convert number of working hours of training to working days.</p> <p>Average hours worked a week excluding overtime (32.0) divided by the average days worked a week (4.72) = 6.8.</p> <p>Source: Labour Force Survey 2007</p> |
| Working months in a year | 11 | <p>Used to convert monthly training figures given in the on-the-job section of the datasheet into annual figures.</p> |
| Full/part-time adjustment to training centre labour costs | 0.80 | <p>Training centre labour costs are collected in terms of '<i>total basic annual salaries</i>' and as such the datasheet does not distinguish those working part-time from those working full-time. In order not to overestimate costs, therefore, this factor is applied to down-weight costs.</p> <p>In total there are 92,000 employees in England whose main job is in adult or other education (SIC 80.4): 60,000 work full-time and 32,000 part-time. The full-time workers work on average 37 hours, whilst the part-time workers work on average 16 hours. Converting the part-time workers into full-time equivalence gives a total full-time equivalent (FTE) of 73,800, equivalent to 0.80 of the total</p> <p>Source: Labour Force Survey 2007</p> |

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

| | Annual cost component | Formula |
|----------|--|--|
| A | Trainee labour costs (Q1–3) | $Q1 * Q2 * 133.6\% * Q3 / 203.5$ |
| B | Fees to external providers (Q4) | Q4 |
| C | On-site training centre (Q6a/b) | $(133.6\% * 0.80 * Q6a) + Q6b$ |
| D | Off-site training centre (in the same company) (Q7a) | Q7 |
| E | Training management (Q8–Q10) | $Q8 * Q9/100 * 133.6\% * Q10$ |
| F | Non-training centre equipment and materials (Q11) | Q11 |
| G | Travel and subsistence (Q12) | Q12 |
| H | Levies minus grants (Q13–Q14) | Q13-Q14 |
| | Sub-total (course related) | A + B + C + D + E + F + G + H |
| I | Labour costs (Q15–Q17) | $Q15 * Q16 * 133.6\% * Q17 / 203.5$ |
| J | Fees to external providers (Q18) | Q18 |
| | Sub-total (other off-the-job training) | I + J |
| | OFF-THE-JOB TOTAL | A + B + C + D + E + F + G + H + I + J |
| K | Trainee's labour costs (Q19–Q21) | $Q19 * Q20 * 133.6\% * Q21 * 11 / (203.5 * 6.8)$ |
| L | Trainers' labour costs (Q22–Q24) | $Q22 * Q23 * 133.6\% * Q24 * 11 / (203.5 * 6.8)$ |
| | ON-THE-JOB TOTAL | K + L |
| | TOTAL TRAINING SPEND | A + B + C + D + E + F + G + H + I + J + K + L |

Note: Where derived employment-based training spend figures are shown in this report (expenditure per trainee, or per capita, for example) and there is a choice between taking the measure given in the main NESS07 data and that in the data for the training expenditure survey, the data from the main survey are used. This is because base sizes are larger in the main survey and a separate employment weight is available to ensure a closer match to the actual workforce profile.

Appendix B6: Cost of Training questionnaire



Leading learning and skills

National Employers Skills Survey 2007 Cost of Training Questionnaire



When answering the questions, please only consider employees who are normally based at your location. If you cannot give exact answers at any question, please give your best estimate.

A. OFF-THE-JOB TRAINING OR DEVELOPMENT

This section of the questionnaire covers the costs of providing **off-the-job** training or development for employees. By off-the-job, we mean all training given away from the individual's immediate work position. It can be given at your premises or elsewhere.

If you have not provided any off-the-job training in the last 12 months, please go straight to section B, on-the-job training, on the next page.

Training courses

1. Over the past 12 months, **how many employees** participated in an education or training course, provided either externally or internally?
_____ employees

If none, please skip to Q15. Otherwise, please answer Q2 onwards

2. **How many days** on average did each of these people spend on an education or training course over the past 12 months?
_____ days

3. What is the **average basic annual salary** of an employee who has been on any of these courses over the past 12 months? [for any part time staff please convert their salaries to full time equivalence when calculating this average]
£ _____

4. What was the cost of **fees to external providers** of training courses for your employees over the past 12 months? Please include the cost of fees to any external providers who ran courses on your premises.
£ _____

