

Royal Statistical Society (RSS) Policy Research Project

Employer, Non-degree, and Junior Analyst Survey

This survey has around 25 questions depending on your responses, and we estimate it will take approximately 15 minutes based on trial runs.



Context to the Survey

Why we are doing this research

This research forms part of our broader work at the RSS on improving the digital skills base in the UK and lifting statistical literacy. For this survey we are interested in understanding how well non-degree pathways are aligned with the skills that industry needs, what junior analyst and employer experiences of these pathways have been like, and whether there are areas for improvement.

Who would we like to hear from

The skills learned through non-degree pathways are not just important for jobs where data analysis is a core part of the role, they are also useful in other roles. For example, sales staff that extract and use data for reporting, policy analysts that use data and evidence to inform advice, or people leaders that rely on data to manage their teams and performance. Given this, we are particularly interested in hearing from:

- People that employ, manage, or oversee the work of junior data analysts
- People that have previously, or are currently enrolled in *Level 3 Data Technician Apprenticeship* or the new *Digital Business Services T-Level* (even if data analysis is not your main job).
- People that work in junior roles that focus on data analysis: e.g. *data technicians, junior data analysts, junior information analyst or data support analyst (even if you haven't taken a non-degree pathway)*

How your response will be used

The information you provide may be used to inform focus group discussions and a publicly available policy report later in the year. Although personally identifying information will not be included in that report, we may include insights drawn from the information you provide including anonymised quotes.

Type of respondent

We recognize that some people may fall into more than one category - for example, you may have enrolled in an apprenticeship to upskill in data analysis, but your main role is overseeing an area of the business where junior data analysts work.

This question allows us to filter questions for relevance. You are welcome to return to the original link, and submit a second response if you would like to respond to more than one set of questions.

1. What is your main perspective when answering the questions in this survey?

- I am responding from the perspective of employing, managing, or overseeing the work of junior analysts or people that use data.
- I am responding from the perspective of being a junior analyst, or as someone that has participated in a non-degree pathway like a Level 3 Data Technician Apprenticeship.
- Neither of the above, but I have other relevant perspectives to share.

Analysts and Apprentices - How would you like to participate

This research project is your opportunity to tell us about your experiences, and help us advocate for improvements to current standards. We will be looking for people to tell us their views through this exploratory survey, and/or participating in focus groups or 1-on-1 interviews. We welcome participation in any, or all of these activities.

2. Would you be willing to participate in an online focus group discussion or 1-on-1 interview about your experiences?

Focus groups will run for approximately 1.5 hours, and will be available during and outside of normal business hours. Interviews will be for approximately 1 hour, at a time that is convenient for you.

- Focus Group discussion only
- 1-on-1 interview only
- Either a focus group discussion or an interview
- No, just the survey

3. Preferred contact email

This will only be used to arrange your participation.

4. Preferred name

This will only be used in correspondence with you to arrange your participation.

Analysts and Apprentices - Demographics

Why we are asking for this information

These questions will allow us to construct more representative focus groups (if you have indicated a willingness to participate in those) and will also allow us to understand whether there are particular themes in the survey answers across demographics, such as barriers to participation you may have experienced.

Privacy

All questions are voluntary, no identifying information will be included in any outputs (such as focus group discussions or a final report) and all information will be stored according to the RSS privacy policy: <https://rss.org.uk/about/policy-and-guidelines/privacy-policy/>

5. Age

The value must be a number

6. Which of these best describes your gender

- Woman
- Man
- Non-binary
- Prefer not to say
- None of these are quite right

7. What is a better way to describe your gender?

8. Which of these best describes your ethnic group or background?

- Asian, Asian British (Including: Indian, Pakistani, Bangladeshi, Chinese, or any other Asian background)
- Black, African, Caribbean, Black British or any other any other Black / African / Caribbean background
- White (including: English, Welsh, Scottish, Irish, Northern Irish, British, Gypsy or Irish Traveler, or any other white background)
- Mixed / Multiple ethnic groups (including White and Black Caribbean, White and Black African, White and Asian, or any other Mixed / Multiple ethnic background)
- Arab
- Prefer not to say
- None of these are quite right

9. What is a better way to describe your ethnic group or background?

10. What region do you mainly live in?

- North East
- North West
- Yorkshire & Humber
- East Midlands
- West Midlands
- East of England
- London
- South East
- South West
- Wales
- Scotland
- Northern Ireland
- Outside of the UK

11. Are you currently employed in the UK as a junior data analyst or in a similar role?
(e.g. data support analyst, data technician, junior information analyst)

- Yes
- No, I working in a different role, but I do use data regularly
- No, i'm not currently working
- Prefer not to say

12. What is your current Job Title

On a scale of 1-10 how *important* is performing the following tasks in your job?

