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UK Commission's Employer Skills Survey 2013: Technical Report

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1 Introduction

The UK Commission's Employer Skills Survey 2013 marks the second occasion that Labour Market Intelligence (LMI) on employer skills needs has been collected on a pan-UK basis, allowing for both UK-wide analysis and analysis within and between the four nations. Prior to 2011, each nation in the UK gathered their own LMI within their nation; when the UK Commission for Employment and Skills inherited responsibility for the National Employer Skills Survey in England in 2009 they took the opportunity to align the data gathered by the four nations in one UK-wide skills survey suite.

The UK Employer Skills Survey sits alongside the Employer Perspectives study to produce a pair of surveys that complement each other and are run in alternate years. The focus of the Employer Perspectives survey is primarily outward-looking, covering provision of and engagement with the wider skills system, whereas the Employer Skills Survey is inward-looking and takes a measure of the current skills position and skills needs of the employer.

The 2013 survey is the first time we can make time-series comparisons across the UK as a whole, as well as within the individual nations. It is worth noting upfront that the 2013 survey used a slightly different population to the 2011 survey, and as such the 2011 survey has been re-weighted based on the 2013 population to facilitate direct comparisons. This means that 2011 figures that appear in the 2013 report will not necessarily match those published in the 2011 report itself; this is discussed further in this technical report with a demonstration of how the reweight affected key figures in the 2011 survey in Appendix K.

The 2013 Employer Skills Survey had two facets:

- Core survey: the main skills survey, covering business strategy, recruitment, skills gaps, upskilling and high performance working;
- Investment in Training follow-up survey: covering the investment establishments make in training their staff;

This technical report covers each of these in turn.

2 The core survey

For the Core survey, a total of 91,279 interviews were undertaken; interviews were achieved by country as follows:

Table 2.1 Interviews achieved by country

Country	Number of interviews
England	75,255
Northern Ireland	4,014
Scotland	6,014
Wales	5,996

2.1 Sampling

Sampling unit

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

The individual approached was the 'person at [the] site [with] most responsibility for staff issues such as training, recruitment or resourcing'. For smaller establishments this was most often the general manager or owner; for larger establishments this was most often the HR manager.

Survey scope / eligibility

The most appropriate survey population for UKCESS for 2013 and beyond was re-evaluated as the survey transitioned from a set of discrete country-based surveys into a common UK-wide survey. As result of these considerations UKCESS 2013 moved to a **2+ employment population** (i.e. establishments were eligible if they had two or more people working at them, regardless of whether or not they owned the organisation), whereas UKCESS 2011 had covered all establishments except those with one working proprietor and no employees (to facilitate time-series analysis in each of the four home nations).

The diagram below summarises the survey eligibility associated with the alternative “1+ employees” and “2+ employment” approaches. A “2+ employment population”, as used in 2013, includes employers from boxes 1 and 3, whereas the population sampled in 2011 also included those in box 2.

Table 2.2 Population segments

		2+ Employment	
		Yes	No
1+ Employees	Yes	1. All establishments with 2+ employees, or 1 working proprietor and 1 employee	2. Establishments with 1 employee and no working proprietors
	No	3. Establishments with at least 2 working proprietors and no employees (potential recruiters/engagers)	4. Establishments with 1 working proprietor and no employees (one-man bands)

The challenge with the 2011 survey had been to produce a set of data that had the ability to generate figures that would allow time series comparisons for each of the four nations. England and Wales historically sampled their skills surveys from boxes 1 and 3; Northern Ireland and Scotland historically sampled from boxes 1 and 2. No previous survey sampled from box 4, and so neither did the UK-wide survey. In order to allow the calculation of comparable data in each nation, the approach taken in 2011 combined the two historical approaches, so all establishments that would have been included in the previous surveys were covered in the 2011 survey.

This decision to move the 2013 survey to a 2+ employment population (covering boxes 1 and 3 in Table 2.2, but not box 2) followed consideration of a number of practical and conceptual considerations.

From a conceptual viewpoint, the focus of skills surveys is on the workforce, and as such any establishment covered logically needs to have staff (or the desire / potential to employ staff in the future). On this basis, such surveys more naturally lean to an approach covering all establishments with at least one employee (to ensure we are not solely speaking about working proprietors).

On a more practical level, however, it tends to be much easier for survey respondents to think in terms of the overall 'headcount' for their site – including both working proprietors and employees – than to split out the two groups (particularly when the lines between the two are blurred / not clear-cut). For example, it is typically easier for employers to answer about the proficiency levels, training requirements, etc. of all managers, rather than 'only those managers who are working proprietors'.

Furthermore, through discussions with ONS, it had become evident that there is considerable 'blurring' in the Interdepartmental Business Register (IDBR) figures between the '1 working proprietor / no employee' (sole trader) and '1 employee / no working proprietor' employers (which collectively account for between 28 and 33 per cent of all units in the four countries). This is a result of inconsistencies in the way sole traders classify themselves / are recorded, in that whilst they should all be defined as working proprietors for the purposes of VAT/PAYE returns, many are in fact wrongly classified as employees.

UKCESS 2013 also excludes the self-employed (with no employees), because of the absence of robust population figures for this group, and since this would necessitate a supplementary sample source (with a large proportion of the self-employed falling "below the radar" of both the IDBR and Experian's business database). The question approach / context for this group would also need to be different, since they are by definition not "employers".

The possible impact of moving to a 2+ employment population on the data was also evaluated; for example, the '1 employee / no working proprietor' group is (statistically speaking) no more or less likely to experience internal skills deficiencies and/or undertake training activity than their counterparts in the 2-4 employment sizeband.

Data implications were also considered for the impact on UKCESS 2011 findings. Despite the '1 employee / no working proprietor' group not being particularly distinct in their behaviour, their removal does nonetheless have a relatively large impact on time-series findings. This is a result of a) the sheer number of establishments that exist in this group according to IDBR data, and b) the strong correlations between size of establishment and propensity to experience skills deficiencies / undertake training.

In order to facilitate time series comparisons between the 2013 survey and the 2011 survey, the 2011 data has been reweighted to produce a set of figures that are directly comparable. The impact of this change is shown in Appendix K: when the 2011 data is re-weighted to a 2+ employment population, the key incidence-based survey indicators have increased by several percentage points.

As would also be expected, though, changes are virtually negligible in respect of key density-based measures (proportion of vacancies attributed to skills-related causes; proportion of staff regarded as lacking full proficiency; proportion of staff receiving training).

Setting quota targets

Population statistics used to size and stratify the business population were established through the Inter-Departmental Business Register (IDBR) administered by the ONS, which holds records of all businesses registered for VAT and all businesses operating a pay as you earn (PAYE) income tax scheme. The IDBR is widely regarded as being the most accurate and comprehensive “official” source of population data available, and was used for sampling/weighting all previous editions of the skills surveys in England, Scotland, Northern Ireland and Wales.

Geographic quotas

The allocation by country was 75,000 interviews for England, 6,000 for Scotland, 6,000 for Wales and 4,000 for Northern Ireland.

The same approach was taken to setting the quotas as in 2011. Within England, half the interviews were divided evenly across the nine old Government Office Regions, and then the remaining half in proportion to the number of business units that each region accounts for. This ensured a minimum number of interviews were achieved in each English region, whilst still apportioning more interviews to the larger regions (in terms of business population).

Similarly, within Scotland, Wales and Northern Ireland, non-interlocking targets were set by Broad Region. In Scotland this was the Enterprise regions (Scottish Enterprise and Highlands and Islands Enterprise); for Wales this followed the four region groupings of North, Mid, South East and South West; and in Northern Ireland the definitions for region were taken from the old Workforce Development Forum (WDF) regional definitions.

Broad sector quotas

Sectorally, UKCESS 2011 marked a shift in emphasis away from the Sector Skills Council (SSC) focused analysis used in previous incarnations of the Employer Skills Survey in individual nations and towards sectoral analysis that focused in the first instance on the 14 Broad Industry sectors. This approach was again adopted for UKCESS 2013. Standard Industrial Classification (SIC) definitions for these sectors can be found in Appendix A of this report.

Half the interviews within each country and each English region were divided equally across the 14 Broad Sectors, and the remaining half in proportion to the number of business units each Broad Sector accounts for. In this way, this raised the number of interviews achieved in the smaller Broad Sectors compared to their allocation through a purely representative approach, thereby enhancing the confidence with which findings could be reported.

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

In the case of some sectors, for example Mining and Quarrying, using this approach produced a target which was higher than the number of interviews realistically achievable from the amount of sample available for that sector. Where this occurred targets were revised to approximately one-eighth of the available sample, and the difference redistributed across the remaining sectors. The analysis possible for these small sectors is therefore commensurately less detailed.

Sizeband Quotas

Interview targets were distributed by size within each region by distributing interviews in each Broad Sector between seven sizebands (this distribution can be found in Appendix C). The approach here was to distribute within sizeband proportionate to the overall employment accounted for by employers of that size, with target ratios set at no more than 1 in 4 of the population universe in any cell.

Sample sources

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

Reflecting the Experian database's origin as a business database, however, there are certain pockets in which Experian consistently under-represents the business population, most notably in the Public Administration & Defence and Energy & Utilities sectors. In light of this, an application was submitted to ONS' Micro Data Release Panel to obtain details of all the records they hold in this broad industry sector.

Since these IDBR records did not include telephone numbers, these instead had to be looked up manually.

Sample was ordered on an average ratio of approaching 8:1 against interviews required. Due to the availability of sample this varied between quota cells from 7:1 (Mining and Quarrying in the North East) to 12:1 (Agriculture in London). The ratio was chosen to maximise response in the length fieldwork period allocated to the survey; any smaller ratio would have required a longer fieldwork period to achieve the necessary response. In total 706,470 records were ordered from Experian, and 145,895 drawn from IDBR (from which it was possible to source a valid telephone number for 11,849).

Before distribution to fieldwork contractors, all sample was postcode-validated to ensure that geographical region had been correctly defined.

Checks were also undertaken in instances where duplicate telephone numbers existed within the sample. In certain sectors, for example retail and finance, it is common for a number of establishments to appear under the same centralised telephone number. By signalling on the sample that the telephone number given is a centralised switchboard, this made interviewers aware of the fact before they attempted to get an interview with specific branches.

In terms of the sectoral markers Experian append, there are a small number of known sectors for which misclassification commonly arise. For example, the Yellow Pages classification “Nursing Homes” is always translated to SIC07 code 86.1 (which includes "Medical nursing home activities"), whilst nursing homes are in fact more likely to be residential than medically-focused, in which case they actually fall into SIC07 87.1. As such, procedures were established to correct such systematic misclassifications before fieldwork was undertaken, in order to reduce the proportion of employers who disagreed with the classification of their business when fieldwork contractors went on to verify this at the outset of the interview.

2.2 Questionnaire design

The questionnaire design aimed to build on the success of the 2011 UKCESS questionnaire that had brought together the four different nation surveys into one harmonised surveys. As a result, UKCESS 2013 did not require extensive redevelopment, with the core questionnaire remaining the same. However, a considerable period of questionnaire review did take place at the outset of the survey with a particular emphasis on:

1. Reviewing all questions included in the 2011 survey, identifying questions which brought less value and/or which are anticipated to have less value to the new survey.
2. Considering whether other questions should be further developed or take added prominence.
3. Integrating the skills equilibrium questions which were asked as a separate, online follow-up survey in 2011.
4. Developing any learning and or findings from the UK Commission’s Employer Perspectives Survey 2012.

This needed to be achieved in a questionnaire that would take no longer than 25 minutes on average to administer via telephone, to keep the burden on employers to a minimum and to maintain a healthy response rate. This was achieved in two stages:

1. An initial pilot covering all nations was held in late January 2013 consisting of 100 interviews. These were carried out with a cross-section of UK employers across a range of establishment sizes, industry sectors, and regions
2. Cognitive testing was carried out with ten respondents from the pilot to review in depth whether the new questions on the survey were understood and were gathering the required information.

Areas covered in the cognitive questionnaire were selected for the following reasons:

- They were new questions to the UKCESS survey where understanding needed to be tested
- They had been used in previous surveys but a further check was required as to how they were understood

The cognitive interviewing confirmed that questionnaire changes were working and were being understood correctly by respondents; there were a few cases where confusion was identified and explanatory wording was consequently added to these questions, and the ordering of some of the questions around the recruitment of young people was changed.

On average the pilot interviews were just over 24 and a half minutes long. As such, sweeping changes to the questionnaire were not required. A number of refinements were made to improve the flow of the questionnaire and lead to small reductions in the length of the questionnaire.

As with UKCESS 2011, the 2013 survey was modularised to reduce the length whilst maintaining coverage of key question areas. Establishments were randomly allocated to one of two modules, and questions were directed as follows:

Module 1:

The High Performance Working questions were asked of establishments in Module 1 only:

A10 Are your products or services primarily sold... / Does your establishment primarily serve the population...?

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

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

G1 Does your establishment...

- Give employees information about the financial position of the establishment
- IF A1>9 Create teams of people, who don't usually work together, to work on a specific project

- IF A1>9 Have teams of people that solve specific problems or discuss aspects of work performance? These are sometimes known as “problem solving groups” or “continuous improvement groups”
- Have an equal opportunities policy
- Have formal procedures in place for employee consultation (such as a staff association, employee forum or trade union consultation)
- Currently hold any of the ISO 9000 Standards

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

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

G5 To what extent would you say employees at your establishment...

- Have variety in their work
- Have discretion over how they do their work
- Have access to flexible working

Module 2:

The recruitment of young people, under-use of skills and upskilling questions were asked of establishments in Module 2 only:

A1A Compared to 12 months ago, has the number of people employed at this establishment... ?

C5A Have you recruited anyone else in the past two to three years under the age of 25 who were not recruited to their first job on leaving school, college or university?

C5B And was anyone you recruited in the last two to three years under the age of 25?

C2X Can I just check, were any of the University or other Higher Education leavers you recruited in the last two to three years under the age of 25 when recruited?

C3BX Can I just check, were any of the Scottish FE College or Scottish University leavers you recruited in the last two to three years under the age of 25?

C5CNEW We want to understand why young people sometimes find it difficult to find employment. You've said that you have not recruited anyone under the age of 25 but can I just check, did any young people apply for jobs in your establishment in the last 2-3 years?

C5CA Were they unsuccessful in getting the job because they did not meet the requirements you had in mind for the role, or was it simply that there were other applicants who were better?

C5D What was it that the young candidates were lacking? Was it...?

D15 You said that you have [SUM(D9)] staff who are FULLY proficient at their job. Of these, how many would you say have BOTH qualifications AND skills that are more advanced than required for their current job role?

E1 Over the next 12 months do you expect that any of your employees will need to acquire new skills or knowledge as a result of the following?

E2 Which single occupation will be most affected by this need to acquire new skills or knowledge?

E3 Which, if any, of the following skills do you feel will need improving or updating amongst your <OCCUPATION FROM E2> over the next 12 months?

The questionnaire provided reassurances to respondents who needed them on the confidentiality of the data they were providing and the legitimacy of the survey. Additionally, questions were included at the end covering permission to call the respondent back for clarification on the UKCESS survey and for permission to call them for future follow-up surveys on related issues. There was also a specific question for trainers asking if they'd be willing to take part in the Investment in Training survey. Finally, a question asking permission for researchers authorised by the Office of National Statistics to link their data with other datasets and surveys to enable further statistical analysis.

Further information on changes between the UKCESS 2011 and 2013 questionnaire and the reasons for these alterations can be found in Appendix F.

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

Finally, the questionnaire was translated into Welsh by a professional translation agency based in Wales.

2.3 Fieldwork

A total of 91,279 interviews were conducted by telephone using computer-assisted telephone interviewing (CATI) technology. To ensure consistency one member of the IFF team was involved in checking the CATI scripts set up by all four agencies.

Establishments were not pre-notified that they would be called for the survey, partly due to financial considerations (the cost of writing to over 600,000 establishments being prohibitive) and partly because it was felt that would be likely to reduce response rates in the survey, as head offices may opt out for all of the establishments in their operation. An exception was made for a handful of large organisations who had expressed concerns about participation in the survey in the past, with personal contact made by the UK Commission to mitigate the risk of company-wide refusals in these key companies.

A recurrent feature of large-scale employer surveys – particularly in recent years where there has been increased pressures on employers operating at lower headcounts – has been the need to carefully manage organisations which are represented through more than one establishment within the drawn sample.

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

For UKCESS 2013 additional focus was placed on processes which could smooth the way for a more successful resolution of multiple site contacts, and thereby work to improve overall response rates.

As a result of these considerations large multisite organisations (with over 700 of sites) were managed and only contacted by the lead contractor. This enabled contacts for multiple site organisations to be split across a number of batches of sample and released sequentially, at specific times, to ensure that the various sites are not contacted within too short a time window.