Training centres

5. Do you have a **training centre** at your location?
 Yes ☞ please answer Q6
 No ☞ please skip to Q7

If you have a training centre

6. How much did your training centre cost to run over the past 12 months? Please split the cost into:
a) **Total basic annual salaries** of any full time or part time training centre staff
£ _____
b) **Other costs**, including all equipment and materials used and the cost of rent paid for the space the training centre occupies.
£ _____

All providing off-the-job training please answer

7. How much did you spend on using **off-site** training centres located elsewhere within your organisation over the past 12 months?
£ _____
 Did not use off-site training centre

Training equipment and staff who train

All providing off-the-job training please answer

8. How many people do you have at your establishment who are directly involved in **providing, administering or making policy decisions about training?** (Please exclude any staff directly associated with your training centre, if you have one)
_____ employees

If none, please skip to Q11. Otherwise, please answer Q9

9. On average, what percentage of their time do these staff spend on training matters?
_____ %
10. And what is the **average basic annual salary** of these staff?
£ _____

All providing off-the-job training please answer

11. Apart from any training centre costs, what was the cost of any **equipment and materials** used for training employees over the past 12 months?
£ _____

Continued...

If you have any problems completing any of the questions, please call Emma Hollis or Stefan Schäfer at IFF Research on 020 7250 3035

The core client agency for the National Employer Skills Survey is the Learning and Skills Council (LSC). Further information about the LSC is available at www.lsc.gov.uk. The partner agencies are: the Department for Education and Skills, Regional Development Agencies, the Sector Skills Development Agency and Sector Skills Councils

12. How much was spent on **travel & subsistence** payments and travelling time payments made to participants and trainers who spent time on courses over the past 12 months?
£ _____

Training organisations

13. What, if anything, have you paid in levy payments over the past 12 months to training organisations such as Sector Skills Councils (SSCs), Industry Training Boards, or National or Industry Training Organisations (NTOs / ITOs)?
£ _____

14. What was the value of any grants or subsidies that you received over the past 12 months from training organisations such as Sector Skills Councils / Industry Training Boards, NTOs or ITOs, Learning and Skills Council or other government-related sources (including ESF) to support the cost of training?
£ _____

Please answer if Q14 > £0 (others go to q15)

- 14i How much of this financial support in the last 12 months, if any, was specifically through Train to Gain?
£ _____

Other off-the-job training

Not all off-the-job training is course-based. The following few questions relate to off-the-job training that you may have provided that did not involve employees going on courses.

15. How many employees participated in **seminars, workshops, or open or distance learning** where the main purpose was training, over the past 12 months?
_____ employees
16. **How many days** on average did each of these spend away from their usual work position whilst engaged in any of these activities?
_____ days
17. What is the **average basic annual salary** of an employee who has taken part in any of these activities over the last 12 months? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*
£ _____
18. And what was the total cost of **fees to external providers** of providing this type of off-the-job training over the past 12 months?
£ _____

B. On-the-job and informal training & development

*This section covers **on-the-job and informal training and development**. By this we mean activities that would be recognised as training by staff (not the sort of learning by experience that could take place all the time), where this activity takes place at the desk or place where the person receiving the training usually works.*

*Please focus on a **typical month**, preferably the last calendar month, but if not a recent more typical month of your choice.*

19. How many employees do you estimate receive on-the-job / informal training and development during a typical month?
_____ employees

If you do not give any such training, you do not need to answer the rest of the questionnaire.

20. Roughly how many working hours on average do you think **each of these** employees spends on on-the-job training and development during a typical month? Please think of the actual time spent in instruction or practical experience, excluding any periods of normal work.
_____ working hours
21. What is the average basic annual salary of your employees who **receive** on-the-job training and development in a typical month? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*
£ _____
22. How many employees do you estimate will **give** on-the-job training and development during a typical month? _____ employees
23. Roughly how many working hours on average do you think **each of these** people spend giving on-the-job training and development during a typical month?
_____ working hours
24. What is the average basic annual salary of your employees who **give** on-the-job training and development in a typical month? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*
£ _____

Many thanks for taking the time to help with this research. Please do NOT fax or email your responses to us – we will be calling you in the next few days to collect your answers.

Annex C: A Note on Time Series Comparisons

Some care needs to be taken in drawing time series comparisons, particularly when comparing NESS04–NESS07 with earlier surveys. Particular attention is drawn to the following differences in population base.