Non-degree pathways (like the level 3 Data Technician Apprenticeship) are built around skills or tasks that junior data analysts commonly perform. We are interested to hear how important you have found these tasks to be when performing your job, (even if you're not a junior analyst) and how important they are relative to each other.

- 1 = This is not part of my job
- 10 = It is one of my main things I do

13. Finding and extracting data from existing sources

(e.g. exporting .csv or excel file from a database or downloading data from a website)

1	2	3	4	5	6	7	8	9	10
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14. Formatting data for analysis

(e.g. preparing the data in excel so that it can be analysed)

1	2	3	4	5	6	7	8	9	10
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15. Summarising and explaining data

(e.g. producing tables, charts and graphs)

1	2	3	4	5	6	7	8	9	10
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16. Combining different datasets together to support analysis

(e.g. combining data from two separate spreadsheets)

1	2	3	4	5	6	7	8	9	10
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17. Carrying out basic analysis to identify trends and patterns in the data

(e.g. weekly, monthly, or seasonal trends; are certain age groups more likely to perform a specific activity)

1	2	3	4	5	6	7	8	9	10
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18. Check for errors in the data and analysis by comparing different outputs

(e.g. are there duplicates, too many results, proportions not adding to 100%)

1	2	3	4	5	6	7	8	9	10
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19. Clearly communicate and explain the data and the results of analysis, either verbally or in writing

(e.g. writing reports, preparing and or delivering presentations)

1	2	3	4	5	6	7	8	9	10
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20. Store, manage and distribute data and analysis in compliance with data security standards and legislation, and organisational requirements

(e.g. saving data securely, making sure that privacy standards are maintained)

1	2	3	4	5	6	7	8	9	10
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21. Operating as part of a multi-functional team, and prioritising work within the context of a project

(e.g. one person extracting and preparing data, another doing the analysis, and another preparing advice and reports)

1	2	3	4	5	6	7	8	9	10
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22. Review data skills needs, and keep up to date with developments in technologies and trends

(e.g. identify you may need upskilling in a particular area)

1	2	3	4	5	6	7	8	9	10
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23. Clean data - and test and assess confidence in the data and its integrity

(e.g. remove duplicates, typos, duplicate entries, check for out of date data, parse data - format telephone numbers according to a national standard)

1	2	3	4	5	6	7	8	9	10
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24. Are there any significant tasks or duties in your job that are related to data and analysis, but are missing from this list?

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On a scale of 1-10 how *comfortable* are you performing the following tasks?

Looking at the same list of tasks or duties from the previous question, we are interested in whether people are comfortable performing the tasks that are most important, or if there are areas where training should be better targeted.

- 1 = I cannot do this
- 10 = I'm very comfortable doing this

25. Finding and extracting data from existing sources

(e.g. exporting .csv or excel file from a database or downloading data from a website)

1	2	3	4	5	6	7	8	9	10
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26. Formatting data for analysis

(e.g. preparing the data in excel so that it can be analysed)

1	2	3	4	5	6	7	8	9	10
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27. Summarising and explaining data

(e.g. producing tables, charts and graphs)

1	2	3	4	5	6	7	8	9	10
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28. Combining different datasets together to support analysis

(e.g. combining data from two separate spreadsheets)

1	2	3	4	5	6	7	8	9	10
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29. Carrying out basic analysis to identify trends and patterns in the data

(e.g. weekly, monthly, or seasonal trends; are certain age groups more likely to)

1	2	3	4	5	6	7	8	9	10
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30. Check for errors in the data and analysis by comparing different outputs

(e.g. are there duplicates, too many results, proportions not adding to 100%)

1	2	3	4	5	6	7	8	9	10
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31. Clearly communicate and explain the data and the results of analysis, either verbally or in writing

(e.g. writing reports, preparing and or delivering presentations)

1	2	3	4	5	6	7	8	9	10
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32. Store, manage and distribute data and analysis in compliance with data security standards and legislation, and organisational requirements

