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Prior Qualifications of Adults
Undertaking Skills for Life Courses in
2010/2011

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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 aged 19 plus undertaking Skills for Life courses in 2010/2011. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research.

The research covers adult learners (aged 19 plus) undertaking Skills for Life courses in literacy, numeracy and English for speakers of other languages (ESOL). This includes people undertaking Skills for Life courses funded as mainstream classroom-based 'Adult Learner Responsive' (ALR) provision, and also people undertaking courses in a work setting, funded under Train to Gain. The survey was conducted in October-December 2011, and covered just over 4,400 learners.

The research looked at two aspects of people's prior qualifications: the extent to which people undertaking Skills for Life qualifications already had full qualifications at levels 2 and 3 and the extent to which learners already had Maths and English qualifications irrespective of whether they had full qualifications at levels 2 and 3. The first aspect of the research is important because Skills for Life courses can provide a pathway from Entry level learning through to higher levels of learning. The second aspect of the research is important because it provides insight on the extent to which Skills for Life is helping different client groups. Key client groups include those who have not previously acquired Maths and English skills; those who have previously acquired them but have lost them, perhaps because they were not used in recent employment, and those who have acquired Maths and English qualifications but do not feel they provide the skills needed for current jobs or other activities. The research also provides insight into the profile of learners undertaking such courses, in terms of demographics, employment status and income, and to uncover motivations for engaging with learning.

Level of highest prior qualification of any type is covered in paragraphs 4.9 to 4.14 and the type of these qualifications is covered in paragraphs 4.17 to 4.25. Previous Maths and English qualifications (including GCSE, O Level and Skills for Life literacy and numeracy) are covered in paragraphs 4.15, 4.16 and 4.26 to 4.35. The fieldwork related to Skills for Life qualifications done within Adult Learner Responsive and Train to Gain funding streams. Data is provided for both funding streams but at the request of the Department for Business, Innovation and Skills the more detailed tables focus on Skills for Life qualifications funded from the Adult Learner Responsive funding stream. Skills for Life qualifications done within Adult and Community are not within the scope of the study.

Determining the level of highest prior qualification

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

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

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

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

Slightly different figures result depending on how 'other qualifications' (those not on a pre-coded list of main 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 as shown in Table 1.1 and Table 4.1.

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.

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.

Levels of prior attainment of adult Skills for Life learners

Table 1.1 shows the profile of adult learners undertaking Skills for Life courses in November 2010, in terms of highest level of prior attainment. The table shows the proportion of learners undertaking various levels and type of Skills for Life course with different levels of prior qualifications before starting their course, according to the survey data. Note that the table shows row percentage figures.

The majority of Skills for Life learners had some prior qualifications before starting their course. Within both ALR and Train to Gain provision, the higher the level of the course, the more likely learners were to have any qualifications. For example, two-thirds (65%) of learners on ALR Entry Level courses had prior qualifications, rising to 84% among learners on ALR Level 1 courses, and 88% among those on ALR Level 2 courses.

In comparison, ESOL learners were much less likely to have any prior qualifications; as many as 42% had no qualifications prior to their ESOL course.

The proportion of learners with prior qualifications at Level 2 or above varied from a third of ESOL and ALR Entry Level learners (30% and 34% respectively), to around half of ALR Level 1 learners (51%), two-thirds of ALR Level 2 (63%) and Train to Gain Level 1 (64%) learners, and up to three-quarters of Train to Gain Level 2 learners (75%). Clearly Train to Gain learners are more likely than ALR Skills for Life learners to have prior Level 2 qualifications.

Learners on numeracy courses tended to be more likely to have prior qualifications at Level 2 or above than those undertaking literacy courses, with the differences particularly marked for ALR Level 2 and Train to Gain Level 1.

Table 1.1 Highest level of prior attainment amongst adult learners undertaking Skills for Life courses in November 2010

Course	Base		With any prior qualifications	With any prior qualifications at Level 2 or above
ALR Entry Level	698	%	65	34
Literacy Entry Level	417	%	62	31
Numeracy Entry Level	281	%	68	38
ALR Level 1	774	%	84	51
Literacy Level 1	420	%	83	51
Numeracy Level 1	354	%	84	52
ALR Level 2	1,194	%	88	63
Literacy Level 2	792	%	84	57
Numeracy Level 2	402	%	92	69
ALR ESOL	433	%	58	30
TRAIN TO GAIN Level 1	406	%	86	64
Literacy Level 1	215	%	80	59
Numeracy Level 1	191	%	93	69
TRAIN TO GAIN Level 2	898	%	94	75
Literacy Level 2	590	%	92	72
Numeracy Level 2	308	%	96	79

Note table shows row percentage figures.

