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Prior Qualifications of Adult
Apprentices 2011/2012

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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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Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults undertaking Apprenticeships in 2011/2012.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships 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 Apprentices, in terms of demographics; income; whether they had worked for their employer prior to undertaking the Apprenticeship and for how long; and the size of their employer.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2011.

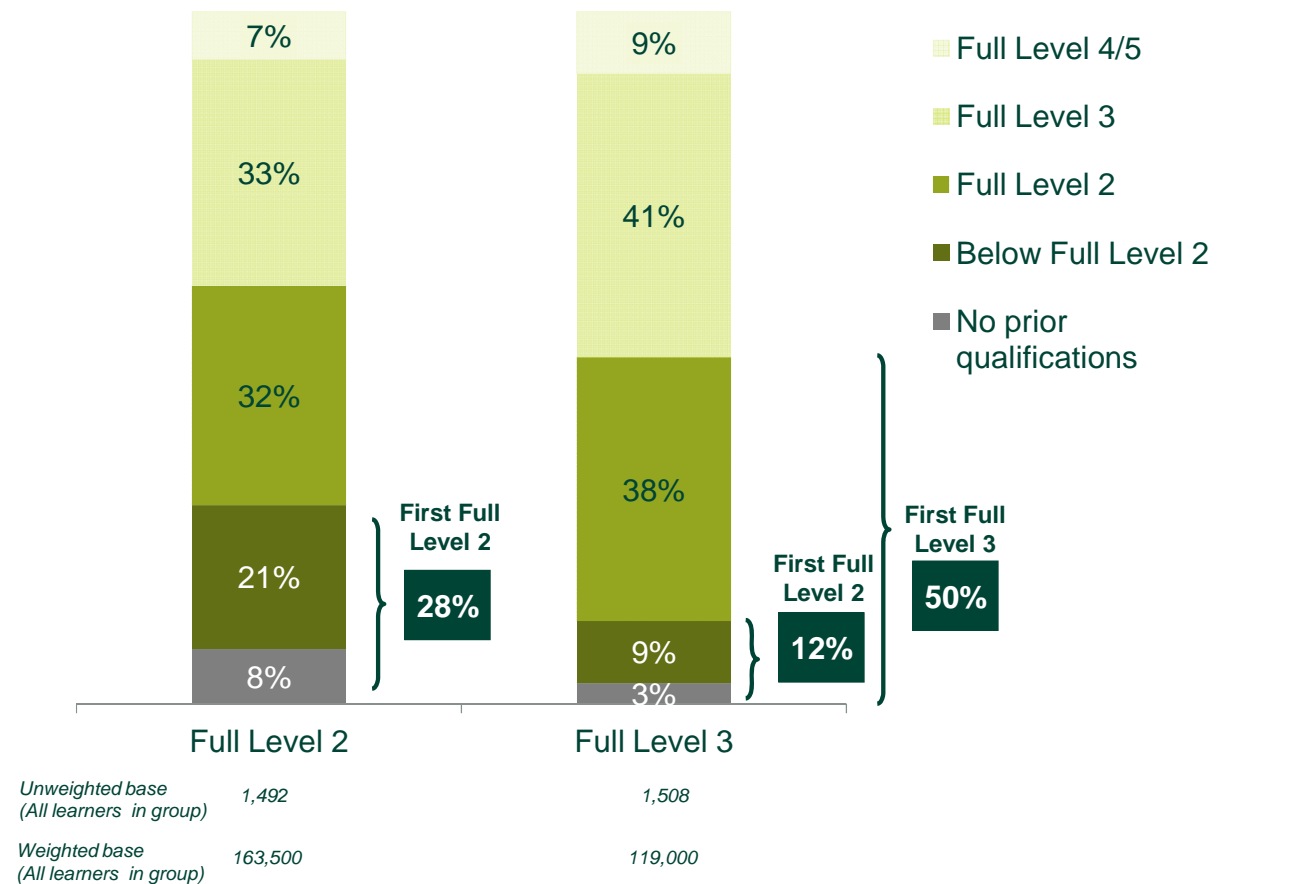
The survey was conducted in October-December 2012, and involved interviews with 3,000 learners.

Levels of prior attainment amongst adult Apprentices

The profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2011, in terms of their highest level of prior attainment, is shown in Figure 1.1. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

The survey results indicate that among the 163,500 adults (aged 19 plus) enrolled on a Level 2 Apprenticeship in November 2011, around one quarter (28%) were studying for their first Full Level 2 qualification. This represents approximately 46,400 learners, who if successful, would pass the Level 2 threshold. This figure is substantially higher compared to last year's estimate (18,400). This is a result both of many more Level 2 Apprentices being on provision in November 2011 than in November 2010 (163,500 vs. 82,272, data here taken from the ILR) and also a statistically significant increase in the proportion of these learners undertaking their first full Level 2 qualification (28% vs. 22% in last year's study). Despite the increase, the results of this year's survey still mean that almost three-quarters (72%) of Level 2 Apprentices already had a Full Level 2 qualification or higher before enrolling on their Apprenticeship

Figure 1.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2011



The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower, at 12%. 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 Apprentices is 50%. This corresponds to an estimated 59,300 learners studying towards their first Level 3 qualification in November 2011, substantially higher than the 35,500 reported in last year's study among those on provision in November 2010). The increase is nearly all due to an increase in the number of Level 3 Apprentices on provision, from 72,300 in November 2010 to 119,000 in November 2011 – the *proportion* of these learners undertaking their first Full level 3 was only very slightly higher for the most recent survey (50% vs. 49% found for the previous study).

Across Level 2 and Level 3 Apprenticeship provision combined, the incidence of first Level 2 learning revealed by the survey was 21%. This corresponds to approximately 60,300 learners who if successful would achieve their first full Level 2 qualification, much higher than the 28,300 figure found for the 2010/11 cohort.

The survey asked learners specifically about whether they had O levels or GCSEs in Maths and/or English. Amongst Level 2 Apprentices with at least one GCSE or O level, 30% did *not* have English at grade A-C and 43% did *not* have Maths at grade A-C. Amongst Level 3 learners with at least one GCSE or O level, 23% did *not* have English at grade A-C and 36% did *not* have Maths at grade A-C.

Almost half (46%) of *first* Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. Around one quarter (23%) had some prior attainment through the City and Guilds framework.

More than four in five (85%) of adult apprentices that were based with an employer were already working for the employer when they started their Apprenticeship (a statistically significant increase compared to the 75% found for the previous survey). Adult learners who were already working for their employer when they started their Apprenticeship typically spent more than a year working for this employer before starting their Apprenticeship (74%).

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

A series of four surveys have been undertaken to measure the prior attainment profile of Apprentices since 2008/09.

The latest data indicates a significant increase in the proportion of Level 2 adult Apprentices undertaking their first Full Level 2 qualification (28% in 2011/12) compared with 2010/11 (when 22% of Level 2 learners were undertaking their first Level 2 qualification). The current Level 2 firstness rate among Level 2 learners of 28% is a return to the level found among the 2008/09 cohort (2009/10 saw a dip to 25% whilst 2010/11 dropped further to 22%, although these differences were not statistically significant from one year to the next).

The proportion of Level 3 Apprenticeships without a prior qualification at Level 2 has been consistent across the four years of the survey (between 12% and 14%).

The proportion of Apprentices undertaking their first Full Level 3 qualification (50%) is similar to the figures reported in the three previous surveys (between 48% and 50%) – there has been no statistically significant change in this measure year on year over the course of the four surveys since 2008/09.

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 an Apprentice enrolls with them. 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, especially where they have already undertaken a previous course with the college or training provider.

This survey again suggests that the ILR underreports the proportion of adult Apprentices who are 'repeat' learners, i.e. who already had a prior qualification at the same level as their Apprenticeship.

Determining the level of highest prior qualification

In assessing the implications of the research findings regarding prior achievement, and in comparing these findings with 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 Apprenticeship 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.

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 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.

Under the default procedure for calculating highest prior attainment, those people who said that their highest prior qualification was from an Apprenticeship are allocated at random to either Level 2 or Level 3 categories. However, the survey does collect more detail on whether the prior Apprenticeship undertaken was at Level 2 or Level 3, allowing a more accurate depiction of progression from one Apprenticeship to another. Because of the focus on Apprenticeships in this element of the survey, at certain points in this section (including Tables 4.5 and 4.6) we depart from the standard procedure (following LFS) and instead give a wider estimate of how many individuals already had an Apprenticeship prior to enrolment.

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 undertaking Apprenticeships in 2011/2012.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships 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 Apprentices, in terms of demographics; income; and whether they had worked for their employer prior to undertaking the apprenticeship and for how long.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2011.

Research background and objectives

The Coalition Government's strategy for skills was set out in Skills for Sustainable Growth, and Investing in Skills for Sustainable Growth (both published in late 2010). These confirmed the Government's commitment to Apprenticeships, placing these at the 'heart of the system' as the preferred vocational route for individuals and employers. A commitment was made to increasing the number and range of Apprenticeships on offer, reshaping Apprenticeships so that Level 3 becomes the level to which learners and employers aspire, and to improving their quality so that they become 'the gold standard for workplace training'.

The three key principles of the Skills for Sustainable Growth 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 provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most. The Government's aim is to focus adult learning on this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

Previous Prior Qualifications surveys (dating back to 2008) have been used to accurately measure the proportion of adults on Apprenticeships (and also Adult Learner Responsive and funded Workplace Learning from surveys dating back to 2005) 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 lacking basic skills, with low educational attainment or few or no qualifications. One 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, three surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Apprenticeships at Level 2 and 3. Each of these surveys have revealed that the bulk of Level 2 and Level 3 adult Apprenticeships were being undertaken by people who were already qualified to at least Level 2. For instance, the 2009/10 and 2010/11 surveys found that around three-quarters of those undertaking a Level 2 Apprenticeship already held a qualification at Full Level 2 when they enrolled (75% for those on provision in November 2009 and 78% for those on provision in November 2010).

It should be noted, however, that Apprenticeships are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Apprenticeships provide a route for individuals to develop specific vocational skills in an applied work context, 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 through an Apprenticeship that is of direct relevance to their job role.

Methodology

A total of 3,000 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking a Level 2 Apprenticeship or Level 3 Advanced Apprenticeship in November 2011.

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

- Apprentices enrolled on 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; and
- 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 by the level of the Apprenticeship, quotas were set on an interlocking age by learning level matrix. Half of the interviews were allocated to the Level 2 Apprenticeship group and half

to the Level 3 Apprenticeship group, with allocations by age within level proportionate to the full eligible ILR population at Level 2 or Level 3. Further details on the quotas are appended (Appendix A).

Further information on the sampling for the survey and the statistical confidence associated with the survey findings can be found in Appendices B and C.

To allow estimates to be made from the survey results for the whole adult Level 2 and Level 3 Apprentice population, the survey results were grossed up at the analysis stage to the full profile of adult Apprentices in November 2011. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables. Note that bases for findings are shown unweighted in charts and tables to indicate the raw number of interviews on which data is based.

