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Prior Qualifications of Adults
Undertaking Classroom-based
Courses in Further Education 2011/12

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RESEARCH

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Business, Innovation and Skills.

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Contents

Chapter 1: Executive Summary	5
Levels of prior attainment of adult learners	5
Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time	7
Comparison of ILR and survey measures of prior attainment.....	7
Determining the level of highest prior qualification.....	8
Chapter 2: Introduction	10
Research background and objectives	10
Methodology.....	11
The report structure.....	12
Chapter 3: The profile of adult learners	13
The demographic profile of learners	13
Economic indicators	16
Chapter 4: The prior qualification level of learners	20
Determining the level of highest prior qualification.....	20
Levels of prior attainment of adult learners	21
Actual prior qualifications held - differences by level and firstness	28
Prior attainment in English and Maths GCSE or O Level.....	31
Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time	34
Chapter 5: Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)	39
The Individual Learner Record and prior attainment level	39
Comparing Individual Learner Record and survey measures of prior attainment	42
Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’	45
Appendices.....	50

A – Quotas and weighting	50
B - Sample outcomes and response rate.....	51
C – Statistical confidence associated with data on the incidence of first Full Level 2 and first Full Level 3 learning.....	52
D – Additional data on personal income, housing tenure and parental education of learners	54
E – Learner demographics on the Individual Learner Record.....	59
F - Questionnaire	60

Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education in 2011/2012. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research.

The research covers adult learners (aged 19 plus) undertaking Full Level 2 and Full Level 3 courses classified as 'Adult Learner Responsive' (ALR) provision by the Skills Funding Agency. These courses are largely classroom-based. All of the learners covered by this research were undertaking courses with a vocational focus.

This is one report in a set of three. The other two reports cover the same research questions for Workplace Learning and Apprenticeships.

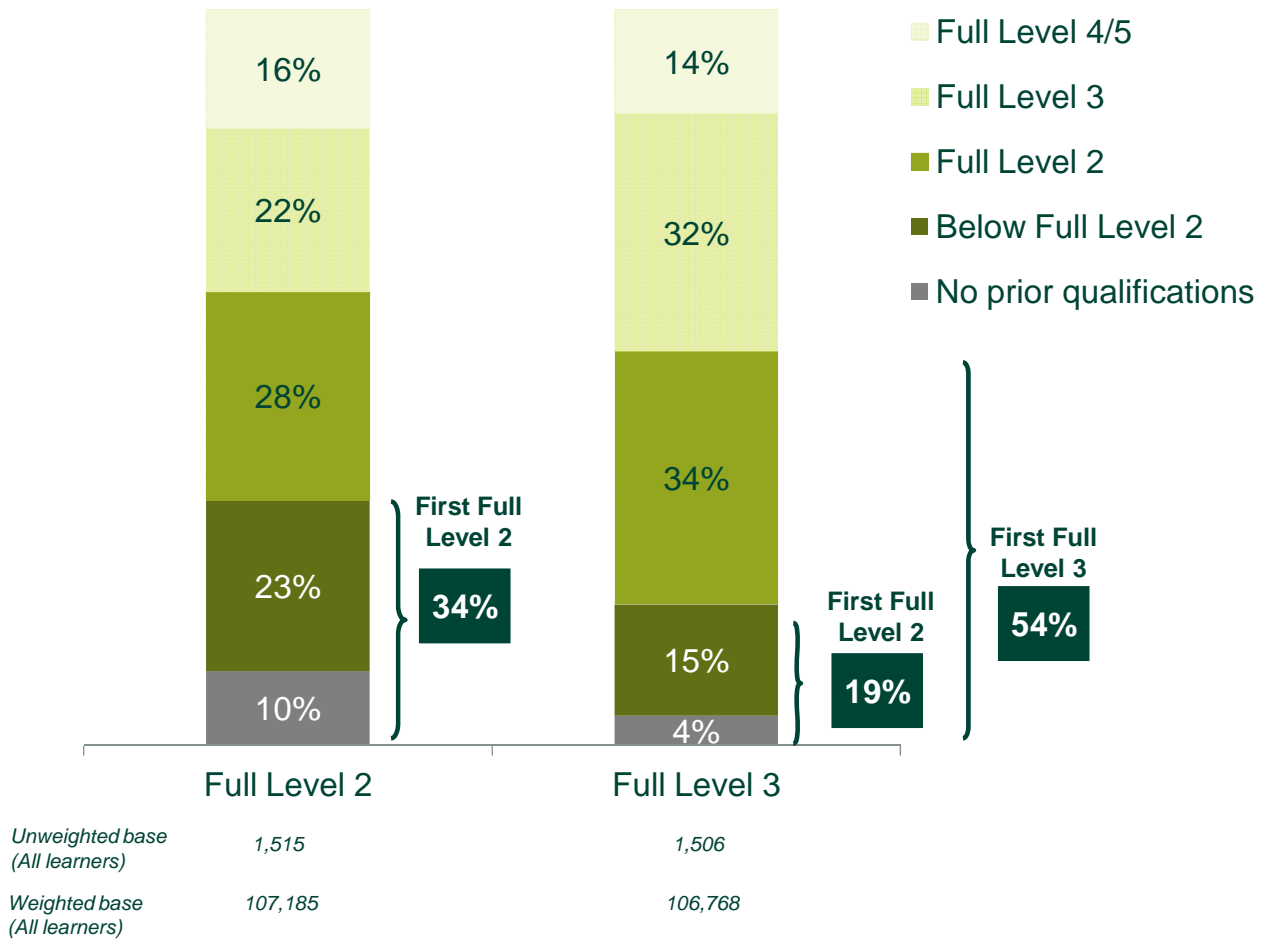
The research looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2011. This was in order to understand the extent to which investment in this stream of learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking such courses and those undertaking their first Level 2 learning, in terms of demographics, employment status and income.

The survey was conducted in October-December 2012, and involved interviews with 3,021 learners.

Levels of prior attainment of adult learners

Figure 1.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2011, in terms of highest level of prior attainment. The chart shows the split in levels of prior qualifications amongst Level 2 and Level 3 learners, before starting their course, according to the data collected in this survey.

Figure 1.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in FE in November 2011



The survey results indicate that among the approximate 107,200 adult learners enrolled on a Full Level 2 ALR course in November 2011, one third (34%) were studying for their first Full Level 2 qualification. Just over half (54%) of the approximate 106,800 Level 3 learners were undertaking their first Full Level 3 qualification.

In terms of monitoring skills gain, learners doing a Full Level 3 qualification without having previously attained a Full Level 2 qualification can be considered to be undertaking a first Full Level 2 and a first Full Level 3. Among Level 3 learners the incidence of those undertaking their first Full Level 2 is 19%.

Learners aged 45 plus undertaking Full Level 2 qualifications are significantly less likely to be undertaking a first Level 2 qualification than learners in other age groups: 26% compared to 33% of learners aged 19-24 and 36% of learners aged 25-44. There were no such differences among Full Level 3 learners.

The survey asked learners about whether they had O levels or GCSEs in Maths and/or English. Amongst Level 2 learners with at least one GCSE or O level, 35% did *not* have English at grade A-C and 47% did *not* have Maths at grade A-C. Amongst Level 3 learners with at least one GCSE or O level 27% did *not* have English at grade A-C and 41% did *not* have Maths at grade A-C.

Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time

A series of seven surveys have been undertaken to measure the prior attainment profile of adult learners since 2005. Each survey questioned learners who were on eligible provision in the November prior to the survey fieldwork. For instance, the 2005/06 survey covered adults who were in learning in November 2005, and the latest 2011/12 survey has focused on those on provision in November 2011.

Although there was no statistically significant change in either Level 2 or Level 3 firstness among adult learners this year compared with the previous survey (2010/11), this previous study saw a decrease in both Level 2 and Level 3 firstness among adult learners compared with the 2009/10 survey. This drop was driven by a significant decrease in firstness rates among 25-44 year olds. However, for the current survey the firstness rates by age among both Level 2 and Level 3 learners was very similar to that found in 2010/11 (see Table 4.8) other than for a rise (from 15% to 23%) in the proportion of Level 3 learners aged 45 plus studying for their first Full Level 2 qualification. (Because this age groups represents a small proportion of the overall cohort of adult Level 3 learners the change has negligible effect on the overall firstness rate among all Level 3 learners).

Comparison of ILR and survey measures of prior attainment

The measure of prior attainment derived from the detailed questioning in the survey can be compared with the data held on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. Previous surveys in the Prior Qualifications series have indicated that the ILR may not be a reliable estimate of the exact prior qualification level of learners entering a new course.

The survey confirms the ILR first Level 2 assessment in around two-fifths (42%) of cases. In most other cases (53%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course (in a further 4% of cases the survey data cannot definitely confirm or not whether the learner was undertaking their first full Level 2). The level of agreement between the ILR and survey (42%) is statistically significantly higher than found for the previous 2010/11 survey (39%).

In cases where a definite prior qualification level can be identified from the ILR and the survey we have compared their assessments. For 47% of Full Level 2 learners the ILR and the survey give the same highest prior qualification level. Where the two sources disagree the ILR gives a lower level in 38% of cases and a higher level in 14% of cases. For Full L3 qualifications there is agreement in 48% of cases; the ILR giving a lower level in 38% of cases and a higher level in 13% of cases. These figures are derived from Table 5.3, excluding those where Level could not be determined from the survey.

Determining the level of highest prior qualification

In assessing the implications of the research findings regarding prior achievement, and in comparing these findings against other alternative data sources and management information, it is important to take into account the method used in the survey for determining highest prior qualification.

Information on the qualifications that people had attained prior to their course was collected through the following steps:

- Survey respondents were first asked to indicate whether they had achieved any qualifications from school, college or university, from an Apprenticeship, through work or government schemes or through any other sources.
- Those who confirmed that they had achieved a prior qualification from these sources were read a list of qualifications and asked to confirm whether or not they had achieved each of these, and to give details of any other qualifications (including those achieved outside of the UK) not appearing on this list.
- From this list of qualifications achieved, and answers to supplementary questions regarding the number and level of each qualification attained, a highest level of prior attainment was assigned to each respondent. Appendix E gives the full survey questionnaire for reference.

Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios, as follows:

- If an Apprenticeship is the highest prior qualification but the learner is unsure whether it is Level 2 or Level 3 then half these learners are assigned as having achieved a Level 2 qualification and half a Level 3.
- If a Certificate of Sixth Year Studies (CSYS) is the highest qualification then 67% are allocated as a Level 2 and 33% a Level 3.
- If A levels, AS levels or O levels are the highest qualification but the learner is unsure how many that they have, then level is determined using the results of those that do have such qualifications as their highest and assigning the proportion of learners at each level.

This approach is used for the purposes of deriving information on the highest prior qualification of learners (e.g. Figure 4.1) and the incidence of first Full Level 2 and Full Level 3 learning (Table 4.2).

However, an important aim of this research was determining the extent to which survey-based information on prior qualifications matches that shown on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. This provides evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, level of prior attainment is not allocated in the way described above. This is simply because where we are showing the proportion of cases where the level of prior attainment recorded on the ILR differs from the level that is derived from the information given by the learner during the survey, randomly allocating a level for other qualifications may lead to a level being derived which suggests a discrepancy where none exists. In these cases we have simply said the survey prior attainment level is inconclusive. The exception to this is cases where whichever level the other qualification was randomly assigned to the level would be higher or lower than that on the ILR for that learner: these are clearly cases where even though the assignment method produces no single, definite level for the learner, the survey result still produces a different level to that shown by the ILR.

Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.¹

¹ Note also that finer gradations of learning level above Level 3 are in any case irrelevant to the key issue of firstness of Full Level 2 learning, which is the main focus of this report.

Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education in 2011/2012. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research.

The research covers adult learners (aged 19 plus) undertaking Full Level 2 and Full Level 3 courses classified as 'Adult Learner Responsive' (ALR) provision by the Skills Funding Agency. These courses are largely classroom-based. The vast majority of learners covered by this research were undertaking courses with a vocational focus, including NVQ, BTEC and City and Guild qualifications. Substantial numbers were undertaking Access courses for entry to nursing, social work or other Higher Education.

The research was undertaken to understand the extent to which investment in ALR learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking such courses and those undertaking their first Level 2 learning, in terms of demographics, employment status and income and to look at housing tenure and parents qualifications.

The research looked specifically at the highest prior qualifications of adult learners aged 19 plus who were undertaking Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2011, and involved a survey of 3,021 learners conducted in October-December 2012.

Research background and objectives

The Coalition Government's strategy for skills was set out in Skills for Sustainable Growth and in Investing in Skills for Sustainable Growth (both published in late 2010). The three key principles of the plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research looks mainly on the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most, especially those with few or no qualifications, thereby promoting access to employment and maximising the return on investment in terms of social mobility and economic benefits.

Previous Prior Qualifications surveys (dating back to 2005) have been used to accurately measure the proportion of adults on Adult Learner Responsive (and also Apprenticeships and funded Workplace Learning) who were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population. The previous government set targets for the proportion of working age adults to be qualified to particular levels by particular dates. Although these targets were not continued by the Coalition government, it maintains an interest in upskilling the population, and hence information provided by the Prior Qualifications Survey remains relevant to current policy.

In defining 'those who need it most', a key priority group is adults with low educational attainment or few or no qualifications. The key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). To date, seven surveys (dating back to 2005) have been undertaken to gain insight into the prior qualification levels of individuals entering classroom-based FE learning at Level 2 and 3. Each of these surveys has revealed that a substantial proportion of this learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2010/11 survey found that two thirds (66%) of those undertaking Level 2 learning in November 2010 already held a qualification at Full Level 2 when they enrolled.

The previous surveys have revealed that a substantial proportion of Level 2 and Level 3 learning among adults was being undertaken by people who were already qualified to at least Level 2. For instance, the 2010/11 survey found that two thirds (66%) of those undertaking Level 2 Adult Learner Responsive learning in November 2010 already held a qualification at Full Level 2 when they enrolled.

It should be noted, however, that these courses are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Many courses provide a route for individuals to develop specific vocational skills, and thus can provide significant opportunities for new skill development even where an individual has previous attainment at Level 2. The value may be particularly great where an individual's prior qualifications are restricted to one subject or field, or to broadly academic qualifications (like GCSEs), if they then undertake vocational training that is of direct relevance to their job role or intended career.

Methodology

A total of 3,021 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2011.

The sample of learners was drawn from the Individualised Learner Record (ILR) and covered:

- Learners enrolled on eligible provision at Full Level 2 or Full Level 3 in November 2011;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 23rd October to 17th December 2012. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a distribution of interviews that would maximise the reliability of analysis at the level of detail required, quota targets were set. Half of the total target of 3,000

interviews were allocated to Level 2 and half to Level 3 learners. Then within level, targets were set by age band to ensure a representative spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR. Further details on the quotas are appended (Appendix A).

To allow estimates to be made from the survey results for the whole adult learner population, the survey results were grossed up at the analysis stage to the full profile of eligible adult learners falling within the scope of the research. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables.

The report compares findings with previous studies conducted by IFF Research in 2005/6, 2006/7, 2007/8, 2008/9, 2009/10 and 2010/11. In each case, the survey consisted of those on provision in November in the first of the two years.

The report structure

Chapter 3 briefly discusses the profile of Level 2 and Level 3 learners covered in the survey in terms of demographics (age, gender, ethnicity, and region), economic activity at the time of the survey and the proportion receiving benefits / tax credits, and personal income level.

Chapter 4 then presents findings on the prior qualification level of adult FE learners, discussing the number, proportion and profile of those undertaking their first Full Level 2 qualification, and also, for Level 3 learners, those undertaking their first Full Level 3 qualification. This chapter also discusses prior attainment in Maths and English at O Level / GCSE. Time series data on Level 2 and Level 3 firstness from Prior Qualifications Surveys going back to 2005/6 is also presented.

Chapter 5 compares the survey assessment of the prior qualification level of learners with that indicated on the ILR, and examines the proportion of cases where the two sources (the ILR and survey) agree or disagree, particularly in regard to the key measure of first Level 2 learning. It discusses the types of qualifications reported by respondents on the survey indicating that they had prior attainment at Level 2 where the ILR reported that they did not have prior qualifications at this level.

Chapter 3: The profile of adult learners

This chapter outlines the profile of adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2011. The focus is on the demographic profile of learners (by gender, age and ethnicity) their work status and their income.

The data presented in this chapter represents the population characteristics of learners, that is, it reflects the proportion of learners in each group after the survey data has been grossed up to represent the full population of adult learners on eligible provision in November 2011.

The demographic profile of learners

Table 3.1 shows the age, gender and ethnicity profiles of eligible learners on provision in November 2011². This demographic information is drawn from the Individual Learner Record (ILR).