The 2004–2007 surveys departed from previous employer surveys undertaken in England in defining establishments (and sampling them, and weighting findings) on an employment rather than an employee base.

Where NESS03 and ESS2001 surveyed the population of establishments with at least one employee (excluding working proprietors), NESS04, NESS05 and NESS07 surveyed establishments with at least two people working in them (regardless of their role or position).

Thus some establishments covered by the 2001 and 2003 surveys would not have been eligible in 2004, 2005 or 2007, and similarly some establishments which were eligible in the 2004–2007 surveys were not in scope in 2001 or 2003, as summarised in Figure C.1.

Figure C.1: Survey eligibility in 2004–7 compared with 2003 and 2001.

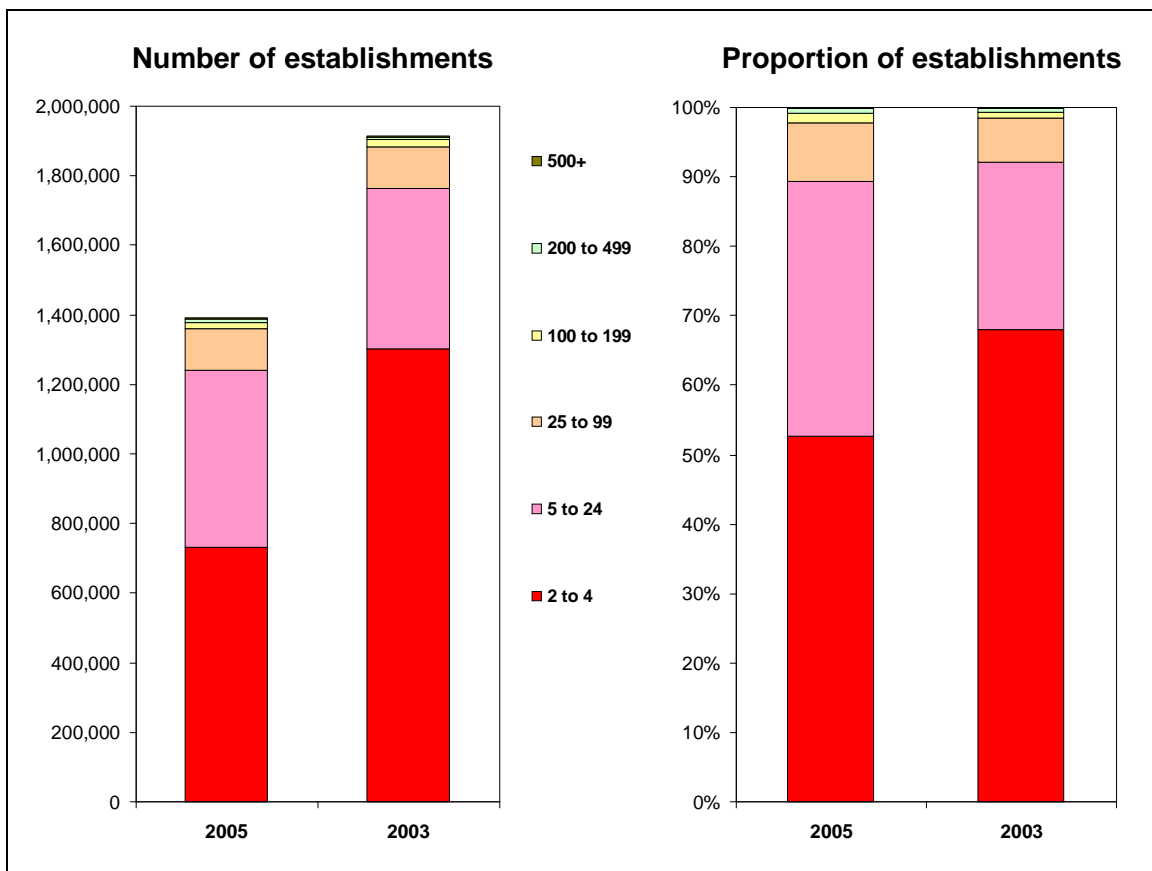
| | | Included in 2004, 2005 and 2007 | |
|-----------------------|-----|---|---|
| | | Yes | No |
| Included in 2003/2001 | Yes | All establishments with more than two employees | Establishments with one employee and no working proprietors |
| | No | Establishments with at least two working proprietors and no employees | Establishments with one working proprietor and no employees |

The official estimates that are available to describe these populations are widely divergent. The population surveyed by NESS03 (establishments with one or more employees) was estimated, through the Annual Business Inquiry (ABI) extract for March 2002, at 1.9 million establishments who collectively accounted for 21.6 million employees.