The report compares findings with three previous studies conducted by IFF Research in 2008/9, 2009/10 and 2010/11. In each case, the survey consisted of Apprentices 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 Apprentices, 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 2008/9 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 Apprentices

This chapter describes the demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships. It also provides further socioeconomic context on the income and work status of Apprentices, and whether they were receiving state benefits or tax credits, at the time of the interview.

The data presented in this chapter represents the population characteristics of Apprentices, 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 adults on Level 2 or 3 Apprenticeship provision in November 2011.

The demographic profile of Full Level 2 and Full Level 3 Apprentices

The profile of eligible adults undertaking Apprenticeships in November 2011² is shown in Table 3.1 below, where data on the age, gender and ethnicity profiles is presented. 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, however, are derived from weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of Level 2 and Level 3 Apprentices.

Table 3.1: Demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2011

Base: All Apprentices	All Apprentices 3,000 %	Level of Apprenticeship	
		Full 2 1,492 %	Full 3 1,508 %
Gender			
Male	40	41	39
Female	60	59	61
Age			
19-24	44	42	46
25-44	40	39	41
45-retirement	16	18	13
Over retirement age	1	1	*
Ethnicity			
White	89	89	90
Non-white	10	11	9
Asian	5	5	4
Black	3	4	3
Mixed / other	1	1	1
Not stated	1	1	1

*= <0.5% but >0%

Learners aged 19-24 are the largest group of adults on Apprenticeships in November 2011 (44%), followed closely by the 25-44 age group (40%). Around one in six learners are aged 45 plus (16%). Level 3 learners have a younger profile than Level 2 learners, with approaching half of the former (46%) aged under 25 compared with just over two-fifths (42%) of Level 2 learners (this difference is statistically significant at the 95% confidence level).

Within the weighted survey figures a majority of Apprentices are female (60%) and the vast majority are White (89%), with the gender and 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 an Apprenticeship in November 2011) were very similar to the weighted survey figures (noted in Appendices F).

There have been some statistically significant changes in the age and gender profile of Apprentices in comparison to the last Prior Qualifications survey. Table 3.2 compares the age and gender profile of adult Apprentices on provision in November 2011 for this year's survey, with those enrolled on the same type of provision in November 2010.

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

	All learners		Level of course			
	2011/12	2010/11	Full Level 2 2011/12	2010/11	Full Level 3 2011/12	2010/11
<i>Base:</i>	3,000	2,995	1,492	1,497	1,508	1,498
	%	%	%	%	%	%
<i>Age</i>						
19-24	44	65	42	65	46	64
25-44	40	27	39	25	41	29
45 – retirement	16	8	18	9	13	7
Over retirement age	1	*	1	*	*	*
<i>Gender</i>						
Male	40	47	41	45	39	48
Female	60	53	59	55	61	52

*= <0.5% but >0%

The latest data continues a trend showing adult Apprentices having an increasing older age profile. Among the 2009/10 cohort (i.e. those on provision in November 2009) 70% were aged under 25; among the 2010/11 cohort of adult Apprentices this had fallen to 65%; for the current survey the proportion aged under 25 had fallen to less than half (44%). Similarly, the proportion of learners aged 45 plus has also increased (16% up from 8% in 2010). The shift in profile towards a higher proportion of older learners undertaking an Apprenticeship occurred for both Level 2 learners (18% of learners aged 45 plus up from 9% in 2010) and Level 3 learners (13% of learners aged 45 plus up from 7% in 2010).

Based on the weighted results, a majority of learners on Apprenticeships are female (60%), a statistically significant increase compared to last year's data (53% of adult Level 2 / 3 Apprentices were female in 2010/11). This increase occurred both across Level 2 (59% up from 55% in 2010) and Level 3 learners (61% up from 52% in 2010) – both these changes are statistically significant at the 95% confidence level.

Table 3.3 shows the regional split within the weighted population of adult Apprentices. The regional profile is very similar across both Level 2 and Level 3 Apprenticeship groups.

Table 3.3: Regional profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2011

<i>Base: All Apprentices</i>	All Apprentices 3,000 %	Level of Apprenticeship	
		Full Level 2 1,492 %	Full Level 3 1,508 %
East of England	9	9	9
East Midlands	8	9	8
Greater London	10	10	9
North East	7	6	7
North West	18	18	18
South East	15	15	15
South West	11	11	12
West Midlands	11	11	11
Yorkshire and Humberside	11	11	11

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 income levels, benefit receipt; and whether adult apprentices had worked for their employer prior to undertaking the apprenticeship and for how long based on the weighted survey findings.

More than four in five (85%) of adult Apprentices that were based with an employer were already working for the employer when they started their Apprenticeship (a statistically significant increase compared to the 75% found for the previous survey).

As shown in Table 3.4, adult learners who were already working for their employer when they started their Apprenticeship typically spent more than a year working for this employer before starting their Apprenticeship (74%). Apprentices working to complete a Level 3 Apprenticeship were significantly more likely to indicate that they worked for their employer for more than a year before starting it (77%) than those undertaking a Level 2 Apprenticeship (72%).

Table 3.4: Length of time spent working with employer before starting Apprenticeship

	All Apprentices	Level of Apprenticeship	
		Full 2	Full 3
<i>Base: Apprentices based with an employer where they were already working previously</i>	2,415	1,226	1,189
	%	%	%
Less than a month	2	2	2
1-3 months	5	5	5
4-6 months	8	8	7
7-9 months	4	4	3
10-12 months	8	9	6
More than a year	74	72	77
Don't know	1	1	*

Table 3.5 shows what Apprentices that were recruited specifically into their Apprenticeship by employers were doing before being taken on. Overall, approaching half (47%) were in some form of paid work, most often a job that did not provide training (31%). By contrast, around one in seven Apprentices recruited to their role (14%) reported having worked in jobs that did provide a substantial element of training, for whom their Apprenticeship might be a continuation of structured work based learning.

More than a quarter (28%) were recruited into their Apprenticeship after having been in full time education, which was significantly more likely to be the case amongst adults recruited to a full Level 3 programme (36% vs. 19% amongst those recruited to a Level 2 Apprenticeship). Around one in five (18%) had been unemployed and looking for work before being recruited to the Apprenticeship, a situation much more likely to have occurred amongst Level 2 Apprentices (25% vs. 10% amongst those on Level 3 provision).

Table 3.5: Main activity before being recruited specifically into Apprenticeship

	All Apprentices	Level of Apprenticeship	
		Full 2	Full 3
<i>Base: Apprentices based with an employer who were specifically recruited as apprentices</i>	424	181	243
	%	%	%
In a job that did not provide training	31	32	29
In full time education	28	19	36
Unemployed and looking for work	18	25	10
In a job that provided a substantial element of training	14	12	15
In voluntary or unpaid work	3	3	2
Self employed	1	2	1
Looking after the family or home	1	3	0
In a job (training unspecified)	1	1	2
Something else	2	2	2
Don't know	1	2	1

An overview of the employment status of adult Apprentices is provided in Table 3.6 below, including a summary of whether the Apprentice would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in October to December 2012. At this point, some of the learners were still undertaking the same Apprenticeship that they were engaged with in November 2011, but others had moved on – in total, one fifth of all adult Apprentices surveyed (19%) were still undertaking their Apprenticeship at the time of interview, rising to a quarter (26%) of those on Level 3 provision.

The figures in the final three columns of Table 3.6 are based just on those that had completed their Apprenticeship or left the course prematurely by the time of the interview.

Table 3.6: Economic activity of Apprentices at the time of interview

	All Apprentices			Those who had completed or left the Nov. 2011 Apprenticeship		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base:</i>	3,000	1,492	1,508	2,393	1,283	1,110
	%	%	%	%	%	%
Still studying on Nov. 2010 Apprenticeship	19	14	26	-	-	-
Economically active	79	84	72	98	98	98
Employed full-time	57	59	54	71	69	73
Employed part-time	17	19	13	21	23	18
Self-employed	2	2	3	3	2	4
On a government-supported training and employment programme	*	*	-	*	*	-
Unemployed though looking and available for work	3	3	2	4	4	3
Doing unpaid family work	*	-	*	*	*	*
Economically inactive	2	2	1	2	2	2
Retired	*	*	-	*	*	-
Unemployed but not looking or not available for work	1	1	1	1	1	1
None of the above	1	1	1	1	1	1

*= <0.5% but >0%

- = zero

Looking at the employment outcomes of those who had completed or left their course seven in ten were employed full-time (71%), with a further one in four working part-time (21%) or on a self-employed basis (3%). Including those in training or unemployed but available and looking for work gives the proportion of ex-Apprentices who are 'economically active' as 98%. Those who had completed or left Level 3 provision were significantly more likely than those on Level 2 provision to be working full-time, and significantly less likely to be working part-time.

Only 1% of all Apprentices were not looking or available for work at the time of the survey, and most of these (67%) anticipate that they will be available for work again within the next 2 years.

Reflecting the high employment rates amongst those no longer undertaking their Apprenticeship, only a small minority of all Apprentices (9%) said that they were claiming any form of benefit or tax credit at the time the survey was conducted. As shown in Table 3.7, those who had completed or dropped out of the course and had *not* secured work were, unsurprisingly, more likely than average to be in receipt of benefits or tax credits (21%, compared to 8% of those who left the course and were working, and 11% of those still undertaking their Apprenticeship).

Table 3.7: Proportion of Apprentices in receipt of benefits at the time of the survey

	All Apprentices	Still on Nov 2011 Apprenticeship	Completed or left Apprenticeship – in work	Completed or left Apprenticeship – not in work
<i>Base:</i>	3,000 %	607 %	2,257 %	136 %
Receiving any benefits or credits	9	11	8	21
Tax Credits	5	8	4	6
Housing Benefit	3	3	3	6
Job Seekers Allowance	1	1	1	9
Child Benefit	1	1	1	1
Income Support	*	*	*	2
Council Tax Benefit	1	1	1	3
Incapacity Benefit	*	*	*	1
Disability Living Allowance	*	1	*	1
ESA / Incapacity Benefit	*	*	*	-
Carer's Allowance	*	-	*	-
Maternity Allowance	*	*	*	-
Not receiving any benefits or credits	91	89	92	79

*= <0.5% but >0%

- = zero

Table 3.8 shows the personal annual income of those individuals who had completed or left their original Apprenticeship 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 86% of cases). The survey recorded the highest personal incomes where Apprentices were now in full-time work after leaving their course (18% earning £21,000 or more) or where they were working on a self-employed basis (24% earning £21,000 or more).