² Note that the survey data has been weighted to represent the population in terms of age and level of learning. Gender and ethnicity figures are derived from these weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of the surveyed learners.

Table 3.1: Demographic profile of adult FE learners

	All learners	Level of course	
		Full Level 2	Full Level 3
<i>Base: All learners</i>	3,021	1,515	1,506
	%	%	%
<i>Age</i>			
19-24	40	31	49
25-44	47	52	43
45 – retirement	12	16	8
Over retirement age	1	1	*
<i>Gender</i>			
Male	34	32	36
Female	66	68	64
<i>Ethnicity</i>			
White	75	75	73
Non-white	25	23	25
Asian	10	9	10
Black	10	10	11
Mixed / other	6	5	5
Not stated	1	1	1

*= <0.5% but >0%

Learners aged 25-44 make up almost half of eligible adult learners on provision in November 2011 (47%), with most of the remainder aged 19-24 (40%). Around one in eight learners are aged 45 plus (13%). Level 3 learners have a younger profile than Level 2 learners, with almost half of the former (49%) aged under 25 compared with less than a third (31%) of Level 2 learners.

Within the weighted survey figures a majority of learners are female (66%), rising to 68% among Level 2 learners. The survey findings suggest that around three-quarters of ALR learners are White (75%), with the ethnic profile varying little by the level of learning. The gender and ethnicity profiles for all learners in scope of the survey (i.e. all adults on the ILR on a classroom-based course in November 2011) were very similar to the weighted survey figures (noted in Appendices E).

There have been some statistically significant changes in the age and gender profile of the learner group, particularly those doing a Full Level 2, in comparison to the last Prior Qualifications survey. Table 3.2 compares the age and gender profile of the adult learner cohort in scope for the research for learners on provision in November 2011 for this year's survey, and those enrolled on the same type of provision in November 2010.

Table 3.2: Demographic profile of FE learners - comparison between 2010/11 and 2011/12 cohorts

	All learners		Level of course			
	2011/12	2010/11	Full Level 2		Full Level 3	
	2011/12	2010/11	2011/12	2010/11	11/12	2010/11
<i>Base:</i>	3,021	3,000	1,505	1,501	,506	1,499
	%	%	%	%	%	%
<i>Age</i>						
19-24	40	41	31	33	49	48
25-44	47	48	52	53	43	43
45 – retirement	12	11	16	13	8	9
Over retirement age	1	1	1	1	*	*
<i>Gender</i>						
Male	34	37	32	41	36	34
Female	66	63	68	59	64	66

*= <0.5% but >0%

Table 3.2 shows that there has been a slight but significant shift towards the older learners undertaking a Level 2 ALR course, with the 45 plus age group making up 17% of most recent Level 2 learners, compared to 14% in the 2010/11 population. This shift in age did not occur within Level 3 learners, and was not reflected in the ALR cohort overall.

The proportion of female learners in the weighted sample continues to rise (66% vs. 63% of 2010/11 learners and 58% of 2009/10 learners). This is due to a significant increase in the female population among Level 2 learners (68% vs. 59%), rather than Level 3 learners which actually saw a small, albeit statistically insignificant, drop in female learners.

Table 3.3 shows the regional split within the weighted population of survey learners. The regional profile is very similar for the Level 2 and Level 3 groups, although Greater London has a greater share of all Level 2 learners (22%) than Level 3 (19%).

Table 3.3: Region of learners

	All learners	Level of course	
		Full 2	Full 3
<i>Base: All learners</i>	<i>3,021</i>	<i>1,515</i>	<i>1,506</i>
	%	%	%
East of England	8	9	8
East Midlands	8	8	8
Greater London	20	21	19
North East	6	6	6
North West	14	14	14
South East	13	12	14
South West	10	8	11
West Midlands	12	11	12
Yorkshire and Humberside	10	10	9

NB: The region profile for all learners in scope of the survey cannot be accurately determined as roughly one third of in-scope learners on the ILR had a postcode recorded on the ILR.

Economic indicators

The following section focuses on the work status and income levels of adult FE learners, based on the weighted survey findings.

An overview of the employment status of adult learners can be found in Table 3.4, including a summary of whether the learner would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in late 2012. At this point, one in seven adult learners surveyed were still undertaking the course that they had engaged with a year before in November 2011 (14%, predictably a little higher among Level 3 learners), but the majority had moved on.

The figures in the final three columns of Table 3.4 are based just on those that had completed their course or left the course by the time of the interview.

Table 3.4: Economic activity of learners at the time of interview

	All learners			Those who had completed or left Nov. 11 course		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base: All learners</i>	3,021	1,515	1,506	2,602	1,285	1,288
	%	%	%	%	%	%
Still studying on Nov. 2011 course	14	11	16	-	-	-
Economically active	70	75	66	82	85	78
Employed full-time	23	26	21	27	29	25
Employed part-time	23	21	24	26	24	29
Self-employed	5	6	4	6	7	5
On a government-supported training and employment programme	1	1	2	1	1	2
Unemployed though looking and available for work	17	19	14	19	22	17
Doing unpaid family work	2	2	1	2	3	2
Economically inactive	16	13	18	18	15	22
Retired	1	1	*	1	1	*
Unemployed but not looking or not available for work	8	8	8	9	9	10
None of the above	7	5	10	8	5	11

*= <0.5% but >0%

- = zero

Of those who had left their course by the time of the interview, the vast majority (82%) were economically active, including 27% in full-time employment, and 26% working part-time. In terms of the rate of unemployment, one fifth of those who had left their course were looking for work (19%). Level 2 learners that had left provision were significantly more likely than Level 3 learners to be economically active (85% vs. 78%) which included being more likely to be in full-time employment (29% vs. 25% of Level 3 learners) as well as being more likely to be unemployed and looking for work (22% vs. 17% of Level 3 learners). Those who had been enrolled on a Level 3 course, on the other hand, were more likely to be in part-time employment (29% vs. 24% of Level 2 learners).

Almost one in five learners who had completed or left their course (18%) were economically inactive at the time of interview. Around one in eleven were not looking or not available for work at the time of the survey (9%). As shown in Table 3.5 below, around half (47%) of these learners envisage that they will be available for work again within the next 2 years (higher among Level 2 than Level 3 learners). Just 8% of those unavailable and not looking for work do not expect to become available for work again.

Table 3.5: When those not available for work expect to be available for work again

	All Learners	Level of course	
		Full Level 2	Full Level 3
<i>Base: All learners not looking or available for work</i>	279 %	134 %	145 %
Within the next 2 years	47	52	43
Within the next 5 years	34	22	45
Within the next 10 years	*	1	-
Do not expect to be available for work again	8	11	5
Not sure	10	13	8

* = <0.5% but >0%, and '-' = zero

One third of learners (32%) were receiving some form of benefit or credit at the time of the survey. As shown in Table 3.6, those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (49%, compared to 21% of those who left the course and were working, and 30% of those still studying on the same course).

Table 3.6: Proportion of learners in receipt of benefits at the time of the survey

	All learners	Still on Nov 2011 course	Completed or left course – in work	Completed or left course – not in work
<i>Base:</i>	3,021 %	419 %	1,533 %	1,069 %
Receiving benefits or credits	32	30	21	49
Tax Credits	11	13	9	14
Housing Benefit	12	9	8	18
Income Support (IS)	8	7	3	17
Job Seekers Allowance (JSA)	9	10	6	13
Council Tax Benefit	5	3	3	8
Incapacity Benefit	1	*	*	3
Disability Living Allowance (DLA)	2	3	1	4
ESA / Incapacity Benefit	2	2	1	3
Carer's Allowance	1	*	*	2
Not receiving any benefits or credits	68	70	79	51

* = <0.5% but >0%

Table 3.8 shows the personal annual income of those individuals who had completed or left their original course by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £21,000 per year (in 91% of cases). Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course (23% earning £21,000 or more) or where they were self-employed (13% earning £21,000 or more).

Table 3.7: Personal gross income (annual) amongst those who had completed or left November 2011 course by the time of interview

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base:</i>	2,039	615	561	112	411
<i>All answering**</i>	%	%	%	%	%
Less than £6,000	37	5	45	34	52
£6,000 - £10,999	28	20	39	22	31
£11,000 - £12,999	9	15	7	11	8
£13,000 - £14,999	7	13	4	6	3
£15,000 - £17,999	7	16	2	7	4
£18,000 to £20,999	3	8	1	6	*
£21,000 to £24,999	3	9	1	4	1
£25,000 to £29,999	3	7	*	3	*
£30,000 to £32,999	1	3	-	2	*
£33,000 to £35,999	1	1	*	1	-
£36,000 to £45,999	1	2	-	4	-
£46,000 plus a year	*	1	-	1	-
Summary: £21,000 plus	9	23	1	13	1
Mean income***	£11,000	£16,400	£8,400	£12,800	£8,300

*= <0.5% but >0%

- = zero

**Excludes those refusing (1% for all who completed course) and those responding 'Don't know' (3%)

***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively.

Chapter 4: The prior qualification level of learners

In this chapter we present findings on the prior qualification level of adult FE learners, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 or first Full Level 3 qualification.

Throughout the report it should be noted that we use the term 'first Full Level 2 qualification' to mean any learning at Level 2 or above where the learner's highest prior qualification was below Full Level 2. It includes those learners studying at Full Level 2 whose prior highest qualification was below this level, but look separately at learners studying a Full Level 3 qualification with no prior qualification at Full Level 2.

Determining the level of highest prior qualification

In assessing the implications of the research findings regarding prior achievement, and in comparing these findings against other alternative data sources and management information, it is important to take into account the method used in the survey for determining highest prior qualification.

Information on the qualifications that people had attained prior to their course was collected through the following steps:

- Survey respondents were first asked to indicate whether they had achieved any qualifications from school, college or university, from an Apprenticeship, through work or government schemes or through any other sources.
- Those who confirmed that they had achieved a prior qualification from these sources were read a list of qualifications and asked to confirm whether or not they had achieved each of these, and to give details of any other qualifications (including those achieved outside of the UK) not appearing on this list.

From this list of qualifications achieved, and answers to supplementary questions regarding the number and level of each qualification attained, a highest level of prior attainment was assigned to each respondent. Appendix E gives the full survey questionnaire for reference.

Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios, as follows:

- If an Apprenticeship is the highest prior qualification but the learner is unsure whether it is Level 2 or Level 3 then half these learners are assigned as having achieved a Level 2 qualification and half a Level 3.
- If a Certificate of Sixth Year Studies (CSYS) is the highest qualification then 67% are allocated as a Level 2 and 33% a Level 3.
- If A levels, AS levels or O levels are the highest qualification but the learner is unsure how many that they have, then level is determined using the results of those that do have such qualifications as their highest and assigning the proportion of learners at each level.

This approach is used for the purposes of deriving information on the highest prior qualification of learners (e.g. Figure 4.1) and the incidence of first Full Level 2 and Full Level 3 learning (Table 4.2).

However, an important aim of this research was determining the extent to which survey-based information on prior qualifications matches that shown on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. This provides evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, level of prior attainment is not allocated in the way described above. This is simply because where we are showing the proportion of cases where the level of prior attainment recorded on the ILR differs from the level that is derived from the information given by the learner during the survey, randomly allocating a level for other qualifications may lead to a level being derived which suggests a discrepancy where none exists. In these cases we have simply said the survey prior attainment level is inconclusive. The exception to this is cases where whichever level the other qualification was randomly assigned to would be higher or lower than that on the ILR for that learner: these are clearly cases where even though the assignment method produces no single, definite level for the learner, the survey result still produces a different level to that shown by the ILR.

Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.³

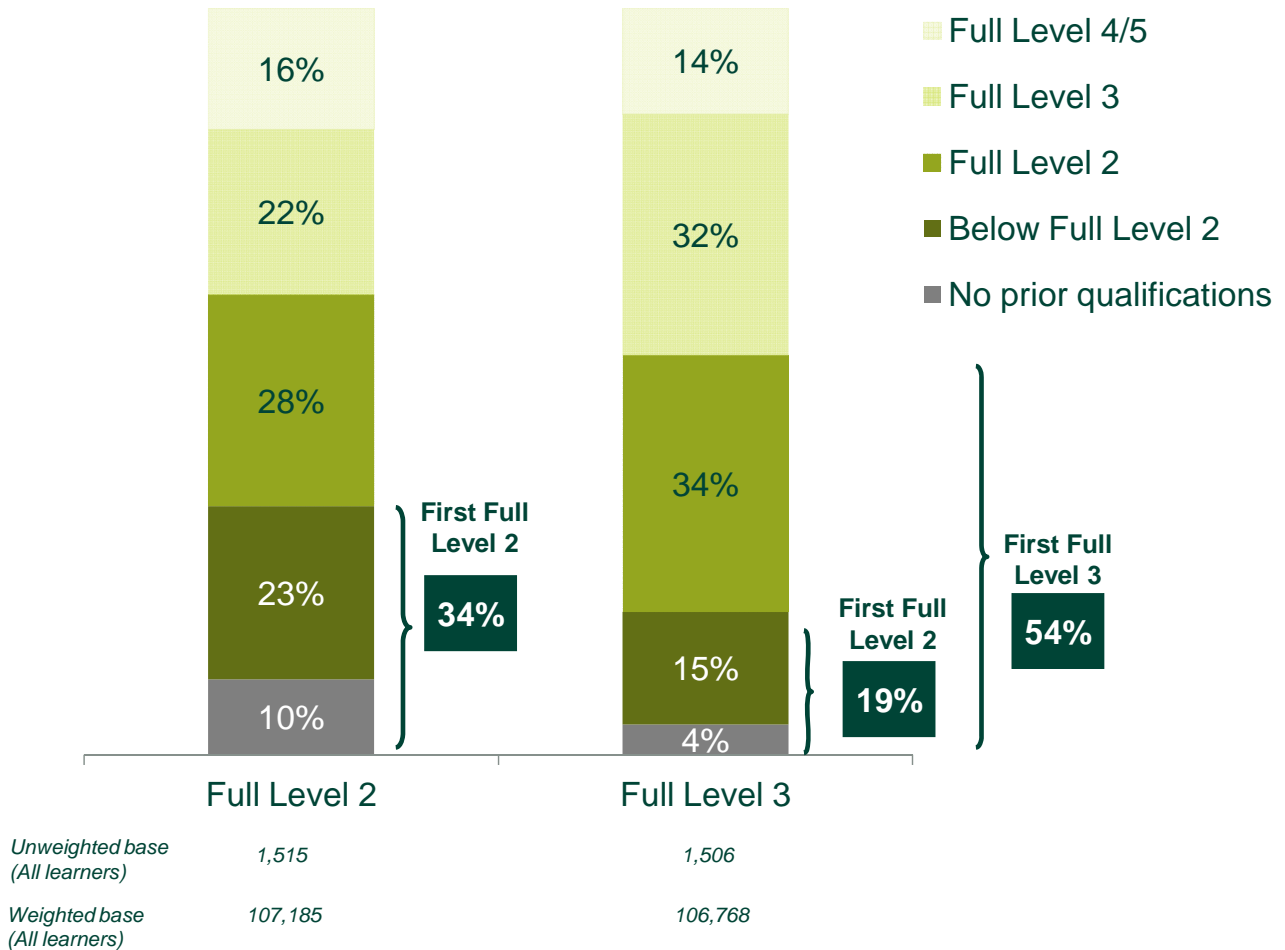
Levels of prior attainment of adult learners

Figure 4.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2011, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 learners

³ Note also that finer gradations of learning level above Level 3 are in any case irrelevant to the key issue of firstness of Full Level 2 learning, which is the main focus of this report.

with different levels of prior qualifications before starting their course, according to the survey data.

Figure 4.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in FE in November 2011



The survey results indicate that among the approximate 107,200 adult learners enrolled on a Full Level 2 class-room based course in FE in November 2011, one third (34%) were studying for their first Full Level 2 qualification. This represents approximately 35,900 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that two thirds (66%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 19%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

The incidence of first *Full Level 3 learning* amongst Level 3 learners is 54%. This corresponds to an estimated 57,200 learners studying towards their first Level 3 qualification as of November 2011.

Across Level 2 and Level 3 FE provision combined, the incidence of first Level 2 learning revealed by the survey was 26% (corresponding to approximately 56,400 learners).

Table 4.1: Statistical confidence intervals associated with first Full Level 2 learning figures

	<i>Number of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full 2 learners	1,515	35,900	33.54%	+/-2.4%
Full 3 learners	1,506	20,500	19.21%	+/- 2.0%
Overall	3,021	56,400	26.36%	+/- 1.6%

Note: No. of first Full Level 2 learner figures have been rounded to the nearest 100.