Prior attainment in English and Maths GCSE or O Level

One in twelve Skills for Life learners overall (8%) had GCSE or O Level at Grade A*-C in both English and Maths, with learners on Level 2 Skills for Life courses most likely to hold qualifications at this level (16% vs. 8% of Level 1 learners and 3% of Entry Level learners).

The overall proportions of learners who had achieved A*-C in both English and Maths were low for ALR learners who were undertaking courses at Entry Level and Level 1, ranging from 3% of Literacy Entry Level learners, to 8% of Numeracy Level 1 learners. Levels of attainment were higher for those studying at Level 2, with two-fifths (42%) of Numeracy Level 2 learners having attained the A*-C standard in English, and one in six (16%) having achieved this standard in both English and Maths.

Only very small proportions of ESOL learners had prior A*-C grades in GCSEs or O Levels in Maths (3%) or English (3%), with only 1% having both.

Adults undertaking Skills for Life courses through Train to Gain tended to be more highly qualified, and this is borne out by the findings on prior attainment at GCSE/O Level. One in

seven Level 1 learners (14%) had both Maths and English grade A*-C when starting their Skills for Life course, rising to around one in six Level 2 learners (17%).

It is interesting to note that one fifth of learners undertaking numeracy courses at Level 1 and Level 2 through Train to Gain already had GCSE or O Level Maths at grade C or above (20% in each case). These findings suggest that there may be some accreditation of existing skills occurring for numeracy courses, but it may well be that the Skills for Life course is helping people to refresh and bring their practical numeracy skills up to date.

Comparison of ILR and survey measures of prior attainment

The measure of prior attainment derived from the detailed questioning in the survey can be compared with the data held on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. Previous surveys in the Prior Qualifications series have indicated that the ILR may not be a reliable estimate of the exact prior qualification level of adult learners entering a new course, especially where they have already undertaken a previous course with the college or training provider. These surveys have suggested that the ILR under-reports the proportion of adult learners with any prior attainment, and the proportion with prior attainment at Full Level 2 or above. The latest research provided the first opportunity to look at whether this applies for Skills for Life learners.

For ALR and Train to Gain Skills for Life provision, this survey suggests that the ILR under-reports the proportion of adult learners with any prior attainment, and the proportion with prior attainment at Full Level 2 or above. For instance, for people undertaking Skills for Life courses through Train to Gain, the ILR indicates that around half (51%) of learners interviewed for the survey had a prior qualification at Level 2 or above. The survey data for the same learners indicate that as many as seven in ten (70%) had qualifications at Level 2 or above when starting their course. Across all Train to Gain learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around one third of cases.

The pattern was different for learners on ESOL courses. Compared to the ILR data, the survey suggests a higher proportion of learners with no prior qualifications (57% vs. 32%).

Chapter 2: Introduction

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The research looked at two aspects of people's prior qualifications: the extent to which people undertaking Skills for Life qualifications already had full qualifications at levels 2 and 3 and the extent to which learners already had Maths and English qualifications irrespective of whether they had full qualifications at levels 2 and 3. The first aspect of the research is important because Skills for Life courses can provide a pathway from Entry level learning through to higher levels of learning. The second aspect of the research is important because it provides insight on the extent to which Skills for Life is helping different client groups. Key client groups include those who have not previously acquired Maths and English skills; those who have previously acquired them but have lost them, perhaps because they were not used in recent employment, and those who have acquired Maths and English qualifications but do not feel they provide the skills needed for current jobs or other activities. The research also provides insight into the profile of learners undertaking such courses, in terms of demographics, employment status and income, and to uncover motivations for engaging with learning.

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Research background and objectives

Skills for Life is the national strategy in England for improving adult literacy, numeracy and language (ESOL) skills. The Skills for Life strategy was launched in 2001, with the aim of tackling the gaps in basic skills amongst the adult workforce, to increase the number of adults with the skills required for employability and progression to higher levels of training. The Skills for Life Public Service Agreement set out how the Government would achieve the target of increasing the basic skills of 2.25 million adults by 2010.