Table 3.8: Personal income (annual) amongst those who had completed or left November 2011 Apprenticeship by the time of interview

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	2,101 %	1,508 %	424 %	55 %	26 %
Less than £6,000	11	3	27	20	78
£6,000 - £10,999	26	19	53	20	16
£11,000 - £12,999	17	20	10	7	3
£13,000 - £14,999	11	14	3	8	-
£15,000 - £17,999	12	16	3	13	3
£18,000 to £20,999	9	11	1	9	-
£21,000 to £24,999	7	8	2	9	-
£25,000 to £29,999	4	5	1	5	-
£30,000 to £32,999	1	1	-	8	-
£33,000 to £35,999	*	1	*	-	-
£36,000 to £45,999	1	2	*	-	-
£46,000 plus a year	1	1	*	2	-
Summary: £21,000 plus	14	18	3	24	-
Mean income***	£14,100	£15,800	£9,400	£15,500	£6,900

* = <0.5% but >0%

- = zero

**Excludes those refusing (<0.5% for all who completed or left course) and those responding 'Don't know' (1%)

***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.

Chapter 4: The prior qualification level of Apprentices

In this chapter we present findings on the prior qualification levels of adult Apprentices, 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 a Level 2 Apprenticeship whose prior highest qualification was below this level, but also learners studying a Level 3 Advanced Apprenticeship 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 with 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 Apprenticeship 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 G 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 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.

Under the default procedure for calculating highest prior attainment, those people who said that their highest prior qualification was from an Apprenticeship are allocated at random to either Level 2 or Level 3 categories. However, the survey does collect more detail on whether the prior Apprenticeship undertaken was at Level 2 or Level 3, allowing a more accurate depiction of progression from one Apprenticeship to another. Because of the focus on Apprenticeships in this element of the survey, at certain points in this section (including Tables 4.5 and 4.6) we depart from the standard LFS-style procedure and instead give a wider estimate of how many individuals already had an Apprenticeship prior to enrolment.

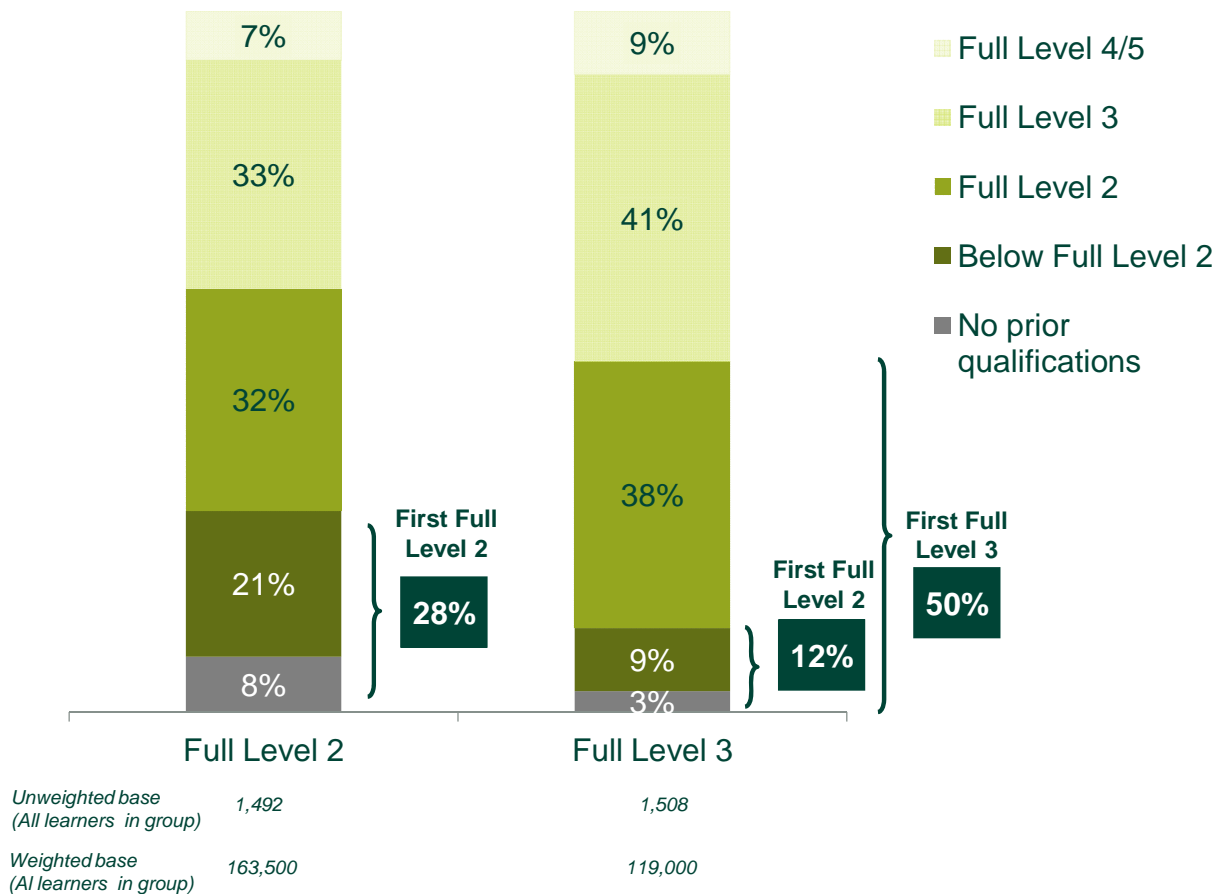
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 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 Apprentices

The profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2011, in terms of their highest level of prior attainment, is shown in Figure 4.1. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

Figure 4.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2011



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.

The ILR indicates that in November 2011 there were approximately 163,500 adults aged 19 plus enrolled on a Level 2 Apprenticeship, this almost twice the number recorded 12 months earlier (82,300).

Among the November 2011 Level 2 Apprentices around one quarter (28%) were studying for their first Full Level 2 qualification. This represents approximately 46,400 learners, who if successful, would pass the Level 2 threshold. This figure is substantially higher than the figure found for the previous study covering those on provision in November 2010 (18,400). It still means that almost three-quarters (72%) of Level 2 Apprentices already had a Full Level 2 qualification or higher before enrolling on their Apprenticeship.

The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower, at 12%. 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 Apprentices is 50%. This corresponds to an estimated 59,300 learners studying towards their first Level 3 qualification as of November 2011. This is much higher than the corresponding figure of 35,500 for those on provision in November 2010, and reflects the much higher number of adult Level 3 Apprentices in late 2011 (119,000 up from around 72,300 in November 2010) rather than any significant change in Level 3 firstness (as shown later in Figure 4.3).

Across Level 2 and Level 3 Apprentice provision combined, the incidence of first Level 2 learning revealed by the survey was 21% (corresponding to approximately 60,300 learners, and more than double the number reported for the previous 2010/11 cohort (28,300 learners)).

Table 4.1 gives the statistical confidence associated with the 2011/12 findings given the number of interviews conducted. For example, for the Level 2 Apprenticeship group, we can be 95% confident that the true firstness figure lies within + or - 2.3% of the survey finding.

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

Level of Apprenticeship	Number of interviews	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)
Level 2	1,492	46,400	28.4%	+/-2.3%
Level 3	1,508	14,000	11.7%	+/- 1.6%
Overall	3,000	60,300	21.4%	+/- 1.5%

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

The incidence of first Full Level 2 and Full Level 3 learning – differences 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 Apprentice. The incidence of first Full Level 2 learning is higher amongst those aged 25 plus, with fewer of these learners already having prior qualifications at Full Level 2. For instance, amongst those undertaking a Level 2 Apprenticeship, approaching two in five learners aged 25 plus were undertaking their first full Level 2 qualification (37%), compared with less than one in five learners aged 19-24 (17%).

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

Level of Apprenticeship / Age	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	1,492	46,400	28%		
19-24	634	11,500	17%		
25-44	578	21,600	34%		
45 plus	280	13,400	44%		
Summary: 25 plus	858	35,000	37%		
Level 3 overall	1,508	14,000	12%	59,300	50%
19-24	687	4,200	8%	22,900	42%
25-44	615	7,500	15%	27,200	56%
45 plus	206	2,400	15%	9,300	58%
Summary: 25 plus	821	9,900	15%	36,400	56%

Note: No. of first Full Level 2 / first Full Level 3 learner figures have been rounded to the nearest 100.

Note: for Level 2 learners the differences in firstness for each of the 3 age bands compared with each other is statistically significant at the 95% confidence level. Among Level 3 learners the level of Level 2 and Level 3 firstness is significantly lower among those aged 19-24 than either those aged 25-44 or 45 plus, but the differences between those aged 25-44 and 45 plus are not statistically significant at the 95% confidence level.

A similar pattern can be observed for Level 3 provision: approximately twice as many Apprentices aged 25 plus were undertaking their first Full Level 2 qualification (15%) than was the case among those aged 19 to 24 (8%). Hence up-skilling is more likely to be occurring among older learners.

However, there has been a statistically significant fall in the Level 2 firstness rates of Level 3 learners aged 45 plus, from the 30% found for the 2010/11 cohort to the current 15%.

There are also significant differences between age groups in the incidence of first Level 3 learning amongst those undertaking Level 3 Apprenticeships. As shown in Table 4.2 above, the incidence of first Level 3 learning increases with age, with a significantly higher proportion of those aged 25 plus studying for their first Full Level 3 qualification (56%) than found among those aged 19-24 (42%). More than half of 19-24 year old Level 3 Apprentices already had attainment at Level 3 or above before starting their course.

Hence, regardless of whether the Apprenticeship undertaken is at Level 2 or Level 3, up-skilling is more likely to occur among older learners.

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.

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

	<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	1,492	46,400	28.39%		
Male	615	16,000	23.75%		
Female	877	30,400	31.62%		
White	1,324	41,900	28.87%		
Non-white	158	4,200	24.37%		
Level 3 overall	1,508	14,000	11.73%	59,300	49.83%
Male	583	4,900	10.56%	20,800	45.07%
Female	925	9,100	12.45%	38,500	52.83%
White	1,354	12,000	11.19%	53,100	49.66%
Non-white	141	1,800	16.11%	5,800	52.50%

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

Note: the gender differences for first Level 2 learning among Level 2 learners and for first Level 3 learning among Level 3 learners are statistically significant, but not of the other gender or ethnicity differences shown are statistically significant at the 95% confidence level.

Among Full Level 2 learners, the incidence of first Full Level 2 learning is statistically significantly higher for females (32%) than males (24%).

Among Full Level 3 learners, whilst there was no difference between gender groups in First Full Level 2 learning (11% males and 12% females), the incidence of first Full Level 3 learning was significantly higher for females (53%) than males (45%). Males, therefore, are more likely to come to their Level 2 or Level 3 course already having achieved that level of qualification.

None of the differences by ethnicity in the incidence of first Full Level 2 or first Full Level 3 learning are statistically significant.

The profile of Apprentices undertaking their first Full Level 2 or Level 3 qualification

The following table compares the profile of adult Apprentices undertaking their first Full Level 2 or their first Full Level 3 qualification with learners with prior qualifications at these levels.

Level 2 Apprentices undertaking their first Full Level 2 qualification are on average older, with almost three-quarters of these Apprentices aged 25 plus (74%) compared to about half of 'repeat' Level 2 learners (49%). This data has changed significantly compared to the previous 2010/11 cohort (when the equivalent figures were 47% and 30% respectively), which is linked to the overall change in the age distribution of Apprentices between 2010/11 and 2011/12.