Table 4.1 gives the statistical confidence associated with the 2011/12 findings given the number of interviews conducted. For example, for the Full Level 2 learners, given the base of 1,515 respondents, we can be 95% confident that the true firstness figure lies within + or - 2.4% of the survey finding.

The incidence of first Full Level 2 and Level 3 learning – by age, gender and ethnicity of learner

Table 4.2 highlights differences in the incidence of first Full Level 2 learning according to the age of the learner (within level).

Amongst *Full Level 2 learners*, the incidence of first Full Level 2 learning is similar for learners aged 19 to 24 and aged 25-44 (33% and 36% respectively), but statistically significantly lower amongst those aged 45 plus (26%). Among *Full Level 3 learners*, incidence of first Full Level 3 learning is the same for learners aged 19-24 and 25-44 (each 54%) but lower for learners aged 45 plus (49%). This pattern matches that found in the previous survey although once again the firstness (this time for Level 3) has increased for those aged 45 plus (from 37% in 2010/11 to 49% in 2011/12).

As well as undertaking their first Level 3 qualification, Full Level 3 learners can also be undertaking their first Full Level 2 qualification. Among *Full Level 3 learners*, the incidence of first Full Level 2 is relatively flat by age: the figure increases slightly by age band but only from 17% among those aged 19-24 to 21% of those aged 25-44 and 23% of those aged 45 plus. (This is a reversal of the age pattern for first Full Level 3 learning.) among Full Level 3 learners, but the differences are not statistically significant.) This pattern of Level 2 firstness among Level 3 learners differs slightly from the 2010/11 survey where the rate of Level 2 firstness was higher among learners aged 25-44 (21%) than learners aged 19-24 and 45 plus (14% and 15% respectively). The most marked change from 2010/11 is the rise in firstness among those aged 45 plus, from 15% in 2010/11 to 23% in 2011/12, though due to low base sizes amongst this group this difference is not statistically significant.

Table 4.2: Incidence of first Full Level 2 and Level 3 learning by level of learning and age of learner

	<i>Base</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,515	35,900	33.54%		
19-24	464	10,900	33.04%		
25-44	790	20,100	36.24%		
45 plus	261	4,900	26.27% ¹		
Summary: 25 plus	1,051	25,000	33.75%		
Level 3 overall	1,506	20,500	19.21%	57,200	53.54%
19-24	732	9,100	17.25%	28,500	54.27%
25-44	650	9,500	20.80%	24,400	53.62%
45 plus	124	2,000	22.90%	4,300	48.68%
Summary: 25 plus	774	11,500	21.14%	28,700	52.82%

Note: No. of first Full Level 2 learner figures have been rounded to the nearest 100.

1 Note: the figure for Level 2 firstness among Level 2 learners those aged 45 plus (26.27%) is significantly lower than that for those aged 25-44 (36.24%) at the 95% confidence level. No other age differences shown are statistically significant.

Appendix C gives the statistical confidence associated with these incidence rates for the different age groups.

Table 4.3 shows the incidence of first Full Level 2 and Level 3 learning by gender and ethnicity, shown separately for those undertaking Level 2 and Level 3 courses.

Among *Full Level 2 learners*, the incidence of first Full Level 2 learning is similar for males and females (33% and 34% respectively), and White and non-White learners (32% and 35% respectively). Similarly, among *Full Level 3 learners*, the incidence of first Full Level 2 learning is similar across gender (22% male and 18% female) and ethnicity (18% White and 22% non-White). None of these differences are statistically significant.

The incidence of first Level 3 Learning among Full Level 3 learners, however, revealed a statistically significant difference by ethnicity: White learners are more likely to come to their course already having achieved a Level 3 qualification and therefore show a lower rate of first Level 3 learning (52%, compared to 58% of non-White learners). There was no difference in incidence of first Level 3 learning by gender (54% male and 53% female).

Table 4.3: Incidence of first Full Level 2 and Level 3 learning by gender and ethnicity

	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,515	35,900	33.54%		
Male	490	11,600	33.29		
Female	1,025	24,400	33.70		
White	1,136	25,500	31.76		
Non-white	356	8,700	34.68		
Level 3 overall	1,506	20,500	19.21%	57,200	53.54%
Male	534	8,300	21.74	20,600	54.15
Female	972	12,200	17.80	36,600	53.21
White	1,106	14,400	18.34	40,700	51.94 ¹
Non-white	380	5,900	21.72	15,800	58.33

Note: No. of first Full Level 2 learner figures have been rounded to the nearest 100.

¹ Note: the figure for Level 3 firstness among White Level 3 learners (51.94%) is significantly lower than that for non-White Level 3 learners (58.33%) at the 95% confidence level. No other gender or ethnicity differences shown are statistically significant.

Table 4.4 presents another way of looking at the pattern of firstness by demographic groups, and compares the profile of learners undertaking their first Full Level 2 or their first Full Level 3 qualification with learners that already have qualifications at these levels.

Level 2 learners undertaking their first Full Level 2 qualification are significantly less likely than those with prior qualifications at this level to be aged 45 plus (13 % vs. 19% respectively) and significantly more likely to be aged 25-44 (56% vs. 50%).

There were no significant differences in the age profile among Level 3 learners between first and repeat level learners, either for Level 2 or Level 3 learning.

Similarly the gender profile of first and repeat Level 2 or Level 3 learners varied very little.

In terms of ethnicity, Level 2 learners studying at Level 2 for their first time were more likely to be from a non-white ethnic group, compared to those who already had a qualification at this level before starting their course (26% vs. 21%).

Taking a more detailed look at the economic activity and income of Level 2 learners⁴, the profile of those undertaking their first Full Level 2 differs from those who already had at least a Level 2 qualification. Of those who completed or left the course they were enrolled on in 2011, those who engaged with Full Level 2 learning for the first time were less likely to be employed full-time at the time they were interviewed (16% vs. 36% of those who were already qualified to Level 2). Related to this, fewer of these first Full Level 2 learners had an annual income of upwards of £21,000, compared to of those who already had a prior qualification of Level 2 or above (4% vs. 10%).

⁴ Further information on the personal income of learners that completed or left their course is presented in Annex D of this report.

A very similar pattern was seen amongst Level 3 learners. Looking at those who had completed or left the course they were undertaking in November 2011 by the time of the survey, those who were studying at Level 3 for the first time were less likely to be employed full time (20% vs. 30% of those with prior Level 3 attainment) and less likely to have an income of £21,000 or more per year (4% vs. 8%).

Table 4.4: Profile of adult learners undertaking classroom-based course in Further Education in November 2011 – comparison of ‘first’ and ‘repeat’ learners

	Full Level 2 course			Full Level 3 course				
	All	1 st Full L2	L2+ Prior Qualification	All	1 st Full L2	L2+ Prior Qualification	1 st Full L3	L3+ Prior Qualification
<i>Base</i>	1,515	458	913	1,506	259	1,134	726	667
	%	%	%	%	%	%	%	%
Age								
19-24	31	31	31	49	46	51	51	48
25-44	52	56	50	43	44	41	41	42
45 +	17	13	19	8	10	8	8	9
Gender								
Male	32	33	32	36	41	34	36	35
Female	68	67	68	64	59	66	64	65
Ethnicity								
White	75	72	78	73	73	75	72	76
Non-white	23	26	21	25	26	24	26	23
Not stated	1	2	1	1	1	1	1	1

Note: Only learners with a definite level of prior attainment from the survey measure are included in the ‘1st Full L2, L2+ Prior Qualification, ‘1st Full L3’ and ‘L3+ Prior Qualification’ columns.

Actual prior qualifications held - differences by level and firstness

It is clear from the findings discussed thus far that adults undertaking these courses are a diverse group in terms of their level of prior educational attainment. To provide more insight into the educational history of learners, the following tables show the specific qualifications previously attained by adults who were undertaking Level 2 or Level 3 classroom-based courses in FE in November 2011. This helps to clarify the academic and vocational qualification routes that lead up to individuals enrolling on these FE courses.

Tables 4.5 and 4.6 give the proportion of eligible adult learners who had attained qualifications such as GCSEs, even if this does not represent the individual's highest level of prior attainment - an individual with both GCSEs and A Levels would be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 4.5 and 4.6 is not fully comprehensive – only qualifications held by more than one in twenty five learners are included.

Looking first at Level 2 learners, Table 4.5 shows that more than half (51%) had attained at least one GCSE before starting their course. Two thirds of Level 2 adult learners on class-room based FE courses (67%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst learners undertaking their first Full Level 2 qualification, almost half (48%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, half (50%) had attained GCSEs, O/AO levels or CSEs at Level 2. One in eight 'repeat' Level 2 learners (13%) had attained at least one AS level qualification, and around three in ten (30%) had at least one A Level, most often (in 22% of cases) having achieved more than one A Level and therefore having prior attainment at Full Level 3 via the A level route. Almost one in five (18%) had a degree before starting their course.

In terms of vocational qualifications, three in ten Level 2 learners had previously attained an NVQ (29%), most commonly at Level 2 (held by 13% of all Level 2 learners). One in four (26%) had previously attained a City and Guilds qualification, and a small minority (6%) had completed an Apprenticeship. A small proportion had completed higher-level vocational qualifications such as Higher National Diplomas or Certificates (4%) and BTEC qualifications at Level 3 and 4 (6%).

Table 4.5: Prior qualifications of Level 2 learners

	All Level 2 learners	First Full Level 2	Prior Full L2+ 'repeat'
<i>Base: All Level 2 learners</i>	1,515	458	913
	%	%	%
GCSEs	51	38	61
Below Level 2 - less than 5 A-C grades	27	38	24
Full Level 2 - at least 5 A-C grades	22	-	36
O or AO Levels	15	6	20
Below Level 2 - less than 5 O or AO Levels	6	6	6
Full Level 2 - at least 5 O or AO Levels	9	-	14
CSEs	13	9	14
Below Level 2 - less than 5 A-C grades	11	9	12
Full Level 2 - at least 5 A-C grades	1	-	1
AS Levels	8	*	13
One, two or three AS Levels - part L3	6	-	9
Four or more AS Levels - Full L3	2	-	3
A Levels	18	-	30
One A Level - part L3	4	-	7
More than one A Level - Full L3	13	-	22
NVQ	29	10	40
Level 1	4	8	3
Level 2	13	-	20
Level 3	8	-	12
Level 4 or Level 5	1	-	3
City and Guilds	26	18	31
Level 1 – Foundation	9	9	9
Level 2 – Craft	4	-	6
Level 3 - Advanced Craft	3	-	5
BTEC	19	8	26
Below Level 2 – First Certificate or General Certificate	3	5	2
Level 2 – First Diploma or General Diploma	6	-	9
Level 3 – National Certificate or National Diploma	5	-	9
Level 4 – Advanced Certificate or Diploma	1	-	2
Apprenticeship	6	-	6
HNC/HND	4	-	7
Degree	11	-	18

- = zero. * = <0.5% but >0%.

Constituent sum may be less than % in each broad category due to 'don't know' for level.

Table 4.6 below shows the equivalent data for Level 3 learners. Focusing first on those for whom the course represented their first Full Level 3 qualification, two thirds (66%) had attained at least one GCSE – three in ten first Level 3 learners (30%) had attained the benchmark for Full Level 2 (5 GCSEs at A*-C). A small minority had achieved a part Level 3 qualification before starting their Level 3 course, through achieving one, two or three AS Levels (5%) or a single A Level (7%). In terms of Level 2 qualifications which these learners had progressed from, one fifth were building on an NVQ Level 2 (20%), and smaller proportions held a BTEC First or General Diploma (15%) City and Guilds Craft level qualification (6%).

Amongst Level 3 learners who did have prior attainment at Level 3 or above before starting their course, they had most often achieved this through attaining:

- Two or more A Level passes (in 40% of cases);
- A BTEC qualification at Level 3 or 4 (27%);
- An NVQ at Level 3, 4 or 5 (22%);
- A degree (20%).

Table 4.6: Prior qualifications of Level 3 learners

	All Level 3 learners	First Full Level 3	Prior Full L3+ 'repeat'
<i>Base: All Level 3 learners</i>	1,506	726	667
	%	%	%
GCSEs	69	66	76
Below Level 2 - less than 5 A-C grades	29	35	23
Full Level 2 - at least 5 A-C grades	39	30	51
O or AO Levels	11	9	13
Below Level 2 - less than 5 O or AO Levels	4	5	3
Full Level 2 - at least 5 O or AO Levels	6	4	10
CSEs	10	11	8
Below Level 2 - less than 5 A-C grades	8	10	7
Full Level 2 - at least 5 A-C grades	1	1	1
AS Levels	15	6	26
One, two or three AS Levels - part L3	11	5	20
Four or more AS Levels - Full L3	3	*	5
A Levels	24	7	45
One A Level - part L3	5	7	3
More than one A Level - Full L3	18	-	40
NVQ	30	24	38
Level 1	2	2	2

	All Level 3 learners	First Full Level 3	Prior Full L3+ 'repeat'
<i>Base: All Level 3 learners</i>	<i>1,506</i>	<i>726</i>	<i>667</i>
	%	%	%
Level 2	18	20	14
Level 3	9	-	20
Level 4 or Level 5	1	-	2
City and Guilds	26	24	27
Level 1 – Foundation	7	7	6
Level 2 – Craft	5	6	5
Level 3 - Advanced Craft	3	*	6
BTEC	28	22	38
Below Level 2 – First Certificate or General Certificate	2	3	1
Level 2 – First Diploma or General Diploma	10	15	6
Level 3 – National Certificate or National Diploma	11	1	24
Level 4 – Advanced Certificate or Diploma	1	-	2
Apprenticeship	7	1	8
HNC/HND	4	-	9
Degree	9	-	20

*= <0.5% but >0%

Prior attainment in English and Maths GCSE or O Level

Achievement of English and Maths GCSEs at grade C or above is often cited as a benchmark indicating that someone has the basic level of skills that most employers look for. This survey therefore asked respondents if they had achieved GCSEs (or equivalent) in Maths and English, and at what grade.

Table 4.7 shows the grades achieved in Maths at GCSEs or the older equivalent, O Level. The first three columns of findings in the table is based on those learners who had prior GCSEs or O Levels (whether in Maths or not), and shows that just over half of learners with this type of qualification (56%, rising to 59% among Level 3 learners) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. The last three columns show the data for all learners in the survey sample, showing that two fifths (39% of all FE learners) had a Maths GCSE or O Level at grade A* to C. Level 3 learners were more likely to have attained the A*-C benchmark in GCSE or O Level Maths (45% vs. 33% of Level 2 learners).

Table 4.7 Prior Maths GCSE/O Level qualifications of Level 2 and Level 3 learners

		Learners with GCSEs/ O Levels			All Learners		
		All learners	Level 2 learners	Level 3 learners	All learners	Level 2 learners	Level 3 learners
		2,094 %	945 %	1,149 %	3,021 %	1,515 %	1,506 %
GCSE Maths	A*/A	4	4	3	3	3	3
	B	15	13	16	11	9	13
	C	29	22	31	20	15	25
	D	15	13	14	10	9	11
	E/F/G/ U	14	13	14	10	9	9
O Level Maths	A	1	2	1	1	1	1
	B	2	3	2	2	2	1
	C	6	6	5	4	4	4
	D	1	1	1	1	1	1
	E/F	1	1	*	*	1	*
A*-C at either GCSE or O Level	A* - C	56	53	59	39	33	45
D-G at GCSE or D-E at O Level (and not A*-C)	D - G	28	28	28	20	18	21

*= <0.5% but >0%

Table 4.8 shows results for English, covering GCSE in English as a single subject, GCSE English Literature, GCSE English Language, and O Level English. The last row in the table summarises the proportion of learners who had achieved grade A*, A, B or C in any of these qualifications.

The first three columns of findings in Table 4.8 shows the grades achieved by all those holding at least one GCSE or O Level (whether in English or not). Two-thirds of these learners (69%, rising to 73% among Level 3 learners) had achieved a Grade A*, A, B or C in English for at least one of the qualifications listed. This equates to just under half of all learners in the survey (48%), as shown in the second column of findings. This attainment tended to be at grades B or C - only a small proportion of all learners (7%) had attainment at A* or A in English GCSE or O Level. As shown in the third and fourth column of findings in Table 4.8, Level 3 learners were significantly more likely to have achieved an A*-C grade in English at GCSE or O Level (55% vs. 41% of Level 2 learners).

One third of learners overall (35%) had GCSE or O Level at Grade A-C in both English and Maths, with Level 3 learners more likely than Level 2 learners to hold qualifications at this level (40% vs. 29%).