ABI does not provide estimates for populations defined by employment; NESS07 population estimates were therefore established through the Inter-Departmental Business Registry (IDBR) for March 2006. These suggested a total population of 1.45 million establishments that collectively accounted for 22.3 million workers.

Figure C.2 illustrates these differences between employee-based and employment-based establishment populations, and the way in which they break down by size. We compare 2003 with 2005 (rather than 2007) since making comparisons which are closer in time means that differences are less likely to be a result of real changes in the employer and employment population over time, and more likely to be a result of changes to the way in which the population is defined. The pair of columns on the left of the chart show the number of establishments in each size band according to the official population figures; the pair of columns on the right show the proportion of the total employer base in each size band in each survey.

Figure C.2: Differences between National Employers Skills Survey 2005 and National Employers Skills Survey 2003 establishment bases by size band.



The key implications of these differences are:

- one should not compare findings based on the number of employers revealed by NESS03 with results from NESS04–NESS07 (comparisons should focus, instead, on proportions of employers)
- the proportion of all employers in the smallest size band is considerably lower in 2005 and 2007 than in 2003 (and the proportion of employers in the second smallest size bands is considerably higher). It will make sense to combine these two size bands when comparing 2003 with 2004, 2005 and 2007

- this does not mean, however, that the 2003 (and earlier) surveys are not comparable against later NESS studies where findings are based on the proportion of employers.

There are far fewer differences of scale when comparing the employee/employment populations. It is nevertheless worth considering, in making time series comparisons, that the composition of the two populations is different.

Annex D: Sector Definitions

As in 2004 and 2005, sector analysis of NESS07 defines sectors in a manner more consistent with sector skills council (SSC) definitions of the sectors they cover, rather than the more general definitions of sector that had been used in NESS03 and previous employer surveys. The SSCs are listed in the following table together with a description of the sector and a definition in terms of Standard Industrial Classification (SIC). The SIC codes used are a 'best fit' of each SSC's core business sectors: the extent to which this is an exact fit varies between SSCs. In some cases, the use of the core SIC codes excludes elements of the SSC footprint because they are included in other areas. Further information is provided in Table D.1 below.

Estimates for April 2007 suggest that 89 per cent of the workforce were covered by an SSC. A process of sector integration currently taking place in the Skills for Business network will take the network's coverage of the UK workforce to an estimated 95 per cent. But the category 'Non-SSC employers' represents those SICs not allocated to an SSC at the time of the study.

SSCs are ordered in the table below according to where the 'core' of the industry which the SSC represents falls, from primary, manufacturing to service sectors.

SSCs can provide further in-depth analysis of skills and productivity within their sector, and website links are provided in the table below.

Table D.1: Sector skills council names, Standard Industrial Classification definitions and description.

| SSC name | SSC description | SIC definition |
|---|---|---|
| Lantra Web www.lantra.co.uk | Environmental and land-based industries | 1, 2, 5.02, 20.1, 51.88, 85.2, 92.53 |
| Lantra also covers industries which are small elements of other SIC codes not necessarily within their core, e.g. floristry, fencemaking, farriery. | | |
| Cogent Web www.cogent-ssc.com | Chemicals, nuclear, oil and gas, petroleum and polymer industries | 11, 23–25 (excluding 24.3, 24.64, 24.7, 25.11, 25.12), 50.5 |
| Cogent also covers the nuclear industry and signmaking, but it is not possible to isolate these in terms of SIC. | | |

continued...