Various policy documents since the launch of Skills for Life have reiterated the importance of basic skills. The Leitch Review (Prosperity for all in the global economy - world class skills, December 2006) concluded that there was a need for the UK to have 95% of adults achieving the basic skills of functional literacy and numeracy by 2020, in order to maintain the economy's competitiveness in the global market.

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). The three key principles of the plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research 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 the low skilled groups to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

Skills for Life courses are designed for people aged 16 or over who have left full-time education, and who do not have an up-to-date English or Maths qualification at Level 2 on the National Qualifications Framework (such as a GCSE). Skills for Life courses also provide a pathway from Entry Level learning up to Level 2. Some Skills for Life provision has been delivered through the Train to Gain service (launched in 2006), which linked employers with work-based learning opportunities for employees with lower skills levels. Skills for Life courses were run alongside more vocational courses funded through Train to Gain, to deliver additional support in literacy and numeracy.

Two key measures used in this research are the proportion of learners without any prior qualifications at all when they enrol on a Skills for Life course, and the proportion with no prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

It should be noted, however, that where the research indicates that a Skills for Life learner has a prior qualification at Level 2 or above, this does not necessarily indicate that the person has attained this level in English and Maths, or that their qualification is up to date. This report does show, however, the rates of prior attainment in Maths and English GCSE.

This research represents part of a suite of surveys focusing on the prior qualifications of publicly funded adult learners. A series of six studies have been undertaken since 2005, but this is the first survey in the series to turn the spotlight specifically onto Skills for Life learners.

Methodology

A total of 4,403 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on one of the following Skills for Life courses in November 2010:

- Entry Level, Level 1 and Level 2 courses in Literacy and Numeracy, funded as mainstream classroom-based 'Adult Learner Responsive' (ALR) provision;
- English as a second language (ESOL) courses, again funded as ALR provision;

- Level 1 and Level 2 courses in Literacy and Numeracy, delivered through Train to Gain.

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

- Learners enrolled on eligible provision (as described above) in November 2010;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 17th October to 22nd December 2011. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a robust base for analysis of findings for different groups of learners, minimum targets for interviews were set. A minimum target of 400 interviews was set for each element of Skills for Life provision covered, as shown in the first column of data in Table 2.1 below. In practice, the ALR targets for Entry Level and Level 1 numeracy learners, and Train to Gain targets for Level 1 learners proved hard to meet, and these were reduced during fieldwork. Targets were also set to try to ensure an overall distribution of interviews by age which would reflect the age profile of the population of eligible learners, as derived from the ILR. Further details on the interviewing quotas are appended (Appendix A).

Table 2.1: Interview targets for Skills for Life learner groups

Course	Target	Achieved	Number after grossing up*
ALR Entry Level	800	698	62,300
Literacy Entry Level	400	417	34,300
Numeracy Entry Level	400	281	28,100
ALR Level 1	800	774	56,000
Literacy Level 1	400	420	29,300
Numeracy Level 1	400	354	26,600
ALR Level 2	800	1,194	69,300
Literacy Level 2	400	792	34,300
Numeracy Level 2	400	402	34,900
ALR ESOL	400	433	24,600
TRAIN TO GAIN Level 1	800	406	8,700
Literacy Level 1	400	215	4,500
Numeracy Level 1	400	191	4,200
TRAIN TO GAIN Level 2	800	898	8,300
Literacy Level 2	400	590	4,400
Numeracy Level 2	400	308	4,000

*Figures rounded to nearest 100 learners.

To allow estimates to be made from the survey results for the whole adult learner population, the survey results were grossed up at the analysis stage to the full profile of eligible adult learners falling within the scope of the research. This grossing up process was done by age within each subject/level group shown in Table 2.1 above, to ensure the profile of learners was representative by these factors.

Within this report, key findings are presented separately for the eleven course type/level groups listed in Table 2.1 above. Findings are also presented based on level (e.g. ALR Level 1) and three summary categories; ALR numeracy and literacy, ESOL, and Train to Gain. Although ESOL courses fall under the adult learner responsive (ALR) funding stream, the characteristics of ESOL learners and the findings for this group are very different to those of ALR learners undertaking courses in literacy and numeracy. The ESOL group has therefore been reported separately throughout the report.