Table 4.8 Prior English GCSE/O Level qualifications of Level 2 and Level 3 learners

		Learners with GCSEs/ O Levels			All Learners	% Level 2	% Level 3
		% learners	% Level 2 learners	% Level 3 learners	% learners	learners	learners
<i>Base:</i>		2,094	945	1,149	3,021	1,515	1,506
		%	%	%	%	%	%
GCSE English-Single Subject	A*/A	1	1	1	1	1	1
	B	4	3	4	3	2	3
	C	9	8	9	6	5	7
	D	5	5	5	3	3	4
	E/F/G/U	4	4	4	3	3	3
GCSE English Language	A*/A	5	5	5	4	3	4
	B	13	12	13	9	7	10
	C	23	18	26	16	11	21
	D	8	8	9	6	5	6
	E/F/G/U	3	5	3	2	3	2
GCSE English Literature	A*/A	5	4	5	3	3	4
	B	12	11	13	8	7	10
	C	22	18	25	15	11	19
	D	9	9	9	6	5	7
	E/F/G/U	5	5	4	3	3	3
O Level – English Language	A	2	3	1	1	2	1
	B	5	6	4	3	4	3
	C	5	6	4	3	4	3
	D	1	*	1	*	*	1
	E/F/G/U	1	1	*	*	*	*
A*-C at either GCSE or O Level	A* - C	69	65	73	48	41	55
D-G at GCSE or D-E at O Level (and not A*-C)	D - G	19	20	18	13	13	14

Note: O Level English Literature figures are not included in this table as the figures are <0.5%

*= <0.5% but >0%

Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time

A series of seven surveys have been undertaken to measure the prior attainment profile of adult learners since 2005. Each survey questioned learners who were on eligible provision in the November prior to the survey fieldwork. For instance, the 2005/06 survey covered adults who were in learning in November 2005, and the latest 2011/12 survey has focused on those on provision in November 2011. Figure 4.2 shows how the percentage incidence of first Full Level 2 learning has changed over the course of the seven surveys, separately for adult learners undertaking Full Level 2 and Full Level 3 courses.

Figure 4.2: Incidence of first Full Level 2 learning by level of learning & survey year



There had been no significant change in the proportion of adult learners undertaking their first Level 2 qualification between 2011/12 and 2010/11 at either Level 2 (34% vs. 33%) or Level 3 (19% vs. 17%). The Level 2 firstness result in 2011/12 among learners undertaking Level 3 FE courses means the figure is in line with the results found from 2006/7 through to 2009/10, when the figure each year was in the 19% to 20% range).

Among Level 2 learners the proportion undertaking their first Level 2 in 2011/12 (34%) although in line with 2010/11 is a little below the level found from 2005/6 to 2009/10 (37% to 39% each year).

Figure 4.3 below shows the trends in the percentage incidence of first Full Level 3 learning. In a similar way to the Level 2 firstness rates of the Level 3 learners described above, the proportion of Level 3 learners undertaking their first Full Level 3 qualification is slightly higher, although not statistically significant so, compared with 2010/11, bringing it back closer to results found in earlier surveys.

Figure 4.3: Incidence of first Full Level 3 learning by year of survey

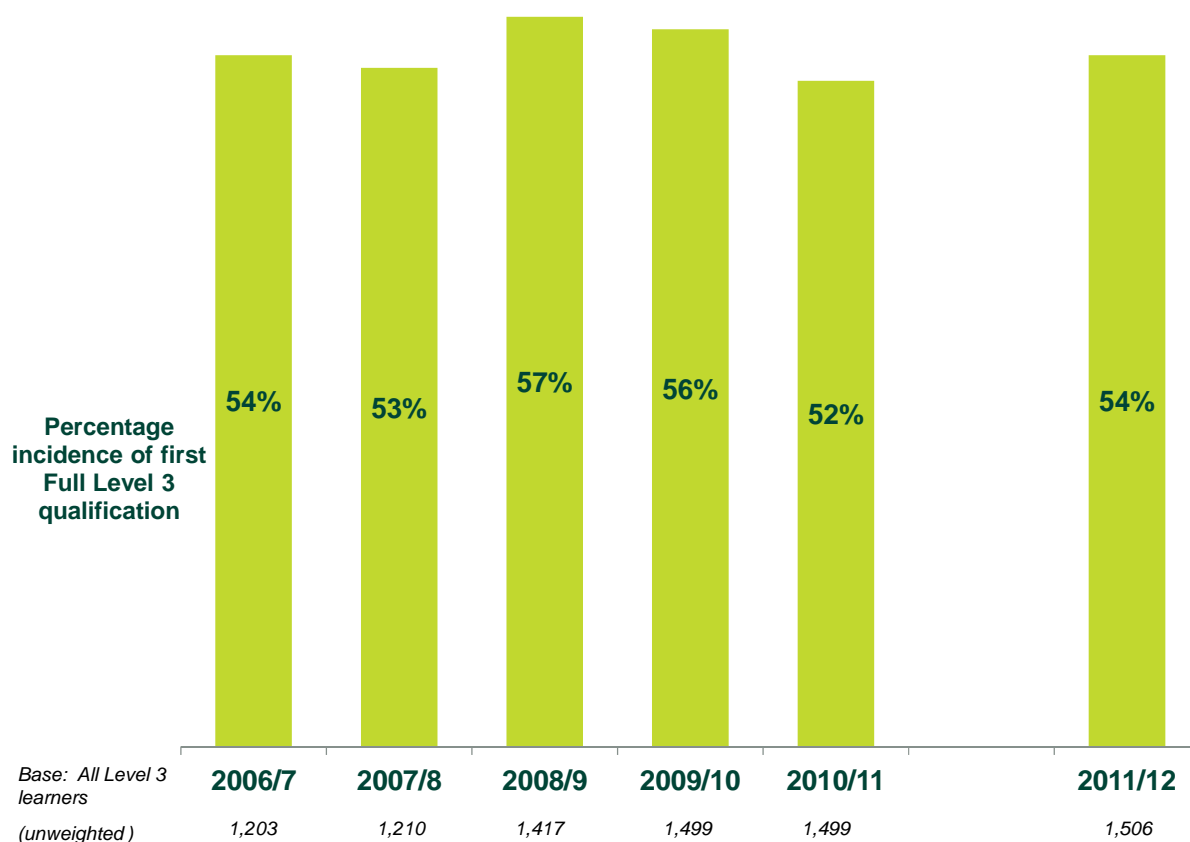
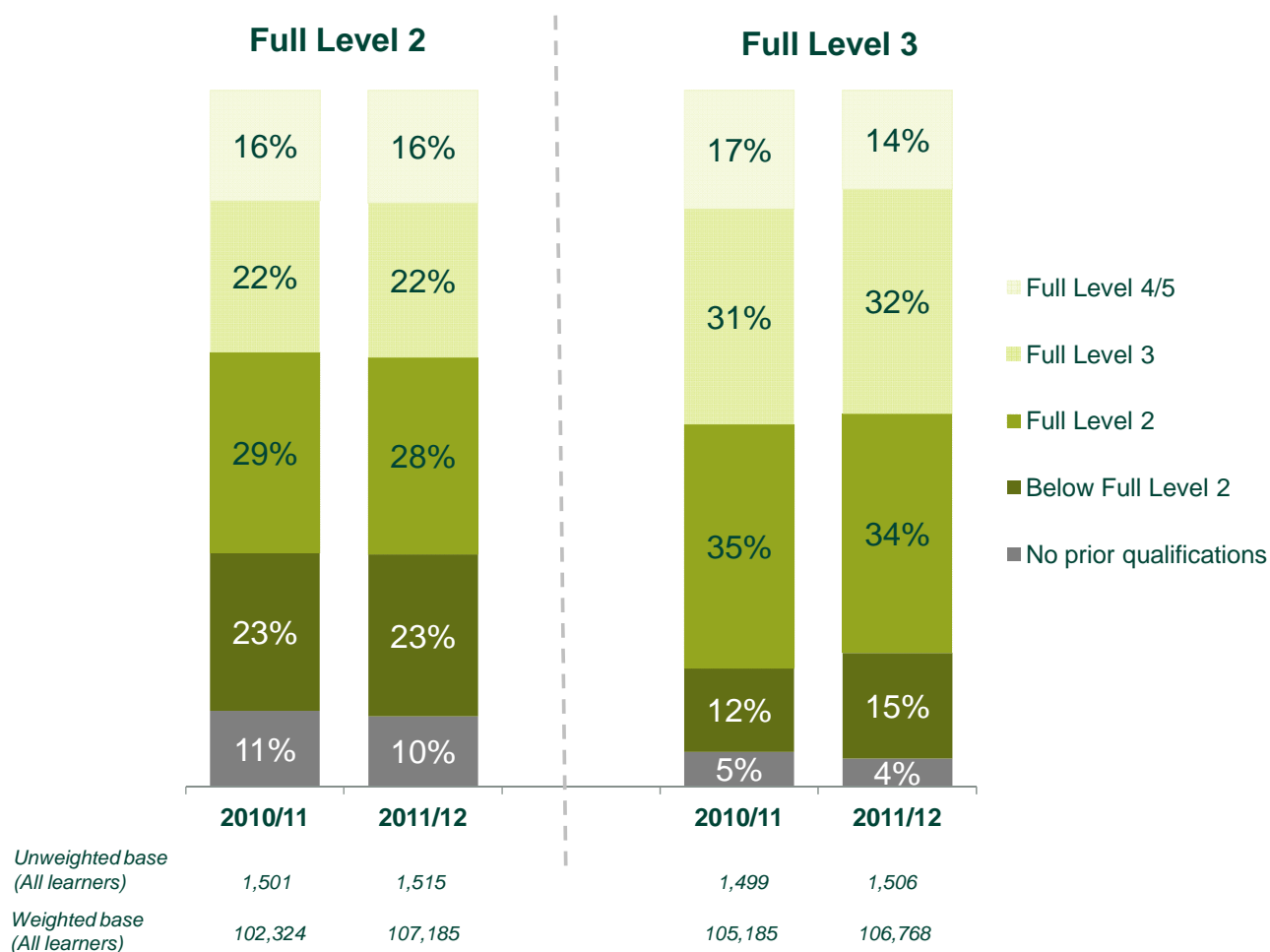


Figure 4.4 shows the profile of the 2010/11 and 2011/12 surveyed learners in terms of their highest level of prior attainment. The left hand side of the graph shows how the prior qualifications of Level 2 learners have changed since last year, and the right hand side shows the change for the Level 3 groups.

Figure 4.4: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education – by level of learning and year of survey



As seen in Figure 4.4, the specific qualification levels of the two cohorts of Level 2 learners stayed more or less the same between 2011/12 and 2010/11 surveys. In both years, around one in six had qualifications at Level 4 or higher and around one in ten had no qualifications.

As shown on the right hand side of Figure 4.4 there was more change among Level 3 learners. Whilst the proportion of Level 3 learners with no prior qualifications has stayed more or less the same (4% in 2011/12 vs. 5% in 2010/11), there has been a significant increase in the proportion of learners with a qualification but where the highest prior qualification is below Full Level 2 (15% in 2011/12 vs. 12% in 2010/11; this year's result is

similar to the 14% in 2009/10). Conversely there has been a significant decrease in the proportion of Level 3 learners whose highest qualification was a Full Level 3 (14% in 2010/11 vs. 17% in 2011/12). As discussed earlier, the net effect is that more learners for the 2011/12 survey were studying for their first Full Level 3 qualification (though the increase compared with 2010/11 is not statistically significant).

Although there was no statistically significant change in either Level 2 or Level 3 firstness among adult learners this year, the previous survey (2010/11) saw a decrease in both Level 2 and Level 3 firstness among adult learners from the 2009/10 survey. This drop was driven by a significant decrease in firstness rates among 25-44 year olds. The following section compares firstness by age of Level 2 and 3 learners in 2011/12 to that of 2010/11.

Table 4.9 shows the incidence of first Full Level 2 learning figures for the 2010/11 and 2011/12 groups of learners, overall and by age group. The incidences across the age groups for Level 2 are very similar to those found last year. Among Level 3 learners however a higher proportion in 2011/12 of those aged 45 plus did *not* previously have a Level 2 qualification as compared to the previous year and were hence studying for their first Full Level 2 qualification (23% vs. 15% in 2010/11). Although this increase is statistically significant, the number of learners within this age group is a relatively small proportion of Level 3 learners overall (8%). Among those aged 25-44, the group where firstness fell between 2009/10 and 2010/11, the Level 2 firstness figure was unchanged in the two most recent surveys (21%).

Table 4.9: Incidence of first Full Level 2 learning by age and level of learning – comparison of 2010/11 and 2011/12 cohorts

	2010/11		2011/12	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 2 %	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 2 %
Level 2 learners	1,501 / 102,324	33	1,515 / 107,185	34
19-24	499 / 34,105	34	464 / 33,054	33
25-44	790 / 53,855	34	790 / 55,431	36
45 plus	212 / 14,454	28	261 / 18,700	26
Level 3 learners	1,499 / 107,986	17	1,506 / 106,768	19
19-24	713 / 51,384	14	732 / 52,507	17
25-44	651 / 46,844	21	650 / 45,462	21
45 plus	135 / 9,758	15	124 / 8,799	23

Table 4.10 sets out how the incidence of first Full Level 3 learning was split by age in the two most recent surveys. In line with the increase in Level 2 firstness among Level 3 learners aged 45 plus, there was a statistically significant increase in the incidence of first Full Level 3 learning among Level 3 learners aged 45 plus (from 37% in 2010/11 to 49% in 2011/12). The proportion of Level 3 learners in this older age bracket is relatively small (8%), and hence does not have a big effect on overall levels of Level 3 firstness.

Table 4.10: Incidence of first Full Level 3 learning by age – comparison of 2010/11 and 2011/12 cohorts

	2010/11		2011/12	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %
Level 3 learners	1,499 / 107,986	52	1,506 / 106,768	54
19 – 24	713 / 51,384	56	732 / 52,507	54
25 – 44	651 / 46,844	50	650 / 45,462	54
45 plus	135 / 9,758	37	124 / 8,799	49

Chapter 5: Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)

Between 2006 and 2012, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. A consistent finding has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR over-reports the proportion of adult learners with no prior attainment, and under-reports the proportion with prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR and in the survey for adults engaged with classroom-based FE provision as of November 2011.

This section compares the prior attainment level recorded on the ILR and in the survey for adults engaged with classroom-based FE provision as of November 2011. The chapter first looks at the level of prior qualification recorded on the ILR for all adults undertaking Full Level 2 and Level 3 classroom-based courses in November 2011, and compares this with the ILR data for all survey respondents. This comparison shows that the ILR profile for survey respondents mirrors the ILR profile for the population; therefore subsequent analysis of discrepancies between the ILR and the survey can reasonably be generalised to the population. The chapter then focuses just on survey respondents where a definite level of prior attainment was recorded on the ILR and through the survey, comparing the prior attainment level on the ILR with that found through the survey questioning. The analysis that follows focuses on learners who are reported on the ILR as doing a first Full Level 2, including those on Full Level 2 and Level 3 provision. The chapter also examines, for respondents where the survey suggests they have prior Level 2 attainment but where the ILR suggests they are undertaking a first Full Level 2, the types of prior Level 2 or higher qualifications reported on the survey.

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of learners, on enrolment for their course - for the great majority of adult learners. In the cohort of learners falling within the scope of the survey (those aged 19+ who were enrolled on a Full Level 2 or Full Level 3 classroom-based course in FE in November 2011), more than nine in ten (94%) had a prior qualification level marked on the ILR, leaving 6% where the qualification level was 'not known'.

Over time the proportion of adult learners in scope for whom the ILR holds prior qualification information has increased, from 62% in 2006/07, to 73% in 2007/08, to 83%

level in 2008/09 and 2009/10, to 92% in 2010/11, and now to 94% for the 2011/12 cohort. This reflects the greater emphasis on encouraging providers to collect prior qualification information for all learners to allow better monitoring of Level 2 attainment levels. However, as highlighted above, there have been on-going questions around the accuracy of this data, even as the actual volume of data collected has increased.

Table 5.1 details the information on highest prior attainment recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 classroom-based provision in November 2011), and compares this with the equivalent profile data from last year's survey (referring to individuals on similar provision in November 2010).