(e.g. saving data securely, making sure that privacy standards are maintained)

1	2	3	4	5	6	7	8	9	10
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33. Operating as part of a multi-functional team, and prioritising work within the context of a project

(e.g. one person extracting and preparing data, another doing the analysis, and another preparing advice and reports)

1	2	3	4	5	6	7	8	9	10
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34. Review data skills needs, and keep up to date with developments in technologies and trends

(e.g. identify you may need upskilling in a particular area)

1	2	3	4	5	6	7	8	9	10
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35. Clean data - and test and assess confidence in the data and its integrity

(e.g. remove duplicates, typos, duplicate entries, check for out of date data, parse data - format telephone numbers according to a national standard)

1	2	3	4	5	6	7	8	9	10
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Analyst Employment - Employer

This section will allow us to understand a bit more about the types of employers that are employing junior analysts, and potentially start to see themes across peoples experiences.

36. How would you describe your employers main activities?

(Tick all that apply)

- Accommodation & food services
- Administrative & support services
- Agriculture, forestry & fishing
- Arts, entertainment & recreation
- Charitable sector
- Construction
- Education
- Financial & insurance activities
- Human health & social work activities
- Information & communication
- Mining, energy and water supply
- Manufacturing
- Professional services, scientific, & technical activities
- Public administration (including central or local government) & defense
- Real estate activities
- Transport & storage
- Wholesale, retail, & repair of motor vehicles
- Prefer not to answer
- Other

37. How many employees does your employing organisation have (including you)?

- 1 - 9
- 10 - 49
- 50 - 249
- 250 +
- Don't know
- Prefer not to say

38. How would you describe the age of your employing organisation?

- New (less than 5 years)
- Established (5-10 years)
- Well-established (Over 10 years)
- Don't know
- Prefer not to answer

Analyst Education and Training

39. Have you completed training in statistics or data analysis through any of the following?

(Select all that apply)

- Prefer not to say
- None
- Self-directed independent learning (e.g. YouTube, Stack Overflow, books)
- Platform-based independent learning (e.g. Coursera, EDx)
- Data analysis/Data skills bootcamps
- Short courses (e.g. Commercial providers)
- In-house training through my employer
- Certifications (e.g. RSS, IBM, Google)
- IGCSE/GCSE (grades 3, 2, 1 or grades D, E, F, G)
- O levels/IGCSE/GCSE/ (grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C)
- A levels
- Level 3 Apprenticeship
- Level 4 Apprenticeship
- Undergraduate degree or degree Apprenticeship with statistics or data science as the main subject
- Undergraduate degree or degree Apprenticeship that included statistics or quantitative data analysis courses/modules but not as the main degree subject (e.g. doing a statistics course as part of a BA in psychology)
- Postgraduate degree (e.g. MA or PhD) with statistics or data science as a main subject
- A postgraduate degree (e.g. MA or PhD) that included statistics or quantitative data analysis courses/modules but not as the main degree subject
- Other

40. Have you ever been enrolled in a Level 3 Data Technician Apprenticeship?

- Yes, but I have completed it
- Yes, I am currently enrolled
- Yes, but I left it before completing it
- No, but I intend to
- No
- Prefer not to answer

41. Did any of the following contribute to you leaving before completing the apprenticeship?

(Tick all that apply)

- Prefer not to answer
- Issues with my employer
- Issues with my training provider
- Issues with the quality of learning/teaching
- It was difficult to meet living costs on apprenticeship pay rates
- Personal circumstances (for example change in life plans, family responsibilities, health related issues)
- None of these
- Other

42. If you would like to provide any additional context for your answer above, please provide it here.

Apprenticeship - Training

As part of an apprenticeship, you are supposed to spend 20% of your time on off-the-job training. We are interested in understanding how well this off-the-job training prepared you to perform the list of tasks or duties that the Level 3 Apprenticeship is based on.

Thinking about off-the-job training you received as part of your apprenticeship; on a scale of 1-10 how well has your apprenticeship training prepared you for the following tasks?