Findings for GCSE and O Levels previously achieved will tend to be more reliable than those for Skills for Life literacy and numeracy courses. GCSE and O Levels are staging posts in many people's lives whereas Skills for Life literacy and numeracy qualifications can be referred to by a variety of different names and are often done alongside other learning and work activities. While GCSE and O level data will be reasonably robust, the fuller picture, including previous skills for life courses, will be partial. Additionally people may be more likely to remember grades A*-C than D-G.

Chapter 3: The profile of adult learners

This chapter outlines the profile of adult learners (aged 19 plus) who were enrolled on Skills for Life courses (either ALR or Train to Gain provision) in November 2010. The focus is on the demographic profile of learners (gender, age and ethnicity), their work status and income, and their reasons for undertaking a Skills for Life course.

The data presented in this chapter represents the population characteristics of learners, that is, it reflects the proportion of learners in each group after the survey data has been grossed up to represent the full population of adult learners on eligible provision in November 2010.

The demographic profile of learners

Table 3.1 and Table 3.2 below show the age, gender and ethnicity profiles of eligible learners on ALR and Train to Gain provision respectively in November 2010¹.

Table 3.1 shows that the majority of learners on ALR literacy and numeracy provision are aged under 45 (35% are aged 19 to 24, and 48% are aged 25 to 44) and are female (66% - rising to around seven in ten among those on ALR Level 2 provision).

Within the weighted survey sample, overall two-fifths of ALR Skills for Life learners are non-White (40%), though this rises to half (49%) for those on Entry Level ALR provision.

Compared to those learners on ALR literacy and numeracy provision, individuals undertaking ESOL courses are on average older; one fifth (21%) are aged 45 or over, and just one in eight (12%) are aged under 25. Within the weighted survey sample, over three-quarters of the ESOL group are female (79%), three-quarters are from a non-White ethnic background (74%) and as many as two-fifths of all ESOL learners are Asian.

¹ Note that the survey data has been weighted to represent the population in terms of age and type/level of learning. Gender and ethnicity figures 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 the surveyed learners.

Table 3.1: Demographic profile of adults undertaking ALR Skills for Life courses in November 2010

	Type and level of course							ESOL
	ALR Numeracy and All ALR Literacy and Numeracy	Literacy Entry Level		Level 1		Level 2		
		Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	
Base:	2,666	417	281	420	354	792	402	433
	%	%	%	%	%	%	%	%
<i>Gender</i>								
Male	34	39	36	35	36	30	28	21
Female	66	61	64	65	64	70	72	79
<i>Age</i>								
19-24	35	31	37	37	36	37	35	12
25-44	48	45	47	48	50	49	51	68
45 – retirement	16	23	16	15	14	12	14	21
Over retirement age	*	-	-	*	*	2	*	-
<i>Ethnicity</i>								
White	60	51	51	61	62	64	69	25
Non-white	40	49	49	39	38	35	30	74
<i>Asian</i>	17	18	21	16	15	17	14	39
<i>Black</i>	15	21	19	14	14	12	11	18
<i>Mixed / other</i>	7	9	9	9	9	6	5	16
Not stated	1	1	1	1	*	1	1	1

*= <0.5% but >0%

- = zero

Table 3.2 shows the demographic profile of learners undertaking Skills for Life literacy and numeracy courses at Level 1 and 2 through Train to Gain in November 2010.

Table 3.2: Demographic profile of adult learners undertaking Train to Gain Skills for Life courses in November 2010

	All Train to Gain	Type and level of course			
		Level 1 Literacy	Numeracy	Level 2 Literacy	Numeracy
Base:	1,304	215	191	590	308
	%	%	%	%	%
<i>Gender</i>					
Male	30	38	28	29	24
Female	70	62	72	71	76
<i>Age</i>					
19-24	15	16	17	15	14
25-44	56	55	55	58	57
45 – retirement	28	29	29	26	28
Over retirement age	*	-	-	1	*
<i>Ethnicity</i>					
White	84	79	83	87	88
Non-white	15	20	16	13	11
<i>Asian</i>	8	12	9	6	4
<i>Black</i>	3	4	3	4	3
<i>Mixed / other</i>	4	4	4	2	4
Not stated	1	1	1	1	1

*= <0.5% but >0%

- = zero

Most Skills for Life learners funded through Train to Gain are aged 25-44 (56%), female (70%) and White (84%). Though for all course types, the vast majority learners are female, at both Level 1 and Level 2, Train to Gain literacy courses have a higher proportion of men than numeracy courses.