Table 5.1: ILR information on prior achievement – comparison of 2010/11 and 2011/12 cohorts

	All sample in scope		Excluding 'not known'	
	2010/11 %	2011/12 %	2010/11 %	2011/12 %
No qualifications	10	9	11	10
Entry Level and below Level 1	4	5	4	3
Level 1	23	23	26	24
Level 2	33	35	36	37
Level 3	12	14	13	15
Level 4/5	8	9	9	9
Other qualification, level not known	1	1	1	1
Not known	8	6		

The third and fourth columns of data show the figures re-based to exclude the missing data. This shows that where the ILR had a prior achievement level for the learner, this was on average slightly higher in the November 2011/12 cohort as compared to the equivalent 2010 / 11 population. For example, excluding all of the 'not known' instances, the ILR record for November 2011 (for the 2011/12 survey) has 61% of learners with a prior qualification at Full Level 2 or above (in the boxed area) compared to the 58% in the November 2010 records (for the 2010/11 survey).

The level of prior qualification on the ILR is shown on Table 5.2 for:

- all sample provided that fell within the scope of the survey (adults on Level 2 or Level 3 classroom-based provision in November 2011);
- all sample in scope which was useable for the survey, i.e. where a telephone number was listed and where the learner had not opted out of being contacted for research purposes;
- all those where an interview was achieved.

Table 5.2: ILR information on prior achievement

	All sample in scope %	Available to contact %	Achieved sample %
No qualifications	9	9	9
Entry Level and below Level 1	5	5	4
Level 1	23	23	23
Level 2	35	35	34
Level 3	14	14	14
Level 4/5	9	9	9
Other qualification, level not known	1	1	1
Not known	6	6	6

*= <0.5% but >0%

Looking at the original sample of learners in scope for the survey, the ILR indicated that one in eleven (9%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR reported that over half of learners in scope (57%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.2).

There was negligible change in the profile when records without useable telephone numbers or who had opted out from research were removed – with the overall proportion of learners recorded as having a highest qualification at Level 2 remaining constant (at 57%).

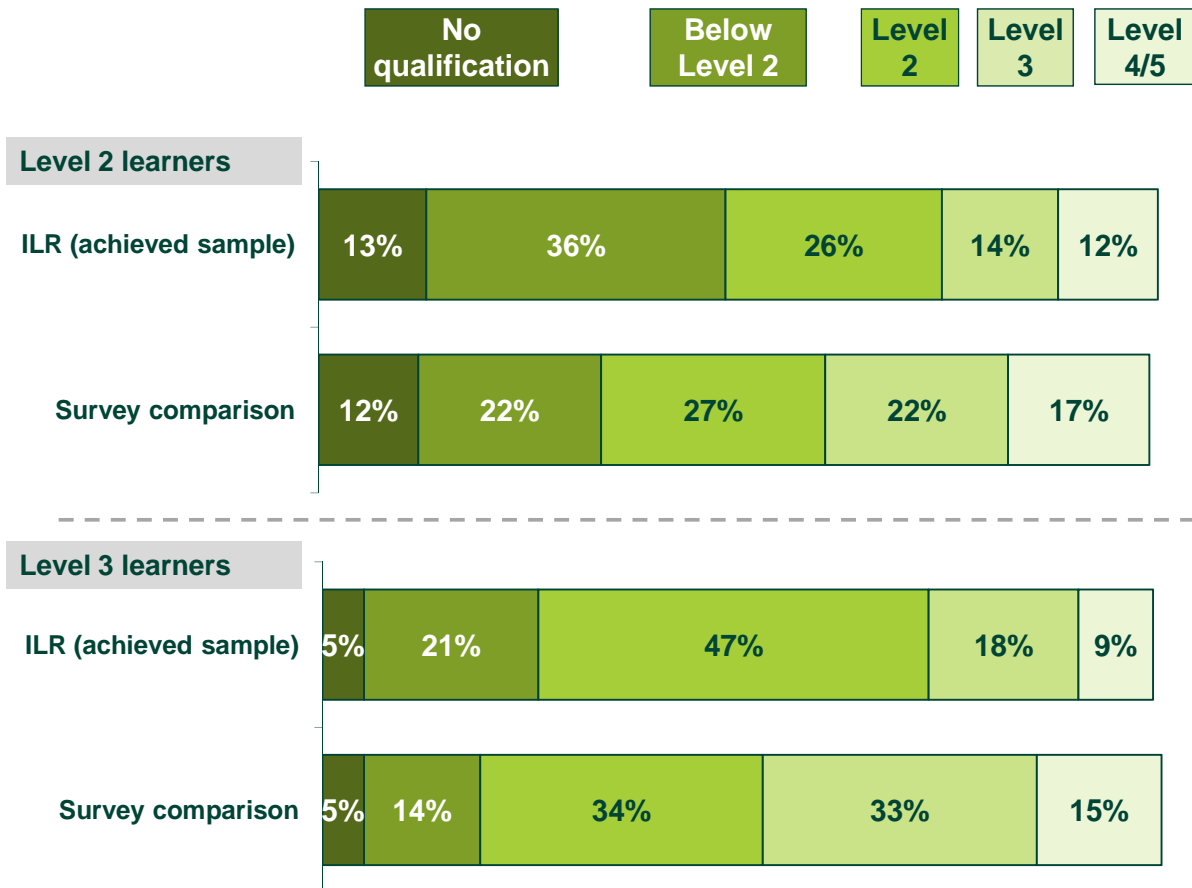
When looking at the ILR profile of the 3,015 adult learners eventually interviewed for the research, it is clear that this is very much in line with the original sample in scope. For instance, the same proportion were listed on the ILR as having no prior qualifications (9%) and the proportion for whom the ILR gave a highest prior attainment value of Level 2 or above also remained almost constant (57% of those interviewed). Therefore we can have confidence that there was no 'skew' in the interviewing process towards learners with a particular ILR profile.

In chapter 4, the survey results were presented which showed that three-quarters (74%) of adult Level 2 and Level 3 learners were already qualified to Level 2, leaving a quarter (26%) that were working towards their first Full Level 2 qualification (see Table 4.1). This is clearly very different to the data reported on the ILR as presented in Table 5.2 which showed a lower proportion (57%) already qualified to Full Level 2. This would seem to indicate that the ILR is still often failing to record prior attainment at Full Level 2 or above.

Comparing Individual Learner Record and survey measures of prior attainment

In order to assess in more detail the relationship between the ILR and the survey data, the following section looks at how the actual prior qualification levels compare on the two datasets, *for the same learners*. The following chart highlights the discrepancies between the data on prior qualification levels on the ILR and that collected in the survey. The comparison is shown only for those learners where a definite prior qualification level was recorded both on the ILR *and* through the survey questioning (2,585 out of the 3,021 learners interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.2, and the survey comparison figures in the second bar are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

Figure 5.1: Comparison of ILR and survey data on highest level of prior achievement



*Base: Learners with definite prior achievement level from both the ILR and survey measures (Level 2: 1,272 Level 3: 1,313)
 Figures are weighted*

The top pair of bars in Figure 5.1 shows the data for Level 2 learners. The ILR gives the incidence of first Full Level 2 learning for these Level 2 learners as 49%, compared to the survey data, which indicates that only one third (34%) are studying for their first Full Level 2 qualification. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the 2010/11 survey. It should be noted that the discrepancy is not among those recorded on the ILR as having no qualifications but in those with qualifications below Level 2.

The ILR indicates that around a quarter of Level 2 learners interviewed for the survey and with a definite level on the ILR (26%) had a prior qualification at Level 3 or higher (therefore above the level of their course). The survey data for the same learners indicate that many more (40%) had these high level qualifications when starting their course.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. The discrepancy is greater than for the Level 2 cohort, with the survey findings indicating that almost half (48%) of these Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 27%.

To further explore the nature of the discrepancy between the ILR and survey measures of prior attainment, Table 5.3 shows data on the extent of agreement between the two data sets in cases where a level of prior attainment was given on the ILR. It shows the extent to which the survey and the ILR differ on the assessment of prior qualification level. It is important to note that this discrepancy may not always be critical in the sense of affecting firstness – if the ILR indicates that a person has no prior qualifications and the survey suggests that they have a qualification below Level 2, then this is much less critical from a policy angle than where the ILR records a learner as having prior qualifications below Level 2 and the survey indicates they have qualifications at Level 2 or higher.

Table 5.3: Comparison of the survey and ILR measures of prior qualification level

<i>Row percentages</i>	<i>Base*</i>		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive**
All learners 2010/11	2,731	%	42	12	40	6
All learners 2011/12	2,815	%	45	13	36	6
Level of study						
Full Level 2	1,396	%	45	14	36	5
Full Level 3	1,419	%	46	12	36	6
Age						
19 – 24	1,133	%	46	11	38	5
25 – 44	1,332	%	45	15	34	6
45 plus	350	%	45	14	37	4

*Base - All records with prior attainment level data provided on the ILR

** 'Survey inconclusive' refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined
Results 2011/12 unless stated.

Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around two fifths of cases (45%). Where the two measures did not give the same level, the survey was more likely to indicate a higher level of prior qualification than recorded on the ILR: for almost over a third of all learners (36%) the survey measure was higher, whilst for one in seven learners (13%) the ILR was higher, appearing to over-state the prior achievement of learners. In a further 6% of cases, the survey measure of highest prior attainment was inconclusive. The proportion of learners who had the same qualification level reported in the ILR and the survey has increased since last year (45% vs. 42% in 2010/11), whilst the survey reported higher qualifications than the ILR in a reduced number of cases (36% vs. 40% in 2010/11). This suggests that the ILR was more accurate for 2011/12 learners than it was for 2010/11 learners but it still seems to under-report the level of prior qualifications held by adult learners.

As evident in Table 5.3, there are no significant differences in the degree of discrepancy according to the level of learning or age.

The table below compares the levels of prior qualifications between the two datasets in cases where a definite level of prior qualification was given both on the ILR and in the survey. The highest degree of correspondence between the ILR and the survey occurred when the learner's highest prior qualification from the survey data was one level below the ALR qualification they were studying (for example for learners on Level 3 provision the ILR and survey were most likely to agree in relation to prior attainment being specifically at Level 2). Where the highest prior qualification recorded in the survey was equal or higher to the one they were studying, the ILR was more likely to record a lower level of prior qualification than the survey. For example, 59% of Level 3 learners found through the survey to have prior attainment of Level 3 had been recorded on the ILR as achieving a prior qualification no higher than Level 2. In a similar way 48% of Level 2 learners with a prior attainment at specifically Level 2 had been recorded on the ILR as achieving a prior qualification no higher than Level 1.

Table 5.4: Comparison of the survey and ILR measures of prior qualification levels where definite levels have been determined

Survey Measure	Base*	ILR measure					ILR lower	ILR higher
		None	Below Level 2	Level 2	Level 3	Level 4/5		
<i>Row percentages</i>								
Level 2 learners								
None	146	% 38	39	17	5	1	-	62
Below Level 2	282	% 14	63	16	5	2	14	23
Level 2	341	% 9	38	45	6	1	48	7
Level 3	282	% 7	24	25	39	5	56	5
Level 4/5	221	% 6	11	14	12	57	43	-
Level 3 learners								
None	59	% 17	38	34	7	5	-	83
Below Level 2	179	% 8	46	37	8	1	8	46
Level 2	447	% 5	21	67	6	1	26	7
Level 3	426	% 3	14	42	38	3	59	3
Level 4/5	202	% 3	11	24	16	46	54	-

*Base - All records with prior attainment level data provided on the ILR and in the survey
 - = zero.

Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’

In order to fully understand the likelihood that a particular claim of Level 2 firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,085 respondents. This is shown in Table 5.5.

The survey confirms the ILR first Level 2 assessment in around two-fifths (42%) of cases. In most other cases (53%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course. The level of agreement between the ILR and survey (42%) is similar, though slightly higher, to the previous 2010/11 survey (39%).

Table 5.5: Extent of agreement between survey measure of prior qualification level for learners recorded as first Level 2 learners on the ILR

<i>Row percentages</i>	<i>Base</i>		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive*
All recorded on the ILR as first Level 2 2010/11	1,141	%	39	58	3
All recorded on the ILR as first Level 2 2011/12	1,085	%	42	53	4
Level of study					
Full Level 2	705	%	47	48	5
Full Level 3	380	%	34	63	3
Age					
19 – 24	410	%	42	54	4
25 – 44	546	%	43	52	5
45 plus	129	%	40	57	3

*‘Survey inconclusive’ refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined.

Results 2011/12 unless stated

The incidence of the disagreement between the ILR and the survey (where the ILR records first Level 2 learning but where the survey indicates prior attainment at Level 2) is significantly higher for Level 3 learners (63%) than Level 2 learners (48%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to suggest this is erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

These patterns by the level of learning can perhaps be explained with reference to the anticipated level of prior qualification individuals should have before undertaking a Level 3 course, with successful prior attainment at Level 2 often a pre-requisite for gaining a place on a Level 3 course. Therefore it is to be expected that claims that a given learner is not already qualified to Full Level 2 before starting a Level 3 course are more likely to be mistaken than when a learner is starting a Level 2 course. However, it should be noted that even for Level 2 courses, the survey still indicates a substantial level of overstatement on ILR claims of Level 2 firstness.

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR is that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course. Hence a learner arriving at a provider with a highest qualification below Level 2 who undertakes a Full Level 2 qualification with the provider and progresses with them to a Level 3 qualification, should be recorded on the ILR for this latter course as undertaking their first Full Level 2 qualification, despite their having attained a Full Level 2 when they start the Level 3 course. For the survey, the questioning asks simply about the qualifications at the time they start the course. For this reason, among Level 3 learners that had studied with the provider previously, some of the cases where the ILR shows no

prior Level 2 qualifications and the survey indicates they have a prior Level 2 may be 'legitimate' in that the ILR is recording what it is intended to record.

Prior qualifications held by learners recorded as first Full Level 2 or 3 learners on the ILR, but where the survey shows Level 2 prior attainment

As discussed above, the survey findings suggest that ILR data on prior attainment levels should be treated with caution when looking to assess the profile of learners enrolling for a particular course. This section provides insight into what types of qualification are potentially being missed where the ILR indicates that a learner has a low level of prior attainment.

Table 5.6 lists the most common prior qualifications held by those learners with a prior qualification at Full Level 2 or above on the survey data, where the ILR gave the highest prior attainment level as 'no qualification' or Level 1. This reveals the type of prior qualifications apparently missed or omitted from the ILR, or miscoded to level, contributing to differences in reported firstness.

The prior qualifications revealed by the survey for these learners recorded as *having no prior qualifications* on the ILR were most commonly:

- GCSEs or O Levels amounting to a Full Level 2 qualification (42%);
- NVQ Level 2 (31%).
- A Levels (19%);

These were also the most common qualifications amongst those recorded on the ILR as having a *Level 1 qualification*, with one third having GCSEs or O Levels at Level 2 (34%), one quarter having an NVQ 2 (25%) and one in six having A Levels (15%).

Table 5.6: Prior qualifications of Level 2 learners where the survey indicates a prior Full Level 2 or higher and where the ILR stated highest prior qualification as below Full Level 2

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held	64 %	186 %
GCSE/O level grade A-C or equivalent (L2)	42	34
NVQ Level 2	31	25
A Levels	19	15
OND,ONC,BTEC etc. national	14	13
Degree	12	3
HNC,HND,BTEC etc. higher	9	4

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held	64 %	186 %
City & Guilds craft	8	7
Apprenticeship	8	3
NVQ Level 3	6	6
City & Guilds advanced craft	5	5

Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 2 and survey indicates prior attainment at Full Level 2 or above.

Note only most common qualification types at Level 2 and above shown.

Data shown unweighted.

Table 5.7 shows a similar analysis for those Level 3 learners found in the survey to be doing a 'repeat' qualification at Level 3, that is, those with prior attainment at Level 3 or above. The table shows the prior qualifications of these learners where the ILR gave the highest prior attainment level as 'no qualification', Level 1 or Level 2.

Table 5.7: Prior qualifications of Level 3 learners where survey indicates a prior Full Level 3 or higher and where ILR stated highest prior qualification as below Full Level 3

	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
Prior qualifications held	21 %	72 %	226 %
A Levels (more than one)	43	29	37
OND,ONC,BTEC etc. national	29	33	36
Degree	19	8	8
NVQ Level 3, 4 or 5	14	22	19
HNC,HND,BTEC etc. higher	9	13	7
Advanced Apprenticeship	5	-	4
City & Guilds advanced craft	5	6	11
Diploma in higher education	5	-	1

Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 3 and survey indicates prior attainment at Full Level 3 or above.

Note only most common qualification types at Full Level 3 or above shown.

Data shown unweighted.

The prior qualifications revealed by the survey for these Level 3 learners recorded as having no prior qualifications on the ILR were most commonly:

- Multiple A Levels (43%);
- OND, ONC or BTEC national qualifications at Level 3 (29%);
- Degree (19%);
- NVQ Level 3, 4 or 5 (14%).