Fieldwork across the regions was undertaken by four research agencies. The interviewing was split between the agencies based on region as follows, with IFF Research undertaking the interviewing in organisations with more than 700 sites (“large multisites”) across all regions:

Table 2.3 Interviews achieved by region

Agency	Regions	Number of interviews*
BMG	East Midlands	7,154
	West Midlands	7,722
	Yorkshire and Humberside	7,423
	South West	8,302
IFF Research	London	10,217
	Northern Ireland	3,978
	Wales	5,897
	North West	8,505
	Large multisites*	1,853
Ipsos MORI	East of England	8,321
	North East	5,515
	Scotland	5,930
GfK NOP	South East	10,462

**The “Large Multisites” interviews were spread across all 12 regions; thus the totals for each region here do not show the total number of interviews achieved overall for that region. Total figures for each region can be found in Appendix C.*

To ensure consistency between agencies, one comprehensive set of interviewer briefing notes was created for use by all (see Appendix G), and a member of the IFF team attended the briefing at all four agencies. Each briefing lasted around 90 minutes and included all of the interviewers that were due to work on the survey. Answers to any questions raised were shared with all four interviewing teams. Quality assurance on the interviewing was carried out by IFF as the lead contractor at all four fieldwork agencies.

Interviews were conducted with the most senior person at the site with responsibility for recruitment, human resources and workplace skills. Respondents were reassured of the confidentiality of their data when they agreed to take part in the interview. If after the first contact the respondent or gatekeeper wanted more information about the survey a reassurance email was sent; this can be seen in Appendix J.

Fieldwork took place from March to July 2013. Weekly progress updates and feedback ensured the quotas progressed evenly between the four agencies running the fieldwork mitigating the possibility of political (or other) events affecting survey results unevenly. Interim data runs were also provided from all agencies to IFF as lead contractor twice during fieldwork, which was checked to ensure consistency between the three.

In total 43 interviews were completed in Welsh.

2.4 Response rate

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

Strategies for maximising the response rate were considered for UKCESS13 and a paper on maximising response rates was circulated amongst the fieldwork contractors. These strategies included:

- **Detailed and engaging interviewer briefings** administered to all interviewers working on UKCESS13. This included: full briefing note handouts, details on SIC and SOC prompts (what to ask and what information to take) a powerpoint slide pack (including screen shots of challenging sections) and for particularly difficult sections (for example section D – occupational breakdown) recordings from the pilot were played.
- **Sample management:** drip feeding sample in proportion to quota targets to ensure that sample is sufficiently 'worked' and that quota progression is as even as possible. Avoiding calling employers on public holidays (a full list of UK public holidays was made available to all contractors).

Other aspects that were built into the survey design in order to improve response included a shorter questionnaire (the 2013 questionnaire was on average 23 minutes, a couple of minutes shorter than the 2011 survey to reduce drop-out), an improved introduction to the interview (building on work done to improve this during UKCEPS 2012), improved reassurance information for respondents on the UK Commission's website and also a review of the reassurance information sent to respondents who requested it. The approach detailed in section 2.3 above regarding the contacting of large multisite organisations was also designed to improve response among this group.

This drive to maximise response rates was balanced with avoiding over-contacting employers.

The overall response rate for the survey was 44 per cent, calculated as “achieved interviews” as a proportion of all “complete contacts”. A detailed breakdown of survey outcomes is shown below:

Table 2.4 Sample outcomes and response rate

Outcome	Number of contacts	% of all sample	% of complete contacts
<i>Total sample</i>	687,439	100%	
Ineligible establishments (e.g. just 1 working proprietor at site)	53,914	8%	
'Live' / not available during fieldwork / Out of quota	288,276	42%	
Unobtainable / invalid numbers	136,914	20%	
<i>Total complete contacts</i>	208,108	30%	100%
Achieved interviews	91,279	13%	44%
Respondent refusal	74,789	11%	36%
Quits during interview	10,923	2%	5%
Company policy refusal	31,117	5%	15%

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

As the survey neared the end of the fieldwork period it was a necessary to adjust some of the quota targets in order to meet the necessary number of interviews, as some quotas proved not possible to fill with the given sample. Appendix C shows the drawn sample ratios; in instances where this is lower than 8:1 this is because the required volume of sample was simply not available from the sources used. It is in these quotas, due to a lower starting volume of sample, that most issues filling quotas arose. Appendix C also shows the areas where it was not possible to hit the original quota targets in the given fieldwork period.

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

During fieldwork, when it became evident that a target quota within a particular cell had become unachievable (i.e. when the target is more than 100% of the remaining sample), targets needed to be increased in other cells to compensate. The following guidelines were issued to contractors to ensure a consistent approach, and IFF as lead contractor monitored the changes to ensure the cumulative effect of these did not detract from the overall picture.

- In the first instance contractors looked to increase the target within the same SIC sector in an adjacent size band.
- If adjacent size bands had also become unachievable then any remaining achievable size bands within the SIC sector were used to compensate.
- In some cases it was preferable to make up the shortfall in a cell within the same sizeband from a different SIC sector. This would be the case when there was a desire to maximise the number of interviews in that sizeband irrespective of other characteristics; this was most common in the larger size bands, or where an assessment of progress against overall size targets for the locality indicates a need to boost interviews in the particular sizeband.
- If compensating within sizeband but across SIC Sector was deemed preferable or if all sizebands within a SIC Sector had become unachievable, then targets should be adjusted where possible according to a “neighbouring” SIC Sector, as per Table 2.5.

Table 2.5 Sector groupings for quota management

Agriculture, hunting, forestry and fishing	SIC 01 to 03
Mining and quarrying	SIC 05 to 09
Manufacturing	SIC 10 to 33
Electricity, gas and water supply	SIC 35 to 39
Construction	SIC 41 to 43
Wholesale and retail trade	SIC 45 to 47
Hotels and restaurants	SIC 55 to 56
Transport, storage and communications	SIC 49 to 53 & 58 to 63
Financial services	SIC 64 to 66
Real estate, renting and business activities	SIC 68 to 82
Public admin. and defence; compulsory social security	SIC 84
Education	SIC 85
Health and social work	SIC 86 to 88
Community, social and personal service activities	SIC 90 to 96

2.5 Data edits

The survey questionnaire involved some complex data that respondents might have struggled to answer. There was also, despite stringent quality control, the chance that interviewers could enter typing errors, for example an extra zero on the end of a numerical variable.

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

2.6 Coding

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

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

2.7 Weighting and grossing up

Data for the survey was weighted and grossed up to population estimates of establishments and to the population of employees, as derived from the 2012 Inter-Departmental Business Register (IDBR).

Due to the multiple uses the data was intended for, a number of different weighting options were produced. It was necessary to produce weights for each of the following situations:

- Core weights, used to weight the UK-wide dataset and used for the majority of analysis. This weighting set is the default to use.
- Modular weights, to be used when analysing data from the modular questions (see section 2.2 of this chapter).
- Local weights for use analysing England data by LEA and LEP. Weights were created in pairs: a “**unit-based**” weight and an “**employment-based**” weight. The unit-based weight was designed for analysis by number or proportion of establishments; the employment-based weight was designed for use when analysing by number or proportion of employees (including volume measures of vacancies, skills gaps and numbers trained). Data dictionary files have been created listing each variable with notes and guidance on the correct weight to use.

Core weights:

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

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

- Within each English Region (9 GORs) / Devolved Administration, grossing-up weights were applied on a 14 broad SIC sector and eight sizeband grid (i.e. 112 cells within each of the 12 geographical areas), based on March 2012 IDBR population counts. The sizebands used were as follows: 2-4, 5-9, 10-24, 25-49, 50-99, 100-249, 250+.
- The sizebands are employment-based.

- Overlaying these grids, “rim” weights were imposed for LEA area within England, WDF area in Northern Ireland, Enterprise region in Scotland and Broad Region in Wales (to ensure the survey population of each matched the true population, though without further correction for size and sector at this level). “Rim” stands for “Random Iterative Method”; the weights were calculated by the data processing software which uses this method to find a “best fit” between the data and the targets that have been programmed.
- Cell merging was applied in instances where, within a region / Devolved Administration, no interviews had been conducted in cells where the IDBR indicates that establishments exist, and conversely ones where interviews have been carried out in cells with a reported “zero population” according to the IDBR. Cell merging was also conducted in instances where a low number of interviews had been conducted in relation to the population of that cell, which would result in high relative weights being applied to these establishments (i.e. where the weighting value before grossing up to the population was five or more). In each of these instances, cells were merged either within broad SIC sector (i.e. merging sizebands) or across industries (i.e. merging different sectors within a sizeband).

Modular weighting strategy

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

Module 1:	Not asked A1A, D15, Recruitment of Young People (C5A to C5D), Upskilling (Section E)
Module 2:	Not asked A10, High Performance Working (F2, F3, Section G)

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

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

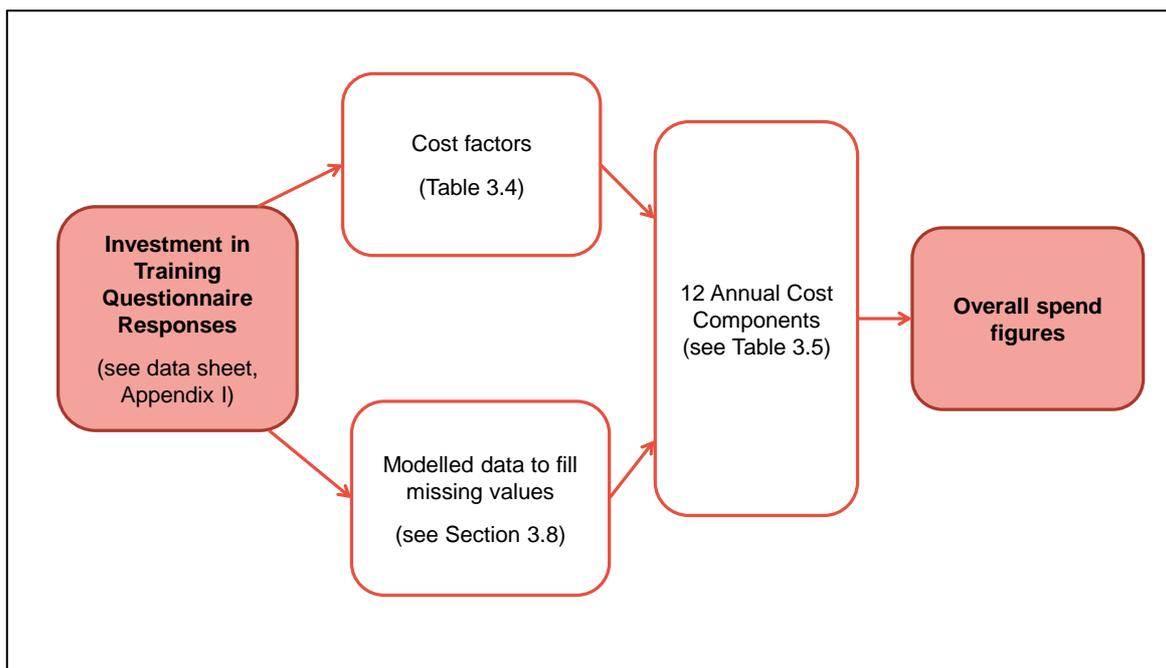
LEA ‘Local’ Weighting Strategy

To allow for analysis in England by LEA and increase the accuracy of analysis by LEP, a separate set of weights was produced to take into account the size and sector balance within each LEA. The targets were set on the 14 SIC sectors by four sizebands: 1-4, 5-24, 25-99, 100+. Separate unit and employment weights were created. These weights are in a separate SPSS file to the main file, and this LEA file should be used when carrying out any analysis by LEA or LEP.

3 Investment in training survey

A separate Investment in Training study was conducted by IFF Research to provide detailed estimates of employer expenditure on training. The approach replicated that of the Employer Skills Survey 2011, which in turn had replicated the previous Cost of Training studies conducted in England in 2009 and Northern Ireland in 2008. The process required to achieve the final training spend figures involved multiple steps, as demonstrated in Figure 3.1. Once the survey data was collected, modelling was conducted to “fill in” missing data (i.e. where respondents were unable to provide an exact figure for a survey question). Modelled data was then combined with figures to create 12 “cost components”. Summed, these generate the overall training expenditure figure. In order to enable time series comparison, data GDP deflators were then applied to account for inflation.

Figure 3.1 Summary of the Investment in Training data process



3.1 Sampling

The sample for the Investment in Training survey comprised core UKCESS respondents who indicated that they had provided training for staff over the last 12 months and who indicated (question I3 of main stage questionnaire) that they were happy to be re-contacted and provide more specific information about training expenditure.

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

As with the core UKCESS survey, the population interviewed for the 2013 survey differed from 2011 in that establishments with only one employee and no working proprietors at the site were not in scope for 2013.

3.2 Quotas

The aim was to achieve 12,500 complete, useable interviews. This required a fieldwork target of around 13,000, as some records ultimately prove to be unsuitable for analysis due to very high levels of “don’t know” answers. UKCES desired an approximate distribution of 1,000 interviews among employers in Northern Ireland, 1,500 in Wales, 2,600 in Scotland and 7,400 among those based in England. The desired total in Northern Ireland, Scotland and Wales were known at the outset to be ambitious, and for this reason a census approach was adopted with the aim of achieving the maximum number of interviews possible in these devolved nations. As a result no quotas (for example by size, type of training or sector) were set within the devolved nations.

Within England a target was set using an interlocking grid of size (fewer than five employees, 5-9, 10-24, 25-49, 50-99, 100+) by training activity (off-the-job only, on-the-job only and both) within English region, with an additional (non-interlocking) sector target for each nation.

3.3 Questionnaire

The datasheet and questionnaire were largely unchanged compared to that used in 2011, that was itself largely unchanged from the previous Cost of Training surveys run in England in 2005, 2007 and 2009 and in Northern Ireland in 2008.

The only difference was the addition of two questions; Q4a and Q18a to understand the proportion of external training fees that were paid to Further Education (FE) colleges, Universities or other Higher Education Institutions. Prior to their inclusion, an initial pilot was undertaken in order to confirm respondents’ comprehension and understanding of the questions, and consisted of interviews with 50 employers. There was also some slight variation in the training grants and subsidies questions for each devolved administration, to reflect the policy situation in the nations.

3.4 Data collection method

Employers who had indicated agreement to take part were called by an IFF interviewer to confirm participation and contact details. They were then sent a datasheet to complete, before having their answers collected by telephone. There were different versions of the datasheet depending on the type of training the employer reported undertaking in the core UKCESS survey and the nation they were based in; there was also a Welsh Language version of the datasheet. Sending this datasheet in advance allowed the respondent time to collect the relevant information and increase the accuracy of responses. The datasheet was sent out to 26,024 respondents in total.

In nearly all cases datasheets were e-mailed (in a very small number of cases they were faxed). All respondents were called before sending them the datasheet. This involved a short conversation thanking them for taking part in the core UKCESS interview, reminding them that they indicated being happy to take part in a short follow-up, introducing the idea of sending the datasheet, encouraging them to take part and checking their contact details.

A few days after sending the datasheet (set at 3 days unless the respondent specified a specific date when they wanted to be called back), an interviewer called back to try to conduct the full interview.

3.5 Fieldwork

In total, information on training expenditure was collected from 13,138 establishments at UK level, though 616 were rejected because of incompleteness (i.e. a large number of 'don't know' responses) or inconsistencies; hence analysis is based on data from 12,522 establishments.

Fieldwork was undertaken by IFF Research from 2nd May to 6th August 2013. The average interview length was just under eight minutes in total (six minutes for the main interview and two minutes for the preliminary call to send out the datasheet).

The overall response rate for the survey was 70 per cent, calculated as "achieved interviews" as a proportion of all "complete contacts". Response rates were higher than the core survey as respondents were already engaged in the research and had agreed to a follow up survey. A detailed breakdown of survey outcomes is shown in Table 3.1:

Table 3.1 Sample outcomes and response rate

Outcome	Number of contacts	% of all sample	% of complete contacts
Total sample	36,895	100%	
Still live at the end of fieldwork / not available during fieldwork / out of quota	17,614	48%	
Unobtainable / invalid numbers	587	2%	
Total complete contacts	18,694	50%	100%
Achieved interviews	13,138	36%	70%
Respondent refusal	4,078	11%	22%
Quits during interview	1,478	4%	8%

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

Response rates were seen by country as follows:

Table 3.2 Response rate by country

	UK	England	Northern Ireland	Scotland	Wales
Interviews	13,138	9,140	1,070	1,496	1,432
Response rate	71%	70%	76%	74%	65%

3.6 Weighting/grossing up

In order to weight the Investment in Training study, population figures were calculated from weighted UKCESS core survey data which had in turn been weighted using the IDBR figures used for the main survey analysis. Data was weighted on the basis of interlocking grids on six size bands (fewer than 5, 5-9, 10-24, 25-49, 50-99, 100+) by the 14 SIC sectors used in the core survey, by the type of training they carried out (on-the-job only, off-the-job only, or both). A regional rim weight was also applied using targets based on the proportion training in the English GOR regions, Northern Ireland, Scotland and Wales.