Similarly, amongst Level 3 Apprentices, those without prior qualifications at Level 3 were on average older than those who had attained this level previously (63% aged 25 plus vs. 48%). This pattern was also found among 2010/11 Apprentices (though the actual percentages are very different, reflecting the much younger age profile of the 2010/11 cohort of apprentices).

Overall the general pattern evident in the data is for younger Apprentices to be better qualified on average than older learners, with older learners more likely to be undertaking their first qualification at Level 2 or 3.

Table 4.4: Profile of adults undertaking Level 2 and Level 3 Apprentices in November 2011 - Comparison of 'first' and 'repeat' learners

	Level 2 Apprenticeship			Level 3 Apprenticeship				
	All	1 st Full L2	L2+ Prior Qualification	All	1st Full L2	L2+ Prior Qualification	1st Full L3	L3+ Prior Qualification
<i>Base</i>	1,492	386	948	1,508	162	1,163	648	677
	%	%	%	%	%	%	%	%
Age								
19-24	42	26	51	46	32	46	37	52
25-44	39	45	35	41	52	41	47	37
45 – retirement	19	29	14	13	16	13	16	11
Gender								
Male	41	35	44	39	36	39	35	42
Female	59	65	56	61	64	61	65	58
Ethnicity								
White	89	91	88	90	86	90	89	90
Non-white	11	8	11	9	13	9	10	9
Not stated	1	1	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.

* = <0.5% but >0%

- = zero

There were no significant differences in the ethnicity profiles of 'first' and 'repeat' learners, either at Level 2 or Level 3. Looking at gender differences, however, shows that November 2011 Level 2 Apprentices undertaking their first Full Level 2 qualification are significantly more likely to be female (65%) compared to 'repeat' Level 2 learners (56%). A similar trend can be observed amongst Level 3 learners, where those undertaking their first Full Level 3 Apprenticeship are more likely to be female (65%) compared to 'repeat' Level 3 learners (58%).

Taking a closer 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 significantly less likely to be employed full-time at the time they were interviewed (64% vs. 71% of those who were already qualified to Level 2) but more likely to be working part-time (27% vs. 21%). However, there was very little difference in the income levels of first vs. repeat Level 2 Apprentices: of those who had completed or left their Apprenticeship at the time of survey the proportion earning upwards of £21,000 was similar for both first Full Level 2 learners (8%) and those who had prior qualifications at Level 2 or above (10%).

A very similar pattern was seen amongst Full Level 3 Apprentices who had completed or left their course by the time of the interview. Those who had been studying at Level 3 for the first time were less likely to be employed full time (70% vs. 76% of those with prior Level 3 attainment) but had a similar income to those with a prior Level 3; one in six Level 3 learners were earning £21,000 or more per year, regardless of whether they were studying Level 3 for the first time (16%) or not (17%).

The actual prior qualifications held by Apprentices - differences by level and firstness

It is clear from the findings discussed thus far that adults undertaking Apprenticeships are a diverse group in terms of their level of prior educational attainment. Many, especially the younger adults, are enrolling on Level 2 and Level 3 Apprenticeships having already attained qualifications at these levels. 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 Apprenticeships in November 2011. This helps to clarify the academic and vocational qualification routes that lead to individuals undertaking Apprenticeships.

The following two tables give the proportion of Apprentices who had attained qualifications such as GCSEs or A Levels, even if this does not represent the individual's highest level of prior attainment. Note an individual may have both GCSEs and A Levels, and can therefore be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. against their highest NVQ or BTEC qualification, or

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

at 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 Apprentices are included.

In interpreting the following tables, it is important to understand how individuals with an Apprenticeship as their highest prior qualification are treated in the analysis. As discussed in the methodology section, where an individual states in the survey that they have achieved prior qualifications through an Apprenticeship and do not go on to mention any other qualifications at Full Level 3 or above, under the standard procedure for the analysis, they are classified as having a ‘non-definite’ level of prior attainment. For the purposes of assessing prior attainment levels across the Apprenticeship cohort (e.g. for Figure 4.1), these individuals are assigned at random to the Level 2 or Level 3 highest prior attainment categories. However, because this process is random, each individual with an Apprenticeship as their highest prior qualification cannot be definitively classified as a ‘first’ or ‘repeat’ Level 2 or Level 3 learner. This means that they are not included as standard when presenting results for, say, ‘first Level 2 learners’ (e.g. in the second column of figures in Table 4.5 below).

Clearly, to fully understand progression routes within Apprenticeships, it is important to delineate the full rate of prior attainment of Level 2 and Level 3 Apprenticeships amongst the surveyed group. To this end, Table 4.5 below includes a fourth column of data including all definite ‘repeat’ Level 2 learners, but also all those who said that they had undertaken an Apprenticeship previously.

Table 4.5 Prior qualifications held by learners undertaking a Level 2 Apprenticeship in November 2011

<i>Base:</i>	All Level 2 Apprentices 1,492 %	First Full Level 2 386 %	Prior Full L2+ 'repeat' 948 %	Full L2+ 'repeat' or prior Apprenticeship 1,028 %
GCSEs	65	42	77	76
Below Level 2 - less than 5 A-C grades	28	42	24	25
Full Level 2 - at least 5 A-C grades	34	-	52	50
O or AO Levels	11	8	13	13
Below Level 2 - less than 5 O/AO Levels	6	8	5	5
Full Level 2 - at least 5 O/AO Levels	5	-	8	8
CSEs	14	17	12	12
Below Level 2 - less than 5 A-C grades	11	12	9	10
Full Level 2 - at least 5 A-C grades	1	-	1	1
AS Levels	14	-	21	20
One, two or three AS Levels - part L3	10	-	15	14
Four or more AS Levels - Full L3	3	-	5	5
A Levels	22	-	33	31
One A Level - part L3	5	-	8	8
More than one A Level - Full L3	15	-	24	22
NVQ	32	10	41	41

<i>Base:</i>	All Level 2 Apprentices 1,492	First Full Level 2 386	Prior Full L2+ 'repeat' 948	Full L2+ 'repeat' or prior Apprenticeship 1,028
	%	%	%	%
Level 1	4	6	3	4
Level 2	15	-	21	22
Level 3	8	-	13	12
Level 4 or Level 5	1	-	1	1
City and Guilds	23	13	26	28
Level 1 – Foundation	8	7	8	8
Level 2 – Craft	4	-	5	6
Level 3 - Advanced Craft	3	-	5	5
BTEC	20	5	27	26
Below Level 2 – First/General Certificate	2	3	2	2
Level 2 – First/General Diploma	5	-	7	7
Level 3 – National Certificate/Diploma	8	-	12	11
Level 4 – Advanced Certificate/Diploma	1	-	1	1
<u>Apprenticeship</u>	<u>12</u>	-	<u>10</u>	<u>17</u>
GNVQ	8	3	10	10
Foundation / Intermediate	4	1	5	5
Advanced	1	-	2	1

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

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

Looking first at Full Level 2 Apprentices, Table 4.5 shows that two-thirds (65%) had attained at least one GCSE before starting their Apprenticeship. In total, over eight in ten Level 2 Apprentices (82%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst Apprentices undertaking their first Full Level 2 qualification, three in five (60%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, in three-fifths of cases (60%), they had attained this through achieving the Full Level 2 standard at GCSE, O/AO level or CSE. One in five 'repeat' Level 2 learners (21%) had attained at least one AS level qualification, and one third (33%) had at least one A Level, most often (in 24% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, one third of Level 2 Apprentices had previously attained a NVQ (32%), with this most commonly at Level 2 (held by 15% of all Level 2 Apprentices).

The right hand column in Table 4.5 shows all those classified as 'repeat' Level 2 learners – that is those who had previously attained a qualification at Level 2 or above, including an Apprenticeship. One sixth of these 'repeat' Level 2 learners mentioned specifically having already attained an Apprenticeship previously (17%). It may well be that some of the Apprentices focused on the actual qualification attained as part of the prior Apprenticeship – and thus it is possible that some of those individuals who had achieved an NVQ Level 2 or Level 3 qualification previously (34% of all repeat learners) had also achieved these as

part of an Apprenticeship programme. In total, over two-fifths (43%) of all repeat Level 2 learners stated that they had previously attained an Apprenticeship or NVQ Level 2 or 3. This is equivalent to three in ten (30%) of all Level 2 Apprentices.

Relatively high proportions of repeat Level 2 learners had previously attained a BTEC (26%) or a City and Guilds qualification (28%).

Table 4.6 below shows the equivalent data for Level 3 Apprentices. Note that in this table, all columns include individuals whose highest prior qualification was an Apprenticeship.

Focusing first on those for whom the Apprenticeship undertaken in November 2011 represented their first Full Level 3 qualification, just over three-fifths (62%) had attained at least one GCSE, although only in just over a third of cases (36%) had they attained the benchmark for Full Level 2 (5 GCSEs at A*-C). A minority had achieved a part Level 3 qualification before starting their Level 3 Apprenticeship, through achieving one, two or three AS Levels (11%) or one single A Level (12%).

Very few Apprentices studying for the first time at Level 3 said explicitly that they had progressed from an Apprenticeship at Level 2 (3%). However, a substantial number did mention having attained NVQs: two-fifths (46%) of first Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. Around one quarter (23%) had some prior attainment through the City and Guilds framework.

Table 4.6: Prior qualifications learners undertaking a Level 3 Apprenticeship as of November 2011

	Level 3 Apprentices	First Full Level 3	Prior Full L3+ 'repeat'
<i>Base:</i>	1,508	684	677
	%	%	%
GCSEs	70	62	80
Below Level 2 - less than 5 A-C grades	23	25	20
Full Level 2 - at least 5 A-C grades	46	36	59
O or AO Levels	13	14	13
Below Level 2 - less than 5 O or AO Levels	7	7	7
Full Level 2 - at least 5 O or AO Levels	6	7	6
CSEs	15	18	11
Below Level 2 - less than 5 A-C grades	11	15	9
Full Level 2 - at least 5 A-C grades	2	3	1
AS Levels	18	11	31
One, two or three AS Levels - part L3	14	11	22
Four or more AS Levels - Full L3	4	-	8
A Levels	25	12	42
One A Level - part L3	6	12	3
More than one A Level - Full L3	17	-	38

	Level 3 Apprentices	First Full Level 3	Prior Full L3+ 'repeat'
<i>Base:</i>	1,508	684	677
	%	%	%
NVQ	52	46	59
Level 1	1	2	1
Level 2	36	42	25
Level 3	13	-	28
Level 4 or Level 5	1	-	1
City and Guilds	29	23	35
Level 1 – Foundation	7	5	9
Level 2 – Craft	6	5	6
Level 3 - Advanced Craft	4	*	9
BTEC	22	10	36
Below Level 2 – First Certificate or General Certificate	2	2	3
Level 2 – First Diploma or General Diploma	4	3	4
Level 3 – National Certificate or National Diploma	11	1	23
Level 4 – Advanced Certificate or Diploma	1	-	3
<u>Apprenticeship</u>	<u>21</u>	<u>3</u>	<u>23</u>
GNVQ	8	6	11
Foundation/Intermediate	4	3	5
Advanced	2	-	4

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

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

Amongst Level 3 Apprentices who did already have prior attainment at Level 3 or above before starting their course, they had more commonly achieved:

- Two or more A Level passes (in 38% of cases);
- NVQ Level 3 (28%);
- A BTEC qualification at Level 3 (23%).