Table D.1: SSC sector names, SIC definitions and description (continued).

| SSC name | SSC description | SIC definition |
|---|---|---|
| Proskills UK Web www.proskills.org.uk | Process and manufacturing of extractives, coatings, refractories, building products, paper and print | 10, 12–14, 21.24, 22.2, 24.3, 26.1, 26.26, 26.4–26.8 |
| Improve Ltd Em ail info@improveltd.co.uk | Food and drink manufacturing and processing | 15, 51.38 |
| Skillfast-UK Web www.skillfast-uk.org | Apparel, footwear and textile industry | 17–19, 24.7, 51.16, 51.24, 51.41, 51.42, 52.71, 93.01 |
| Semta Web www.semta.org.uk | Science, engineering and manufacturing technologies | 25.11, 25.12, 27-35, 51.52, 51.57, 73.10 |
| Semta also covers science sectors, not exclusively defined by SSC. | | |
| Energy & Utility Skills Web www.euskills.co.uk | Electricity, gas, waste management and water industries | 37, 40.1, 40.2, 41, 60.3, 90.01, 90.02 |
| Energy & Utility Skills also has an interest in gas fitters, covered by SummitSkills SSC. | | |
| ConstructionSkills Web www.constructionskills.net | Development and maintenance of the built environment | 45.1, 45.2, 45.32, 45.34, 45.4, 45.5, 74.2 |
| A substantial proportion of construction work is sub-contracted to self-employed individuals (without employees) who will be excluded from this survey. | | |
| SummitSkills Web www.summitskills.org.uk | Building services engineering (electro-technical, heating, ventilating, air conditioning, refrigeration and plumbing) | 45.31, 45.33, 52.72 |
| Automotive Skills Web www.automotiveskills.org.uk | Retail motor industry | 50.1–50.4, 71.1 |
| Skillsmart Retail Web www.skillsmartretail.com | Retail industry | 52.1–52.6 |

continued...

Table D.1: SSC sector names, SIC definitions and description (continued).

| SSC name | SSC description | SIC definition |
|--|---|---|
| People 1st Web www.people1st.co.uk | Hospitality, leisure, travel and tourism | 55.1, 55.21, 55.23, 55.3-55.5, 63.3, 92.33, 92.71 |
| GoSkills Web www.goskills.org | Passenger transport | 60.1, 60.21–60.23, 61, 62.1, 62.2, 63.2, 80.41 |
| Skills for Logistics Web www.skillsforlogistics.org | Freight logistics industry | 60.24, 63.1, 63.4, 64.1 |
| Skills for Logistics also covers rail and water freight transport, for which there are no specific SIC codes. | | |
| Financial Services Skills Council Web www.fssc.org.uk | Financial services industry | 65–67 |
| Asset Skills Web www.assetskills.org | Property, housing, cleaning and facilities management | 70, 74.7 |
| Facilities Management, although as an industry is included in SIC code 70, is also an occupation employed across all industries, so is not fully represented through SIC. Some social Housing Management activity also falls within 85.31 Social Work activities with accommodation. | | |
| e-skills UK Web www.e-skills.com | IT, telecoms and contact centres | 22.33, 64.2, 72, 74.86 |
| e-skills UK covers IT and telecoms professionals across all industries. A fast-changing sector, its boundaries are continually changing. | | |
| Government Skills Web www.government-skills.gov.uk | Central government | 75.1, 75.21, 75.22, 75.3 |
| Most of the above SIC codes also incorporate local government. As it is not possible to identify through SIC, employers in these sectors were asked an additional question to ascertain whether they were central or local government establishments. | | |
| Skills for Justice Web www.skillsforjustice.com | Custodial care, community justice and police | 75.23, 75.24 |

continued...

Table D.1: SSC sector names, SIC definitions and description (continued).

| SSC name | SSC description | SIC definition |
|--|--|---|
| Lifelong Learning UK Web www.lifelonglearninguk.org | Community-based learning and development, further education, higher education, library and information services, work-based learning | 80.22, 80.3, 80.42, 92.51 |
| Skills for Health Web www.skillsforhealth.org.uk | NHS, independent and voluntary health organisations | 85.1 |
| Skills for Care and Development Web No website available at the time of writing | Social care including children, families and young children | 85.3 |
| Skillset Web www.skillset.org | Broadcast, film, video, interactive media and photo imaging | 22.32, 24.64, 74.81, 92.1, 92.2 |
| Photo-imaging is spread across a range of SIC codes: it is not possible to isolate the retail element. Interactive media, the largest sector in scope to Skillset, is not exclusively coded: since it is included within the core of e-skills UK, it is excluded from this analysis. Additionally, self-employed people without employees are not included in this survey but represent most of the sector in areas which <i>are</i> included, such as film production and independent production. For these reasons combined, the data presented for Skillset should be interpreted with extreme caution. | | |
| Creative & Cultural Skills Web www.ccskills.org.uk | Arts, museums and galleries, heritage, crafts and design | 22.14, 22.31, 36.22, 36.3, 74.4, 92.31, 92.32, 92.34, 92.4, 92.52 |
| SkillsActive Web www.skillsactive.com | Sport and recreation, health and fitness, playwork, the outdoors and caravans. | 55.22, 92.6, 93.04 |
| SkillsActive covers sectors which form only a portion of other SIC codes and so do not make sense to include in analysis. Some sub-sectors, such as playwork, are excluded from the analysis. | | |
| Non-SSC employers | All sectors not covered by an SSC at the time of the survey, spread across manufacturing and service sectors. | All other SICs |