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

3.7 Data cleaning and editing

An initial 526 records were rejected due to incompleteness (i.e. a large number of 'don't know' responses). Data were checked for consistency both internally and against responses given in the core UKCESS survey, and a further 90 records were rejected due to inconsistencies.

3.8 Data modelling

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

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

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 the six employment size bands described above. 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 either an exact or a range answer, they were assigned the overall mean for the question within their size band.

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

For those respondents unable to give even a salary range, a method was used which takes account of not only their location but also evidence from other salary questions on the datasheet 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-paid or under-paid employees in the roles discussed, compared with the mean. Where salary answers were missing (and no range information was provided) the assigned value would be calculated as the London or non-London mean multiplied by the 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.

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

Table 3.3 Treatment of missing values

Question	Value given to missing data	Base	% modelled within range	% modelled without range
Q1	Mean within 6 employment size bands (within recorded range where available)	9,301	1	0.1
Q2	Mean within 6 employment size bands (within recorded range where available)	9,011	5	0.5
Q3	<p>Mean calculated within London/non-London establishments within recorded ranges where available. Where range information not provided:</p> <ol style="list-style-type: none"> 1. if Q17 answered (and an exact answer given), calculate proportion above or below the Q17 average for the establishment and up-lift or reduce the appropriate Q3 mean (London or non-London) by this proportion to generate Q3 figure for this establishment 2. if Q17 not answered with an exact value apply procedure at 1. to Q21 3. if Q21 not answered with an exact value, apply procedure at 1. to Q24 4. if Q24 not answered with an exact value apply procedure at 1. to Q10 5. if Q10 not answered with an exact value use appropriate Q3 mean (London or non-London) unadjusted 	9,011	22	5
Q4	Mean within 6 employment size bands (within recorded range where available)	9,011	15	8
Q6A	Mean within 6 employment size bands (within recorded range where available)	747	34	25
Q6B	Mean within 6 employment size bands (within recorded range where available)	747	23	15
Q7A	Mean within 6 employment size bands (within recorded range where available)	2,459	0	0
Q8	Mean within 6 employment size bands (within recorded range where available)	9,011	0.3	0.3
Q9	Mean within 6 employment size bands (range information not recorded for this question)	8,104	-	6

continued...

Treatment of missing values (continued)

Question	Value given to missing data	Base	% modelled within range	% modelled without range
Q10	Same procedure as Q3 but different order of selection: Q24, Q3, Q17, Q21	8,104	21	9
Q11	Mean within 6 employment size bands (within recorded range where available)	9,011	12	5
Q12	Mean within 6 employment size bands (within recorded range where available)	9,011	13	4
Q13	Mean within 6 employment size bands (within recorded range where available)	9,011	4	7
Q14	Mean within 6 employment size bands (within recorded range where available)	9,011	4	7
Q15	Mean within 6 employment size bands (within recorded range where available)	9,301	1	0.4
Q16	Mean within 6 employment size bands (within recorded range where available)	6,526	3	1
Q17	Same procedure as Q3 but different order of selection: Q3, Q21, Q24, Q10	6,526	20	5
Q18	Mean within 6 employment size bands (within recorded range where available)	6,526	12	10
Q19	Mean within 6 employment size bands (within recorded range where available)	10,260	2	0.7
Q20	Mean within 6 employment size bands (within recorded range where available)	9,616	10	1
Q21	Same procedure as Q3 but different order of selection: Q3, Q17, Q24, Q10	9,616	25	7
Q22	Mean within 6 employment size bands (within recorded range where available)	9,616	1	0.5
Q23	Mean within 6 employment size bands (within recorded range where available)	9,008	9	0.9
Q24	Same procedure as Q3 but different order of selection: Q10, Q3, Q17, Q21	9,008	22	6

“Base” = Total number of respondents eligible to respond to each question

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

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

3.9 Cost calculations

Following data modelling – which ensured all respondents had exact answers for all questions – individual questions were combined to calculate 12 total annual cost 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 the table below, along with a note regarding changes to the labour cost up-weight that have affected historical time-series data.

Table 3.4 Factors included in cost calculations

Factor	Value	Explanation
Labour cost up-weight*	16.4%	<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 16.4 per cent 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 16.4 per cent figure was Eurostat. In the UK, direct remuneration (wages and salaries including bonuses) made up 85.9 per cent of labour costs. Hence an uplift of $100/85.9$ (i.e. 1.164 or 16.4%) is required to convert direct remuneration to total labour costs.</p> <p>http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tps00113&plugin=1</p>
Days worked per year	216	<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 (from Labour Force Survey Quarter 4 (Oct to Dec) 2012):</p> <ul style="list-style-type: none"> •Worked an average of 4.8 days per week •Received an average of 24.6 paid days holiday, plus 9 bank / public holidays [Note: this includes an extra day for the Diamond Jubilee in June 2012] <p>This gives: 52×4.8 (=249.6) possible working days a year, less 24.6 days annual leave and 9 days bank/public holiday = 216 days worked per year.</p>

Factor	Value	Explanation
Hours worked a day	6.7	Used to convert number of working hours of training to working days. Derived from average hours worked a week at 32 (http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-269229#tab-Hours-of-Work-tables) divided by average days worked a week = 6.7) Source: Labour Force Survey Quarter 4 (Oct to Dec) 2012.
Working months in a year	11	Used to convert monthly training figures given in the on-the-job section of the datasheet into annual figures.
Full/part-time adjustment to training centre labour costs	0.79	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. In the UK there are approximately the following numbers whose main job is adult or other education (SIC07 85.5): 168,000 working full-time and 109,000 part-time. The full-time workers work on average 33.7 hours, whilst the part-time workers work on average 16.0 hours. Converting the part-time workers into full-time equivalence (FTE) gives a FTE of 0.79 of the total Source: Labour Force Survey 2012.

***A note regarding the figures used for the Labour Cost up-weight in 2013:**

The figure for the proportion of total labour costs represented by wages and salaries is taken from Labour Cost Index (LCI) data appearing on the Eurostat website. As part of the production of the Labour Cost Index data are broken down by cost items (Total cost, Wages and salaries, Other labour costs), and from this figures for the 'total wages and salaries as a percentage of total labour costs' are derived:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tps00113&plugin=1>

EU Member States produce the data for Eurostat by using surveys, other appropriate sources such as administrative data and statistical estimation procedures. The UK data is supplied by ONS, where the LCI is also referred to as The Index of Labour Costs per Hour (ILCH).

Eurostat notes¹, since annual or even 4-yearly benchmark surveys as well as estimation methods play an important role for the production of quarterly Labour Cost Index in most Member States, revisions are frequent and can go back several years. Such revisions have been made to the UK data, as highlighted in ONS's 'Quality and Methodology Information Report for Index Labour Costs' (released 23rd August 2012, a link to which can be found in the Background notes of http://www.ons.gov.uk/ons/dcp171778_327016.pdf): "For instance, there were relatively large revisions to the National Insurance Contributions component of ILCH when the 2010 Q2 figures were produced; due to switching to the much more up-to-date ASHE data." **These changes mean the UK figure for the total wages and salaries as a percentage of total labour costs that were the most up to date in 2011 are different to the figures now appearing for the same time period.**

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

Table 3.5 Formulae for the annual cost components

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

Note: Where derived employment-based training spend figures are shown in this report (expenditure per trainee, or per capita, for example) and there is a choice between taking the measure given in the main UKCESS13 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

¹ (http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Labour_cost_index_-_recent_trends)

survey and a separate employment weight is available to ensure a closer match to the actual workforce profile.

These components were used to derive figures for indirect costs (the trainee labour costs of paying workers while they are not producing) and direct costs (all other costs). Direct costs were further broken down into:

- i) “direct tradable” or “external direct costs”, elements that could in theory be outsourced to another organisation to provide. These have been defined as fees to external providers and off-site training centre costs.
- ii) “non-tradable” or “internal direct costs”, which could not be transferred or outsourced to another organisation. Internal direct costs include on-site training centre costs, equipment and materials, travel and subsistence and levies minus grants.

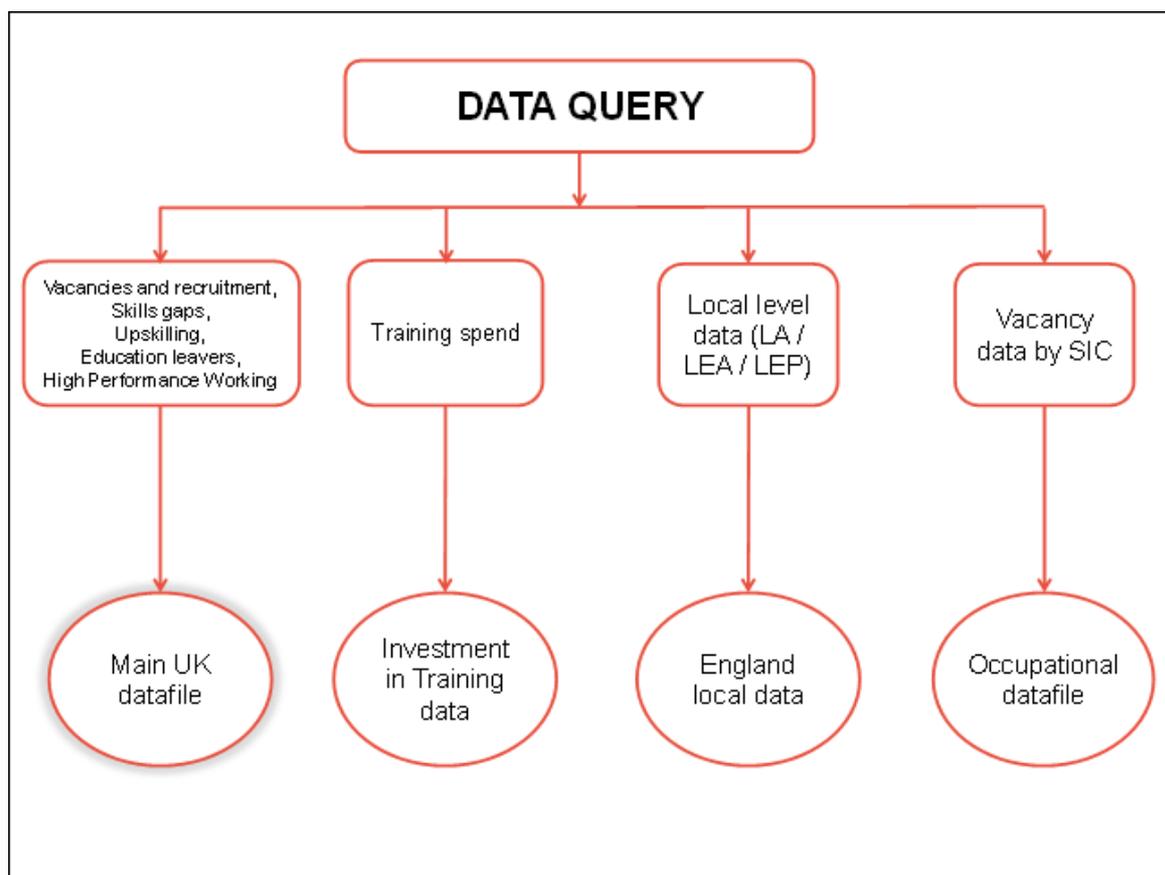
The costs of managers and supervisors being involved in organising and providing training has been treated as internally provided (not able to be outsourced) except where this involvement represented a reasonable amount of managers'/supervisors' time, since then this provision could potentially be externally outsourced by buying in a dedicated training organiser. It was classified as an ‘external’ direct cost where the training work of the managers/supervisors represented the work of one full person (i.e. where multiplying the average proportion of time spent on training matters by the number of people involved in organising/providing training within the establishment was at least one).

Component	Formula
Indirect costs	$trcostA + trcostK + trcostI$
External direct costs	$trcostC + trcostF + trcostG + trcostH + (if\ q8 * q9 \geq 1)\ trcostE + (if\ q22 * q23 \geq 1)\ trcostL$
Internal direct costs	$trcostB + trcostD + trcostJ + (if\ q8 * q9 < 1)\ trcostE + (if\ q22 * q23 < 1)\ trcostL$

4 Using the survey for analysis

The UK Commission's Employer Skills Survey 2013 is designed to be flexible enough to allow analysis of data for a large number of different purposes, and split by a large number of different subgroups of data. The survey serves multiple audiences and purposes, and as such a wide range of core outputs are available to inform and assist analysis.

- The UK report (<http://www.ukces.org.uk/ourwork/employer-skills-survey>) provides an overview of the survey findings, focusing on country comparisons and where relevant/interesting other variables, primarily size and sector. The report has an appendix showing supplementary data for those who want to look into the issues discussed in more depth, without running their own analyses.
- The accompanying UK Excel Tables show the survey data question by question, plus some summary tables, crossed by a number of key analysis and survey variables. These are available on the UKCES website (<http://www.ukces.org.uk/ourwork/employer-skills-survey>)
- There are four SPSS datafiles that supplement this analysis, each looking at a different population or subject matter. One of the challenges in providing accurate data for a number of different populations and analyses groupings is that each different purpose will have its own population and its own optimum weighting strategy. As a result, there are multiple data files associated with the analysis of the survey. Figure 4.1 below provides a flow chart to identify which dataset to use for any given analysis query.

Figure 4.1 Selecting a datafile

As with previous Employer Skills Surveys the data will be lodged in the ONS Virtual Microdata Laboratory.

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

1. Core dataset – UK-wide – Establishment, Employment and Modular weights
2. Investment in Training dataset – UK-wide, trainers only – Establishment weight
3. England local data (LEA and LEP) – England only – Establishment and Employment weights
4. Occupational file – UK-wide – vacancy, hard-to-fill vacancy and skill-shortage vacancy employment weights.

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

Table 4.1 Application of weights during analysis

Weight name	Coverage	Establishment/ employment	Notes	Reporting thresholds
Core survey				
Core dataset:				
UNITWEIGHT	UK	Establishment	Used for establishment based measures. Use when comparing UK nations.	Under 25 not reported; 25-49 “indicative”
EMPWTNEW	UK	Employment	Used for employment based measures. Use when comparing UK nations.	Under 25 not reported; 25-49 “indicative”
MODWEIGHT	UK	Establishment	Should only be used for establishment based measures on modular questions (prefixed “M_” in datafile). Use when comparing UK nations.	Under 50 not reported; 50-99 “indicative”
MODEMPWEIGHT	UK	Employment	Should only be used for “M_D15” – the only modular employment measure.	Under 50 not reported; 50-99 “indicative”
England local data:				
LEAUNIT	England	Establishment	For use when analysing LEA and LEP data.	Under 25 not reported; 25-49 “indicative”

Weight name	Coverage	Establishment/ employment	Notes	Reporting thresholds
LEAEMP	England	Employment	For use when analysing LEA and LEP data.	Under 25 not reported; 25-49 “indicative”
Occupational data:				
EMPVOLWEIGHT	UK	Employment	For use when <i>summing</i> vacancies, hard-to-fill vacancies and skill-shortage vacancies	Under 25 not reported; 25-49 “indicative”
VACVOLWEIGHT	UK	Employment	For use when <i>running frequencies</i> of vacancy-related measures	Under 25 not reported; 25-49 “indicative”
HTFVOLWEIGHT	UK	Employment	For use when <i>running frequencies</i> of hard-to-fill vacancy-related measures	Under 25 not reported; 25-49 “indicative”
SSVOLWEIGHT	UK	Employment	For use when <i>running frequencies</i> of skill-shortage vacancy-related measures	Under 25 not reported; 25-49 “indicative”
Investment in Training Survey				
WEIGHT	Investment in Training data	Establishment	Applies to all 2013 analysis of Investment in Training data. For use when analysing 2013 training spend.	Under 25 not reported; 25-49 “indicative”

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

4.1 Modelled data

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

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

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

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

Appendix A: Industry coding

Each establishment was allocated to one of 14 sectors, based on their Standard Industrial Classification (SIC). SIC 2007 was used to classify establishments using the following method. Using the four-digit Standard Industrial Classification (SIC) supplied for each record from the Experian database, a description of business activity was read out to each respondent. If they agreed that this description matched the main activity undertaken at the establishment, then the SIC on Experian's database was assumed to be correct. If however the respondent felt the description did not correspond to their main business activity at the site (which about a quarter did), a verbatim response was collected to find out what they do (see question A7 on the survey; questionnaire shown in Appendix G). At the analysis stage this was coded to a four-digit SIC which was then used as the basis for allocation into sector.