Compared to ALR provision, Train to Gain Skills for Life learners are much older. Those on Level 1 and Level 2 provision are apparently twice as likely to be aged 45 plus as those on ALR provision, and more than half as likely to be aged 19 to 24.

Table 3.3 shows the proportion of Skills for Life born outside of the UK. The proportion of learners born outside the UK ranged from one fifth of Train to Gain learners (19%), to just over one third of ALR literacy and numeracy learners (36%) to almost the whole group of ESOL learners (98%). Learners born outside the UK had typically moved to the UK more than five years ago, although over one quarter (26%) of ESOL learners had arrived within the last five years.

Table 3.3: Proportion of learners born outside the UK and when arrived in UK

	All learners	ALR Literacy and Numeracy	ALR ESOL	Train to Gain Literacy and Numeracy
Base: All learners	4,403 %	2,666 %	433 %	1,304 %
Born in UK	59	64	2	81
Born outside the UK	41	36	98	19
<i>When arrived in UK?</i>				
Within the last 2 years	1	1	4	*
3 to 5 years ago	8	7	22	3
6 to 10 years ago	14	12	35	7
11 to 20 years ago	11	10	23	4
More than 20 years ago	6	6	9	5
Can't remember / Refused	1	1	7	*

*= <0.5% but >0%

Table 3.4 shows the regional split within the weighted population of learners. Over one quarter of Skills for Life learners in the weighted survey sample are based in London (27%). In the ESOL learner group, over half were based in London, reflecting the ethnic and cultural diversity in the capital.

Note that the survey data was not weighted to be representative by region. Nevertheless, this regional profile derived from the weighted survey findings is very similar to the regional profile of the target groups on the ILR.

Table 3.4: Region of Skills for Life learners

	All learners	ALR Literacy and Numeracy	ALR ESOL	Train to Gain Literacy and Numeracy
Base: All learners	4,403	2,666	433	1,304
	%	%	%	%
East of England	7	7	3	11
East Midlands	9	8	11	12
Greater London	27	25	52	10
North East	5	5	2	7
North West	12	13	2	22
South East	11	12	8	12
South West	6	6	1	8
West Midlands	13	13	12	8
Yorkshire and Humberside	10	11	8	11

Economic indicators

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

Table 3.5 provides an overview of the employment status of adult learners, including a summary of whether the learner would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in October to December 2011. At this point, some of the learners (16%) were still undertaking the same course that they were on in November 2010.

The table shows for each provision type the figures for all learners in that group, and then the figures based just on those that had completed their course or left the course by the time of the interview.

Looking at all learners, among those who had left their course by the time of interview, the economic activity rate is around eight in ten (78%), including 25% in full-time employment, and 24% working part-time. Just over one fifth of those who had left their course were unemployed and looking for work (22%).

Around one in five learners who had completed or left their course (22%) were economically inactive at the time of interview.

People undertaking Skills for Life courses through Train to Gain showed the highest economic activity rates; 97% of those who had completed or left their course were

economically active as compared to one quarter of ALR (24%) and ESOL (25%) learners who were no longer on their course at the time of survey. This reflects the fact that Train to Gain courses are undertaken by people in employment, and clearly this high activity rate is maintained post-completion.

Table 3.5: Economic activity of learners at the time of interview

	All learners		ALR Literacy and Numeracy		ALR ESOL		Train to Gain Literacy and Numeracy	
	All	All who completed/left	All	All who completed/left	All	All who completed/left	All	All who completed/left
Base:	4,403	3,820	2,666	2,245	465	336	1,304	1,239
	%	%	%	%	%	%	%	%
Still studying on Nov. 2010 course	16	-	15	-	25	-	6	-
Economically active	66	78	64	76	57	75	91	97
Employed full-time	21	25	19	22	15	19	62	66
Employed part-time	20	23	20	23	18	23	22	23
Self-employed	2	3	2	3	3	4	2	2
On a government-supported training and employment programme	1	1	1	1	*	*	*	*
Unemployed though looking and available for work	19	22	20	24	17	22	5	5
Doing unpaid family work	3	3	3	3	4	5	*	*
Economically inactive	19	22	20	24	19	25	3	3
Retired	*	*	*	*	-	-	*	*
Unemployed but not looking or not available for work	12	14	12	15	14	18	2	2
None of the above	7	8	7	9	5	7	1	1

*= <0.5% but >0%

- = zero

Those learners who said that they were not looking or available for work were asked when they expected to be available for work again. As shown in Table 3.6, two-fifths of these learners (38%) said that they would be likely to be available for work again within the next two years. One fifth (20%) do not expect to be available for work again at any point.