Annex E: A Note on Proficiency and Skills Gaps

To ascertain the number of staff with skills gaps, respondents were asked, for each major (one-digit SOC) occupation where they employed staff, how many of those they employed were fully proficient. If respondents asked for clarification, then a proficient employee was described as 'someone who is able to do their job to the required level'. 'Proficient employee', however, is clearly a subjective and relative term to the extent that:

- different managers in an organisation may have different views on whether an individual member of staff is able to do the job to the required level. Indeed they may have different views on what the required level is that the organisation is looking for within an occupational category
- an employee could be regarded as fully proficient but if the requirements of the job change (for example, some new machinery or technology is introduced) then they could be regarded as not being able to do their job to the required level, despite the fact that their skills were unchanged
- the same is true if a person were to be promoted to a more demanding position – the company might go from having no skills gaps to saying that this newly promoted member of staff was not fully proficient in the new job, despite having the same proficiency as before
- different companies may be more demanding and 'critical' of their staff than others: an individual considered fully proficient by one company might be seen as having a skills gap if performing the same role to the same standard in another company.

A final point to note is that the survey categorises all staff as either fully proficient or not: it takes no account of the range that can clearly exist between those who are very nearly proficient and those who significantly lack the skills that employers require. While from a policy perspective, therefore, there is clearly interest in raising the skill levels of the workforce, survey data can only identify changes year on year in the proportion of staff reported as *fully* proficient, not cases where skills levels have been raised but where staff still remain below full proficiency.

Annex F: Sampling Error and Statistical Confidence

Sampling error for the survey results overall and for different sub-groups by which analysis is presented in the report is shown in Table G.1. Figures have been based on a survey result of 50 per cent (the 'worst' case in terms of statistical reliability), and have used a 95 per cent confidence level. Where the table indicates that a survey result based on all respondents in England has a sampling error of +/- 0.34 per cent, this should be interpreted as follows: 'for a question asked of all respondents in England where the survey result is 50 per cent, we are 95 per cent confident that the true figure lies within the range 49.64 per cent to 50.34 per cent'. As a note, the calculation of sampling error has taken into account the finite population correction factor to account for cases where we are measuring a significant portion of the population universe (i.e. even if two sample sizes are the same, the sampling error will be lower if in one case a far higher proportion of the population was covered).

Table G.1: Sampling error (at the confidence 95 per cent level) associated with findings of 50 per cent.

| | Number of interviews | (Maximum) Standard Error (±%) | | Number of interviews | (Maximum) Standard Error (±%) |
|----------------|----------------------|-------------------------------|--|----------------------|-------------------------------|
| England | 79,018 | 0.34 | By sector in London | | |
| London | 12,077 | 0.87 | Lantra | 152 | 7.3 |
| | | | Cogent | 189 | 6.5 |
| | | | Proskills UK | 311 | 5.2 |
| | | | Improve Ltd | 133 | 7.9 |
| | | | Skillfast-UK | 363 | 4.9 |
| | | | Semta | 279 | 5.6 |
| | | | Energy & Utility Skills | 46 | 14.2 |
| | | | ConstructionSkills | 621 | 3.8 |
| | | | SummitSkills | 235 | 6.1 |
| | | | Automotive Skills | 425 | 4.5 |
| | | | Skillsmart Retail | 1,245 | 2.7 |
| | | | People 1st | 941 | 3.1 |
| | | | GoSkills | 238 | 6.0 |
| | | | Skills for Logistics | 283 | 5.6 |
| | | | Financial Services Skills Council | 433 | 4.6 |
| | | | Asset Skills | 630 | 3.8 |
| | | | e-skills UK | 502 | 4.3 |
| | | | Government Skills | 34 | 16.4 |
| | | | Skills for Justice | 45 | 14.2 |
| | | | Lifelong Learning UK | 430 | 4.4 |
| | | | Skills for Health | 366 | 5.0 |
| | | | Skills for Care & Development | 629 | 3.7 |
| | | | Skillset | 330 | 5.2 |
| | | | Creative & Cultural Skills | 514 | 4.2 |
| | | | SkillsActive | 288 | 5.3 |
| | | | Non-SSC employers | 2,415 | 2.0 |
| | | | By size of establishment London | | |
| 2 to 4 | 3,778 | 1.6 | | | |
| 5 to 24 | 5,332 | 1.3 | | | |
| 25 to 99 | 2,214 | 2.0 | | | |
| 100 to 199 | 414 | 4.5 | | | |
| 200 to 499 | 249 | 5.8 | | | |
| 500+ | 90 | 9.6 | | | |