The table below shows the 14 sectors and their corresponding SIC 2007 definitions.

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

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

Sector	SIC 2007
10. Business services	<p>L - Real estate activities (68)</p> <p>M - Professional, scientific and technical activities (69-75)</p> <p>N - Administrative and support service activities (77-82)</p> <p>Including the buying, selling and renting of real estate, legal activities, accounting, bookkeeping and auditing, management consultancy, architectural and engineering activities, scientific research and development, advertising and market research, specialist design, photographic activities, translation and interpretation, veterinary activities, renting and leasing of tangible goods (motors, household, machinery), employment agencies, travel agencies and tour operations, security and investigation activities, office administration and business support</p>
11. Public Administration	<p>O - Public administration and defence; compulsory social security (84)</p> <p>Including administration of the State and economic and social policy of the community, provision of services to the community as a whole such as defence activities, foreign affairs, justice and judicial activities, fire service and compulsory social security activities</p>
12. Education	<p>P - Education (85)</p> <p>Including pre-primary, primary, secondary and higher education, other education (such as sports, driving schools, cultural education), educational support activities</p>
13. Health and Social work	<p>Q - Human health and social work activities (86-88)</p> <p>Including Hospitals, medical and dental practices, residential care, social work activities</p>
14. Other Community, Social and Personal Services	<p>R - Arts, entertainment and recreation (90-93)</p> <p>S - Other service activities (94-96)</p> <p>Including performing arts, libraries and museums,</p>

Sector	SIC 2007
	gambling and betting, sports facilities, amusement and recreation activities, activities of membership organisations (religious, political, trade union, professional), personal services (hairdressing, beauty, textile cleaning, well-being activities, funeral activities)
	T - Activities of households as employers; undifferentiated goods and services producing activities of households for own use (97-98)
<i>NOT COVERED IN SURVEY</i>	U - Activities of extraterritorial organisations and bodies (99) Including households as employers of domestic personnel, private households producing goods for own use

Appendix B: Occupational coding

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

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

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

Appendix C: Quota targets, drawn sample and achieved interviews

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

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
East of England	8,456	66,402	7.9	8,476	100%
2-4	1,547	13,171	8.5	1,469	95%
5-9	2,277	18,515	8.1	2,316	102%
10-24	2,629	21,176	8.1	2,738	104%
25-49	940	7,554	8.0	1,004	107%
50-99	563	3,392	6.0	581	103%
100-249	291	1,755	6.0	268	92%
250+	209	839	4.0	100	48%
Agriculture	295	3,364	11.4	228	77%
Mining and quarrying	12	123	10.3	10	83%
Manufacturing	664	5,087	7.7	801	121%
Electricity, gas and water	124	1,113	9.0	105	85%
Construction	911	7,214	7.9	750	82%
Wholesale and retail	1,391	10,501	7.5	1,519	109%
Hotels and restaurants	737	5,754	7.8	773	105%
Transport, storage and communication	734	5,696	7.8	680	93%
Financial services	282	2,258	8.0	223	79%
Business activities	1,343	10,372	7.7	1,368	102%
Public administration	78	667	8.6	61	78%
Education	512	3,689	7.2	556	109%
Health and social work	676	5,142	7.6	732	108%
Other community, social and personal service activities	697	5,422	7.8	670	96%
East Midlands	7,268	57,192	7.9	7,269	100%
2-4	1,628	13,732	8.4	1,509	93%
5-9	2,087	16,935	8.1	2,173	104%
10-24	1,981	15,948	8.1	2,104	106%
25-49	724	5,810	8.0	759	105%
50-99	442	2,670	6.0	406	92%
100-249	234	1,415	6.0	233	100%
250+	172	682	4.0	85	49%
Agriculture	301	3,296	11.0	307	102%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Mining and quarrying	10	92	9.2	8	80%
Manufacturing	648	4,945	7.6	741	114%
Electricity, gas and water	93	847	9.1	103	111%
Construction	740	5,854	7.9	629	85%
Wholesale and retail	1,263	9,620	7.6	1,375	109%
Hotels and restaurants	647	5,068	7.8	666	103%
Transport, storage and communication	571	4,437	7.8	527	92%
Financial services	202	1,614	8.0	134	66%
Business activities	1,040	8,070	7.8	1,029	99%
Public administration	80	594	7.4	61	76%
Education	449	3,305	7.4	465	104%
Health and social work	631	4,838	7.7	653	103%
Other community, social and personal service activities	593	4,612	7.8	571	96%
London	10,276	83,040	8.1	10,371	101%
2-4	1,369	14,247	10.4	1,794	131%
5-9	2,276	19,909	8.7	2,419	106%
10-24	3,640	29,165	8.0	3,507	96%
25-49	1,250	10,021	8.0	1,397	112%
50-99	866	5,222	6.0	725	84%
100-249	483	2,904	6.0	377	78%
250+	392	1,572	4.0	152	39%
Agriculture	10	117	11.7	3	30%
Mining and quarrying	3	35	11.7	12	400%
Manufacturing	636	5,479	8.6	553	87%
Electricity, gas and water	116	1,005	8.7	95	82%
Construction	842	7,112	8.4	695	83%
Wholesale and retail	1,596	12,091	7.6	1,855	116%
Hotels and restaurants	979	7,673	7.8	1,026	105%
Transport, storage and communication	976	8,396	8.6	915	94%
Financial services	536	4,289	8.0	426	79%
Business activities	2,125	17,596	8.3	2,207	104%
Public administration	96	877	9.1	92	96%
Education	602	4,472	7.4	648	108%
Health and social work	838	6,771	8.1	969	116%
Other community, social and personal service activities	921	7,127	7.7	875	95%
North East	5,606	44,943	8.0	5,614	100%
2-4	2,429	20,542	8.5	2,257	93%
5-9	1,319	10,596	8.0	1,445	110%
10-24	1,036	8,323	8.0	1,089	105%
25-49	380	3,031	8.0	442	116%
50-99	237	1,412	6.0	230	97%
100-249	117	694	5.9	99	85%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
250+	88	345	3.9	52	59%
Agriculture	117	1,197	10.2	105	90%
Mining and quarrying	5	35	7.0	3	60%
Manufacturing	412	3,314	8.0	403	98%
Electricity, gas and water	39	358	9.2	39	100%
Construction	380	3,034	8.0	295	78%
Wholesale and retail	1,217	9,579	7.9	1,334	110%
Hotels and restaurants	678	5,344	7.9	665	98%
Transport, storage and communication	418	3,344	8.0	389	93%
Financial services	113	912	8.1	81	72%
Business activities	889	7,106	8.0	859	97%
Public administration	42	371	8.8	43	102%
Education	283	2,157	7.6	299	106%
Health and social work	417	3,333	8.0	511	123%
Other community, social and personal service activities	596	4,859	8.2	588	99%
North West	8,734	68,097	7.8	8,763	100%
2-4	1,452	12,558	8.6	1,537	106%
5-9	1,942	15,726	8.1	2,127	110%
10-24	2,910	23,405	8.0	2,819	97%
25-49	1,133	9,134	8.1	1,377	122%
50-99	682	4,111	6.0	520	76%
100-249	349	2,100	6.0	280	80%
250+	266	1,063	4.0	103	39%
Agriculture	334	3,648	10.9	290	87%
Mining and quarrying	9	89	9.9	6	67%
Manufacturing	681	5,164	7.6	703	103%
Electricity, gas and water	133	1,217	9.2	129	97%
Construction	813	6,414	7.9	708	87%
Wholesale and retail	1,527	11,471	7.5	1,696	111%
Hotels and restaurants	799	6,173	7.7	836	105%
Transport, storage and communication	656	5,048	7.7	626	95%
Financial services	358	2,863	8.0	239	67%
Business activities	1,291	9,863	7.6	1,303	101%
Public administration	96	806	8.4	93	97%
Education	529	3,819	7.2	562	106%
Health and social work	771	5,818	7.5	881	114%
Other community, social and personal service activities	737	5,704	7.7	691	94%
South East	10,688	81,798	7.7	10,730	100%
2-4	1,577	13,328	8.5	1,653	105%
5-9	2,351	18,131	7.7	2,360	100%
10-24	3,730	29,956	8.0	3,768	101%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
25-49	1,375	11,049	8.0	1,496	109%
50-99	878	5,283	6.0	834	95%
100-249	462	2,783	6.0	453	98%
250+	315	1,268	4.0	166	53%
Agriculture	223	2,564	11.5	226	101%
Mining and quarrying	15	145	9.7	12	80%
Manufacturing	765	5,823	7.6	863	113%
Electricity, gas and water	184	1,613	8.8	167	91%
Construction	1,083	7,628	7.0	868	80%
Wholesale and retail	1,695	12,643	7.5	1,895	112%
Hotels and restaurants	950	7,372	7.8	1,006	106%
Transport, storage and communication	952	7,301	7.7	899	94%
Financial services	443	3,543	8.0	299	67%
Business activities	1,819	14,000	7.7	1,834	101%
Public administration	123	1,003	8.2	121	98%
Education	646	4,558	7.1	689	107%
Health and social work	876	6,557	7.5	964	110%
Other community, social and personal service activities	914	7,048	7.7	887	97%
South West	8,476	67,136	7.9	8,511	100%
2-4	1,882	16,399	8.7	1,758	93%
5-9	2,110	17,171	8.1	2,285	108%
10-24	2,595	20,867	8.0	2,674	103%
25-49	879	7,051	8.0	943	107%
50-99	543	3,259	6.0	483	89%
100-249	260	1,562	6.0	260	100%
250+	207	827	4.0	108	52%
Agriculture	579	6,155	10.6	527	91%
Mining and quarrying	19	169	8.9	17	89%
Manufacturing	623	4,787	7.7	688	110%
Electricity, gas and water	111	981	8.8	109	98%
Construction	851	6,749	7.9	803	94%
Wholesale and retail	1,362	10,305	7.6	1,512	111%
Hotels and restaurants	811	6,310	7.8	848	105%
Transport, storage and communication	650	5,072	7.8	630	97%
Financial services	285	2,282	8.0	179	63%
Business activities	1,224	9,450	7.7	1,233	101%
Public administration	91	729	8.0	79	87%
Education	496	3,621	7.3	512	103%
Health and social work	698	5,282	7.6	735	105%
Other community, social and personal service activities	676	5,244	7.8	639	95%
West Midlands	7,892	62,086	7.9	7,914	100%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
2-4	1,431	12,397	8.7	1,401	98%
5-9	2,091	16,992	8.1	2,064	99%
10-24	2,431	19,572	8.1	2,605	107%
25-49	896	7,203	8.0	994	111%
50-99	574	3,462	6.0	472	82%
100-249	279	1,686	6.0	262	94%
250+	190	774	4.1	116	61%
Agriculture	328	3,724	11.4	275	84%
Mining and quarrying	8	81	10.1	11	138%
Manufacturing	705	5,360	7.6	834	118%
Electricity, gas and water	124	1,099	8.9	105	85%
Construction	754	5,982	7.9	619	82%
Wholesale and retail	1,383	10,491	7.6	1,608	116%
Hotels and restaurants	683	5,316	7.8	721	106%
Transport, storage and communication	609	4,701	7.7	530	87%
Financial services	277	2,216	8.0	172	62%
Business activities	1,155	8,893	7.7	1,134	98%
Public administration	77	659	8.6	76	99%
Education	487	3,548	7.3	527	108%
Health and social work	664	5,065	7.6	737	111%
Other community, social and personal service activities	638	4,951	7.8	565	89%
Yorkshire and Humber	7,604	59,801	7.9	7,607	100%
2-4	1,507	12,972	8.6	1,497	99%
5-9	2,104	17,016	8.1	2,153	102%
10-24	2,240	18,010	8.0	2,323	104%
25-49	796	6,406	8.0	847	106%
50-99	523	3,151	6.0	448	86%
100-249	247	1,492	6.0	231	94%
250+	187	754	4.0	108	58%
Agriculture	337	3,684	10.9	302	90%
Mining and quarrying	9	93	10.3	8	89%
Manufacturing	645	4,883	7.6	716	111%
Electricity, gas and water	93	861	9.3	83	89%
Construction	753	5,968	7.9	613	81%
Wholesale and retail	1,362	10,353	7.6	1,527	112%
Hotels and restaurants	710	5,548	7.8	773	109%
Transport, storage and communication	576	4,461	7.7	547	95%
Financial services	243	1,946	8.0	133	55%
Business activities	1,063	8,199	7.7	1,033	97%
Public administration	68	565	8.3	70	103%
Education	463	3,379	7.3	498	108%
Health and social work	656	4,985	7.6	700	107%
Other community, social and personal	626	4,876	7.8	604	96%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
service activities					
Northern Ireland	4,000	32,215	8.1	4,014	100%
2-4	1,215	10,626	8.7	1,227	101%
5-9	1,088	8,759	8.1	1,182	109%
10-24	1,107	8,864	8.0	1,007	91%
25-49	275	2,198	8.0	307	112%
50-99	170	1,021	6.0	167	98%
100-249	80	482	6.0	83	104%
250+	65	265	4.1	41	63%
Agriculture	205	1,796	8.8	133	65%
Mining and quarrying	13	121	9.3	17	131%
Manufacturing	350	2,797	8.0	310	89%
Electricity, gas and water	28	250	8.9	43	154%
Construction	268	2,142	8.0	259	97%
Wholesale and retail	790	6,365	8.1	866	110%
Hotels and restaurants	389	3,169	8.1	385	99%
Transport, storage and communication	297	2,372	8.0	282	95%
Financial services	114	908	8.0	112	98%
Business activities	489	3,833	7.8	491	100%
Public administration	51	447	8.8	55	108%
Education	262	2,024	7.7	292	111%
Health and social work	356	2,850	8.0	408	115%
Other community, social and personal service activities	388	3,141	8.1	361	93%
Scotland	6,000	46,897	7.8	6,014	100%
2-4	1,087	9,482	8.7	1,109	102%
5-9	1,030	8,502	8.3	1,079	105%
10-24	2,046	16,517	8.1	2,099	103%
25-49	836	6,744	8.1	869	104%
50-99	513	3,117	6.1	482	94%
100-249	285	1,724	6.0	264	93%
250+	203	811	4.0	112	55%
Agriculture	508	5,017	9.9	519	102%
Mining and quarrying	17	176	10.4	21	124%
Manufacturing	394	2,926	7.4	409	104%
Electricity, gas and water	78	721	9.2	86	110%
Construction	531	4,173	7.9	496	93%
Wholesale and retail	938	6,914	7.4	991	106%
Hotels and restaurants	570	4,379	7.7	571	100%
Transport, storage and communication	421	3,235	7.7	446	106%
Financial services	294	2,352	8.0	205	70%
Business activities	792	5,987	7.6	784	99%
Public administration	114	987	8.7	124	109%

	Overall Target	Sample drawn	Ratio	Interviews achieved	% of Overall Target
Education	352	2,553	7.3	354	101%
Health and social work	494	3,632	7.4	568	115%
Other community, social and personal service activities	497	3,845	7.7	440	89%
Wales	6,000	48,712	8.1	5,996	100%
2-4	2,004	17,781	8.9	1,847	92%
5-9	1,714	13,838	8.1	1,753	102%
10-24	1,335	10,708	8.0	1,476	111%
25-49	455	3,646	8.0	512	113%
50-99	268	1,597	6.0	236	88%
100-249	121	734	6.1	128	106%
250+	103	408	4.0	44	43%
Agriculture	510	4,689	9.2	492	96%
Mining and quarrying	9	83	9.2	13	144%
Manufacturing	444	3,562	8.0	401	90%
Electricity, gas and water	59	525	8.9	84	142%
Construction	553	4,423	8.0	467	84%
Wholesale and retail	1,003	7,910	7.9	1,109	111%
Hotels and restaurants	602	4,901	8.1	618	103%
Transport, storage and communication	440	3,576	8.1	419	95%
Financial services	169	1,350	8.0	127	75%
Business activities	746	5,959	8.0	736	99%
Public administration	57	504	8.8	67	118%
Education	378	2,942	7.8	394	104%
Health and social work	543	4,377	8.1	602	111%
Other community, social and personal service activities	487	3,911	8.0	467	96%

Appendix D: Response rates by subgroup

	Interviews achieved	Response Rate
England	75,255	43%
Northern Ireland	4,014	47%
Scotland	6,014	51%
Wales	5,996	45%
2-4	19,058	44%
5-9	23,356	44%
10-24	28,209	44%
25-49	10,947	45%
50-99	5,584	43%
100-249	2,938	41%
250+	1,187	36%
Agriculture	3,407	35%
Mining and quarrying	138	40%
Manufacturing	7,422	40%
Electricity, gas and water	1,148	37%
Construction	7,202	38%
Wholesale and retail	17,287	44%
Hotels and restaurants	8,888	52%
Transport, storage and communication	6,890	36%
Financial services	2,330	34%
Business activities	14,011	42%
Public administration	942	48%
Education	5,796	56%
Health and social work	8,460	60%
Other community, social and personal service activities	7,358	49%

Appendix E: Sampling error and statistical confidence

Sampling errors for the survey results overall and for key sub-groups are presented in the table below. Figures have been based on a survey result of 50 per cent (the 'worst' case in terms of statistical reliability), and have used a 95 per cent confidence level. Where the table indicates that a survey result based on all respondents has a sampling error of +/- 0.32 per cent, this should be interpreted as follows: 'for a question asked of all respondents where the survey result is 50 per cent, we are 95 per cent confident that the true figure lies within the range 49.68 per cent to 50.32 per cent'.