Almost a quarter of these repeat Level 3 learners (23%) said that they had already attained a qualification through an Apprenticeship. Pinpointing those who reported that they had achieved an Advanced Apprenticeship (10%) and those who had achieved an NVQ Level 3, 4 or 5 (30%) gives a combined rate of 36% for prior analogous Apprenticeship learning at Level 3 or above.

When looking across all Level 3 Apprentices, the survey suggests that around one fifth (19%) already held an Advanced Apprenticeship or NVQ Level 3 when starting their course.

Prior attainment in English and Maths GCSE or O Level

Attainment of English and Maths GCSEs at grade C or above is often used as a benchmark by employers to indicate that someone has the basic level of skills. Learners undertaking Apprenticeships are also expected to have a good basic standard of literacy and numeracy in order to be able to benefit from the course. To better understand the profile of adult Apprentices, the survey therefore asked learners if they had achieved GCSEs (or equivalent) in Maths and English, and at what grade. Table 4.7 shows the grades achieved in English by learners undertaking a Level 2 Apprenticeship. The first three columns of data show results among those with any prior GCSEs or the older equivalent, O Levels (in any subject), while the final three columns show results among all Level 2 Apprentices.

Table 4.7: Prior English GCSE/O Level qualifications of adults engaged with a Level 2 Apprenticeship as of November 2011

		Level 2 learners with GCSEs/ O Levels			Level 2 learners		
		All	19-24	25+	All	19-24	25+
		1,093	564	529	1,492	634	858
<i>Base:</i>		%	%	%	%	%	%
GCSE English- Single Subject	A*/A	1	1	1	1	*	*
	B	3	3	3	2	3	2
	C	9	10	9	7	9	5
	D	4	5	4	3	4	2
	E/F/G/U	4	5	3	3	4	2
GCSE English Language	A*/A	5	7	4	4	6	2
	B	14	18	11	10	16	7
	C	26	31	20	19	28	13
	D	9	11	6	6	10	4
	E/F/G/U	2	3	2	2	3	1
GCSE English Literature	A*/A	5	8	3	4	7	2
	B	13	15	10	9	13	6
	C	23	28	18	17	25	11
	D	11	14	8	8	12	5
	E/F/G/U	3	4	2	3	4	1
O Level – English Language	A	2	-	4	1	-	2
	B	3	-	6	2	-	4
	C	5	-	10	3	-	6
	D	1	-	1	*	-	1
	E/F/G/U	*	-	*	*	-	*
A*-C at either GCSE or O Level	A* - C	70	73	67	51	65	41
D-G at GCSE or D-E at O	D - G	18	21	14	13	19	9

	Level 2 learners with GCSEs/ O Levels			Level 2 learners		
	All	19-24	25+	All	19-24	25+
<i>Base:</i>	1,093	564	529	1,492	634	858
	%	%	%	%	%	%
Level (and not A*-C)						

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

*= <0.5% but >0%

The majority of Level 2 learners who had GCSEs / O Levels prior to their Apprenticeship had achieved a higher grade of A* - C in English, (looking across English taken as a single subject, as English Language or English Literature) (70% as opposed to 18% having achieved a D-G in English). This is equivalent to 51% of all Level 2 adult Apprentices having an A* - C attainment in English, though this figure is significantly higher among younger learners (65% of those aged 16-25 compared to 41% of those aged 25 plus).

Table 4.8 focuses on the grades achieved in English by Level 3 Apprentices.

Table 4.8: Prior English GCSE/O Level qualifications of adults engaged with a Level 3 Apprenticeship as of November 2011

		Level 3 learners with GCSEs/ O Levels			Level 3 learners		
		All	19-24	25+	All	19-24	25+
<i>Base:</i>		1,207	640	567	1,508	687	821
		%	%	%	%	%	%
GCSE English- Single Subject	A*/A	1	*	1	1	*	1
	B	4	4	3	3	4	2
	C	10	10	9	8	10	6
	D	4	5	3	3	4	2
	E/F/G/U	1	2	1	1	1	*
GCSE English Language	A*/A	5	6	4	4	6	3
	B	17	21	12	13	19	8
	C	28	35	21	23	33	15
	D	9	10	8	7	9	6
	E/F/G/U	2	2	2	1	2	1
GCSE English Literature	A*/A	6	9	4	5	8	3
	B	14	17	11	11	16	7
	C	28	35	21	23	32	15
	D	8	9	7	7	9	5
	E/F/G/U	3	3	3	2	3	2
O Level – English Language	A	2	-	4	1	-	3
	B	3	-	7	3	-	5
	C	5	-	11	4	-	7

Base:		Level 3 learners with GCSEs/ O Levels			Level 3 learners		
		All	19-24	25+	All	19-24	25+
		1,207 %	640 %	567 %	1,508 %	687 %	821 %
	D	*	-	1	*	-	1
	E/F/G/U	*	-	*	*	-	*
A*-C at either GCSE or O Level	A* - C	77	81	73	62	75	50
D-G at GCSE or D-E at O Level (and not A*-C)	D - G	13	14	11	10	13	8

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

*= <0.5% but >0%

As with Level 2 Apprentices, the majority of Level 3 learners who had GCSEs / O Levels prior to their Apprenticeship had achieved a higher grade of A-C in English (77%) as opposed to having achieved a D-G (13%). This is equivalent to 62% of all Level 3 adult Apprentices having an A*-C attainment in English. Level 3 learners were statistically significantly more likely to have attained an A*-C grade in English than Level 2 learners (62% vs. 51% respectively). Level 3 learners aged 19-24 were significantly more likely to have English GCSEs/O Levels at grade A*-C than older Apprentices.

Table 4.9 shows the grades achieved in Maths by Level 2 Apprentices. Approaching three-fifths (57%) of those with any GCSEs / O levels, equivalent to around two-fifths of all Level 2 adult Apprentices (41%), had achieved a grade A*-C in Maths. Those aged 19-24 were significantly more likely than older Level 2 Apprentices to have A*- C GCSE / O level in Maths – this was the case whether looking at those with any GCSEs / O levels, or all Level 2 Apprentices.

Table 4.9: Prior Maths GCSE/O Level qualifications of adults engaged with a Level 2 Apprenticeship as of November 2011

Base:		Level 2 learners with GCSEs/ O Levels			Level 2 learners		
		All	19-24	25+	All	19-24	25+
		1,093 %	564 %	529 %	1,492 %	634 %	858 %
GCSE Maths	A*/A	3	4	2	2	4	1
	B	15	19	10	11	17	6
	C	33	40	25	24	36	15
	D	16	20	12	12	17	8
	E/F/G/U	13	13	12	9	12	7
O Level Maths	A	1	-	1	*	-	1

		Level 2 learners with GCSEs/ O Levels			Level 2 learners		
		All	19-24	25+	All	19-24	25+
<i>Base:</i>		1,093 %	564 %	529 %	1,492 %	634 %	858 %
	B	2	-	5	2	-	3
	C	4	-	7	3	-	5
	D	1	-	2	1	-	1
	E/F	*	-	1	*	-	1
A*-C at either GCSE or O Level	A* - C	57	64	48	41	57	30
D-G at GCSE or D-E at O Level (and not A*-C)	D - G	28	31	25	21	28	15

*= <0.5% but >0%

As shown in Table 4.10, half of all Level 3 Apprentices (52%) had achieved a Maths grade A*-C, rising to 68% among younger learners aged under 25. Level 3 Apprentices were significantly more likely to have attained an A*- C GCSE or O Level in Maths than Level 2 Apprentices (52% vs. 41% respectively).

Table 4.10: Prior Maths GCSE/O Level qualifications of adults engaged with a Level 3 Apprenticeship as of November 2011

		Level 3 learners with GCSEs/ O Levels			Level 3 learners		
		All	19-24	25+	All	19-24	25+
		1,207 %	640 %	567 %	1,508 %	687 %	821 %
<i>Base:</i>							
GCSE Maths	A*/A	5	8	2	4	7	2
	B	17	23	11	14	22	7
	C	36	41	30	29	38	21
	D	15	17	12	12	16	8
	E/F/G/U	8	7	9	6	6	6
O Level Maths	A	*	-	1	*	-	1
	B	2	-	5	2	-	3
	C	4	-	8	3	-	5
	D	*	-	1	*	-	1
	E/F	1	-	1	1	-	1
A*-C at either GCSE or O Level	A* - C	64	73	55	52	68	38
D-G at GCSE or E-F at O Level (and not A*-C)	D - G	22	23	21	18	22	14

*= <0.5% but >0%

More than two in every five Apprentices (41%) had GCSE or O Level at Grade A*-C in both English and Maths, with Level 3 learners significantly more likely than Level 2 learners to hold both English and Maths and this level (47% vs. 37%).

Some learners may also have achieved Level 2 in Maths and / or English via Basic Skills or Skills for Life qualifications. The survey did not look specifically at the subject of Basic Skills or Skills for Life qualifications, just their level (Entry, Level 1 or Level 2). Results are shown on Table 4.11 for four different categories of Apprentice depending on their Maths and English attainment at GCSE / O Level. It can be seen that those with Maths but not English GCSE/O Level at grade A*-C are the most likely to report basic skills qualifications (35%). Where Basic Skills / Skills for Life qualifications are held this is most often at Level 2.

Annex E provides further details of Basic Skills qualifications split by the age and Level of the Apprenticeship being undertaken.