- 1 = It was not part of my apprenticeship
- 10 = It trained me very well

43. Finding and extracting data from existing sources

(e.g. exporting .csv or excel file from a database or downloading data from a website)

1	2	3	4	5	6	7	8	9	10
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44. Formatting data for analysis

(e.g. preparing the data in excel so that it can be analysed)

1	2	3	4	5	6	7	8	9	10
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45. Summarising and explaining data

(e.g. producing tables, charts and graphs)

1	2	3	4	5	6	7	8	9	10
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46. Combining different datasets together to support analysis

(e.g. combining data from two separate spreadsheets)

1	2	3	4	5	6	7	8	9	10
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47. Carrying out basic analysis to identify trends and patterns in the data

(e.g. weekly, monthly, or seasonal trends; are certain age groups more likely to)

1	2	3	4	5	6	7	8	9	10
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48. Check for errors in the data and analysis by comparing different outputs

(e.g. are there duplicates, too many results, proportions not adding to 100%)

1	2	3	4	5	6	7	8	9	10
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49. **Clearly communicate and explain the data and the results of analysis, either verbally or in writing**

(e.g. writing reports, preparing and or delivering presentations)

1	2	3	4	5	6	7	8	9	10
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50. **Store, manage and distribute data and analysis in compliance with data security standards and legislation, and organisational requirements**

(e.g. saving data securely, making sure that privacy standards are maintained)

1	2	3	4	5	6	7	8	9	10
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51. **Operating as part of a multi-functional team, and prioritising work within the context of a project**

(e.g. one person extracting and preparing data, another doing the analysis, and another preparing advice and reports)

1	2	3	4	5	6	7	8	9	10
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52. **Review data skills needs, and keep up to date with developments in technologies and trends**

(e.g. identify you may need upskilling in a particular area)

1	2	3	4	5	6	7	8	9	10
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53. **Clean data, and test and assess confidence in the data and its integrity**

(e.g. remove duplicates, typos, duplicate entries, check for out of date data, parse data - format telephone numbers according to a national standard)

1	2	3	4	5	6	7	8	9	10
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54. **Are there any skills that are important for your job that you feel were missing from your apprenticeship training?**

Apprenticeship Experience (1 of 2)

This section will help us to understand a bit more about what your apprenticeship experience was like, and help us to narrow down areas of potential improvement.

Thinking about your apprenticeship experience, how strongly do you agree or disagree with the following statements?

55. It was easy to find information about my learning options before choosing to do an apprenticeship

(e.g. T-levels, apprenticeships, data bootcamps, short courses, University)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. I felt supported by my employer during my apprenticeship

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

57. I felt supported by my training provider during my apprenticeship

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58. Apprenticeships are mostly for people changing jobs or starting out in the workforce

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Apprenticeship Experience (2 of 2)

This section will help us to understand a bit more about what your apprenticeship experience was like, and help us to narrow down areas of potential improvement.

Thinking about your apprenticeship experience, how strongly do you agree or disagree with the following statements?

59. Apprenticeships are a good way to learn new skills

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. Completing an apprenticeship will improve my earnings in the long-term

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

61. Doing an apprenticeship meant getting paid less in the short-term

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

62. It is difficult to meet living costs when paid an apprenticeship wage

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Apprenticeship Motivations (1 of 3)

One of the things we are interested in understanding is peoples motivations, and why you have chosen to do an apprenticeship instead of one of the other potential options.

Thinking about your motivations for doing an apprenticeship; on a scale of 1 to 10, how important were the following factors in your decision?

- 1 = It was not relevant to my situation
- 10 = It was a significant reason

63. The level 3 apprenticeship provided a pathway into higher education

For example, if you needed additional qualifications to be able to do other qualifications

1	2	3	4	5	6	7	8	9	10
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64. An apprenticeship allowed me to learn in a more hands-on way than University

1	2	3	4	5	6	7	8	9	10
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65. I thought that the skills I would learn as part of the apprenticeship would help me adapt to future changes in my career

1	2	3	4	5	6	7	8	9	10
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66. I wanted to get training and a qualification as part of my job, rather than get training and qualifications *before* getting a job

1	2	3	4	5	6	7	8	9	10
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Apprenticeship Motivations (2 of 3)

One of the things we are interested in understanding in are peoples motivations, and why you have chosen to do an apprenticeship instead of one of the other potential options.

Thinking about your motivations for doing an apprenticeship; on a scale of 1 to 10, how important were the following factors in your decision?