As a note, the calculation of sampling error has taken into account the finite population correction factor to account for cases where we are measuring a significant portion of the population universe (i.e. even if two sample sizes are the same, the sampling error will be lower if in one case a far higher proportion of the population was covered).

These confidence intervals are based on the assumption of a normal distribution of responses.

Sampling error (at the confidence 95 per cent level) associated with findings of 50 per cent

	Population	Number of interviews	(Maximum) Sampling Error
Overall	1,743,847	91,279	+/-0.32
By country			
England	1,465,963	75,255	+/-0.36
Northern Ireland	55,603	4,014	+/-1.55
Scotland	140,948	6,014	+/-1.26
Wales	81,333	5,996	+/-1.27
By size of establishment			
2-4	907,729	19,058	+/-0.71
5-24	651,910	51,565	+/-0.43
25-99	146,623	16,531	+/-0.76
100-249	26,105	2,938	+/-1.81
250+	11,480	1,187	+/-2.84

By sector			
Agriculture	94,386	3,407	+/-1.68
Mining & Quarrying	1,712	138	+/-8.34
Manufacturing	99,955	7,422	+/-1.14
Electricity, Gas and Water	9,339	1,148	+/-2.89
Construction	162,801	7,202	+/-1.15
Wholesale and Retail	372,433	17,287	+/-0.75
Hotels & Restaurants	155,283	8,888	+/-1.04
Transport and Communications	121,484	6,890	+/-1.18
Financial Services	40,030	2,330	+/-2.03
Business Services	348,735	14,011	+/-0.83
Public Administration	21,408	942	+/-3.19
Education	57,523	5,796	+/-1.29
Health and Social Work	130,010	8,460	+/-1.07
Community, Social and Personal Services	128,748	7,358	+/-1.14

Appendix F: Questionnaire changes for 2013

Question number	Question area	Change made	Reason for change
General	Modularisation	In 2013 modularisation has been used for all countries to reduce questionnaire length (in 2011 Scotland omitted the section on retention instead and asked all modular questions)	Increase consistency between nations
A1	Number of staff on payroll	Clarification added for the respondent to include themselves. Wording simplified to 'all others' on payroll.	Change required as part of move to a "2+ employment" definition of the survey population.
A1X	Confirmation of one working proprietor	New question added to confirm with respondents that give answer of '1' employee at A1 that this includes themselves (if yes then screen out)	Change required as part of move to a "2+ employment" definition of the survey population.
A1A	Change in number of staff	Moved from position B1.	In 2011 it led in to questions about retention. In 2013 these questions were not asked so it improved questionnaire flow to move it.
A2A	Whether own all or part of organisation	Removed for UKCESS13	The move to a "2+ employment" definition of the survey population meant it was no longer necessary to know if the respondent was a working proprietor.
A4	Whether, if multisite, the site is a branch, HQ etc.	Replaced by A4new which confirms whether the site is the head office of the organisation.	The benefit of splitting branch, division, and subsidiary was more detail than was required (or indeed area / regional office) – though do still need to know whether head office. Time savings could be achieved by only asking whether head office.
A4a	Country of HQ	Question updated to only ask whether HQ of organisation is based in or outside of the UK.	Full level of A4a detail was felt to be unnecessary to ask every year, so to save survey time it was cut down to just the key piece of information - whether HQ is inside or

Question number	Question area	Change made	Reason for change
			outside of UK. (This has been flagged as one to rotate full detail back in 2015)
A5	(If multi- site) Number of employees across the UK	Question wording updated and banding for answers simplified to Micro (<10); small (10-49); medium (50-249); large (250-999); very large (1,000+).	Full level of detail not required for reporting. Time savings can be achieved through simplifying bands.
A7	SIC coding	SIC coding prompts updated	To improve clarity of SIC data.
A8	Classification of business	Add if necessary text for local-government financed body updated for clarification	To improve clarity of coding.
A9	(If multi-site and not HQ): where decisions made about training and recruitment	Removed for UKCESS13	Not used extensively in analysis so decision was made that those questionnaire seconds could be better utilised elsewhere.
A9A	Proportion of workforce with ownership of organisation	Removed for UKCESS13	The move to a “2+ employment” definition of the survey population meant it was no longer necessary to know how many people owned organisation.
A10	Whether they primarily serve local, regional, national, UK or international markets	Modularised	Modularised to save time on the survey.
Section B	Retention / Retention Difficulties	Section removed for UKCESS13 – question B1 moved to position A1A	Rotated out for UKCESS13 to save time.
C1A	Recruitment in past 2-3 years	Question added for UKCESS13 to establish whether they have recruited anyone in the past 2-3 years	Question required as part of young people recruitment questions – for routing and questionnaire flow. A section on the recruitment of young people has been added in 2013 as a key area of policy interest. The area was covered in Employer

Question number	Question area	Change made	Reason for change
			Perspectives Survey 2012 but its emphasis is more in line with the UKCESS survey and it is also possible to obtain information from a larger base size with this survey than UKCEPS.
C1	Education leavers recruitment	Only those who have recruited anyone in the past 2-3 years are now asked this question.	Routing added to save time on the survey and improve questionnaire flow.
C2	Education leavers recruitment- HEI level	Clarification included to C2_iv that education leavers from HEIs should be included regardless of their age.	Question required as part of young people recruitment questions.
C2a (and C3c for Scotland)	In addition to C1 and C2 asking about recruitment of young people in the last 2-3 years, this asked about the last 12 months (for the 4 categories of young people)	C2A and C3C removed for UKCESS13	Reporting only requires one of the timeframes 2-3 years or 12 months. In order to maintain suitable base sizes for nations, 2-3 years was retained and 12 month removed.
C5A-C3BX	Whether recruited young people (under age of 25)	New questions added to UKCESS13 to confirm whether or not recruited young people in the last 2-3 years	Question required as part of young people recruitment questions.
C5CNEW	Whether young people applied	New question added to UKCESS13 to establish whether any young people actually applied for jobs in the last 2-3 years.	Question required as part of young people recruitment questions.
C5CA and C5D	Skills lacking in young people	New questions added to UKCESS13 to understand why young applicants had not been taken on, and the skills they were lacking.	Question required as part of young people recruitment questions.
C9	Whether hard to fill vacancies	Wording updated for clarification	

Question number	Question area	Change made	Reason for change
C13	Have you found any of the following skills difficult to obtain from applicants?	The code for 'Office admin skills' was removed for UKCESS13 and 'Job specific skills' was merged with 'Technical or practical skills'	Skills list re-evaluated to make time savings on questionnaire and improve flow. Cognitive interviewing demonstrated that "office admin" and "basic computer skills" were often interchangeable so this code was deleted, and that "technical or practical skills" were commonly also "job specific" so these codes were merged.
D1 / D1a / D2	How many staff qualified to degree level; HNC/HND/Foundation on degree; level 3	D1A and D2 were removed for UKCESS13. D1 was changed to ask about number of staff that are qualified to level 4 or above. Where the exact number is not known, respondents are asked which band for the proportion of their workforce that it would fall into.	Questions combined / deleted to save time. Key interest is in identifying those with highly skilled workforce.
D4	(Module 1, & Scotland) Whether have various pay and incentive schemes	D4 moved to section G and only asked of those in module 1. This question is now G1A.	HPW measure, so moved to sit with other HPW questions.
D5	Occupational breakdown	New introductory text added to explain the format of the occupational breakdown to the respondent.	This was to clarify how the questions should be answered in order to save time / improve accuracy.
D7	Occupational breakdown	Question text updated for clarification. Refinements were also made to occupational details.	Changes made to improve accuracy of coding.
D8A	Occupations of those who own all or part of the organisation	Question removed for UKCESS13	The move to a "2+ employment" definition of the survey population meant it was no longer necessary to know about working proprietors.
D9	Number of employees proficient at their job	Scotland/NI text sub no longer required	The move to a "2+ employment" definition of the survey population meant it was no longer necessary to know about working

Question number	Question area	Change made	Reason for change
			proprietors.
D9	Number of employees proficient at their job	Question text updated for clarification	
D9A	Whether those who are not fully proficient are owners / part owners of the business	Question removed for UKCESS13	The move to a “2+ employment” definition of the survey population meant it was no longer necessary to know about working proprietors.
D9B	Number of owners / part owners of the business who are not fully proficient	Question removed for UKCESS13	The move to a “2+ employment” definition of the survey population meant it was no longer necessary to know about working proprietors.
D10	What are the main causes of staff not being fully proficient at their job?	Now asked of only 2 occupations across all countries (previously asked of all occupations not proficient in NI).	Increase consistency between countries.
D11	Have you found any of the following skills difficult to obtain from applicants?	The code for ‘Office admin skills’ was removed for UKCESS13 and ‘Job specific skills’ was merged with ‘Technical or practical skills’	See C13
D13	Impact of having non proficient staff	Code for ‘Increase operating costs’ changed to ‘Have higher operating costs’	Improve understanding of question
D13A	Whether steps taken to improve proficiency of staff with skill gaps	Text for ‘or do you have plans to do so’ was removed.	Remove ambiguity over “yes” answer at this question
D14	Steps taken to overcome having staff not fully proficient	Codes are now rotated in the order read out.	Improve data reliability / reduce interviewing effects on response

Question number	Question area	Change made	Reason for change
D15	Under-utilisation (over-qualified) staff	Question now only asked of those in module 2	Moved to Module 2 to save time on survey.
E1	Predicted need for new skills as a result of various factors.	New question included in UKCESS13	Rotated in for 2013 (was not included in 2011, and not intended for inclusion in 2015).
E2	Single occupation most affected by need to acquire skills or knowledge	New question included in UKCESS13	Rotated in for 2013 (was not included in 2011, and not intended for inclusion in 2015).
E3	Skills needed improving or updating over next 12 months	New question included in UKCESS13	Rotated in for 2013 (was not included in 2011, and not intended for inclusion in 2015).
F5	Reasons for not providing training	Question text re-worded for clarification and improved questionnaire flow.	“funded or arranged” focuses people on the word “funded” which implies external – “arranged or funded” improves the flow.
F6	Types of training provided	Question text re-worded for clarification.	As above
F7a	(If provide Health and safety or induction training) What % of their training has been for induction and H&S?	Question text re-worded for clarification. The range of the % bands were expanded for UKCESS13	As above; also the bandings were brought in line with how it is reported.
F7	Other staff development provided	Code 1 reworded for clarification.	
F8	Number of staff trained	Prompt added to display the total number of staff at the site.	Improve questionnaire flow
F8chk	Number of staff trained	Check question added to confirm if all current staff had been trained (only asked if number of staff trained = number of total staff at site). If all staff had been trained then F9/F10 can be skipped.	This check question leads to time savings and reduced burden on respondent by allowing F9/F10 to be coded automatically based on D5-8 where appropriate.

Question number	Question area	Change made	Reason for change
F9/F10	Staff occupations trained	Question text re-worded for clarification.	See F5.
F10	Number of staff in each occupation trained	Prompt added to display the number of staff in each occupation as recorded in the section D occupational breakdown.	To help the interviewer and respondent reference what had already been recorded – improves questionnaire flow.
F10A/ F10B	Whether owners of organisation had received training	Questions removed for UKCESS13	The move to a “2+ employment” definition of the survey population meant it was no longer necessary to know about working proprietors.
F11	Days training provided per member of staff	Question text re-worded for clarification.	See F5
F12	Number of staff trained to nationally recognised qualification	New codes added for ‘Don’t know how many, but there were some’ and ‘Don’t know if any’	Improve clarity of response and allow F13 to be asked even if respondent does not know exact number.
F13	Level of qualification staff were trained to	Question text re-worded for clarification.	See F5.
F14	Number of staff trained to each level	Question removed for UKCESS13	This level of detail was not deemed critical, so was removed to save time on the survey
F15A	Whether more training would have been provided if able to	New question for UKCESS13	Brought in from 2011’s follow-up “Skills equilibrium” survey
F15B	Barriers to providing more training over the last 12 months	New question for UKCESS13	Brought in from 2011’s follow-up “Skills equilibrium” survey
G1	Skills Utilisation/High Performance Working	G1_1 and G1_3 removed for UKCESS13. New codes added for whether establishment consults with trade unions or conducts training needs assessments.	Improvements to the information gathered regarding High Performance Working
G3/G4	Whether formal disciplinary procedures for non-	Questions removed for UKCESS13	Improvements to the information gathered regarding High Performance

Question number	Question area	Change made	Reason for change
	managerial staff / Methods used for staff communications		Working
H1A	Product Market Strategy- customisation of products	This question was changed to a scale of 1 (No customisation) to 5 (substantial customisation)	Align with other PMS questions.
H1C	Product Market Strategy- extent to which establishment leads the way in new products	Public sector organisations are no longer excluded from this question.	It was felt that public sector establishments could often give a meaningful answer here.
H1	H1E/F. Product Market Strategy- IT systems, and extent to which services are automated	Questions removed for UKCESS13	Removed to save time on questionnaire, as they were not extensively reported in 2011.
I3	Re-contact question	Question text updated for UKCESS13	Reviewed in line with MRS code
I2	Re-contact question	Question text updated for UKCESS13 and moved to after I3C	Reviewed in line with MRS code

Appendix G: Briefing notes and core questionnaire

Interviewer Briefing Notes

Background to the survey

The **UK Commission for Employment and Skills (UKCES)** was established in 2008; its aim is to work with and through our partners to secure a greater commitment to invest in the skills of people to drive enterprise, jobs and growth. The Employer Skills Survey 2013 (UKCESS2013) will play an important role in achieving this, by measuring the skills employers need, the skills they are short of, actions they are taking to increase skills in their workforces and the impact of any skills gaps they experience.

UKCESS2013 is the second time the skills surveys of the four nations of the UK have been brought together into one survey. It builds upon the findings of the same survey conducted two years ago UKCESS2011, this was also conducted by IFF (job number 4932). UKCES are partnering with the department for Business, Innovation and Skills (BIS) in England, the Scottish Government, the Welsh Government and the Department for Education and Learning in Northern Ireland (DELNI) to get a UK-wide measure of the skills landscape.

UKCESS2013 is part of a wider research series into skills for the workplace, and is a sister survey to the Employer Perspectives Survey, which was last run by IFF in 2012. UKCESS2013 is designed to be “inward looking”, that is, it asks about areas relating to the respondent’s own establishment and internal procedures; the sister UKCEPS survey is “outward looking”, examining their experience of government initiatives and external assistance. Together, the survey results are used to help inform learning provision in the UK so that it meets the skill needs of employers.

The survey design is largely unchanged compared to the 2011 study, with a few amendments to the questions. The main difference is the global move across all four nations to exclude establishments with only one employee (including the working proprietor/owner) and thus the 2013 study will be based on establishments with 2 or more employees.

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

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

Scope of the survey

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

IFF Research	Wales, Northern Ireland, London, North West + c.1,800 multi sites
MORI	East, North East, Scotland
BMG	South West, West Midlands, Yorkshire and Humber, East Midlands
GfK	South East

An establishment-based survey

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

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

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

The sample

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

Identifying the correct respondent

Most of the sample is not named. Where it is named this is where the respondent has taken part in the last study (in 2011). There is no guarantee that the person is still the right person to talk to (and in many cases they will now work at a different establishment or will have left the organisation altogether). The name will help as a way in, but you do need to check that they are the correct person still.