There is a similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications (as shown in Table 5.5). Where the ILR gave the highest qualification as Level 2 for these learners, the additional qualifications most commonly revealed by the survey tended to be the same as above. There were instances also where the ILR had apparently failed to record prior attainment at above Level 3, through someone having attained HNC, HND or BTEC Higher.

Appendices

A – Quotas and weighting

The quota targets for the survey were calculated to ensure a spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR, within level of learning. Half of the interviews were allocated to Level 2 and half to Level 3. The following table shows the quota targets specified.

Table A1: Quota targets

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	463	776	240	21	1,500
Full Level 3	737	639	118	6	1,500
<i>Total</i>	1,200	1,415	358	27	3,000

As shown in the table below, the final achieved interview figures were very close to these target quotas.

Table A2: Final achieved interviews

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	464	790	240	21	1,515
Full Level 3	732	650	118	6	1,506
<i>Total</i>	1,196	1,440	358	27	3,021

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2 or Full Level 3 ALR courses in Further Education as of November 1st 2011. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling approximately 210,000 learners.

Table A3: Population figures – Eligible adults undertaking a Full L2 or Full L3 classroom-based course in ALR courses in November 2011

	19-24	25-44	45 to retirement age	Over retirement age	<i>Total</i>
<i>Level of course</i>					
Full Level 2	33,054	55,431	17,165	1,535	<i>107,185</i>
Full Level 3	52,507	45,462	8,407	392	<i>106,768</i>
<i>Total</i>	<i>85,561</i>	<i>100,893</i>	<i>25,572</i>	<i>1,927</i>	<i>213,953</i>

B - Sample outcomes and response rate

In total, c.14,000 adult learners were called at least once for the survey, resulting in 3,021 complete interviews; this includes many for whom no definite outcome was achieved, or where sample was removed because quota targets had been achieved.

The response rate can be taken to be the number of completed interviews (3,021) as a proportion of all definite outcomes in scope (i.e. excluding wrong numbers or those not recalling the course detailed on the ILR). In effect, this is derived from the following calculation:

Completed interviews / (Completed interviews + Quit during interview + Refused + Other dead outcome)

The response rate for this survey was 65%.

C – Statistical confidence associated with data on the incidence of first Full Level 2 and first Full Level 3 learning

Table C1 gives the statistical confidence associated with the first Full Level 2 incidence rates derived from the survey, for the key age groups. For example, for the Full Level 2 learners aged 19-24, we can be 95% confident that the true firstness figure lies within + or – 4.3% of the survey finding. For Level 2 learners aged 45 plus, the base number of interviews is smaller, and the confidence interval rises to +/- 5.3% (i.e. the range of results within which we can be 95% confident that the true result lies increases).

Table C1: Statistical confidence intervals associated with first Full Level 2 learning figures

Level of course	Age	<i>Number of interviews</i>	Proportion undertaking their first Full Level 2	Confidence intervals associated with the number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,515	33.54%	+/-2.4%
	19-24	464	33.04%	+/-4.3%
	25-44	790	36.24%	+/-3.3%
	45 plus	261	26.27%	+/-5.3%
	25 plus	1,051	33.75%	+/-2.8%
Full Level 3	<i>All</i>	1,506	19.21%	+/-2.0%
	19-24	732	17.25%	+/-2.7%
	25-44	650	20.80%	+/-3.1%
	45 plus	124	22.90%	+/-7.4%
	25 plus	774	21.14%	+/-2.9%
Overall	<i>All</i>	3,021	26.36%	+/-1.6%

Table C2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 53.54% has a confidence interval of +/- 2.5% based on the sample of 1,506 learners surveyed. The incidence figure for the 45 plus age group should be treated with caution given the relatively wide confidence interval of +/-8.7%.

Table C2: Statistical confidence intervals associated with first Full Level 3 learning figures

Level of course	Age	Number of interviews	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 3	All	1,506	53.54%	+/-2.5%
	19-24	723	54.27%	+/-3.6%
	25-44	650	53.62%	+/-3.8%
	45 plus	124	48.68%	+/-8.7%
	25 plus	774	52.82%	+/-3.5%

D – Additional data on personal income, housing tenure and parental education of learners

Table D1: Personal income (annual) amongst those who had completed November 2011 course by the time of interview - Level 2 learners aged 19 to 24

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	324 %	97 %	90 %	DATA NOT SHOWN AS BASE <25	58 %
Less than £6,000	46	7	58		69
£6,000 - £10,999	27	24	36		26
£11,000 - £12,999	8	19	2		3
£13,000 - £14,999	7	16	4		-
£15,000 - £17,999	5	15	-		2
£18,000 to £20,999	3	10	-		-
£21,000 to £24,999	2	5	-		-
£25,000 to £29,999	1	2	-		-
£30,000 to £32,999	-	-	-		-
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	1	1	-		-
£46,000 plus a year	-	-	-		-
Summary: £21,000 plus	3	8	-		-
Mean income***	£9,300	£13,700	£7,400		£7,000

*= <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know'

***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively. Figures rounded to nearest £100.

Table D2: Personal income (annual) amongst those who had completed November 2011 course by the time of interview - Level 2 learners aged 25 plus

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	718 %	239 %	170 %	53 %	180 %
Less than £6,000	32	4	42	36	48
£6,000 - £10,999	27	15	38	21	36
£11,000 - £12,999	11	14	10	9	8
£13,000 - £14,999	6	12	4	6	3
£15,000 - £17,999	7	13	3	8	3
£18,000 to £20,999	4	8	2	4	-
£21,000 to £24,999	5	12	1	4	1
£25,000 to £29,999	4	10	1	6	-
£30,000 to £32,999	2	3	-	4	1
£33,000 to £35,999	1	3	-	-	-

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	718 %	239 %	170 %	53 %	180 %
£36,000 to £45,999	1	3	-	4	-
£46,000 plus a year	1	2	-	-	-
Summary: £21,000 plus	14	33	2	17	2
Mean income***	£12,100	£18,200	£8,800	£13,000	£8,300

* = <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know'

***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively. Figures rounded to nearest £100.

Table D3: Personal income (annual) amongst those who had completed November 2011 course by the time of interview - Level 3 learners aged 19 to 24

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	456 %	123 %	134 %	DATA NOT SHOWN AS BASE <25	62 %
Less than £6,000	50	11	57		66
£6,000 - £10,999	25	25	30		21
£11,000 - £12,999	9	20	7		5
£13,000 - £14,999	6	15	2		3
£15,000 - £17,999	7	20	2		2
£18,000 to £20,999	2	4	1		2
£21,000 to £24,999	1	3	-		-
£25,000 to £29,999	1	3	-		2
£30,000 to £32,999	-	-	-		-
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	-	-	-		-
£46,000 plus a year	-	-	-		-
Summary: £21,000 plus	2	7	-		2
Mean income***	£9,000	£12,800	£7,700		£7,800

* = <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know'

***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively. Figures rounded to nearest £100.

Table D4: Personal income (annual) amongst those who had completed November 2011 course by the time of interview - Level 3 learners aged 25 plus

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	541 %	156 %	167 %	36 %	111 %
Less than £6,000	28	1	31	28	40
£6,000 - £10,999	31	21	49	22	32
£11,000 - £12,999	9	10	7	8	14
£13,000 - £14,999	8	11	6	8	6
£15,000 - £17,999	7	16	2	8	6
£18,000 to £20,999	4	11	2	11	-
£21,000 to £24,999	4	10	2	6	1
£25,000 to £29,999	3	9	1	-	1
£30,000 to £32,999	1	5	-	-	-
£33,000 to £35,999	1	2	1	3	-
£36,000 to £45,999	2	5	-	3	-
£46,000 plus a year	*	-	-	3	-
Summary: £21,000 plus	12	30	3	14	2
Mean income***	£12,100	£18,100	£9,200	£14,000	£9,100

*= <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know'

***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively. Figures rounded to nearest £100.

Table D5: Housing Tenure

	All	Full Level 2 19-24	Full Level 2 25+	Full Level 3 19-24	Full Level 3 25+
<i>Base: All answering**</i>	<i>2,013</i>	<i>272</i>	<i>744</i>	<i>434</i>	<i>563</i>
	%	%	%	%	%
Live alone	12	12	15	11	11
Live with partner/ wife only & Main Earner in household	9	2	15	3	13
Live with partner/ wife only & NOT Main Earner in household	30	12	41	9	45
Live with dependents under 16 & Main Earner in household	12	7	16	3	18
Live with Dependents under 16 NOT Main Earner in household	1	1	2	1	1
Live with Adult Dependents & Main Earner in household	2	-	3	*	3
Live with Adult Dependents & NOT Main Earner in household	1	-	*	1	1
Live with Parents & Main Earner in household	2	2	2	4	1
Live with Parents & NOT Main Earner in household	27	57	4	62	5
Live with other relatives - Main Earner in household	*	*	*	*	*
Live with other relatives- NOT Main Earner in household	2	4	1	3	*
Live with Friends or other non-relatives- Main Earner in household	*	*	*	*	*
Live with Friends or other non-relatives- NOT Main Earner in household	2	3	1	3	1

*= <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know' to these questions (4%)

Table D6 outlines the parental education status of ALR learners. A fairly high proportion of ALR learners were unsure of the education leaving age of both (16%) or one parent (14%) or unsure whether the parent(s) who stayed on in education had attained a degree (4%) – these respondents are included in the 'none of the above' category. Among those knowing the education status of both parents the most common response was that both parents left education aged 16 (41%).

Table D6: Parental Education amongst all ALR learners

	All	Full Level 2 19-24	Full L2 25+	Full Level 3 19-24	Full Level 3 25+
<i>Base: All</i>	3,021 %	464 %	1,051 %	732 %	774 %
Both parents left school at 16	41	34	47	32	47
One or more parent stayed on, but neither got a degree**	10	10	8	11	10
At least one parent gained a qualification at degree level**	15	15	15	16	15
None of the above	33	41	29	41	27

**To be included in this code the education leaving age and the degree status of both parents had to be known.

E – Learner demographics on the Individual Learner Record

Table E1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 classroom-based provision in November 2011), and compares this with the demographics of the weighted profile of the achieved interviews – the two are very similar.

Table E1: Demographic profile of adult FE learners

	All sample in scope			
	Achieved sample 3,021 %	All 213,593 %	Full Level 2 107,185 %	Full Level 3 106,768 %
<i>Age</i>				
19-24	40	40	31	49
25-44	47	47	52	43
45 – retirement	12	12	16	8
Over retirement age	1	1	1	*
<i>Gender</i>				
Male	34	35	34	36
Female	66	65	66	64
<i>Ethnicity</i>				
White	75	74	75	73
Non-white	25	25	23	26
Asian	10	8	8	8
Black	10	11	10	12
Mixed / other	6	6	5	6
Not stated	1	1	1	1

*= <0.5% but >0%

F - Questionnaire

Prior Achievements Questionnaire 2012
IFF Research

Screener

INT1) Can I speak to (NAMED RESPONDENT) please?

Yes	1	Continue to intro (INT2)
No – no longer lives there	2	ASK INT1A
No – refusal	3	Thank and Close
Call back	4	Make appt

INT1A) Can you give me the correct number for [NAMED RESPONDENT]?
RECORD NEW PHONE NUMBER AND RE-DIAL
DP INSTRUCTION: LOOP BACK TO INT1

Yes	RECORD NEW NUMBER FOR NAMED CONTACT. UPDATE SAMPLE WITH NEW TEL NO.
No	THANK AND CLOSE

WHEN SPEAKING TO NAMED RESPONDENT

INT2) Hello, my name is XXX and I'm calling from IFF Research, an independent market research company. We are conducting a survey on behalf of the Department for Business, Innovation and Skills of people who were on [FE / Apprenticeship/ Work Based Learning] courses at colleges or training providers in late 2011 (i.e. last year). It is an important study for the Department, and will help them understand the qualifications that people had before starting their learning and help them design appropriate courses for future students.

The interview only takes about 10 minutes. All responses you give will be strictly confidential – we are only reporting anonymised responses back to the Department for Business, Innovation and Skills.

Would now be a convenient time to undertake the interview (or could I call you back later at a more convenient time)?

REASSURANCES: USE AS NECESSARY

Where did you get my name / number from? The sample was drawn at random from records held by the Skills Funding Agency on recent learners [in FE/on Apprenticeships/on Work Based Learning].

Contacts:

At IFF – Peter Hall at IFF Research on 0207 250 3035

At the Department for Business, Innovation and Skills: Matt Bursnall on Matthew.bursnall@bis.gsi.gov.uk

IFF works strictly within the Market Research Society Code of Conduct. The MRS has a freephone number, 0500 396999.

RECORD FROM SAMPLE:

S1) GENDER (sex)

Male	1
Female	2

S2) AGE (agecomb)

19-24	1
25-44	2
45-60 (if female) / 45-65 (if male)	3
61+ (if female) / 66+ (if male)	4

S3) LEVEL (level2)

Full Level 2	1
Full Level 3	2

S4) REGION

EE East of England	1
EM East Midlands	2
GL Greater London	3
NE North East	4
NW North West	5
SE South East	6
SW South West	7
WM West Midlands	8
YH Yorkshire & Humberside	9
National	10

S6A) Work Based Learning (DP note: use ttgnov as per existing set-up)

YES	1
NO	2

S7) APPRENTICESHIP (appren)

YES	1
NO	2

S7A) ADULT LEARNER RESPONSIVE (DP note: as mainfe but re-label as 'alr')

YES	1
NO	2

First can I just check, in late 2011 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?
[IF ASKED ADD 'by late 2011 we mean 'November' 2011]

Yes	1	ASK Q1a
No / not sure	2	THANK AND CLOSE

1a) Which of the following apply...(READ OUT)?

Are you still on the same course	1
Or did you complete the course	2
Or did you not complete the course	3
(DO NOT READ OUT) Don't know	X

ASK ALL

1b) Which course or programme [IF Q1A=1:: are you enrolled on] [IF Q1A=NOT 1: were you enrolled on in November 2011] at (INSERT COLLEGE or PROVIDER)?

Text:	1	CHECK Q1c
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IF APPREN=1 OR WBL=1 (APPRENTICESHIP OR WORK BASED LEARNING)

1c) Were you based with an employer when you undertook this course or programme?

Yes	1	ASK Q1d
No	2	ASK Q2
Don't know	3	ASK Q2

IF APPREN=1 & Q1C=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER)

1d) Were you already working for the employer when you started the Apprenticeship, or were you recruited specifically as an apprentice?

Already working for them when started	1	CHECK Q1da
Recruited specifically as an apprentice	2	ASK Q1db
Other (SPECIFY)	3	CHECK Q1e
Don't know	X	

IF APPREN=1 & Q1C=1 & Q1d=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER & ALREADY WORKING FOR THE EMPLOYER)

1da) How long did you work for this employer before you started doing your <INSERT COURSE NAME>? PROMPT TO CODE: Was it . . . ?

Less than a month	1
1-3 months	2
4-6 months	3
7-9 months	4
10-12 months	5
More than a year	6
(DO NOT READ OUT) Don't know	X

IF APPREN=1 & Q1C=1 & Q1d=2 (APPRENTICESHIP & BASED WITH AN EMPLOYER & RECRUITED SPECIFICALLY AS AN APPRENTICE)

1db) What was your main activity BEFORE you started your apprenticeship job (PROMPT IF NECESSARY. Also if say 'in a job' ask if it provided a substantial element of training or not)

In a job that provided a substantial element of training	1
In a job that did not provide training	2
Self employed	3
In voluntary or unpaid work	4
In full time education	5
Unemployed and looking for work	6
Looking after the family or home	7
Something else (SPECIFY)	8
Don't know	X

IF Q1C=1 (APPRENTICE OR WORK BASED LEARNING & BASED WITH AN EMPLOYER)

1e) Roughly how many people would you estimate work for this employer across the whole of the UK...READ OUT

Fewer than 10	1
10-49	2
51-249	3
250 - 499	4
500 or more	5
(DO NOT READ OUT) Don't know	X

ASK IF APPRENTICE OR WORK BASED LEARNING & BASED WITH AN EMPLOYER

Q1f) And what is the name of the employer?

(DO NOT READ OUT) Don't know	X
------------------------------	---

ASK ALL

The main area I would like to cover is any qualifications you may have had BEFORE you started the [INSERT TEXT FROM Q1b] course or programme with [NAME OF PROVIDER]. I am interested in any qualification you had before starting the course, whether you got it at school or college or through work or training; and no matter how long ago you got them. So do you have any qualifications from any of the following? READ OUT

		Yes	No	Don't know
A	School, college or university	1	2	3
B	Connected with work, whether your current employer or a previous one	1	2	3
C	From government schemes	1	2	3
D	From an Apprenticeship	1	2	3
E	From having been educated at home, when you were of school age	1	2	3

IF NO/DON'T KNOW TO ALL OPTIONS AT Q2 ASK Q3 (OTHERS GO TO QUALIFICATIONS SECTION)

So can I just check, you left full time education with no qualifications and have not gained any qualifications since then, for example through work or returning to college?