- 1 = It was not relevant to my situation
- 10 = It was a significant reason

67. I thought the skills I would learn would be helpful in my existing job

1	2	3	4	5	6	7	8	9	10
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68. An apprenticeship provided a clear pathway into a data analysis or data science career

1	2	3	4	5	6	7	8	9	10
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69. I expected that doing an apprenticeship would increase my income in the long term

1	2	3	4	5	6	7	8	9	10
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70. I was encouraged to apply for it through my school

1	2	3	4	5	6	7	8	9	10
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Apprenticeship Motivations (3 of 3)

One of the things we are interested in understanding in are peoples motivations, and why you have chosen to do an apprenticeship instead of one of the other potential options.

Thinking about your motivations for doing an apprenticeship; on a scale of 1 to 10, how important were the following factors in your decision?

- 1 = It was not relevant to my situation
- 10 = It was a significant reason

71. The apprenticeship was available near where I live

1	2	3	4	5	6	7	8	9	10
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72. Positive perceptions of apprenticeships by family

1	2	3	4	5	6	7	8	9	10
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73. Positive perceptions of apprenticeships by friends

1	2	3	4	5	6	7	8	9	10
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74. My existing employer wanted me to do it

1	2	3	4	5	6	7	8	9	10
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Apprenticeship Challenges (1 of 2)

We are also interested in understanding if anything made your apprenticeship more difficult than it needed to be, or if you feel that you faced unnecessary challenges that could be prevented in future.

Thinking about your experience of participating in an apprenticeship; on a scale of 1 to 10, how significant have you found the following challenges?

- 1 = Not relevant to my situation
- 10 = It was a very significant challenge

75. Getting my existing employers agreement to let me do an apprenticeship

1	2	3	4	5	6	7	8	9	10
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76. Managing my workload alongside 20% off-the-job training time

1	2	3	4	5	6	7	8	9	10
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77. Accessing information about the skills I would be taught in my apprenticeship

1	2	3	4	5	6	7	8	9	10
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78. Pay as an apprentice is low

1	2	3	4	5	6	7	8	9	10
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Apprenticeship Challenges (2 of 2)

We are also interested in understanding if anything made your apprenticeship more difficult than it needed to be, or if you feel that you faced unnecessary challenges that could be prevented in future.

Thinking about your experience of participating in an apprenticeship; on a scale of 1 to 10, how significant have you found the following challenges?

- 1 = Not relevant to my situation
- 10 = It was a very significant challenge

79. **The technical skills are challenging to learn**

1	2	3	4	5	6	7	8	9	10
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80. **There are skills my employer wants me to learn that aren't part of my apprenticeship**

1	2	3	4	5	6	7	8	9	10
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81. **Negative perceptions of apprenticeships by friends**

1	2	3	4	5	6	7	8	9	10
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82. **Negative perceptions of apprenticeships by family**

1	2	3	4	5	6	7	8	9	10
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Barriers to Apprenticeship Participation

83. **Do you feel that you have faced barriers to participating in your apprenticeship due to any of the following?**

(Tick all that apply)

- None
- Age
- Gender
- Disability
- Ethnicity
- Prefer not to answer
- Other

Junior Analyst Experience

As part of this research, we are interested in what motivated people to take different training pathways. As someone that has not yet participated in a Level 3 Data Technician Apprenticeship, we are interested to know more about why you chose the pathway that you did.

Thinking about how you chose to learn about data analysis; how strongly do you agree or disagree with the following statements?

84. **I would have done a Level 3 apprenticeship if one was available**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. **I would have done a Level 3 apprenticeship if I was aware of them**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

86. **It was easy to find information about my various options for learning data analysis and to weigh up my options**

(e.g. Apprenticeships, T-levels, data bootcamps, certifications, short courses, inhouse training, University)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. **I am enrolled in, or already have a higher level qualification than a Level 3 Data Technician Apprenticeship**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. **Other training pathways are more appropriate for my career goals**

(e.g. data bootcamps, certifications, short courses, inhouse training)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Analyst - Motivations (1 of 2)

As part of this research, we are interested in what motivated people to take different training pathways. As someone that has not yet participated in a Level 3 Data Technician Apprenticeship, we are interested to know more about why you chose the pathway that you did.

Thinking about how you chose your training pathway, on a scale of 1 to 10, how significant were the following factors in preventing you from enrolling in Level 3 Apprenticeship?