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

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

Persuading people to take part (and outcome codes)

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

- It is the chance for them to input into research which will help planners develop policies to address employer skill needs
- If they want to check the survey is legitimate they can go to the UKCES website www.ukces.org.uk/employersurveys – Additionally, if they type in 'skills survey' in the 'search' function they can see copies of the report from the last time's survey. We do have a contact at the UKCES (shown in the survey reassurances) but this should be given out sparingly as we do not want them flooded with calls.
- We can send a reassurance fax/email (a copy of this is attached for your reference)
- A report of the survey results will appear on the UKCES website in early 2014

- Respondents may say that they took part in the 2009 (England only) or 2011 (Nationwide) studies, if this is that case we still want to interview them to update our information

If people are very busy currently then please arrange a date to call back when they should be quieter (the fieldwork goes on until mid-July 2013, so we are expecting very few 'too busy during fieldwork' outcomes).

If the respondent refuses, then we are interested to record if they say this is because this is company policy or because they have recently taken part in a survey (we are not asking this specifically, we are only recording this if they offer this reason spontaneously). If this reason is not spontaneously given then just record it as a straight refusal.

Screenshot of information on website:

The screenshot shows the UKCES website page for 'Employer Skills Survey 2013 - Interviews underway'. The page includes a navigation menu with links for Home, About us, Commissioners, Our work, Publications, News, Data, and Work with us. A search bar is located at the top right, with options for 'Any words', 'All words', and 'Exact phrase'. The main content area features a breadcrumb trail: 'You are here: Home > Our work > Employer surveys > ESS 2013 - Fieldwork'. The page title is 'Employer Skills Survey 2013 - Interviews underway'. A highlighted text box states: 'The UK Employer Skills Survey 2013 interviews are currently underway, we will be talking to employers across all sizes and sectors of the economy until the end of July 2013.' Below this, a paragraph explains that the survey is being conducted on behalf of the UK Commission for Employment and Skills and its partners, including the Department for Business, Innovation and Skills, the Welsh Assembly Government, the Scottish Government, and the Department for Employment and Learning in Northern Ireland (DELNI). A list of frequently asked questions follows, covering the aims of the project, why respondents need to talk to them, how they were selected, and what participation involves. A 'Related links' sidebar on the right provides additional resources, including links to previous survey results for England, Northern Ireland, Wales, and Scotland, as well as a technical report and a 2012 perspectives survey.

The questionnaire

After screening questions, there are 8 sections to the questionnaire (A-I – although there is no section B).

Section	Description
S	Screening questions
A	Establishment details (“Firmographics”)
B	(There is no section B)
C	Recruitment & Recruitment Difficulties
D	Demand for skills / Skills gaps
E	Upskilling
F	Workforce Development
G	Skills utilisation / High performance working
H	Business strategy and structure
I	Closing questions

The interview will last around 22 minutes on average, though there will be quite a lot of variation between respondents, depending on responses at particular questions. For smaller organisations the interview may only take around 15 minutes.

Draft Questionnaire

J5191

24/1/14

Employer Skills Survey 2013 – MAINSTAGE

Telephone

SCREENING OUTCOMES

Hard appointment
 Soft appointment
 Refusal
 Refusal (company policy)
 Refusal (taken part in recent survey)
 Nobody at site to answer questions
 Not available in deadline
 Residential number
 Dead line
 Company closed
 Company too small
 Out of quota
 Unobtainable (no reply)

 Screener

SAMPLE VARIABLES USED IN SURVEY:

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

Region for quotas (region)	East of England	1
	East Midlands	2
	London	3
	North East	4
	North West	5
	South East	6
	South West	7
	West Midlands	8
	Yorkshire and Humber	9
	Northern Ireland	10
	Scotland	11
	Wales	12

ASK TELEPHONIST

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

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

S1

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

- (i) If the company name has changed (compared to the one on screen) collect the new name and continue.
- (ii) **do not take referrals to other sites or locations**, we must talk to a person at the establishment specified on the sample

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

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

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

IF S1=1 OR 2

S2 **My name is NAME, calling from [COMPANY NAME], an independent market research company. We're conducting a government survey about recruitment, human resources and workplace skills. Can I speak to the most senior person at this establishment with responsibility for these sorts of issues?**

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

Person on phone is correct respondent	1	CONTINUE
Referred to someone else at establishment NAME_____	2	TRANSFER AND ASK S3
JOB TITLE_____		
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
Refusal	5	THANK AND CLOSE
Refusal – company policy	6	
Refusal – taken part in recent survey	7	
No one at site to answer questions	10	
Not available in deadline (July 2013)	8	
WANTS REASSURANCES	9	SHOW REASSURANCES

S2

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

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

In some cases we have named sample. These are people who completed the survey in 2011 and are happy to be re-contacted. Please ask for this person in the first instance, and try to make an appointment if they are not available. If they no longer work at the establishment, or the name is not recognised please ask for the person at the establishment that has the greatest involvement in recruitment, human resources and workplace skills.

ASK ALL

S3 IF TRANSFERRED AT S2: **Good morning/afternoon, my name is NAME and I am calling from [COMPANY NAME], an independent research organisation.**

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

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

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

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

REASSURANCES TO USE IF NECESSARY

The interview will take around 20 minutes to complete.

Please note that all data will be reported in aggregate form and your answers will not be reported to our client in any way that would allow you to be identified.

If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can visit the UKCES website or call:

MRS: Market Research Society on 0500 39 69 99

[COMPANY CONTACTS IFF: Jolyon Fairburn-Beech or Mark Tweddle on 0207 250 3035]

UKCES: Simon Fathers on 0207 2277 800

S3

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

If the respondent requires proof that the survey is legitimate there is a reassurance email/fax available, or you can direct them to the UKCES website which will have an area set up regarding this survey and also shows results for the UKCESS 2011 survey (type in 'skills survey' to the search option on the website).

ASK ALL BASED IN WALES (COUNTRY=4)

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

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

DUMMOD:

DUMMY QUESTION TO SET MODULE

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

S4

Welsh respondents will get the option here to complete the survey in Welsh; if this is required then record an appropriate date/time for a welsh interviewer to call back. (IFF Fieldwork only)

DUMMOD

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

A Firmographics

ASK ALL

A1 **First, some questions about your organisation and the site at which you work.**

How many people work at this establishment? Please include yourself and others on your payroll and any working proprietors or owners, but exclude the self-employed and outside contractor or agency staff.

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

PROBE FOR BEST ESTIMATE AND RECORD NUMBER

CLOSE IF DON'T KNOW / REFUSED

A1DUM) CATI TO CODE RANGE AUTOMATICALLY AND CHECK QUOTA

1	1	GO TO A1X
2-4	2	GO TO A3
5-9	3	
10-24	4	
25-49	5	
50-99	6	
100-249	7	
250 or more	8	

IF A1DUM=1

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

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

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

A1

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

Both full and part-time staff should be included.

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

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

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

ASK MODULE 2 (DUMMOD=2)

A1A **Compared to 12 months ago, has the number of people employed at this establishment... ? READ OUT AND CODE ONE ONLY.**

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

ASK ALL

A3 **Is this establishment..? READ OUT. SINGLE CODE.**

The only establishment in the organisation, or	1	GO TO A6
One of a number of establishments within a larger organisation	2	ASK A4NEW

A4 THERE IS NO A4

ASK IF MULTI-SITE ORGANISATION (A3=2)

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

Yes – Head Office	1
No	2
Don't know	3

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

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

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

A1A

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

A4-A5

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

ASK IF MULTI-SITE ORGANISATION (A3=2)

- A5 **And how many people work in your organisation across the UK as a whole?**
 ADD IF NECESSARY: **By that I mean both full-time and part-time employees on your payroll, as well as any working proprietors or owners.**
 PROBE FOR BEST ESTIMATE AND RECORD NUMBER – ONLY ALLOW NUMBERS LARGER THAN GIVEN AT ESTABLISHMENT SIZE QUESTION (A1) UNLESS A4A=2 IN WHICH CASE ALLOW A5>=A1.

IF DK, PROMPT WITH RANGES (DO NOT ALLOW RANGES SMALLER THAN THE RANGE GIVEN AT A1DUM)

(IF ANSWER GIVEN, CATI CODE RANGES AUTOMATICALLY)

A5RAN

Under 10 (micro)	1
10-49 (small)	2
50-249 (medium)	3
250-999 (large)	4
1,000+ (very large)	5
Don't know	X

IF MULTI-SITE ORGANISATION (A3=2):

From now on, when I use the word 'establishment', I mean the site at which you work.

ASK ALL

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

Yes	1
No	2

IF NO (A6=2):

- A7 **How would you describe the main business activity of this establishment?**

PROBE FULLY:

What would you type into a search engine to find an organisation like yours online?

What is the main product or service of this establishment?

What exactly is made or done at this establishment?

Who does it sell its product/services to?

S

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

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

A6-A7

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

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

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

ASK ALL

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

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

A9 THERE IS NO A9

ASK MODULE 1

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

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

A8

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

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

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

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

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

A10

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

B THERE IS NO SECTION B

C Recruitment & Recruitment Difficulties

ASK ALL

C1A **Have you recruited anyone in the past two to three years? IF NECESSARY: whether or not they are still working for you**

Yes	1
No	2
Don't know	X

ASK ALL WHO HAVE RECRUITED (C1A=1)

C1 **And in the last 2-3 years, has this site taken on anyone to their first job on leaving school, college or university?**

Yes	1
No	2
Don't know	X

IF RECRUITED EDUCATION-LEAVERS AND ENGLAND, NI OR WALES (C1=1 AND COUNTRY=1, 2 OR 4)

C2 **Have any of these been...**

	Yes	No	Don't know
i) 16 year olds recruited to their first job on leaving school [IF NECESSARY ADD: Who have undertaken compulsory education but no more]	1	2	3
ii) 17 or 18 year olds recruited to their first job from school	1	2	3
iii) 17 or 18 year olds recruited to their first job from FE College	1	2	3
iv) Recruited to their first job from University or another Higher Education institution, regardless of their age	1	2	3

Section C is the section that has seen the most adjustments since the last wave.

C1A

The first question in this section simply asks whether the respondent has recruited anyone in the past 2-3 years. We still want them to consider anybody who has been recruited in that time but has since left the company

C1

C1 asks about people being taken on to their FIRST job after leaving education. This means that we are interested in any people who have not had any other job between leaving school/college/university; it is okay if they have had a gap year or student job, or were unemployed for a period of time.

C2-3A are asked of England, Wales and NI. Scotland have a slightly different version of this question.

Note: FE College = Further Education College – a college for those 16+ that is not a school sixth form.

Note: at iteration IV- University leavers can be of any age

What we want to find out here is whether education has prepared people for work – so if university leavers were mature students who have already had a career/long periods of work or similar we **shouldn't** count them, but someone who went straight from school/college to uni with no more than a “gap year” style break in the middle they would count as a yes here.

IF RECRUITED DIRECTLY FROM EDUCATION ESTABLISHMENTS LISTED AT C2
(C2(ANY)=1)

C3 Thinking of those recruited in the last 2-3 years, how well prepared for work have the...

- (C2i=1) **16 year old school leavers been?**
- (C2ii=1) **17-18 year olds you recruited to their first job from school been?**
- (C2iii=1) **17-18 year olds you recruited to their first job from FE Colleges been?**
- (C2iv=1) **university or higher education leavers been?**

READ OUT FOR EACH	
Very well prepared	1
Well prepared	2
Poorly prepared	3
Or very poorly prepared	4
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Varies too much to say	X

ASK IF POORLY OR VERY POORLY PREPARED FOR EACH ITERATION OF C3 (C3=3-4).

C3A In what ways have they been poorly prepared?

DO NOT READ OUT. PROBE FULLY. CODE ALL THAT APPLY.

Lack required skills or competencies (e.g. technical or job specific skills, IT skills, problem solving skills, team working skills)	1
Literacy/numeracy skills	2
Poor education	3
Lack of common sense	4
Poor attitude / personality or lack of motivation (e.g. poor work ethic, punctuality, appearance, manners)	5
Lack of working world / life experience or maturity (including general knowledge)	6
Other (WRITE IN)	7
Don't know (ALLOW SINGLE CODE ONLY)	X

C3 / C3A follows up all “yes” answers at C2, asking how well prepared they have been for work with a follow up question for those considered poorly prepared.

IF RECRUITED EDUCATION-LEAVERS AND SCOTLAND (C1=1 AND COUNTRY=3)
 ASK C3B TO C4A IN A LOOP

C3B Have any of these been recruited to their first job from...

	Yes	No	Don't know
i) A Scottish secondary school	1	2	3
ii) A Scottish FE College	1	2	3
iii) A Scottish University	1	2	3

C3B to C4A replicate the previous questions but for Scotland and are based on only those recruited from SCOTTISH educational institutions.

IF RECRUITED DIRECTLY FROM EDUCATION ESTABLISHMENTS LISTED AT C3B
(C3B(ANY)=1)

C3D Thinking of those recruited in the last 2-3 years to their first job on leaving

- (C3Bi=1) a **Scottish secondary school,**
- (C3Bii=1) a **Scottish FE college,**
- (C3Biii=1) a **Scottish University,**

...in relation to their preparedness for work would you say that they were...?

READ OUT FOR EACH	
Very well prepared	1
Well prepared	2
Poorly prepared	3
Or very poorly prepared	4
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Varies too much to say	5

ASK IF POORLY OR VERY POORLY PREPARED FOR EACH ITERATION OF C3D
(C3D=3-4).

C4A In what ways have they been poorly prepared?

DO NOT READ OUT. PROBE FULLY. CODE ALL THAT APPLY.

Lack required skills or competencies (e.g. technical or job specific skills, IT skills, problem solving skills, team working skills)	1
Literacy/numeracy skills	2
Poor education	3
Lack of common sense	4
Poor attitude / personality or lack of motivation (e.g. poor work ethic, punctuality, appearance, manners)	5
Lack of working world / life experience or maturity (including general knowledge)	6
Other (WRITE IN)	7
Don't know (ALLOW SINGLE CODE ONLY)	X

C5 THERE IS NO QUESTION C5

IF RECRUITED ANY EDUCATION LEAVERS C1=1 & MODULE 2

C5A **Have you recruited anyone else in the past two to three years under the age of 25 who were not recruited to their first job on leaving school, college or university?**

Yes	1
No	2
Don't know	X

IF NOT RECRUITED EDUCATION LEAVERS BUT HAVE RECRUITED IN LAST 2-3 YEARS (C1A=1) & MODULE 2

C5B **And was anyone you recruited in the last two to three years under the age of 25?**

Yes	1
No	2
Don't know	X

IF RECRUITED EDUCATION UNIVERSITY / HE LEAVERS (C2iv=1) & MODULE 2

C2X **Can I just check, were any of the University or other Higher Education leavers you recruited in the last two to three years under the age of 25 when recruited?**

Yes	1
No	2
Don't know	X

C5A-C3BX establish whether taken on anyone under age of 25 if we haven't already done so from the educational leavers questions

C5A asks the respondent to consider whether they have recruited anyone else (under the age of 25) that wasn't recruited into their first job on leaving school, college or university. This is only asked of half of the sample (Module 2). The timescale is the same as before – 2/3 years

C5B asks if the establishment has recruited ANYONE under the age of 25 in the last 2-3 years – i.e. not straight out of education

C2X Is a check question to all respondents who have recruited HE leavers to check that any of their recruits in the last 2-3 years were under the age of 25.

IF RECRUITED ANY SCOTTISH COLLEGE OR UNIVERSITY LEAVERS (C3B ii OR iii =1)
& MODULE 2

C3BX Can I just check, were any of the Scottish FE College or Scottish University leavers you recruited in the last two to three years under the age of 25?

Yes	1
No	2
Don't know	X

DUMMY VARIABLE- EDUCATION LEAVERS / YOUNG PEOPLE (MULTICODE)

RECRUITED EDUCATION LEAVERS- (C1=1)

NOT RECRUITED EDUCATION LEAVERS- (C1=2 OR C1A=2)

RECRUITED YOUNG PEOPLE- (C5A=1 OR C5B=1 OR C2i / ii / iii=1 OR C2X=1)

OR IF SCOTLAND- (C3Bi=1 or C3BX=1 or C5a1 or C5B=1)

NOT RECRUITED YOUNG PEOPLE-

(C5A=2 AND C2i/ii/iii/iv ALL=2) OR (C5B=2) OR (C2X=2 AND C2i,ii,iii ALL=2 AND C5A=2)

OR IF SCOTLAND- (C3Bi/ii/iii ALL=2 AND C5A=2) OR (C5A=2 AND C3Bi=2 AND C3Bx=2)

OR (C5B=2) OR (C1A=2)

C3BX – This question is a replica of the previous one but for respondents in Scotland, who get a different loop in this section.

C5DUM – This dummy variable codes establishments into one or more of four categories based on their answers from the previous section. It is hidden in the script so you will not know where they have been placed. This is used to route the next set of questions.