Correct – no qualifications	1	GO TO Q38
No – DO have qualifications	2	ASK Q4
Not sure if what have counts as a qualification	3	ASK Q4
Can't remember if have qualification	4	THANK AND CLOSE (THIS DOES NOT COUNT AS AN INTERVIEW)

IF ANY QUALIFICATIONS:

Before I run through some qualifications, can you tell me if you had any qualifications specific to Scotland or Wales before starting your [INSERT TEXT FROM Q1b] course (ADD IF NECESSARY: such as SCOTVEC or SCEs)?

Yes – Scottish	1	IF THIS SINGLE CODED EXCLUDE UNDERLINED IN ITALICS AT Q5
Yes – Welsh	2	IF THIS SINGLE CODED EXCLUDE THOSE IN PLAIN UNDERLINING AT Q5
No	3	EXCLUDE QUALIFICATIONS UNDERLINED IN FOLLOWING TABLE

I'd like to run through a list of qualifications to see which you had BEFORE starting your [INSERT TEXT FROM Q1b] course. (IF Q2 has at least one Yes among first 4 statements: "Please include all those acquired from [list statements answered YES AT Q2_a to Q2_d]". However, please do NOT include the qualifications which your [INSERT TEXT FROM Q1b] course is/was intended to lead to. READ OUT.

INTERVIEWER INSTRUCTION: PLEASE READ OUT ALL PRECODES TO CHECK WHETHER RESPONDENT HAS THAT QUALIFICATION. ADD IF NECESSARY THAT WE NEED TO DOUBLE CHECK THAT THEY DO NOT HAVE CERTAIN QUALIFICATIONS, AND THAT AFTER THIS MAIN QUESTION, THE SURVEY IS MUCH SIMPLER.

ALL NON UK QUALIFICATIONS SHOULD BE CODED AS 'OTHER FOREIGN' CODE 31 (EXCEPT INTERNATIONAL BACCALAUREATE).

	Code	Max level achievable with qualification
A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher	1	8
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5
HNC / HND (Higher National Certificate / Higher National Diploma)	3	5
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3
BTEC / BEC / TEC / EdExcel/ LQL	5	7
SCOTVEC, SCOTEC or SCOTBEC	6	4
Teaching qualification other than PGCE	7	4
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	9	5
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11	
NVQ / SVQ	12	8
GNVQ / GSVQ	13	3
AS-level / vocational AS-level or equivalent	14	3
Certificate of 6 th Year Studies (CSYS)	15	3
Access to HE	16	3
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2
Standard/Ordinary (O) Grade/Lower (Scotland)	18	3
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2
CSEs [nb ended in 1988]	20	2
National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications	21	4
RSA or OCR	22	4
City and Guilds	23	3
YT Certificate	24	1
Key Skills / Core Skills (Scotland)	25	2
Basic Skills including Skills for Life literacy , numeracy,	26	2

ESOL or IT qualifications		
<i>Welsh Baccalaureate</i>	27	Level 3
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3
<i>Entry Level Qualifications</i>	29	1
Any other professional or vocational qualification such as HGV or first aid qualification (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE. MULTICODE OK.	30	Level derived (if highest) from next but one section
Any foreign, non-UK qualifications (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE ALL QUALIFICATIONS ACQUIRED OUTSIDE THE UK EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE	31	Level derived (if highest) from next but one section
Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	32	Level derived (if highest) from next but one section
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	33	Level derived (if highest) from next but one section
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	34	Level derived (if highest) from next but one section

SECTION: FOLLOW UP ON QUALIFICATIONS TO DETERMINE HIGHEST LEVEL & 'THINNESS'

Before starting your [INSERT TEXT FROM Q1b] course.....

IF BTEC/ BEC / TEC / EdExcel / LQL AT Q5

Was your highest BTEC qualification...READ OUT AND CODE FIRST THAT APPLIES

At higher level – BTEC Advanced Certificate or Diploma (level 4 or higher)	1	Full (100%) level 4
At National Certificate or National Diploma level (level 3)	2	Full (100%) level 3
A first diploma or general diploma (level 2)	3	Full (100%) level 2
A first certificate or general certificate (below level 2)	4	Full (100%) level 1
(DO NOT READ OUT) not sure	5	= treat as full (100%) level 1 for determining level

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

Was your highest SCOTVEC qualification...READ OUT AND CODE FIRST THAT APPLIES

At higher level (level 4 or higher)	1	Full (100%) level 4
A full National Certificate (level 3)	2	Full (100%) level 3
A first diploma or general diploma (level 2)	3	Full (100%) level 2
A first certificate or general certificate (below level 2)	4	Full (100%) level 1
Modules towards a National Certificate	5	Part level 1
(DO NOT READ OUT) not sure	6	= treat as part level 1 for determining level

IF A LEVEL AT Q5

Did you have...

One A level (or equivalent)	1	Counts as 50% of level 3
Or more than one	2	Full (100%) level 3
(DO NOT READ OUT) not sure	3	= treat as (50%) level 3 for determining level

IF SCE HIGHERS AT Q5

There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

What was your highest level of full NVQ / SVQ...

Level 1	1	Full (100%) level 1
Level 2	2	Full (100%) level 2
Level 3	3	Full (100%) level 3
Level 4	4	Full (100%) level 4
Or Level 5	5	Full (100%) level 5
(DO NOT READ OUT) not sure	6	= full level 1 for determining level

IF NEW DIPLOMA AT Q5

10a) What was your highest level of New Diploma...

Advanced Diploma	1	Full (100%) level 3
Progression Diploma	2	Full (100%) level 3
Higher Diploma	3	Full (100%) level 2
Or Foundation Diploma	4	Full (100%) level 1
(DO NOT READ OUT) not sure	5	Full (100%) level 1

IF GNVQ/GSVQ AT Q5

Was your highest GNVQ / GSVQ at...?

Advanced level 12 units	1	Full (100%) level 3
Advanced level 6 units	2	Part (50%) level 3
[DO NOT READ OUT] Advanced level – unsure of units	3	Full (100%) level 3
Full intermediate level (6 units)	4	Full (100%) level 2
Part one intermediate level (3 units)	5	Part (50%) level 2
[DO NOT READ OUT] Intermediate level – unsure of units	6	Full (100%) level 2
Full foundation level (6 units)	7	Full (100%) level 1
Part one foundation level (3 units)	8	Part (50%) level 1
[DO NOT READ OUT] Foundation level – unsure of units	9	Full (100%) level 1
(DO NOT READ OUT) Can't remember / Don't know	10	= full level 1 for determining level

IF AS-LEVEL AT Q5

Did you have...READ OUT AND CODE ONE ONLY

One AS level	1	Counts as 25% of level 3
Two AS levels	2	Counts as 50% of level 3
Three AS levels	3	Counts as 75% of level 3
Four or more AS levels	4	Counts as 100% of level 3
(DO NOT READ OUT) not sure	5	Counts as 25% of level 3

IF HAVE O LEVELS OR AO LEVELS

How many O levels or AO levels did you have in total? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

One	1	Counts as 20% of a level 2
Two	2	Counts as 40% of a level 2
Three	3	Counts as 60% of a level 2
Four	4	Counts as 80% of a level 2
Or 5 or more	5	Full (100%) level 2
Can't remember but less than 5	6	= treat as 20% of a level 2
(DO NOT READ OUT) Can't remember at all	7	= treat as 20% of a level 2

IF Q15=17 (HAVE O LEVELS / AO LEVELS)

13a) Thinking now just about O levels, what O levels grades did you achieve in the following subjects – if you didn't take this subject please say. (ONLY ASK ENGLISH LITERATURE IF ENGLISH LANGUAGE A CODE 6, 7 or X

	Maths	English language	English literature
A	1	1	1
B	2	2	2
C	3	3	3
D	4	4	4
E	5	5	5
F - Fail	6	6	6
Did not take the subject	7	7	7
Don't know	X	X	X

IF HAVE SCE STANDARD / ORDINARY O GRADE

How many SCE Standard grades 1-3 or O grades at grade C did you have? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

None	1	Counts as full level 1
One	2	Counts as 20% of a level 2
Two	3	Counts as 40% of a level 2
Three	4	Counts as 60% of a level 2
Four	5	Counts as 80% of a level 2
Or 5 or more	6	Full (100%) level 2
Can't remember but less than 5	7	= treat as 20% of a level 2
(DO NOT READ OUT) Can't remember at all	8	= treat as 20% of a level 2

IF HAVE GCSEs

How many GCSEs grade C or above did you have? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

None	1	Counts as full level 1
One	2	Counts as 20% of a level 2
Two	3	Counts as 40% of a level 2
Three	4	Counts as 60% of a level 2
Four	5	Counts as 80% of a level 2
Or 5 or more	6	Full (100%) level 2
Can't remember but less than 5	7	= treat as 20% of a level 2
(DO NOT READ OUT) Can't remember at all	8	= treat as 20% of a level 2

15a) What grade did you achieve in GCSE maths? – if you didn't take this subject please say.

IF DON'T KNOW ASK IF REMEMBER IF IT WAS A*-C

A-star	1
A	2
B	3
C	4
D	5
E	6
F	7
G	8
U / unclassified / fail	9
Did not take the subject	10
Don't know exactly but A*-C	11
Don't know but NOT A*-C	12
Don't know	X

15b) Did you take GCSE English as a single subject or did you take English Language and Literature separately? – If you didn't take this subject please say.

INTERVIEWER NOTE: IF REpondent NOT SURE – CODE AS SINGLE SUBJECT.

Single subject	1	ASK 15c
Language and Literature separately	2	GO TO 15d
Did not take English GCSE (either single or separately)	3	CHECK Q16

- 15c) IF TOOK SINGLE SUBJECT ENGLISH GCSE (Q15b=1)
What grade did you achieve in your English GCSE?

IF DON'T KNOW ASK IF REMEMBER IF IT WAS A*-C

A-star	1
A	2
B	3
C	4
D	5
E	6
F	7
G	8
U / unclassified / fail	9
Did not take the subject	10
Don't know exactly but A*-C	11
Don't know but NOT A*-C	12
Don't know	X

IF TOOK ENGLISH LANGUAGE AND LITERATURE GCSE (Q15b=2)

- 15d) What grade did you achieve in your English Language GCSE?

- 15e) What grade did you achieve in your English Literature GCSE?

IF DON'T KNOW ASK IF REMEMBER IF IT WAS A*-C

	15d) English language	15e) English literature
A-star	1	1
A	2	2
B	3	3
C	4	4
D	5	5
E	6	6
F	7	7
G	8	8
U / unclassified / fail	9	9
Did not take the subject	10	10
Don't know exactly but A*-C	11	11
Don't know but NOT A*-C	12	12
Don't know	X	X

IF HAVE CSEs AT Q5

How many CSEs did you have at grade 1? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

None	1	Counts as full level 1
One	2	Counts as 20% of a level 2
Two	3	Counts as 40% of a level 2
Three	4	Counts as 60% of a level 2
Four	5	Counts as 80% of a level 2
Or 5 or more	6	Full (100%) level 2
Can't remember but less than 5	7	= treat as 20% of a level 2
(DO NOT READ OUT) Can't remember at all	8	= treat as 20% of a level 2

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

Was your highest National Qualification... READ OUT AND CODE FIRST THAT APPLIES?

Advanced higher	1	ASK NEXT QUESTION
Higher	2	ASK Q18a
Intermediate level 2	3	<u>ASK Q20</u>
Intermediate level 1	4	<u>ASK Q19</u>
Access Level	5	Full (100%) level 2
(DO NOT READ OUT) not sure	6	Full (100%) level 2 for determining level

IF ADVANCED HIGHER NATIONAL QUALIFICATIONS (SCOTLAND) INCLUDING SCE INTERMEDIATE AT PREVIOUS QUESTION

Did you have ... READ OUT AND CODE?

One advanced higher	1	Part (50%) level 4
Or more than one	2	Full (100%) level 4
(DO NOT READ OUT) not sure	3	= Part (50%) level 4 for determining level

IF HIGHER AT Q17

Q18a) Did you have...READ OUT AND CODE ONE ONLY

One Higher	1	Counts as 33% of level 3
Two Higher	2	Counts as 66% of level 3
Three of more Higher	3	Full (100%) level 3
(DO NOT READ OUT) not sure	4	= treat as 33% of level 3 for determining level

IF INTERMEDIATE LEVEL 1 AT Q17

How many Scottish National Qualifications Intermediate level 1 did you have at grade B or above ... READ OUT AND CODE?

None	1	Counts as full level 1
One	2	Counts as 20% of a level 2
Two	3	Counts as 40% of a level 2
Three	4	Counts as 60% of a level 2
Four	5	Counts as 80% of a level 2
Five or more	6	Full (100%) level 2
(DO NOT READ OUT) not sure	7	= treat as 20% of a level 2

IF INTERMEDIATE LEVEL 2 AT Q17

How many Scottish National Qualifications Intermediate level 2 did you have at grade C or above ... READ OUT AND CODE?

None	1	Counts as full level 1
One	2	Counts as 20% of a level 2
Two	3	Counts as 40% of a level 2
Three	4	Counts as 60% of a level 2
Four	5	Counts as 80% of a level 2
Five or more	6	Full (100%) level 2
(DO NOT READ OUT) not sure	7	= treat as 20% of a level 2

IF CITY AND GUILDS AT Q5

Was your highest City and Guilds qualification... READ OUT AND CODE FIRST THAT APPLIES?

Advanced Craft / part 3	1	Full (100%) level 3
Craft / part 2	2	Full (100%) level 2
Foundation / part 1	3	Full (100%) level 1
(DO NOT READ OUT) not sure	4	= Full level 1 for determining level

IF RSA / OCR AT Q5

Was your highest RSA or OCR...? READ OUT AND CODE FIRST THAT APPLIES

A higher diploma	1	Full (100%) level 4
An advanced diploma or advanced certificate	2	Full (100%) level 3
A diploma	3	Full (100%) level 2
Or Some other RSA or OCR (including Stage I, II and III)	4	Full (100%) level 1
(DO NOT READ OUT) not sure	5	Treat as full (100%)_level 1

IF APPRENTICESHIP AT Q2 (Q2D=1):

ZQ23) When did you complete your apprenticeship? Did you complete before 1995 or in 1995 or later?

Before 1995	1	Treat as full level 2
In 1995 or more recently	2	ASK ZQ24
(DO NOT READ OUT) Can't remember	3	Treat as full level 2

IF APPRENTICESHIP ACHIEVED AFTER 1995 (ZQ23=2):

ZQ24) Was your Apprenticeship at ...? READ OUT?

Advanced level (Advanced Apprenticeship or Advanced Modern Apprenticeship)	1	Full (100%) level 3
Foundation level (Apprenticeship or Foundation Modern Apprenticeship)	2	Full (100%) level 2
(DO NOT READ OUT) Not sure	3	Treat as full level 2

IF 'Welsh Baccalaureate' AT Q5 ASK

24a) Is your Welsh Baccalaureate ... READ OUT?

At Foundation level	1	100% level 1
At the intermediate level	2	100% level 2
Or the advanced level	3	100% level 3
(DO NOT READ OUT) not sure	4	100% level 1

IF Q5=26 (HAVE BASIC SKILLS / SKILLS FOR LIFE)

24b) Before starting the course you were on in 2010, was your highest Basic Skills or Skills For Life qualification at...? READ OUT

Level 2	1	100% level 2
Level 1	2	100% level 1
Entry level	3	Treat as 50% level 1
(DO NOT READ OUT) not sure	4	100% level 1

SECTION FOR 'OTHER' AND 'FOREIGN' QUALIFICATIONS AT Q5 (i.e. codes 30-34)
(OTHERS CHECK Q30a)

IF 'OTHER' OR FOREIGN QUALIFICATION CODED AT Q5 (codes 30-34) AND THIS MULTICODED WITH OTHER RESPONSES (including 2 other responses, or an other and a foreign qualification) ASK Q25 (IF 30-34 AT Q5 AND THIS SINGLE CODED ASK Q26)

You've mentioned that you had a number of qualifications before starting your [INSERT TEXT FROM Q1b] course. Which of the following do you regard as the highest qualification? READ OUT. SINGLE CODE ONLY

(INSERT EACH OF THOSE CODED FROM 1-29 IF ANY. ALSO INSERT ANY OF Q2_E AND Q2_F IF CODED)	1	GO TO NEXT SECTION
INSERT TEXT OF 'OTHER' (CODE 30 IF APPLICABLE)	2	ASK NEXT QUESTION
INSERT TEXT OF 'OTHER' (CODE 31 IF APPLICABLE)	3	
INSERT TEXT OF 'OTHER' (CODE 32 IF APPLICABLE)	4	
INSERT TEXT OF 'OTHER' (CODE 33 IF APPLICABLE)	5	
INSERT TEXT OF 'OTHER' (CODE 34 IF APPLICABLE)	6	
INSERT TEXT OF ANY FOREIGN QUALIFICATIONS (CODE 31)	7	
All equal	8	see instructions below*
Not sure	9	GO TO NEXT SECTION

*if "All Equal" coded, set dummy variable below and re-ask Q25 based on which is most recent.