- 1 = Not relevant to my situation
- 10 = It prevented my from applying

89. Data technician apprenticeships weren't yet available

(The first cohort of Level 3 Data Technician Apprentices was in 2020)

1	2	3	4	5	6	7	8	9	10
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90. An apprenticeship was not offered by providers in my region

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

91. I am too late in my career to do an apprenticeship

1	2	3	4	5	6	7	8	9	10
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92. I already qualified for, or was enrolled in a higher-level qualification

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

93. I didn't have access to good information about apprenticeships

1	2	3	4	5	6	7	8	9	10
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94. Two years was too big a commitment

1	2	3	4	5	6	7	8	9	10
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Analyst - Motivations (2 of 2)

As part of this research, we are interested in what motivated people to take different training pathways. As someone that has not yet participated in a Level 3 Data Technician Apprenticeship, we are interested to know more about why you chose the pathway that you did.

Thinking about how you chose your training pathway, on a scale of 1 to 10, how significant were the following factors in preventing you from enrolling in Level 3 Apprenticeship?

- 1 = Not relevant to my situation
- 10 = It prevented my from applying

95. **I could learn all the skills I needed through other channels**
(e.g. data bootcamps, certifications, short courses, inhouse training)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

96. **My employer was not willing to support me enrolling in an apprenticeship**

1	2	3	4	5	6	7	8	9	10
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97. **It was not practical to take 20% of my work hours for off-the-job training time**

1	2	3	4	5	6	7	8	9	10
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98. **The pay rate I would have received as an apprentice was too low**

1	2	3	4	5	6	7	8	9	10
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99. **Negative perceptions of apprenticeships by friends**

1	2	3	4	5	6	7	8	9	10
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100. **Negative perceptions of apprenticeships by family**

1	2	3	4	5	6	7	8	9	10
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101. **Were there other factors that prevent you from enrolling in a level 3 data technician apprenticeship?**

Employers - Participation

This research project is your opportunity to tell us about your experiences, and help us advocate for improvements to current standards. We will be looking for people to tell us their views through this exploratory survey, and/or participating in focus groups or 1-on-1 interviews. We welcome participation in any, or all of these activities.

102. Would you be willing to participate in an online focus group discussion, or 1-on-1 interview about your experiences?

Focus groups will run for approximately 1.5 hours, and will be available during and outside of normal business hours. Interviews will be for approximately 1 hour, at a time that is convenient for you.

- Focus Group discussion only
- 1-on-1 interview only
- Either a focus group discussion or an interview
- No, just the survey

103. Preferred contact email

To arrange timing with you.

104. Preferred name

Employer - Demographics

105. **How many employees does your organisation have (including you)?**

- 1 - 9
- 10 – 49
- 50 – 249
- 250 +
- Don't know
- Prefer not to say

106. **How would you describe the age of your organisation?**

- New (less than 5 years)
- Established (5-10 years)
- Well-established (Over 10 years)
- Don't know
- Prefer not to answer

107. **How would you describe the maturity of data analysis functions in your organisation?**

- Aspirational – we aim to develop this capability in the near future.
- New - We are in the process of setting up this capability.
- Developing – we have data science capability, but we are still working on how to best use it or helping the organisation to understand how to take advantage of it.
- Mature – Our data analysis function is a well understand and well-utilized part of the business
- Prefer not to answer

108. How would you describe your employers main activities?

(Tick all that apply)

- Agriculture, forestry & fishing
- Mining, energy and water supply
- Manufacturing
- Construction
- Wholesale, retail, & repair of motor vehicles
- Transport & storage
- Accommodation & food services
- Information & communication
- Financial & insurance activities
- Real estate activities
- Administrative & support services
- Public administration (including local and central government) & defense
- Education
- Arts, entertainment & recreation
- Human health & social work activities
- Prefer not to answer
- Professional, scientific & technical activities
- Charitable sector
- Other

Employing Junior Analysts

109. **Does your organisation employ data technicians or similar roles?**

e.g. Data support analyst, Junior data analyst, Junior information analyst

- Yes
- No, but we are considering it
- No, they are not needed
- Don't Know

Employers - Junior Data Analyst Skills

Non-degree pathways (like the level 3 Data Technician Apprenticeship) are built around skills or tasks that junior data analysts commonly perform. Below are the common tasks included in the apprenticeship. We are interested to hear how important you think it is that junior analysts can carry out these tasks and how important they are relative to each other.