IF NOT RECRUITED YOUNG PEOPLE & MODULE 2

C5CNEW We want to understand why young people sometimes find it difficult to find employment. You've said that you have not recruited anyone under the age of 25 but can I just check, did any young people apply for jobs in your establishment in the last 2-3 years?

Yes	1
No	2
Don't know	X

IF ANY YOUNG PEOPLE HAVE APPLIED (C5CNEW=1)

C5CA Were they unsuccessful in getting the job because they did not meet the requirements you had in mind for the role, or was it simply that there were other applicants who were better?

CODE ALL THAT APPLY

They did not meet the requirements	1
Other applicants were just better	2
DO NOT READ OUT: Other [SPECIFY]	3
DO NOT READ OUT: Don't Know (ALLOW SINGLE CODE ONLY)	X

IF THEY DID NOT MEET REQUIREMENTS (C5CA=1)

C5D What was it that the young candidates were lacking? Was it...?

READ OUT; CODE ALL THAT APPLY

The skills you look for	1
The qualifications you look for	2
The work experience that you require	3
The attitudes, motivation and/or personality you look for	4
The quality of the application (including the CV, cover letter, application form and/or interview)	5
Or was there some other reason? [SPECIFY]	6
DO NOT READ OUT: No particular reason (ALLOW SINGLE CODE ONLY)	7
DO NOT READ OUT: Don't Know (ALLOW SINGLE CODE ONLY)	X

C5CNEW – This set of questions is asked of those that have NOT recruited young people (and in module 2).

Here we check what the reasons for this are. C5CNEW asks if anybody under 25 actually applied for these vacancies.

C5CA – At this question we ask respondents about the reasons for why candidates under the age of 25 who applied for a job role did not go on to get the job. There are two main options for respondents to choose here. One is that the candidate(s) did not meet the basic requirements of the candidate specification in the job description (I.e. they weren't considered good enough – they lacked the skills/experience/personality etc needed) The other is that they did meet all the requirements but another applicant was considered to be 'better' – i.e. they would still have been able to do the job

C5D – here we follow up with anyone who stated that the candidate(s) who did not meet the requirements by asking in what places did the prospective candidates 'fall short'. You can code more than one here.

ASK ALL

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

PROBE FOR BEST ESTIMATE

WRITE IN NUMBER _____

ALLOW DON'T KNOW

IF C6 > 100 ASK:

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

Yes	1	CONTINUE
No	2	RE-ASK C6

ASK ALL WITH ANY VACANCIES AT C6. (OTHERS GO TO D1.)

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

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

CODE TO SOC2010 4 DIGITS

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

C6

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

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

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

C7

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

IF >1 OCCUPATION WITH VACANCIES AT C7, ASK C8. OTHERS GO TO C9.

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

PROBE FOR BEST ESTIMATE

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

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

C7	C8 – number
Occupation 1 -	(1-9999)
Occupation 2 -	(1-9999)
Occupation 3 -	(1-9999)
Occupation 4 -	(1-9999)
Occupation 5 -	(1-9999)
Occupation 6 -	(1-9999)

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

IF FAIL CATI CHECK: PROMPT RESPONDENT WITH ... **This sums to <INSERT C8 SUM> but you just told me that you had <INSERT C6> vacancies in total...**

THEN RE-ASK C6, C7 AND 8

C8

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

ASK ALL WITH VACANCIES AT C6 (C6>0)

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

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

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

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

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

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

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

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

THEN RE-ASK C9

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

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

ASK C11A – C13 IN SEQUENCE FOR UP TO 6 OCCUPATIONS > 0 AT C10 (I.E. OCCUPATIONS WITH HARD-TO-FILL VACANCIES)

NB IF C6=1 AND C9=YES, ASK ABOUT OCCUPATION FROM C7

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

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

C11A

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

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

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

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

READ OUT; CODE ONE ONLY

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

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

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

READ OUT. CODE ALL THAT APPLY.

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

ASK FOR EACH OCCUPATION WITH HARD-TO-FILL VACANCIES CAUSED BY LACK OF SKILLS (C12=1, 2 OR 3 OR C11A=4, 7 OR 8)

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

READ OUT. CODE ALL THAT APPLY

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

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

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

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

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

C14 **Are hard-to-fill vacancies causing this establishment to...** READ OUT. CODE ALL THAT APPLY

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

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

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

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

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

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

D Demand for Skills / Skills Gaps

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

ASK ALL

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

ENTER NUMBER _____ **ALLOW 0 TO A1**

Don't know X

IF DON'T KNOW (D1=DK)

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

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

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

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

Going through each occupation type can be a bit laborious and there is scope for interviewers to lose track of numbers coded at previous sections. We strongly recommend that you use the accompanying crib sheet for this section – it is designed to help you and the respondent and using it should enable efficient progress through this section, a shorter interview length, a more engaged respondent and more accurate information.

D1- D1 asks for the number of staff currently qualified to level 4 or above. (In Scotland the equivalent is Level 7). If the respondent is not sure, you can prompt them with a range.

D2 THERE IS NO QUESTION D2

D3 THERE IS NO QUESTION D3

D4 THERE IS NO D4

D5 **For this next section we are going to categorise the [A1] staff you have at this establishment into a number of different job roles. Please note that staff should be classified according to their PRIMARY role - that is the one that takes up the greatest proportion of their time - and that each member of staff should only be allocated to one job role.**

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

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

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

(Note: this excludes supervisors)

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

WRITE IN NUMBER _____ [RESPONSE MUST NOT EXCEED A1]

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

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

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

ASK IF A1 > D5, OTHERS GO TO D9

D5-D8

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

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

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

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

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

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

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

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

[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 A1 – D5]

ASK IF $A1 > D5+D6$,

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

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

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

FOR EACH OCCUPATION EMPLOYED (YES AT D7)

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

	D7		D8
	Yes	No	
<p>Elementary occupations</p> <p>ADD IF NECESSARY Elementary occupations involve mostly routine tasks usually involving use of simple hand held tools and in some cases physical effort. Most do not require formal educational qualifications.</p> <p>[IF 'MANUFACTURING' (SIC ON SAMPLE – 01 to 45) ADD AS NECESSARY: including labourers, packers, goods handling and storage staff, security guards, cleaners]</p> <p>[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]</p> <p>[IF 'PUBLIC SECTOR' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including labourers, cleaners, road sweepers, traffic wardens, security guards, caretakers]</p>	1	2	(1-99999)
<p>Process, plant and machine operatives</p> <p>ADD IF NECESSARY: Process, plant and machine operative occupations 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 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</p> <p>ADD IF NECESSARY: Sales and customer services occupations sell goods and services, accept payment and replenish stocks, provide information to potential clients and additional services to customers after the point of sale.</p> <p>ADD AS NECESSARY: including sales assistants and retail cashiers, telesales, call centre agents, customer care occupations</p> <p>ADD AS NECESSARY: DO NOT INCLUDE Buying and purchasing officers, sales representatives, estate agents or auctioneers. These should be categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS.</p>	1	2	(1-99999)
<p>Caring, Leisure and Other Service Occupations ADD IF NECESSARY: Caring, Leisure and Other 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 of 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) ADD AS NECESSARY: including such occupations as care assistants, nursery nurses.]</p> <p>[IF 'SERVICES' (SIC ON SAMPLE: 50-74 & 93) ADD AS NECESSARY: 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) ADD AS NECESSARY: including care assistants and home carers, nursery nurses/childminders, ambulance staff, teaching assistants, pest control officers, dental/ veterinary nurses, caretakers, sport and leisure assistants]</p> <p>IF 'HEALTH AND SOCIAL CARE (SIC ON SAMPLE: 85)' ADD AS NECESSARY: DO NOT INCLUDE Occupations with high level vocational qualifications such as professional medical nurses, midwives, physiotherapists, and social workers. They are categorised as PROFESSIONAL OCCUPATIONS.</p> <p>Occupations such as paramedics, youth workers and welfare officers are categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS.</p>	1	2	(1-99999)

<p>Skilled trades occupations</p> <p>ADD IF NECESSARY: 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>ADD AS NECESSARY: including electricians, motor mechanics, machine setters/tool makers, TV engineers, plumbers, carpenters, printers, chefs, butchers, furniture makers, farmers</p> <p>ADD AS NECESSARY: DO NOT INCLUDE Science and engineering technicians. They are categorised as ASSOCIATE PROFESSIONAL AND TECHNICAL OCCUPATIONS.</p>	1	2	(1-99999)
<p>Associate professional and technical occupations</p> <p>ADD IF NECESSARY: Occupations in this group will usually require a relevant high level vocational qualification, often involving substantial period of full time training or further study. Main tasks require experience and knowledge to assist in supporting 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, pilots, graphic designers, fitness instructors.]</p> <p>[IF 'PUBLIC SECTOR' OR 'HEALTH AND SOCIAL CARE' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including 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: DO NOT INCLUDE Architects, surveyors, engineers, chartered accountants and management consultants. They should be categorised as PROFESSIONAL OCCUPATIONS.</p>	1	2	(1-99999)

<p>Professional occupations</p> <p>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.</p> <p>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> <p>practically applying extensive theoretical knowledge;</p> <p>increasing the stock of knowledge through research;</p> <p>communicating knowledge by teaching</p> <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' OR 'HEALTH AND SOCIAL CARE' SIC ON SAMPLE 75-99 excl 93) ADD AS NECESSARY: including doctors, nurses, midwives, psychologists, teachers, social workers, librarians, accountants, economists, IT professionals, engineers]</p>	1	2	(1-99999)
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CHECK SUM OF D5+D6+D8 = A1. IF NOT RE-ASK D8.

Two common problematic occupations to code are nurses and paramedics.

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

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

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

D9

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

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

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

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

SAY TO ALL:

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

ASK ALL, ASKING FOR EACH OCCUPATION WITH STAFF AT D5 / D6 / D7
 D9 **How many of your [INSERT NUMBER FROM D5 / D6 / D8] existing staff working in [OCCUPATION] would you regard as fully proficient at their job?**

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

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

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

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

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

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

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

ALL: ASK D10 AND D11 OF UP TO 2 OCCUPATIONS WITH SKILLS GAPS (CHOSEN AT RANDOM AT D9DUM2)

D10 [TEXT SUBSTITUTION IF >2 OCCUPATION AT D9 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 jobs...?

READ OUT. RANDOMISE ORDER OF 1-10. CODE ALL THAT APPLY.

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

D10-D11

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

D11

Read out list.

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

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

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

ASK OF THE SAME OCCUPATIONS AS D10

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

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

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

ASK ALL WITH SKILL GAPS

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

Yes – major impact	1	ASK D13
Yes – minor impact	2	
No	3	TO D15

ASK IF HAD IMPACT (D12=1 OR 2)

- D13 **Is the fact that some of your staff are not fully proficient causing this establishment to...?**
READ OUT. CODE ALL THAT APPLY. ROTATE ANSWER LIST.

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

ASK ALL WITH SKILL GAPS

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

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

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

ASK IF HAVE TAKEN ACTION (D13A=1)

D14 **Which if any of the following steps is this establishment taking to overcome the fact that some of its staff are not fully proficient in their job?**

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

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

ASK IF MODULE 2 AND ANY STAFF FULLY PROFICIENT (DUMMOD=2 AND SUM(D9)>0)

D15 **You said that you have [SUM(D9)] staff who are FULLY proficient at their job. Of these, how many would you say have BOTH qualifications AND skills that are more advanced than required for their current job role?**

ENTER NUMBER

VALID RANGE = 0 TO (SUM(D9))

ALLOW DON'T KNOW

D15

This question measures whether they have any staff who have more skills than are necessary for the job. This should be based on whether they have BOTH skills AND qualifications **relevant to their current job** which are more than are required for their current job.

E Upskilling

ASK MODULE 2 (DUMMOD=2)

- E1 **Over the next 12 months do you expect that any of your employees will need to acquire new skills or knowledge as a result of the following?**

READ OUT; CODE ALL THAT APPLY ROTATE LIST

The development of new products and services	1
The introduction of new working practices	2
The introduction of new technologies or equipment	3
New legislative or regulatory requirements	4
Increased competitive pressure	5
Any other reasons (please specify)	6
DO NOT READ OUT: None of the above	7
DO NOT READ OUT: Don't know	X

IF YES TO ANY OPTION AT E1 AND MORE THAN ONE OCCUPATION TYPE AT D5/D6/D7 (IF ONLY ONE OCCUPATION EMPLOYED AT SITE CODE E2 AUTOMATICALLY TO BE THAT OCCUPATION)

- E2 **Which single occupation will be most affected by this need to acquire new skills or knowledge?**

PROMPT IF NECESSARY; CODE ONE ONLY.

CATI – SHOW ONLY THOSE OCCUPATIONS PRESENT FROM D5/6/7

Managers, Directors and senior officials	1
Professional occupations	2
Associate professional and technical occupations	3
Administrative and secretarial occupations	4
Skilled trades occupations	5
Caring, Leisure and Other Service Occupations	6
Sales and customer service occupations	7
Process, plant and machine operatives	8
Elementary occupations	9
DO NOT READ OUT: Don't know	X

Section E asks about upskilling and is only asked to those in module 2. Upskilling involves addressing skills gaps by providing additional training and skills to existing staff.

At **E2** we want to know which single occupation type will be affected by the need to acquire new skills or knowledge. Only those occupations relevant to the organisation (based on answers at D5/6/7 will appear)

E3 - Read out list.

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

As at **C13/D11** please use the other option to code 'Gaelic language skills', not the Foreign language skills code.

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

ASK FOR OCCUPATION SELECTED AT E2.

E3 **Which, if any, of the following skills do you feel will need improving or updating amongst your [OCCUPATION FROM E2] over the next 12 months?**

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).

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

F Workforce development

ASK ALL

F1 Does your establishment have any of the following...?

INTERVIEWER NOTES:

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

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

ASK MODULE 1 (DUMMOD=1)

F2 Approximately what proportion of your staff have a formal written job description? PROMPT AS NECESSARY

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

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

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

F2 and F3

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

F3 - This refers to an annual/yearly performance review and not simply performance reviews over different time periods/or other regular review meetings.

ASK MODULE 1 (DUMMOD=1)

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

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

ASK ALL

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

Yes	1
No	2
Don't know	3

ASK ALL

- F4A **And have you arranged or funded any on-the-job or informal training and development over the last 12 months - by this I mean activities that would be recognised as training by the staff, and not the sort of learning by experience which could take place all the time.**

Yes	1
No	2
Don't know	3

F4DUM CATI VARIABLE: TYPES OF TRAINING

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

F4 AND F4A

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

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

F5 **You mentioned that you have not arranged or funded training for any of this establishment's employees over the past 12 months. What are the reasons for this?**

PROBE: **What other reasons have there been?**

DO NOT READ OUT. CODE ALL THAT APPLY

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

F5

Do not read out list – familiarise yourself with this list in advance of survey as it will more than likely be split over two screens

If the respondent mentions 'economic downturn' or 'recession' try to get them to elaborate. For example does this mean their own funding is not there for training or that it got too expensive, or it's not longer available to them etc

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

F6 Which of the following types of training have you arranged or funded for employees at this establishment over the past year?

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

Induction training	1
Health & safety/first aid training	2
Job specific training	3
Supervisory training	4
Management training	5
Training in new technology	6
Any other types? (please specify)	7
DO NOT READ OUT: None of these (ALLOW SINGLE CODE ONLY)	8
DO NOT READ OUT: Don't know (ALLOW SINGLE CODE ONLY)	X

ASK IF PROVIDE H&S / INDUCTION TRAINING (F6=1 OR 2) UNLESS THEY HAVE ONLY CODED 1 AND/OR 2 AT F6 IN WHICH CASE SKIP QUESTION AND AUTOMATICALLY CODE TO 100%

F7a And how much of the training that you have arranged or funded has been for [IF F6=2 health & safety] [IF F6=1 AND 2 or] [IF F6=1 induction training]? PROMPT WITH BANDS

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

F7A

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

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

ASK ALL

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

READ OUT; CODE ALL THAT APPLY

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

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

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

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

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

WRITE IN _____ (1 – 99999)_____

F8RAN PROMPT WITH RANGE IF DON'T KNOW

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

IF F8 > (A1 x 2) ASK:

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

Yes	1	GO TO F9
No	2	RE-ASK F8

F8

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

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

IF F8=A1 ASK:
F8CHK2 Were these all your current staff?

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

F10DUM CATI DUMMY VARIABLE – LIST EACH OCCUPATION EMPLOYED AT D6-D6B FOR ALL WHO TRAIN (F4=1 OR F4A=1)

IF PROVIDE TRAINING AT ALL (F4=1 OR F4A=1)
F9 Over the last 12 months which occupations have you arranged or funded training for [F4DUM=1: , whether on- or off-the-job]?