EQUALDUM = 1 if Q25="All equal"

IF CODES 30-34 AT Q5 SINGLE CODED, OR IF CODE 2 - 7 AT Q25 (OTHERS GO TO NEXT SECTION)
 Can you tell me a bit more about this qualification. What age were you when you achieved it? IF DON'T KNOW EXACT THEN HAVE A RANGE

16 or under	1
17-18	2
19-24	3
25 plus	4
Can't remember	5

Were there entry requirements for starting this qualification, for example could you only start learning for this qualification if you had other qualifications or if you had relevant experience?

Yes – entry requirements	1	ASK Q28
No – entry requirements	2	ASK Q29
Can't remember	3	

IF ENTRY REQUIREMENTS

What other qualifications or relevant experience did you need?

IF CODES 30-34 AT Q5 SINGLE CODED, OR IF CODE 2 - 7 AT Q25

How long did it take to achieve this qualification from start to completion? PROMPT WITH RANGES IF NECESSARY

A month or less	1
More than a month but less than 3	2
More than 3 months but less than 6	3
More than 6 months but less than 9	4
More than 9 months but less than a year	5
Between 1 year and 18 months	6
More than 18 months	7
Can't remember	8
Other (RECORD HOW LONG AND DETAILS PROVIDED)	0

IF Q29 = 3-8 OR 0

29a) And was the course a full-time or part-time course?

Full-time	1
Part-time	2
Can't remember	3

INTERVIEWER EITHER CLASSIFY INTO LEVEL IF CLEAR OR CHECK WITH RESPONDENT:
 Qualifications are often classified into broad levels. Which of the following broad descriptions do you think comes closest to the level of this qualification?

INTERVIEWER INSTRUCTION – USE PREVIOUS ANSWERS TO HELP GUAGE ESTIMATED LEVEL RELEVANT

Estimated at:

Level 1 which is entry or foundation level - this includes short courses.	1	= level 1
A level 2 intermediate qualification, such as O levels or City and Guilds craft level	2	= level 2
A level 3 advanced qualification such as A levels, and ONC or OND or a City and Guilds Advanced craft. This is likely to take 2 years to complete, and would not be gained by anyone under 17.	3	= level 3
A first degree (this would take 2-3 years to complete and you would normally need qualifications at A level or equivalent) [Would be 20 plus to acquire this]	4	= level 4
A higher degree like an MBA or a PhD (this would take a number of years to complete and would normally require a first degree). [Would be over 20 to acquire this].	5	= level 5
Don't know / unsure	6	= UNCLEAR

IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK 30a (OTHERS CHECK Q30b)
 30a) You said earlier that you had some teaching qualification other than a PGCE. Can you tell me a bit about this teaching qualification?

INTERVIEWER NOTE: IN EACH INSTANCE READ OUT & ASK EACH OF:

Where you attained it

At what age

How long it took

Whether you needed any qualifications to get on the course and, if so, what qualifications

Whether it was a full or part-time course?

INTERVIEWER NOTE – ENTER ANSWER TO EACH PART OF QUESTION BEFORE MOVING ONTO NEXT.

NOW CHECK Q30aii

30aii) Was this teaching qualification for...READ OUT (CODE ALL THAT APPLY)

Further Education	1	Now check q30b
Key Stage 4	2	
Key Stage 3	3	
Key Stage 2	4	
Key Stage 1	5	
Foundation stage	6	
(ONLY READ OUT IF NONE YES) None of the above	7	
Can't remember / don't know	8	

IF SAY 'Nursing or other medical qualification, excluding nursery nurse qualifications' AT Q5 (Q5=8) ASK Q30b, (OTHERS CHECK NEXT PAGE)

Q30b) You said earlier that you had some Nursing or other medical qualification, excluding nursery nurse qualifications. Can you tell me a bit about this nursing qualification – where you attained it, at what age, how long it took, whether you needed any qualifications to get on the course and, if so, what qualifications and finally whether it was a full or part-time course? Also can you tell me what type of job the qualification was needed for.

INTERVIEWER NOTE – ENTER ANSWER TO EACH PART OF QUESTION BEFORE MOVING ONTO NEXT.

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

IF Q25 ANSWERED CODE 2-7 TAKE ANSWER OF HIGHEST QUALIFICATION FROM ANSWER AT Q25

IF Q25 ANSWERED AS CODE 1 (REFERRING TO A RESPONSE CODED AT Q5 AS 1-29) AND ONLY ONE ANSWER AT Q5 CODED 1-29 TAKE THIS AS HIGHEST QUALIFICATION

OTHERS TAKE HIGHEST QUALIFICATION (S) FROM HIGHEST QUALIFICATION FROM Q5-Q30 RESPONSES (LEVEL 3 FULL HIGHER THAN A PART LEVEL 3; PART LEVEL 3 HIGHER THAN LEVEL 2 ETC ETC)

NOTE:

IF A LEVEL AND AS LEVEL SELECTED AS HIGHEST THEN ALWAYS CHOOSE A LEVEL A S HIGHEST AND ASK Q32 (ONE QUAL HIGHEST)

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

From what you have told us about the qualifications you had before starting your [INSERT TEXT FROM Q1b] course, we take it that your highest qualifications were <insert qualifications>. Which of these did you achieve most recently? SINGLE CODE ONLY

<Highest qualification 1>	1	ASK Q32
<Highest qualification 2>	2	
<Highest qualification 3>	3	
Two or more at the same time	4	
Don't know	5	

SAY TO ALL WITH QUALIFICATIONS

IF ONE QUALIFICATION HIGHEST: From what you have told us about the qualifications you had before starting your [INSERT TEXT FROM Q1b] course, we take it that your highest qualification was <insert qualification>. How many years ago did you achieve this qualification? IF UNSURE PROMPT WITH RANGES.

IF MORE THAN ONE QUALIFICATION HIGHEST: How many years ago did you achieve [<ANSWER FROM Q31> IF CODES 1-3 OR IF DON'T KNOW OR CODE 4 'the most recent of these qualifications']

EXACT NUMBER OF YEARS AGO THAT ACHIEVED _____	1	RECORD EXACT YEAR (1920-2010)
Don't know	2	ASK Q33

IF DON'T KNOW (OTHERS ASK Q34)

Roughly how many years ago would you say it was...? READ OUT

Within the last 3 years	1
Within the 5 years	2
Within the last 10 years	3
Within the last 20 years	4
Within the last 30 years	5
More than 30 years ago	6
Don't know	7

ASK ALL EXCEPT THOSE SINGLE CODE AT Q5 (IF SINGLE CODED GO TO NEXT SECTION)

Have you gained any other qualifications since your {[<highest qualification> if only one highest qualification identified by CATI] OR [<highest qualification> at q31 if codes 1-3] OR ['these highest qualification' if other answer at q31]}? Please do not include the [INSERT TEXT FROM Q1b] course that you were enrolled on in November 2010.

Yes	1	ASK Q35
No	2	GO TO NEXT SECTION
Don't know	3	

ASK ALL WITH MORE RECENT QUALIFICATIONS (ie YES AT Q34)

What was the most recent qualification that you had before starting your [INSERT TEXT FROM Q1B] course? LIST ANSWERS FROM Q5 [PLUS AN OTHER – NOTE TO RESEARCH - WE WILL NEED TO EDIT THESE] AND PROMPT IF NECESSARY

And how many years ago did you achieve <ANSWER FROM Q35>?

EXACT NUMBER OF YEARS AGO THAT ACHIEVED _____	1	RECORD EXACT YEAR (1920-2010)
Don't know	2	ASK Q37

IF DON'T KNOW (OTHERS GO TO NEXT SECTION

Roughly how many years ago would you say it was...? READ OUT

Within the last 1 year	1
Within the last 3 years	2
Within the 5 years	3
Within the last 10 years	4
Within the last 20 years	5
More than 20 years ago	6
Don't know	7

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ASK ALL

At the moment are you ...READ OUT – CODE FIRST YES (MAIN ACTIVITY)

(ONLY IF S2=4) Retired	1
Employed full time (30+ hours a week)	2
Employed part time (less than 30 hours a week)	3
Self-employed	4
On a government-supported training and employment programme ADD IF NECESSARY: This includes things like New Deal and Work Based Learning programmes, but not education courses without an employment element	5
Unemployed though looking and available for work	6
Unemployed but not looking or not available for work	7
Doing unpaid family work	8
None of the above	X

IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q41=7) ASK:
When, if at all, do you expect to be available for work again...READ OUT

Within the next 2 years	1
Within the next 5 years	2
Within the next 10 years	3
More than 10 years	4
Or do you not expect to become available for work again	5
(DO NOT READ OUT) Don't know	X

(PROGRAMMER NOTE Q43-q48: THESE QUESTIONS ARE Q64-Q69 FROM j3827, except where highlighted in yellow)

ASK ALL

IF CURRENTLY ON THE COURSE: Q1a=1]: Are you currently receiving any benefit or credits. I mean such things as Incapacity benefit or Housing Benefit? [IF NOT CURRENTLY ON THE COURSE: Q1a=NOT 1]: At the time you left the course, were you receiving any benefits or credits? I mean such things as Incapacity benefit or Housing Benefit.

Yes	1
No	2
Don't know	3
Refused	4

IF Q43=1

Which benefits or credits [IF Q1a=1:are] [IF Q1a=NOT 1:were] you receiving? PROMPT IF NECESSARY

Jobseekers Allowance (JSA)	1
Income Support (IS)	2
Incapacity Benefit (IB)	3
Employment and Support Allowance	4
Severe Disablement Allowance	5
Maternity Allowance	6
Bereavement Benefits	7
Industrial Injuries Disablement Benefit	8
Carer's Allowance	9
Tax Credits	10
Training Allowance	11
Disability Living Allowance (DLA)	12
Housing Benefit	13
Council Tax Benefit	14
Other (Please Specify)	15
None	16
Don't know / Can't remember	17
Refused	18

ASK ALL

One of the final areas we'd like to cover is your approximate personal income before tax and other deductions, we don't want an exact figure just a range. Would you prefer to answer in weekly, monthly or annual terms?

INTERVIEWER NOTE: do not include expenses

Weekly	1	ASK Q46
--------	---	---------

Monthly	2	
Annual	3	
Refused	4	ASK Q49

IF Q45=NOT 4 (NOT REF)

So into which of the following ranges does your [Q45=1: WEEKLY] / [Q45=2: MONTHLY] / [Q45=3: ANNUAL] personal income before tax come? READ OUT APPROPRIATE RANGE

	WEEKLY	MONTHLY	ANNUAL
1	Less than £115 a week	Less than £500 a month	Less than £6,000 a year
2	£115 up to £210 a week	£500 up to £914 a month	£6,000 to £10,999 a year
3	£211 up to £249 a week	£915 up to £1,084 a month	£11,000 to £12,999 a year
4	£250 up to £289 a week	£1,085 up to £1,249 a month	£13,000 to £14,999 a year
5	£290 up to £344 a week	£1,250 up to £1,499 a month	£15,000 to £17,999 a year
6	£345 up to £403 a week	£1,500 up to £1,749 a month	£18,000 to £20,999 a year
7	£404 up to £479 a week	£1,750 up to £2,084 a month	£21,000 to £24,999 a year
8	£480 up to £576 a week	£2,085 up to £2,499 a month	£25,000 to £29,999 a year
9	£577 up to £634 a week	£2,500 up to £2,749 a month	£30,000 to £32,999 a year
10	£635 up to £689 a week	£2,750 up to £2,999 a month	£33,000 to £35,999 a year
11	£690 up to £884 a week	£3,000 up to £3,835 a month	£36,000 to £45,999 a year
12	More than £885 a week	More than £3,835 a month	£46,000 plus a year
X	Don't know	Don't know	Don't know
V	Refused	Refused	Refused

46a) There is no q46a

There is no q47

There is no q48

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ASK ALL

I'd just like to ask you a couple of questions about yourself and your household. Does anyone else regularly live with you?

Yes	1	ASK Q52a
No	2	ASK Q53
Don't know	3	

IF YES AT Q52

Q52a) Who else regularly lives with you?

PROMPT IF NECESSARY. IF 'CHILD' ASK IF AGED OVER 16 OR UNDER 16 (OR BOTH) AND CODE APPROPRIATELY

Husband / wife / partner / boyfriend / girlfriend	1
Son / daughter aged under 16	2
Son / daughter aged 16 or over	3
Parents	4

Other relatives	5
Friends or other non-relatives	6
Refused	X

IF YES AT Q52

Q52b) Are you the chief income earner in the household?

Yes	1
No	2
Don't know / refused	3

ASK ALL

Q53) I'd like to ask you about your parents and their education. Did your mother stay on at school after the age of 16?

(INTERVIEWER: PARENTS COULD BE NATURAL OR ADOPTIVE - LEAVE IT UP TO RESPONDENTS TO DECIDE. IF RESPONDENT DID NOT KNOW PARENTS USE DON'T KNOW CODE)

Yes	1	ASK NEXT QUESTION
No	2	ASK NEXT ASK ALL QUESTION
Don't know	3	

IF YES

Q53a) And did your mother obtain a qualification of degree level or above?

Yes	1
No	2
Don't know	3

ASK ALL

Q54) Did your father stay on at school after the age of 16?

(INTERVIEWER: PARENTS COULD BE NATURAL OR ADOPTIVE - LEAVE IT UP TO RESPONDENTS TO DECIDE. IF RESPONDENT DID NOT KNOW PARENTS USE DON'T KNOW CODE)

Yes	1	ASK NEXT QUESTION
No	2	ASK NEXT ASK ALL QUESTION
Don't know	3	

IF YES

Q54a) And did your father obtain a qualification of degree level or above?

Yes	1
No	2
Don't know	3

Respondents to be selected at random for one of the three following questions.

Q55A) Which of these describes your sexual orientation...READ OUT AND SINGLE CODE ONLY

Heterosexual	1
Homosexual	2
Bisexual	3
Other	4
Or prefer not to say	5

Q55B) We would like to ask a few short questions about your general wellbeing. The Government is interested in wellbeing generally and are asking questions about this in each survey. So on a scale 0 to 10 where 0 is not at all and 10 is completely...READ OUT

		Don't know
Overall, how satisfied are you with your life nowadays?	0-10	X
Overall, how happy did you feel yesterday?	0-10	X
Overall, how anxious did you feel yesterday?	0-10	X
Overall, to what extent do you feel the things you do in your life are worthwhile?	0-10	X

Q55c) What is your religion, even if you are not currently practising? SINGLE CODE ONLY, PROMPT IF NECESSARY. [INTERVIEWER NOTE: 'Catholic' 'Church of England' 'Anglican' etc would be classified as Christian]

Christian	1	Baha'i	7
Muslim	2	Other	8
Hindu	3	None/no religion	9
Sikh	4	Don't know	10
Jewish	5	Or prefer not to say	11
Buddhist	6		

ASK ALL

Q56) The Department for Business, Innovation and Skills (BIS) may conduct further research in the future. Would you be willing to take part in future research on similar issues carried out by BIS, or their appointed research consultants?

Yes	1
No	2
Don't know	3

Q57) Finally, we would like to link your answers in this survey to a learner dataset that also includes some benefits and tax details. This would allow BIS to analyse the impact of training on for example employment and wages over the longer-term. Would you be willing for BIS and its appointed researchers to match your records to this merged learner dataset? After linking, your name will not be held with the information.

Yes	1
No	2
Don't know	3

SAY TO ALL

INTERVIEWER READ OUT: "You've now reached the end of the survey. Just in case you missed it, my name is X and I am calling from IFF Research on behalf of the Department for Business, Innovation and Skills. I'd like to thank you ever so much for taking part and I hope you have a pleasant day / evening"

THANK RESPONDENT AND CLOSE INTERVIEW

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

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