On a scale of 1-10 how important is it that your Junior analysts can perform the following tasks?

- 1 = This is not part of the job
- 10 = It is one of the main things I would expect

110. Finding and extracting data from existing sources

(e.g. exporting .csv or excel file from a database or downloading data from a website)

1	2	3	4	5	6	7	8	9	10
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111. Formatting data for analysis

(e.g. preparing the data in excel so that it can be analysed)

1	2	3	4	5	6	7	8	9	10
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112. Summarising and explaining data

(e.g. producing tables, charts and graphs)

1	2	3	4	5	6	7	8	9	10
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113. Combining different datasets together to support analysis

(e.g. combining data from two separate spreadsheets)

1	2	3	4	5	6	7	8	9	10
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114. Carrying out basic analysis to identify trends and patterns in the data

(e.g. weekly, monthly, or seasonal trends; are certain age groups more likely to)

1	2	3	4	5	6	7	8	9	10
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115. Check for errors in the data and analysis by comparing different outputs

(e.g. are there duplicates, too many results, proportions not adding to 100%)

1	2	3	4	5	6	7	8	9	10
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116. Clearly communicate and explain the data and the results of analysis, either verbally or in writing

(e.g. writing reports, preparing and or delivering presentations)

1	2	3	4	5	6	7	8	9	10
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117. Store, manage and distribute data and analysis in compliance with data security standards and legislation, and organisational requirements

(e.g. saving data securely, making sure that privacy standards are maintained)

1	2	3	4	5	6	7	8	9	10
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118. Operating as part of a multi-functional team, and prioritising work within the context of a project

(e.g. one person extracting and preparing data, another doing the analysis, and another preparing advice and reports)

1	2	3	4	5	6	7	8	9	10
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119. Review data skills needs, and keep up to date with developments in technologies and trends

(e.g. identify you may need upskilling in a particular area)

1	2	3	4	5	6	7	8	9	10
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120. Clean data, and test and assess confidence in the data and its integrity

(e.g. remove duplicates, typos, duplicate entries, check for out of date data, parse data - format telephone numbers according to a national standard)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

121. Are there any data and analysis related skills that are important for junior analysts to learn that is not included in this list?

Employing Apprentices

122. Do you pay the Apprenticeship Training Levy

- Yes
- No
- Don't know
- Prefer not to answer

123. Are you familiar with the new T Levels in Digital Business Services

Details of this T level can found here: <https://www.tlevels.gov.uk/students/subjects/digital-business-services>

- Yes
- No

124. Would you be willing to offer a T Level industry placement?

T Levels include an industry placement with an employer for at least 45 days. Placements are focused on developing the practical and technical skills required for the occupation in a workplace context.

- We are already offering an industry placement
- We are considering offering an industry placement
- We are not able to offer an industry placement
- We are not willing to offer an industry placement
- Prefer not to answer
- Don't know

125. **Do you currently, or have you previously employed people on data analysis apprenticeships?**

(e.g. Level 3, Level 4, or Level 6 Degree Apprenticeships)

- Yes
- No
- Don't Know
- Prefer not to answer

126. **Were any of them in the Level 3 Data Technician Apprenticeship?**

Details of this apprenticeship can be found here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/data-technician-v1-0>

- Yes
- No
- Don't know
- Prefer not to answer

Employment - Training Received as part of a Level 3 Apprenticeship

Returning to the key tasks or duties that are included in apprenticeships; apprentices are supposed to spend 20% of their time in off-the-job training. We are interested how well the training your apprentices received met your expectations.

Thinking about the 'off-the-job' training provided to the Level 3 Apprentices you have employed; On a scale of 1-10 how well did the training prepare analysts to perform the following tasks?