PROMPT AS NECESSARY

CATI – SHOW ALL OCCUAPTIONS MENTIONED AT D5-D7, PLUS (AS LONG AS NOT ALL 9 CATEGORIES ANSWERED YES AT D5 –D7) ‘ANY OTHER OCCUPATIONS’

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

F9-F10

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

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

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

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

ASK IF MORE THAN ONE OCCUPATION MENTIONED AT F9

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

SCREEN TO SHOW THE FIGURE OR RANGE FROM F8 AND COUNTDOWN AFTER EACH F10 ANSWER.

SCREEN ALSO TO SHOW THE NUMBER OF STAFF THEY CURRENTLY HAVE IN EACH OCCUPATION (FROM D5/6/8)

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

	F9	F10
Managers, Directors and senior officials]	1	WRITE IN NUMBER_____
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_____
Caring, Leisure and Other 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 F10

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

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

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

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

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

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

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

WRITE IN ABSOLUTE NUMBER _____(1-260)_____

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

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

F11

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

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

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

High average figures are checked at F11chk

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

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

IF MORE THAN 20 at F11 OR CODE 13 AT F11RAN
 F11chk **Can I just check that, on average, EACH MEMBER OF STAFF receiving training and development has received [INSERT ANSWER FROM F12 IF GAVE ASBOLUTE FIGURE OR “more than 20” IF CODE 12 ON DON’T KNOW RANGE] days training over the last 12 months?**

Yes	1	GO TO F15
No	2	RE-ASK F11

ASK ALL WHO TRAIN (F4=1 OR F4A=1)

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

Yes	1
No	2
Don't know	X

F15

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

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

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

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

- PROMPT WITH RANGE IF DON'T KNOW

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

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

F12

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

Examples of nationally recognised qualifications can be found at F13

ASK IF TRAINING TOWARDS A NATIONALLY RECOGNISED QUALIFICATION (F12>0 or bands 2-11).
F13 [IF F12=1: Is or was this member of, IF F12>1: Are or were any of these] staff being trained towards any of the following types of qualification in the last 12 months ...READ OUT?

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

F14 THERE IS NO F14.

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

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

Yes	1
No	2
Don't know	X

F13

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

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

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

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

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

ASK ALL

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

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

F15B Do not read out list – familiarise yourself with this list in advance of survey as it will more than likely be split over two screens

If the respondent mentions 'economic downturn' or 'recession' try to get them to elaborate. For example does this mean their own funding is not there for training or that it got too expensive, or it's not longer available to them etc

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

G Skills utilisation / High performance working

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

G1 Does your establishment...

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

ASK MODULE 1 (DUMMOD=1)

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

READ OUT; CODE ALL THAT APPLY

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

ASK MODULE 1 (DUMMOD=1)

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

Yes – formally documented	1
Yes - informal	2
No	3

Don't know	X
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Section G - Note that measures in section G might apply to the whole organisation rather than just the establishment – this is fine.

THERE IS NO QUESTION G3.

THERE IS NO QUESTION G4.

ASK MODULE 1 (DUMMOD=1)

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

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

H Business strategy and structure

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

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

ASK PRIVATE SECTOR ONLY (A8=1)

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

No difference	1	2	3	4	5	DK	Substantial customisation
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ASK PRIVATE SECTOR ONLY (ASK A8=1)

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

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

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

Very rarely lead the way	1	2	3	4	5	DK	Often lead the way
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ASK PRIVATE SECTOR ONLY (ASK A8=1)

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

Standard or basic	1	2	3	4	5	DK	Premium quality
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THERE IS NO QUESTION H2

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

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

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

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

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

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

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

ASK ALL

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

INTERVIEWER NOTES:

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

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

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

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

I Closing questions

MAIN STAGE ONLY

- I1 **Thank you very much for taking the time to speak to us today. Occasionally it is necessary to call people back to clarify information; may we please call you back if required?**

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

Yes	1
No	2

ASK ALL

- I2 **UKCES may wish – via its appointed research agencies – to carry out some follow-up research on related issues within the next 2 years. Would you be willing for us to pass your contact details to UKCES to enable this to happen?**

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

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

I3 There is going to be a follow up survey to ESS2013 which will investigate training spend using a data sheet questionnaire which will be faxed or emailed to respondents. Thus we are trying to get permission to recontact those who train.

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

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

I4

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

IF I2=1 AND TRAIN AT ALL (F4=1 or F4a=1)

- I3 **UKCES are also conducting – via an appointed research agency – some follow up research in the next few weeks with some questions specifically about training expenditure. This may include sending you some questions on paper which would be collected to over the telephone. Would you be willing for us to pass your contact details to their appointed contractor to enable this to happen?**

Yes	1	Go to I3B
No	2	Go to I4

ASK IF I3=1

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

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

WRITE IN ADDRESS _____ GO TO I3C

NULL/REF GO TO I3D

ASK IF NOT NULL/REF AT I3B

- I3C **I have that as [text sub of email address recorded at I3B] - is that right?**

INTERVIEWER NOTE: SPELL OUT EMAIL ADDRESS LETTER-BY-LETTER

Yes	1	CONTINUE TO I4
No	2	GO TO I3B AND REDO

ASK ALL

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

Yes	1	ASK I6
No	2	RECORD CORRECT POSTCODE

THERE IS NO QUESTION I5

16 **And can I just confirm the best number to contact you on is [SHOW TELEPHONE NUMBER]?**

Yes	1	NEXT QUESTION
No	2	RECORD CORRECT NUMBER

ASK ALL

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

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

Yes	1
No	2

CONFIRM NAME, JOB TITLE, TELEPHONE AND EMAIL

THANK AND CLOSE

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

I7

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

Appendix H: Edit specification

UKCESS2013 EDIT SPECIFICATION			
Notes	<p>SIC EDITS 1, 2 and 3 MUST be done first and in order. If any SICs were not valid at EDIT 2, then EDIT 1 and EDIT 2 must be repeated.</p> <p>A full list of valid SICs, Sector and SSC definitions and valid SOCs can be found in separate sheets in this workbook.</p> <p>All variable names refer to those in the final data map.</p>		
Edit Label	Objective of edit	Condition	Force/Action
EDIT 1	Check that all SICs given at A7 are valid SIC07 codes	If A6 = 2 and FINSSC is blank	Any records where A6=2 and FINSSC is blank will need to have the SIC at A7 validated. Recode where possible, recontact if necessary. Once all SICs at A7 have been validated repeat EDIT 1 and EDIT 2 until there are no records where A6=2 and FINSSC is blank.
EDIT 2	Define final Sector from SIC given at A7	If A6 = 2	Force FINSECTOR from A7 according to the 'Sector definitions' worksheet (note this has changed since 2009 to use SIC07)
EDIT 3	If sample SIC was correct, define final sector from this	If A6=1	If A6 is 'yes', force FINSECTOR to match Sector,
EDIT 4	To ensure that all SOC codes are valid at C7 (4 DIGITS)	If SOC at C7 is not in full SOC file provided	Recode where possible, recontact if necessary. Coding to 1 or 2 digit SOC is acceptable if there is not sufficient information, although this should only be the case for a small minority of records (i.e. less than 1%).
EDIT 5	To check that public sector ('local or central government financed body') definition given at A8 is consistent with SIC code	If A8 is '3' or '4' and first two digits of SIC are not '84', '85' or '86'	Each record to be judged on an individual basis by company name and activity.
EDIT 6	To check legitimacy of high numbers of employment	If A1 is greater than 1500	Each record to be judged on an individual basis. Call-backs may be necessary if number of employees seems excessively high for business activity.

EDIT 7	To check legitimacy of high numbers of vacancies in relation to size of establishment	If C6 is more than 5 times greater than A1 if $A1 < 5$ OR if C6 is more than 3 times greater than A1 if A1 IS BETWEEN 5 AND 49 OR if C6 is more than 1.5 times greater than A1 if $A1 \geq 50$	Call-backs usually necessary to confirm high numbers of vacancies.
EDIT 8	To investigate establishments where all employees have been allocated to one occupational group	If only one of D5, D6, D8_1-7 is greater than 0 and A1 is more than 10	Each record to be judged on an individual basis. Call-backs may be necessary .
EDIT 9	To check high values of individual occupational groups	If D5 (managers) is greater than 50 OR If D8_7 (professionals) is greater than 100 OR If D8_6 (associate prof/technical) is greater than 100 OR If D6 (admin/clerical) is greater than 100 OR If D8_5 (skilled trades) is greater than 100 OR If D8_4 (personal service) is greater than 100 OR If D8_3 (sales/customer service) is greater than 100 OR If D8_2 (machine operatives) is greater than 100 OR If D8_1 (elementary) is greater than 100	Each record to be judged on an individual basis. Call-backs may be necessary .
EDIT 10	To check that a respondent has identified a reasonable amount of employees as having a degree level qualification	If D1 is greater than A1 minus Elementary and Process, plant and machine operative staff	Each record to be judged on an individual basis. Call-backs may be necessary .
EDIT 11	To check high values of underemployed staff	If D15 is greater than half of the sum of D9 (number of proficient employees) and $A1 > 5$	Each record to be judged on an individual basis. Call-backs may be necessary.

<p>EDIT 12</p>	<p>To ensure all postcodes given by respondents are valid</p>	<p>If POSTCODE is '2'</p>	<p>Check that postcode is valid and given in full. Invalid postcodes will need to be investigated as each record must have a full valid postcode in the final data file. LEA then needs to be forced to match valid postcode. REGION then needs to be forced to match final LEA.</p>
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Appendix I: Investment in training datasheet

Employer Skills Survey 2013: Investment in Training Questionnaire

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

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]

£ _____

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

4a £ _____

And what percentage, if any, of these fees to external providers were paid to FE (Further Education) colleges or to Universities or other Higher Education institutions?

_____ %

Training centres

5. Do you have a **training centre** at your location?

Yes ☞ please answer Q6

No ☞ please skip to Q7

If you have a training centre:

6. How much did your training centre cost to run over the past 12 months? Please split the cost into:

a) **Total basic annual salaries** of any full time or part time training centre staff
£ _____

b) **Other costs**, including all equipment and materials used and the cost of rent paid for the space the training centre occupies.
£ _____

All providing off-the-job training please answer Q7 onwards:

7. How much did you spend on using off-site training centres located elsewhere within your organisation over the past 12 months?
£ _____

Did not use off-site training centre

If you have any problems completing any of the questions, please call Anna Ponomarenko or Sameer Ali at IFF Research on 020 7250 3035. The core client agency for the Employer Skills Survey is the UK Commission for Employment and Skills (UKCES) in partnership with the Department for Business, Innovation and Skills (BIS), the Welsh Government, the Scottish Government and the Department for Employment and Learning in Northern Ireland (DELNI). Further information about UKCES is available at www.ukces.org.uk.

Training equipment and staff who train

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

_____ employees

If none, please skip to Q11. Otherwise, please answer Q9 and Q10

9. On average, what percentage of their time do these staff spend on training matters?

_____ %

10. And what is the **average basic annual salary** of these staff?

£_____

All providing off-the-job training please answer Q11 onwards

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

£_____

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

£_____

Training organisations

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

£_____

14. What was the value of any grants or subsidies that you received over the past 12 months from training organisations such as Sector Skills Councils / Industry Training Boards, Skills Funding Agency, regional growth funds (relating to training) or other government-related sources (including Employer Ownership Pilot, AGE incentive payments and ESF) to support the cost of training?

£_____

Other off-the-job training

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

15. How many employees participated in **seminars, workshops, or open or distance learning** where the main purpose was training, over the past 12 months?

_____ employees

16. **How many days** on average did each of these spend away from their usual work position whilst engaged in any of these activities?

_____ days

17. What is the **average basic annual salary** of an employee who has taken part in any of these activities over the last 12 months? *[for any part time staff please convert their salaries to full time equivalence when calculating this average]*

£_____

18. And what was the total cost of **fees to external providers** of providing this type of off-the-job training over the past 12 months?

£_____

- 18a And what percentage, if any, of these fees to external providers were paid to FE (Further Education) colleges or to Universities or other Higher Education institutions? _____%

If you have any problems completing any of the questions, please call Anna Ponomarenko or Sameer Ali at IFF Research on 020 7250 3035. The core client agency for the Employer Skills Survey is the UK Commission for Employment and Skills (UKCES) in partnership with the Department for Business, Innovation and Skills (BIS), the Welsh Government, the Scottish Government and the Department for Employment and Learning in Northern Ireland (DELNI). Further information about UKCES is available at www.ukces.org.uk.

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.

If you have any problems completing any of the questions, please call Anna Ponomarenko or Sameer Ali at IFF Research on 020 7250 3035. The core client agency for the Employer Skills Survey is the UK Commission for Employment and Skills (UKCES) in partnership with the Department for Business, Innovation and Skills (BIS), the Welsh Government, the Scottish Government and the Department for Employment and Learning in Northern Ireland (DELNI). Further information about UKCES is available at www.ukces.org.uk.

Appendix J: Reassurance email

REF: [KEY NUMBER]

Employer Skills Survey 2013

Thank you for considering participating in this important research.

The Employer Skills Survey 2013 is being conducted on behalf of the UK Commission for Employment and Skills and its partners, the Department for Business, Innovation and Skills, the Welsh Government, the Scottish Government and the Department for Employment and Learning in Northern Ireland (DELNI). The project is being conducted by IFF Research, an independent market research organisation.

The aim of this project is to help the Government and other institutions meet the skills, employment and business support needs of organisations like yours. Your co-operation will ensure that the views expressed are representative of all employers in your sector.

Your organisation has been selected at random from Experian's National Business Database and we hope very much that you are able to take part. Participation will involve a telephone interview with an IFF interviewer lasting around 20 minutes at a time that is convenient for you.

For further information regarding the survey, including frequently asked questions and results from the previous survey please see the UK Commission website: www.ukces.org.uk/employersurveys.

If you have any queries concerning the format or content of the interview, please contact Jolyon Fairburn-Beech or Mark Tweddle at IFF Research, tel: 020 7250 3035 or e-mail: jolyon.fairburnbeech@iffresearch.com or mark.tweddle@iffresearch.com. If you would like to speak to somebody at the UK Commission for more information on the aims and objectives of the survey, you can contact Simon Fathers on 01709 774800 or on simon.fathers@ukces.org.uk.

Your replies will be treated in the strictest confidence under the Code of Conduct of the Market Research Society. Responses will not be linked to individual companies or respondents without their prior consent.

Thank you for your assistance.

Yours sincerely,

Jolyon Fairburn-Beech
Research Executive
IFF Research

Appendix K: Effect of the 2+ employment reweight on 2011 data

The 2013 survey population covers all establishments with two or more people working at them (whether or not these people are working proprietors). The 2011 survey also covered this population, and in addition included establishments with one employee who was not a working proprietor. Therefore in order to compare 2013 data with 2011 data, it has been necessary to reweight the 2011 data to the 2+ employment population.

Whilst the establishments removed from the data do not differ significantly from other micro establishments in terms of the amount they recruit or train staff, removing them from the data has a considerable impact on survey results because of the difference it makes to the population. In the original data reported from the 2011 survey, the smallest sizeband (one to four staff) accounted for 64 per cent of the population. If we remove establishments with just one employee on site this reduces to 52 per cent. It is this change in the population weighted to that has the largest impact on the data.

The tables in this appendix show the key incidence and volume figures reported in the UKCESS 2011 survey, and how they were affected by the reweight. A full set of reweighted tables from the 2011 survey accompany the 2013 survey outputs in order to facilitate the time-series comparison.

	2011 reported figure (including 1 employee group)	2011 reweighted figure (excluding 1 employee group; comparable to 2013)
Size profile	%	%
1-4 / 2-4	64	52
5-24	28	37
25-99	6	8
100-249	1	1
250+	1	1
Vacancy		
% of estabs with a vacancy	12	14
Number of vacancies	635,900	586,500
% of estabs with a hard-to-fill vacancy	4	4
% of estabs with a skill-shortage vacancy	3	3
Number of skill-shortage vacancies	103,500	91,400
Internal Skills Mismatch		
% of estabs with a skills gap	13	17
Number of skills gaps	1,489,500	1,485,500

	2011 reported figure (including 1 employee group)	2011 reweighted figure (excluding 1 employee group; comparable to 2013)
Training		
% doing any training	59	65
% doing off-the-job training	42	47
Number of staff trained	14,972,000	14,733,000
Days training per trainee	7.8	7.8
Days training per employee	4.3	4.2

Vacancy figures rounded to nearest 100, skills gaps and staff trained rounded to nearest 1,000.

Evidence Reports present detailed findings of the research produced by the UK Commission for Employment and Skills. The reports contribute to the accumulation of knowledge and intelligence on skills and employment issues through the review of existing evidence or through primary research.

All of the outputs of the UK Commission can be accessed on our website at www.ukces.org.uk

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