Table 4.11: Basic Skills qualifications of Apprentices

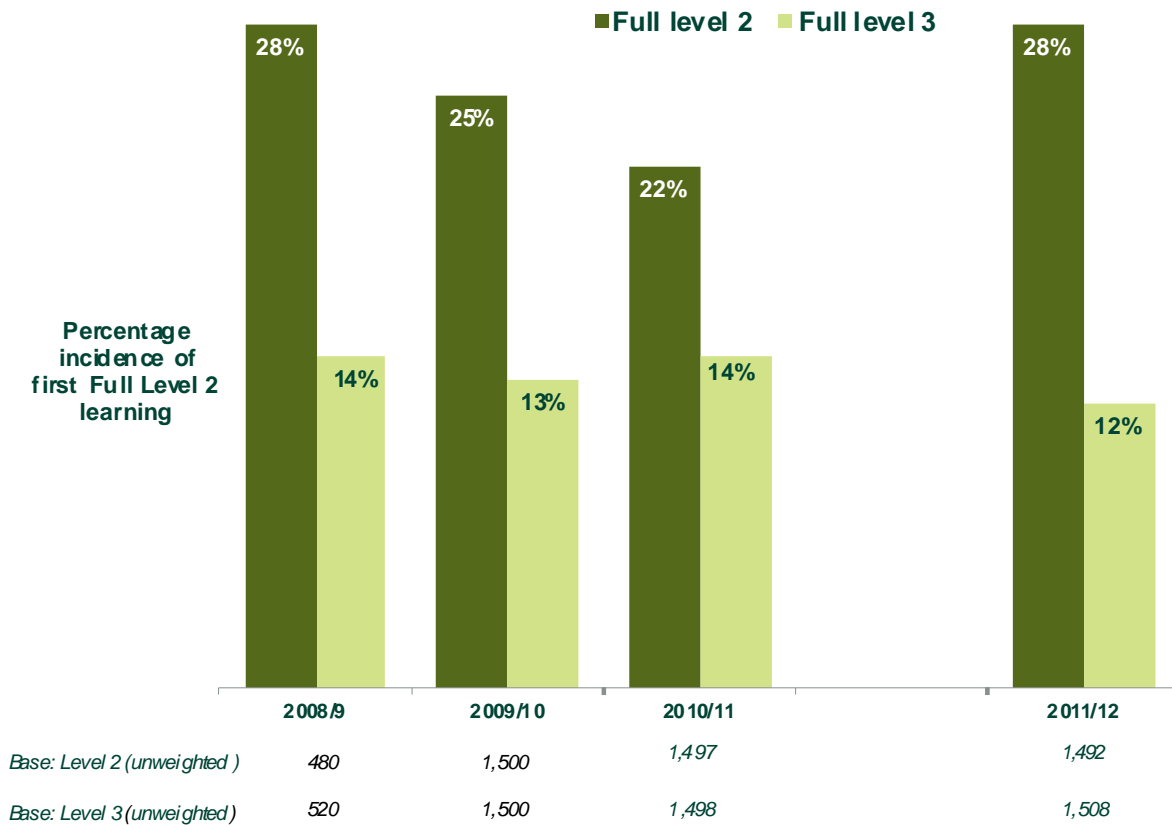
Row %s	Base	Basic Skills (including Skills for Life)					
		Entry	Level 1	Level 2	Don't know	No basic skills	
Maths GCSE/O Level A*-C but NOT English A*-C	128	%	*	*	19	8	65
English GCSE/O Level A*-C but NOT Maths A*-C	438	%	3	3	14	5	75
Maths and English GCSE/O Level A*-C	1,260	%	2	4	14	5	75
Neither Maths nor English GCSE/O Level A*-C	1,174	%	3	4	12	4	77

Note within this table any cell which shows a result given by fewer than 5 respondents, or where such a cell could be calculated from responses shown here or in Annex E, has been suppressed and the survey result replaced by a “”.*

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

A series of four surveys have been undertaken to measure the prior attainment profile of Apprentices since 2008. The figure below shows the percentage incidence of first Full Level 2 learning, separately for adult learners undertaking Full Level 2 and Full Level 3 Apprenticeships.

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



The latest data indicates a significant increase in the proportion of Level 2 adult Apprentices undertaking their first Full Level 2 qualification (28% in 2011/12) compared with 2010/11 (when 22% of Level 2 learners were undertaking their first Level 2 qualification). The incidence of Level 2 firstness for the current survey represents a return to the level found for the 2008/09 cohort of Apprentices.

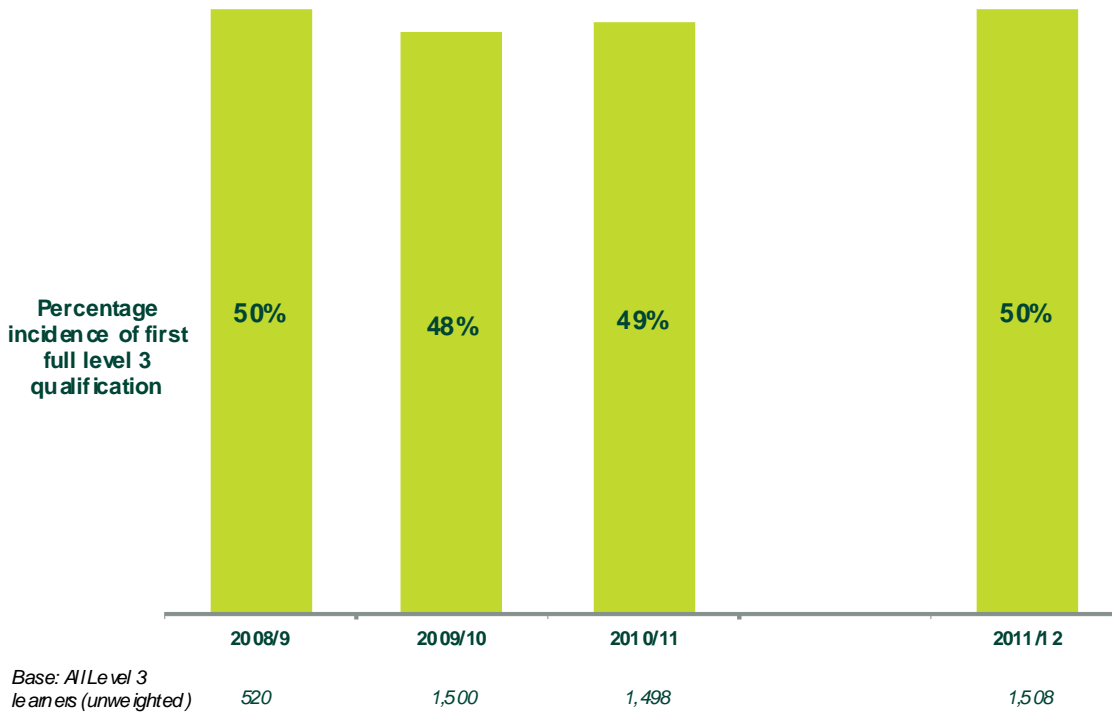
The proportion of Level 3 Apprentices without a prior qualification at Level 2 has been consistent across the four years of the survey (between 12% and 14%).

In order to understand further the additionality associated with Level 3 Apprenticeships, it is useful to look at the percentage incidence of first Full Level 3 learning – the extent to which entrants to Level 3 Apprenticeships are new to learning at this level.

Figure 4.3 below shows the trends in the percentage incidence of first Full Level 3 learning amongst Level 3 Apprentices. The proportion of Apprentices undertaking their first Full Level 3 qualification (50%) is similar to the figures reported in the three previous surveys

(between 48% and 50%) – there has been no significant change in this measure year on year over the course of the previous surveys.

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



We have seen in Figure 4.2 how Level 2 firstness among Level 2 Apprentices increased significantly from 2010/11 to 2011/12. The following table investigates differences age in firstness by age for these learners among 2010/11 and 2011/12 cohorts. Comparisons for Level 3 learners are also shown.

Table 4.12: 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	1,497 / 82,272	22	1,492 / 163,476	28
19 – 24	977 / 53,803	18	634 / 69,054	17
25 – 44	377 / 20,677	28	578 / 63,921	34
45 plus	143 / 7,792	40	280 / 30,501	44
Level 3 learners	1,498 / 105,185	14	1,508 / 118,983	12
19 – 24	963 / 46,518	11	687 / 54,316	8
25 – 44	428 / 20,646	15	615 / 48,751	15
45 plus	107 / 5,129	30	206 / 15,584	15

Among Level 2 learners there has been a significant increase from 2010/11 to 2011/12 in Level 2 firstness among the 25-44 age group (34% from 28%). Among younger and older learners the level of firstness across both years had changed little. This indicates that the overall rise in Level 2 firstness among those undertaking Level 2 Apprenticeships has been driven by an increase in firstness among those aged 25-44. This effect has been exacerbated by the change in the age profile of Apprentices from 2010/11 to 2011/12 (as shown in Table 3.2), which has seen an increase in the proportion of Apprentices (both at Level 2 and Level 3) aged 25 plus, and particularly aged 25-44. Among Level 2 learners, for example, the proportion of learners aged 25-44 increased from 25% in 2010/11 to 39% in 2011/12.

Among Level 3 learners, there has been a significant fall in the proportion of those aged 45 plus undertaking their first Level 2 qualification (15% from 30% among the 2010/11 cohort). However, this age group represents a relative small proportion of all Level 3 learners (13% in 2011/12), and hence the fall between the two surveys in Level 2 firstness among all Level 3 Learners is relatively slight (and not statistically significant).

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. Since 2008, four such surveys have been carried out covering Apprenticeships. 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 under-reports the proportion of Apprentices with any prior attainment, and 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 enrolled on Apprenticeships 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 Apprenticeship 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 Apprentices on enrolment for their course. In the cohort of Apprentices falling within the scope of the survey (those aged 19+ who were enrolled on a Level 2 or Level 3 Apprenticeship in November 2011), almost all (99%) had a prior qualification level indicated on the ILR.

The level of prior qualification as recorded on the ILR is shown on the following table for:

- all sample provided that fell within the scope of the survey (adults on Level 2 or Level 3 Apprenticeships 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 5.1: ILR information on prior achievement

	All sample in scope	Available to contact	Achieved sample
	%	%	%
No qualifications	16	14	11
Entry Level and below Level 1	3	3	3
Level 1	22	22	21
Level 2	43	45	47
Level 3	14	14	16
Level 4/5	1	*	1
Other qualification, level not known	*	*	*
Not known	1	1	1

*= <0.5% but >0%

Of the sample provided that fell within scope of the Apprenticeship survey, the ILR indicated that one in six (16%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR indicated that three-fifths of Apprentices in scope (58%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.1). There were only relatively small changes in the profile when records without useable telephone numbers or who had opted out from research were removed – with the proportion of Apprentices recorded as having a qualification at Level 2 or above rising to 60%.