Glossary

National Employers Skills Survey 2007 (NESS07)

The survey on which this report is based. It involved 79,018 interviews with employers in England, and covered issues relating to recruitment and recruitment difficulties, skills gaps and training activity.

Cost of Training 2007

This was a follow-up to the main NESS07 study and involved re-contacting 7,190 employers that trained and that indicated willingness to take part in further research. Training expenditure data were collected via a datasheet. Section 7 of this report discusses findings from this element of the study.

National Employers Skills Survey 2005 (NESS05)

The survey involved 74,835 interviews with employers in England, and covered issues relating to vacancies, hard-to-fill vacancies, skills gaps and training activity.

Cost of Training 2005

This was a follow-up to the main NESS05 study and involved re-contacting 7,059 employers that trained and that indicated willingness to take part in further research. Training expenditure data were collected via a datasheet.

National Employers Skills Survey 2004 (NESS04)

The survey involved 27,172 interviews with employers in England, and covered issues relating to vacancies, hard-to-fill vacancies, skills gaps and training activity. It also looked at product market strategy.

National Employers Skills Survey 2003 (NESS03)

This was a larger study than conducted in 2004, involving approximately 72,000 interviews with employers, but in other respects the subject matter and methodology were very similar.

Employers Skills Survey 2001 (ESS2001)

This involved around 27,000 interviews with employers in England, and covered all establishments with more than one employee.

Employers Skills Survey 1999 (ESS1999)

This involved also around 27,000 interviews with employers in England, though this study excluded establishments with fewer than five employees.

Learning and Training at Work 2000 (LTW 2000)

This Department for Education and Skills study collected information on training activity but also, via a datasheet, training expenditure. Results on training expenditure were reported just for establishments with 10 or more employees (a base of 711 employers).

Hard-to-fill vacancies (HtFVs)

Those vacancies classified by respondents as hard-to-fill.

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| Skill-shortage vacancies (SSVs) | These are defined as hard-to-fill vacancies where at least one of the following causes was cited spontaneously (at C5a) or on prompting (at C6b): low number of applicants with the required skills, lack of work experience the company demands or lack of qualifications the company demands. |
| Density of vacancies | Vacancies expressed as a percentage of employment. |
| Skills gaps | These are said to exist at an establishment when the employer indicates that staff at the establishment are not fully proficient at their jobs. The number of skills gaps refers to the number of staff not fully proficient. |
| Establishment-based measures | These are survey results which are based on the proportion of employers responding in a particular way (e.g. the proportion of employers providing training for their staff). |
| Employee-based measures | These are survey results which are based on the number of employees (e.g. the proportion of employees for whom training has been provided). |
| Row % | These are percentages calculated using as a denominator the total in that row. If appropriate they sum to 100 per cent across the row. This may not always be the case for multiple response-type questions. |
| Column % | These are percentages calculated using as a denominator the total in that column. If appropriate they sum to 100 per cent down the column. This may not always be the case for multiple response-type questions. |
| Weighting | Weighting of the survey data was undertaken to ensure that the survey results are representative of the population of employers. The weighting process involved grossing-up the survey results to population estimates on an establishment and an employment basis separately. |
| Unweighted base | This refers to the number of respondents on which a survey result is based. |

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