Table 3.6: When those not available for work expect to be available for work again

	All learners	ALR Literacy and Numeracy	ALR ESOL	Train to Gain Literacy and Numeracy <i>DATA NOT SHOWN AS BASE <25</i>
Base: All learners not looking or available for work	523	407	93	
	%	%	%	
Within the next 2 years	38	40	31	
Within the next 5 years	18	18	19	
Within the next 10 years	3	2	6	
More than 10 years	*	*	-	
Do not expect to be available for work again	20	19	26	
Not sure	20	21	17	

*= <0.5% but >0%

- = zero

Approaching half of ALR Numeracy and Literacy Skills for Life learners (46%) were receiving some form of benefit or credit at the time of the survey. 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 to be in receipt of benefits or credits (60%, compared to 26% of those who left the course and were working). More than three-fifths of those still on their course were claiming benefits or credits (61%).

Table 3.7: Proportion of ALR Numeracy and Literacy Skills for Life learners in receipt of benefits at the time of the survey

	All	Learners still on Nov 2010 course	Learners completed or left course – in work	Learners completed or left course – not in work
Base:	2,666 %	421 %	1,077 %	1,168 %
Receiving benefits or credits	46	61	26	60
Tax Credits	13	17	11	13
Housing Benefit	12	16	7	15
Income Support (IS)	13	19	4	19
Job Seekers Allowance (JSA)	12	15	7	15
Council Tax Benefit	4	4	2	5
Incapacity Benefit	5	7	1	7
Disability Living Allowance (DLA)	6	10	2	9
ESA / Incapacity Benefit	2	2	1	4
Carer's Allowance	1	2	*	2
Not receiving benefits or credits	54	39	74	40

*= <0.5% but >0%

- = zero

Because of the differences in working status at the time of interview by funding stream presented in Table 3.5, it is no surprise that those funded through Train to Gain were far less likely to be claiming benefits or credits (12%) than ALR (46%) or ESOL (58%) learners.

Table 3.8 shows the personal annual income of those individuals who had completed or left their original course by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £21,000 per year (in 95% of cases) and usually less than £11,000 (70%). Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course or was working on a self-employed basis (14% earning £21,000 or more in each case).

Table 3.8: Personal income (annual) amongst those doing Numeracy or Literacy on ALR provision who had completed or left November 2010 course by the time of interview

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: All answering**	1,564	413	405	32	474
	%	%	%	%	%
Less than £6,000	46	10	48	48	62
£6,000 - £10,999		22	41	8	30
	27				
£11,000 - £12,999	9	20	4	19	4
£13,000 - £14,999	5	12	3	-	1
£15,000 - £17,999	5	13	2	6	2
£18,000 to £20,999	3	9	1	4	1
£21,000 to £24,999	2	6	*	3	1
£25,000 to £29,999	1	3	1	7	*
£30,000 to £32,999	*	1	-	2	-
£33,000 to £35,999	*	*	-	-	*
£36,000 to £45,999	*	1	-	-	-
£46,000 plus a year	*	1	-	3	-
Summary:	5	13	1	16	1
£21,000 plus					
Mean income***	£9,700	£14,400	£8,100	£12,500	£7,600

* = <0.5% but >0%

- = zero

**Excludes those refusing (27% for all who completed course) and those responding 'Don't know' (4%)

***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.

Further detail on the income of individuals on different types of Skills for Life courses can be found in Appendix E.

Motivations for learning

In profiling the learner cohort, it is interesting to explore their reasons for undertaking the Skills for Life course originally, and their expectations of how the course would benefit them in terms of their immediate job role, future career and life in general.

Learners were first asked to give a description of why they started their course when they did. The most common reason given, mentioned by three in ten learners (30%), was that the timing had been right for the learner to take the course in terms of their personal circumstances being favourable (e.g. because they no longer had childcare responsibilities). An emerging interest in the course content or subject matter at that time was cited as a key trigger for one quarter of learners (25%).