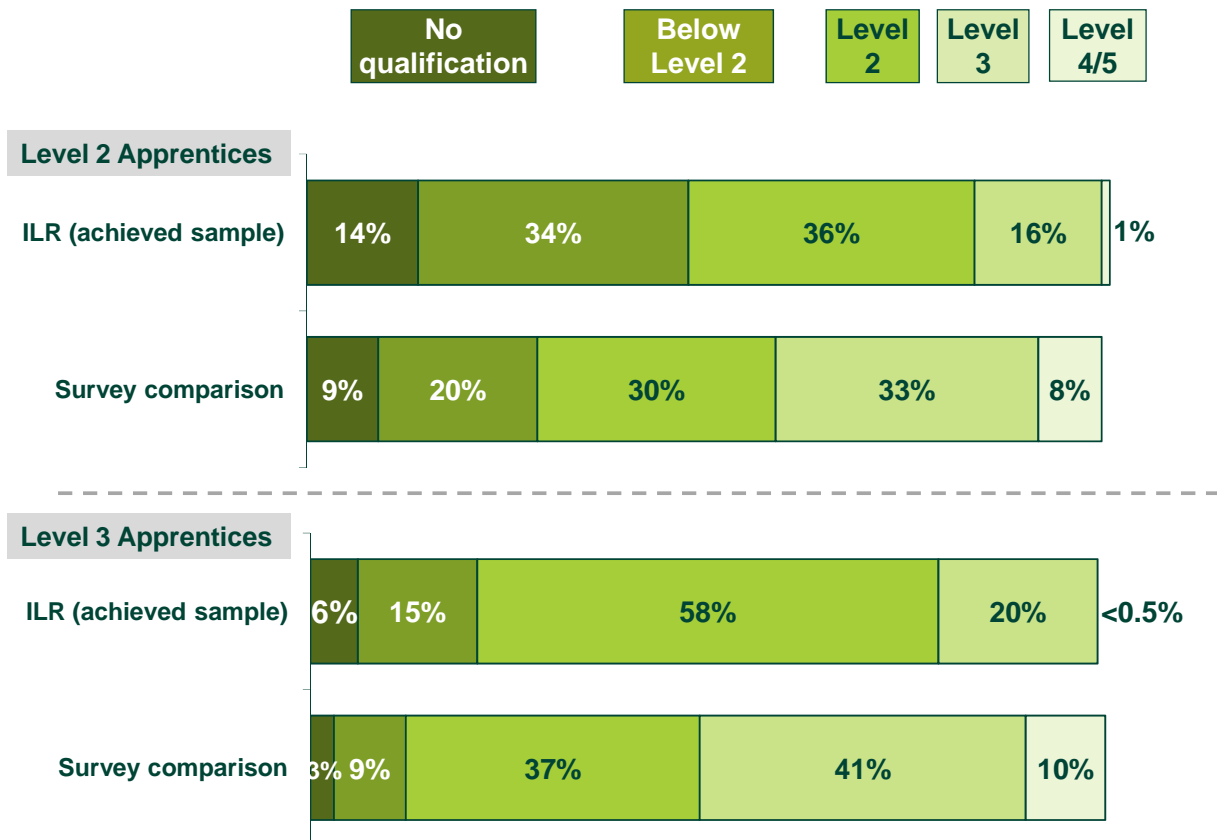
Turning to the ILR profile of the 3,000 Apprentices eventually interviewed for the research, this is reasonably in line with the original sample in scope, though slightly fewer had no qualifications (11%) and slightly more had prior attainment at Level 2 or above (64%).

These figures from the ILR on prior attainment of Apprentices are clearly very different to those derived from the survey. We have seen that the survey data gives the proportion of learners qualified to Level 2 or above as 79% (see Table 4.1), much higher than the ILR measure. This would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of Apprentices.

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, this section looks at how, *for the same learners*, the prior qualification levels recorded on the ILR and in the survey compare. The following chart highlights the discrepancies between the two datasets on prior qualification levels. The comparison is shown only for those Apprentices where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,636 out of the 3,000 learners interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.1, 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 the highest level of prior attainment



*Base: Apprentices with definite prior achievement level from both the ILR and survey measures (Level 2: 1,322; Level 3: 1,314)
 Figures are unweighted*

Among Level 2 Apprentices, the ILR indicates that only around one in six of those that were interviewed for the survey (17%) had a prior qualification at Level 3, 4 or 5 (therefore above the level of the Apprenticeship). In contrast, the survey indicated that two-fifths (41%) of these learners had these high level qualifications when starting their Apprenticeship.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 Apprentices as 48%, compared to the survey data, which indicates that only 29% were 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 previous survey.

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. Here the discrepancy is even greater than for the Level 2 group, with the survey findings indicating that over half (51%) of Level 3 Apprentices were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 21%.

To further explore the nature of the discrepancy between the ILR and survey measures of prior attainment, Table 5.2 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 5.2: Comparison of the survey and ILR measures of prior qualification level

Row %s	Base*		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive **
All Apprentices	2,975	%	38	11	44	7
Level of Apprenticeship						
Full Level 2	1,480	%	38	12	45	5
Full Level 3	1,495	%	38	10	43	9
Age						
19 – 24	1,309	%	36	9	49	7
25 – 44	1,184	%	39	13	41	7
45 plus	482	%	40	13	41	6

*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.

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 (38%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: for over two-fifths of all learners (44%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in nine learners (in 11% of cases the ILR appeared to over-state the prior achievement of learners). In a further 7% of cases, the survey measure of highest prior attainment was inconclusive. Overall the survey of learners again suggests that the ILR appears to under-report the level of prior

qualifications held by adult Apprentices. This is in line with previous studies in the research series; for instance, the 2010/11 survey of adult Apprentices found that the ILR and survey measures agreed in only one in three cases (35%), more or less in line with the figure for this year as shown in Table 5.2 above (38%).

The pattern of discrepancy does differ slightly according to the age of the Apprentice, as shown in Table 5.2. For the younger age group (aged 19 to 24), the survey is significantly more likely to indicate a higher attainment level than the ILR (in 49% of cases, compared to 41% of cases recorded for the 25 plus age group).

Comparing Individual Learner Record and survey measures of Level 2 'firstness'

In order to fully understand the likelihood that a particular claim of 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 1,052 respondents.

As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in one third of cases (34%). In almost two thirds of cases (64%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course. These figures are very consistent with those derived from the previous 2010/11 survey of adult Apprentices, where the ILR and survey agreed on first Full Level 2 status in three in ten cases (31% vs. 34% this year).

Table 5.3: Extent of agreement between survey measure of prior qualification level for Apprentices 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	1,052	%	34	64	2
Level of Apprenticeship					
Full Level 2	727	%	39	59	3
Full Level 3	325	%	19	81	*
Age					
19 – 24	386	%	24	76	-
25 – 44	436	%	37	59	4
45 plus	230	%	43	55	2

The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals that the incidence of the key 'error' on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (81%) than for Level 2 learners (59%). 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 indicate this as 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 Apprenticeship. It is usual for learners applying for Level 3 courses to have progressed from learning at Full Level 2, and for successful prior attainment at this level to be a pre-requisite for gaining a place on a Level 3 course. Therefore it stands to reason that claims that a given learner is not already qualified to Full Level 2 before starting a Level 3 Apprenticeship are more likely to be wrong than when a learner is starting a Level 2 Apprenticeship. However, it should be noted that even for Level 2 Apprenticeships, 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 (not that it is always understood or followed by providers) 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.

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 was one level below the Apprenticeship qualification they were studying. 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. Overall 67% of Level 3 learners found through the survey to have prior attainment specifically at Level 3 had been recorded on the ILR as achieving a prior qualification no higher than Level 2. In a similar way 44% 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 Row	Base*	ILR measure					ILR lower	ILR higher
		None	Below Level 2	Level 2	Level 3	Level 4/5		
<i>percentages</i>								
Level 2 learners								
None	114	% 46	31	20	3	-	-	54
Below Level 2	270	% 12	60	25	3	-	12	28
Level 2	400	% 12	33	48	8	-	44	8
Level 3	430	% 8	22	36	34	*	66	*
Level 4/5	108	% 16	26	31	21	7	93	-
Level 3 learners								
None	44	% 20	16	57	7	-	-	80
Below Level 2	116	% 10	30	55	5	-	10	60
Level 2	483	% 4	16	71	9	*	20	9
Level 3	541	% 6	11	49	33	*	67	*
Level 4/5	130	% 5	12	52	27	3	97	-

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

- = zero; * = Less than 0.5%

Prior qualifications held by learners recorded as first Full Level 2 or 3 learners on the ILR

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 5.5 lists the most common prior qualifications held by those Apprentices with a prior qualification at Full Level 2 or above on the survey data (including a prior Apprenticeship), where the ILR gave the highest prior attainment level as 'no qualification' or Level 1. This sheds light on 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:

- GCSE/O Level grade A-C or equivalent (Level 2) (49%);
- NVQ Level 2 (22%);
- A Levels (17%).

The pattern was the similar for those recorded on the ILR as having a Level 1 qualification, with the most common qualifications held as revealed by the survey being GCSE/O Level grade A-C or equivalent (57%), one or more A Levels (29%) and NVQs at Level 2 (20%).

Table 5.5: Prior qualifications of Level 2 Apprentices where survey indicates a prior Full Level 2 or higher and where ILR stated highest prior qualification as below Full Level 2

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held	96	224
	%	%
GCSE/O level grade A-C or equivalent (L2)	49	57
NVQ Level 2	22	20
A Levels	17	29
OND,ONC,BTEC etc, national	14	13
City & Guilds advanced craft	9	4
Apprenticeship	7	12
NVQ Level 3	8	8
HNC,HND,BTEC etc higher	6	6
City & Guilds craft	5	4

Base: Apprentices 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, including Apprenticeships.

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

Data shown unweighted.

Table 5.6 shows a similar analysis for those 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 (including a prior Advanced Apprenticeship). 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 5.6: Prior qualifications of Level 3 Apprentices 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	41	63	335
	%	%	%
A Levels (more than one)	39	30	39
OND,ONC,BTEC etc, national	27	35	30
NVQ Level 3, 4 or 5	27	25	23
HNC,HND,BTEC etc higher	10	11	10
City & Guilds advanced craft	7	5	11

	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
Prior qualifications held	41	63	335
	%	%	%
Advanced Apprenticeship	-	8	11
AS Levels (four or more)	2	8	10
Diploma in higher education	2	2	3

*Base: Apprentices 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, including an Advanced Apprenticeship
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:

- A Levels (39%)
- OND, ONC or BTEC national qualifications at Level 3 (27%);
- NVQ Level 3 or higher (27%).

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 5.6).

Appendices

A – Quotas and weighting

Half of the target number of interviews was allocated to Level 2 and half to Level 3. Within Level the quota targets were calculated to ensure a spread of interviews directly proportional to the age of Apprentices in the population of eligible learners derived from the ILR. The following table shows the quota targets specified.

Table A1: Quota targets – Adult Apprentices

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	634	586	267	13	1,500
Full Level 3	685	615	196	4	1,500
<i>Total</i>	<i>1,319</i>	<i>1,201</i>	<i>463</i>	<i>17</i>	<i>3,000</i>

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

Table A2: Final achieved interviews - Adult Apprentices

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	634	578	267	13	1,492
Full Level 3	687	615	200	6	1,508
<i>Total</i>	<i>1,321</i>	<i>1,193</i>	<i>467</i>	<i>19</i>	<i>3,000</i>

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 Apprenticeships 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 282,500 records.

Table A3: Population figures – Eligible adults undertaking a Full L2 or Full L3 Apprenticeship in November 2010

	19-24	25-44	45 to retirement age	Over retirement age	<i>Total</i>
<i>Level of Apprenticeship</i>					
Full Level 2	69,054	63,921	29,116	1,385	163,476
Full Level 3	54,316	48,751	15,584	332	118,983
<i>Total</i>	123,370	112,672	44,700	1,717	282,459

B - Sample outcomes and response rate

In total, c.17,500 Apprentices were called at least once for the survey, resulting in 3,000 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 (3,000) 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 58%.

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, overall and 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 – 2.9% of the survey finding. For Level 2 Apprentices aged 45 year plus, the base number of interviews is smaller, and the confidence interval rises to +/- 5.9%. The statistical confidence takes into account the overall population of Apprentices.