- 1 = This was not included
- 10 = The training covered everything it needed to

127. Finding and extracting data from existing sources

(e.g. exporting .csv or excel file from a database or downloading data from a website)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

128. Formatting data for analysis

(e.g. preparing the data in excel so that it can be analysed)

1	2	3	4	5	6	7	8	9	10
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129. Summarising and explaining data

(e.g. producing tables, charts and graphs)

1	2	3	4	5	6	7	8	9	10
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130. Combining different datasets together to support analysis

(e.g. combining data from two separate spreadsheets)

1	2	3	4	5	6	7	8	9	10
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131. Carrying out basic analysis to identify trends and patterns in the data

(e.g. weekly, monthly, or seasonal trends; are certain age groups more likely to)

1	2	3	4	5	6	7	8	9	10
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132. Checking for errors in the data and analysis by comparing different outputs

(e.g. are there duplicates, too many results, proportions not adding to 100%)

1	2	3	4	5	6	7	8	9	10
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133. Clearly communicate and explain the data and the results of analysis, either verbally or in writing

(e.g. writing reports, preparing and or delivering presentations)

1	2	3	4	5	6	7	8	9	10
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134. Store, manage and distribute data and analysis in compliance with data security standards and legislation, and organisational requirements

(e.g. saving data securely, making sure that privacy standards are maintained)

1	2	3	4	5	6	7	8	9	10
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135. Operating as part of a multi-functional team, and prioritising work within the context of a project

(e.g. one person extracting and preparing data, another doing the analysis, and another preparing advice and reports)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

136. Review data skills needs, and keep up to date with developments in technologies and trends

(e.g. identify you may need upskilling in a particular area)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

137. Clean data, and test and assess confidence in the data and its integrity

(e.g. remove duplicates, typos, duplicate entries, check for out of date data, parse data - format telephone numbers according to a national standard)

1	2	3	4	5	6	7	8	9	10
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138. Are there any skills that should have been taught as part of the apprenticeship but weren't?

Employers - Perceptions

In this section we are interested in how you see apprenticeships as part of the overall training system for data analysis.

Thinking about the role of apprenticeships as a pathway for learning data analysis; How strongly do you agree or disagree with the following statements?

139. When hiring for junior data analyst roles I would prefer someone with a University degree to a data analysis apprenticeship

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

140. I am familiar with the different options available for training junior analysts and how they differ

(e.g. Level 3 apprenticeships, level 4 apprenticeships, degree apprenticeships, T-levels)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

141. Apprenticeships appropriately train junior analysts for employment in industry

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

142. Apprenticeships are only for people that are new to the workforce, or changing career paths

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

143. Apprenticeships are an appropriate pathway for staff wanting to improve their data skills, even if data analysis isn't their main job.

(e.g. managers, people in sales)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Employers - Incentives

In this section we are trying to understand what matters to you as an organisation when considering whether or not to employ someone on an apprenticeship, or send someone on one for training.

How strongly do you agree or disagree with the following statements?

144. We would be more likely to employ junior data analysts on apprenticeships if we had better access to information about exactly what they would learn

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

145. We would be more likely to employ junior data analysts on apprenticeships if we had the ability to customize the skills they were learning to suit our industry or systems

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

146. We would be more likely to employ junior data analysts on apprenticeships if the apprentice planned to progress to higher apprenticeships

(e.g. Level 3 data technician, then Level 4 data analyst)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

147. We would be more likely to employ junior data analysts on apprenticeships if it was an existing staff member wanting to move to a new role

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

148. We would be more likely to employ junior data analysts on apprenticeships if we didn't have to allow apprentices to spend 20% of their work hours in off-the-job training

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

149. **Are there other factors that would make you more likely to support apprenticeship pathways into data analysis?**

Employers - Broader Relevance

*In this section we are trying to understand more about the role you see for data analysis training in situations where good data analysis skills would be useful, but staff do not perform data analysis as their main function.
(e.g. Reporting sales performance, developing policy advice, managing people and organisational performance)*

Thinking about staff that don't perform data analysis as their main function; how strongly do you agree or disagree with the following statements?

150. I would support staff to do a data analysis apprenticeship if we had better access to information about exactly what they would learn

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

151. I would support staff to do a data analysis apprenticeship if we had the ability to customize the skills they were learning to suit our industry or systems

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

152. I would support staff to do a data analysis apprenticeship if they planned to progress to higher apprenticeships

(e.g. level 3 data technician, then level 4 data analyst)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

153. I would support staff to do a data analysis apprenticeship if they were existing staff moving to a new role

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

154. **I would support staff to do a data analysis apprenticeship if we didn't have to allow apprentices to spend 20% of their work hours in off-the-job training**

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know	Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

155. **Are there other factors that would make you more likely to support apprenticeships as a way to train other staff in data analysis?**

General Comments

156. **Thank you for taking the time to tell us your views. Please feel free to provide comments here.**

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