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

Level of Apprenticeship	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,492	28.39%	+/-2.3%
	<i>19-24</i>	634	16.71%	+/-2.9%
	<i>25-44</i>	578	33.83%	+/-3.8%
	<i>45 plus</i>	267	43.88%	+/-5.9%
	<i>25 plus</i>	858	37.10%	+/-3.2%
Full Level 3	<i>All</i>	1,508	11.73%	+/-1.6%
	<i>19-24</i>	687	7.65%	+/-2.0%
	<i>25-44</i>	615	15.28%	+/-2.8%
	<i>45 plus</i>	200	15.07%	+/-4.9%
	<i>25 plus</i>	821	15.23%	+/-2.4%
Overall	<i>All</i>	3,000	21.36%	+/- 1.5%

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 the overall incidence figure of 49.83% has a confidence interval of + or - 2.5% based on the sample of 1,508 Level 3 learners surveyed.

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

Level of Apprenticeship	Age	<i>Number of interviews</i>	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 3	All	1,508	49.83%	+/-2.5%
	19-24	687	42.15%	+/-3.7%
	25-44	615	55.71%	+/-3.9%
	45 plus	200	58.15%	+/-6.8%
	25 plus	821	56.31%	+/-3.4%

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

Table D1: Annual personal income amongst those who had completed November 2011 provision by the time of interview - Level 2 Apprentices aged 19 to 24

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	486 %	351 %	81 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	15	5	36		
£6,000 - £10,999	31	25	52		
£11,000 - £12,999	20	25	4		
£13,000 - £14,999	13	17	2		
£15,000 - £17,999	10	13	1		
£18,000 to £20,999	5	7	1		
£21,000 to £24,999	5	6	2		
£25,000 to £29,999	1	1	1		
£30,000 to £32,999	*	-	-		
£33,000 plus a year	-	-	-		
Summary: £21,000 plus	6	7	4		
Mean income***	£11,900	£13,100	£8,700		

* = <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: Annual personal income amongst those who had completed November 2011 course by the time of interview - Level 2 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	646 %	435 %	175 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	11	2	24		
£6,000 - £10,999	28	19	53		
£11,000 - £12,999	16	17	12		
£13,000 - £14,999	9	12	1		
£15,000 - £17,999	13	17	3		
£18,000 to £20,999	10	13	2		
£21,000 to £24,999	7	10	2		
£25,000 to £29,999	4	5	1		
£30,000 to £32,999	1	2	-		
£33,000 to £35,999	*	*	1		

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	646 %	435 %	175 %	<i>DATA NOT SHOWN AS BASE <25</i>	
£36,000 to £45,999	1	2	1		
£46,000 plus a year	1	1	1		
Summary: £21,000 plus	15	20	4		
Mean income***	£14,200	£16,300	£9,800		

*= <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 D3: Annual personal income amongst those who had completed November 2011 course by the time of interview- Level 3 Apprentices aged 19 to 24

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	448 %	358 %	43 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	9	2	33		
£6,000 - £10,999	19	16	49		
£11,000 - £12,999	19	22	9		
£13,000 - £14,999	13	15	5		
£15,000 - £17,999	16	18	-		
£18,000 to £20,999	11	13	-		
£21,000 to £24,999	6	6	5		
£25,000 to £29,999	4	4	-		
£30,000 to £32,999	1	1	-		
£33,000 to £35,999	1	1	-		
£36,000 to £45,999	1	1	-		
£46,000 plus a year	*	*	-		
Summary: £21,000 plus	13	13	5		
Mean income***	£14,600	£15,600	£8,900		

*= <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: Annual personal income amongst those who had completed November 2011 course by the time of interview - Level 3 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	521 %	364 %	125 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	8	2	23		
£6,000 - £10,999	23	12	54		
£11,000 - £12,999	13	13	11		
£13,000 - £14,999	10	12	8		
£15,000 - £17,999	12	15	3		
£18,000 to £20,999	10	14	-		
£21,000 to £24,999	8	12	-		
£25,000 to £29,999	8	11	1		
£30,000 to £32,999	2	3	-		
£33,000 to £35,999	1	1	-		
£36,000 to £45,999	3	4	1		
£46,000 plus a year	1	1	-		
Summary: £21,000 plus	24	32	2		
Mean income***	£16,200	£18,900	£9,400		

*= <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>	2,902 %	623 %	821 %	662 %	796 %
Live alone	10	9	12	6	12
Live with partner/ wife only & Main Earner in household	18	9	25	9	24
Live with partner/ wife only & NOT Main Earner in household	27	13	37	12	41
Live with dependents under 16 & Main Earner in household	5	2	8	1	8
Live with Dependants under 16 NOT Main Earner in household	1	1	1	*	1
Live with Adult Dependents & Main Earner in household	3	*	5	-	4
Live with Adult Dependants & NOT Main Earner in household	*	*	1	*	*
Live with Parents & Main Earner in household	3	4	2	4	1
Live with Parents & NOT Main Earner in household	28	54	6	60	5
Live with other relatives - Main Earner in household	1	*	*	1	1
Live with other relatives- NOT Main Earner in household	2	3	1	3	*
Live with Friends or other non- relatives- Main Earner in household	1	1	1	1	1
Live with Friends or other non- relatives- NOT Main Earner in household	2	2	1	2	1

*= <0.5% but >0%

- = zero

**Excludes those refusing and those responding 'Don't know' to these questions (3%)

Table D6 outlines the parental education amongst Apprentices. A fairly high proportion of Apprentices were unsure of the education leaving age of both (15%) or one parent (14%) or unsure whether the parent(s) who stayed on in education had attained a degree (5%) - 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 (46%).

Table D6: Parental Education status of Apprentices

	All	Full Level 2 19-24	Full L2 25+	Full Level 3 19-24	Full Level 3 25+
<i>Base: All</i>	3,000 %	634 %	858 %	687 %	821 %
Both parents left school at 16	46	33	54	36	57
One or more parent stayed on, but neither got a degree**	10	12	7	13	7
At least one parent gained a qualification at degree level**	11	14	9	13	10
None of the above	33	41	30	38	25

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

E – Basic Skills / Skills for Life qualifications by Level and age of Apprentice

Earlier in the report Table 4.11 showed how the proportion of Apprentices with different levels of Basic Skills (including Skills for Life) qualifications varied by their prior attainment in Maths and English at GCSE/ O levels. Tables E1 – E4 repeat this earlier table based on different groups of Apprentices by age and the level of the Apprenticeship being undertaken.

Note within these tables any cell which would show a result given by fewer than 5 respondents, or where what such a cell could be calculated from other responses, have been suppressed and the survey result replaced by a ‘’.*

Table E1: Basic Skills qualifications of Level 2 Apprentices aged 19-24

Row %s	Base Apprentices	Basic Skills (including Skills for Life)					
		Entry	Level 1	Level 2	Don't know level	No basic skills qualification	
Maths GCSE/O Level A*-C NOT English A*-C	41	%	*	*	22	*	61
English GCSE/O Level A*-C NOT Maths A*-C	93	%	6	*	15	*	70
Maths and English GCSE/O Level A*-C	319	%	*	5	13	*	74
Neither Maths nor English GCSE/O Level A*-C	181	%	4	8	17	4	68

Table E2: Basic Skills qualifications of Level 2 Apprentices aged 25 plus

Row %s	Base Apprentices	Basic Skills (including Skills for Life)					
		Entry	Level 1	Level 2	Don't know level	No basic skills qualification	
Maths GCSE/O Level A*-C NOT English A*-C	23	%	*	*	*	*	65
English GCSE/O Level A*-C NOT Maths A*-C	123	%	*	*	6	5	85
Maths and English GCSE/O Level A*-C	232	%	*	*	12	*	79
Neither Maths nor English GCSE/O Level A*-C	480	%	2	4	8	3	83

Table E3: Basic Skills qualifications of Level 3 Apprentices aged 19-24

Row %s	Base Apprentices	Basic Skills (including Skills for Life)					
		Entry	Level 1	Level 2	Don't know level	No basic skills qualification	
Maths GCSE/O Level A*-C NOT English A*-C	40	%	*	*	28	12	57
English GCSE/O Level A*-C NOT Maths A*-C	94	%	*	*	26	7	65
Maths and English GCSE/O Level A*-C	424	%	2	*	16	5	73

	Base Apprentices	%	Basic Skills (including Skills for Life)				
			Entry	Level 1	Level 2	Don't know level	No basic skills qualification
Row %s							
Neither Maths nor English GCSE/O Level A*-C	129	%	7	5	19	6	64

Table E4: Basic Skills qualifications of Level 3 Apprentices aged 25 plus

	Base Apprentices	%	Basic Skills (including Skills for Life)				
			Entry	Level 1	Level 2	Don't know level	No basic skills qualifications
Row %s							
Maths GCSE/O Level A*-C NOT English A*-C	24	%	*	*	*	*	88
English GCSE/O Level A*-C NOT Maths A*-C	128	%	*	*	16	*	74
Maths and English GCSE/O Level A*-C	285	%	*	*	15	*	76
Neither Maths nor English GCSE/O Level A*-C	384	%	2	3	13	5	77

F – Learner demographics on the Individual Learner Record

Table F1 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 Apprenticeship provision in November 2011), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first column of data). It can be seen that the weighted survey data and the profile of all the sample in scope is similar for gender and ethnicity – it matches for age as this was one of the criteria by which the weighting was undertaken.

Table F1: Demographic profile of adult Apprenticeship learners

	All sample in scope			
	Achieved sample 3,000 %	All 282,459 %	Full Level 2 163,476 %	Full Level 3 118,893 %
<i>Age</i>				
19-24	44	44	42	46
25-44	40	40	39	41
45 – retirement	16	16	18	13
Over retirement age	1	1	1	*
<i>Gender</i>				
Male	40	44	47	40
Female	60	56	53	60
<i>Ethnicity</i>				
White	89	89	88	90
Non-white	10	10	11	9
Asian	5	4	5	4
Black	3	3	3	3
Mixed / other	1	2	2	1
Not stated	1	1	1	1

* = <0.5% but >0%

G - 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 (levelr2)

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
-------	---	-----------

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	11	

in September 2008 designed for 14-18 year olds		
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, ESOL or IT qualifications	26	2
<u>Welsh Baccalaureate</u>	27	Level 3

International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3
<u>Entry Level Qualifications</u>	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	31	Level derived (if highest) from next but one section

ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE		
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
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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 RESPONDENT 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

IF TOOK SINGLE SUBJECT ENGLISH GCSE (Q15b=1)

15c) 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
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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 Highers	2	Counts as 66% of level 3
Three of more Highers	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 GAUGE 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

Deleted for 2012 survey

Deleted for 2012 survey

Deleted for 2012 survey

ASK ALL

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

(ONLY IF S2=4) <u>Retired</u>	1
<u>Employed full time (30+ hours a week)</u>	2
<u>Employed part time (less than 30 hours a week)</u>	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

Deleted for 2012 survey

Deleted for 2012 survey

Deleted for 2012 survey

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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