Table 3.9: Triggers for learning – why learners started their course when they did (spontaneous)

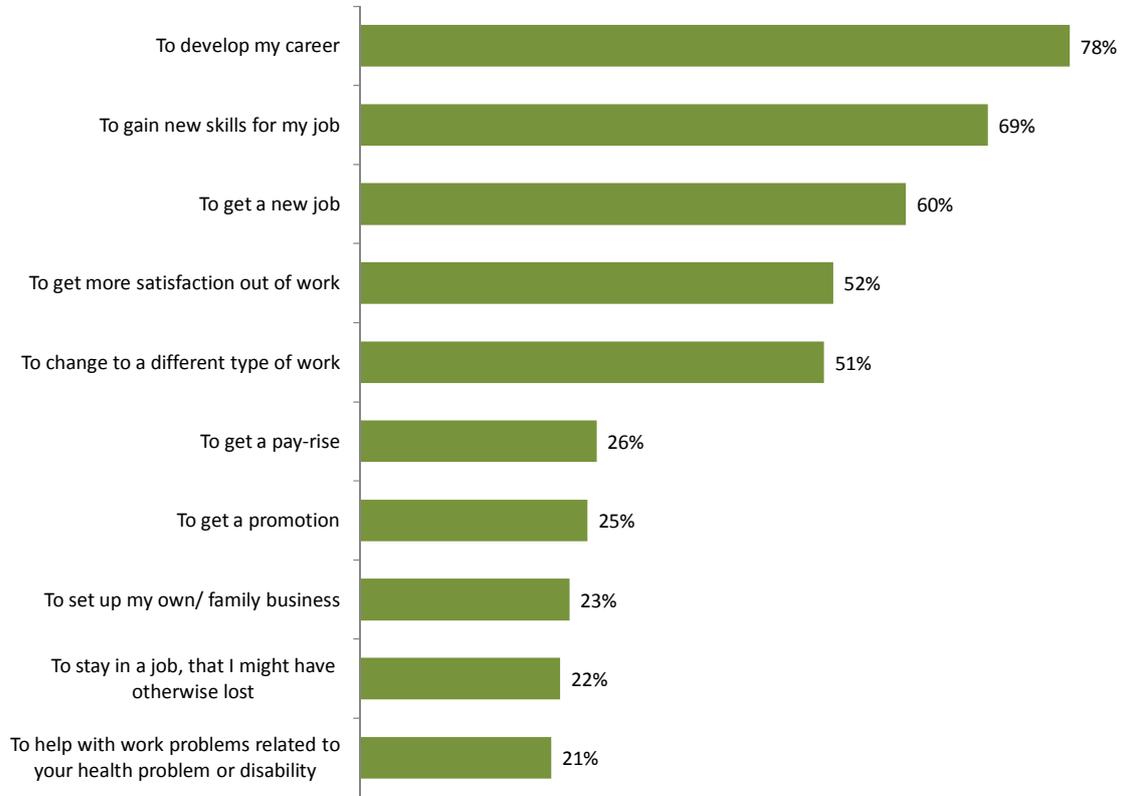
	All learners	ALR Literacy and Numeracy	ALR ESOL	Train to Gain Literacy and Numeracy
Base:	4,403 %	2,666 %	433 %	1,304 %
Personal circumstances favourable e.g. children left home	30	30	38	15
Interest at the time	25	26	22	19
Self development / to improve skills	15	14	31	10
To enable to progress in the job was doing at the time	9	8	6	19
Decided it was time to change career	8	9	6	6
Progression from a previous course	8	8	4	6
Unemployed and wanted to do the course to help find work	6	6	9	2
Employer suggested it	5	3	1	35
Needed to do course to go on to further education	4	5	1	2

Note that only factors cited by at least one in twenty five learners overall are shown in the table.

The most common reason for those in the ALR stream to have done the course was that their personal circumstances at the time were favourable (30%, which was significantly higher than the 15% found amongst Train to Gain learners). Train to Gain learners were more likely than average to have done the course because their employer had suggested it (35%, significantly higher than the 3% found amongst ALR learners). Those undertaking Train to Gain courses were also more likely to have done the course to enable them to progress in their current job (19% vs. 8% of ALR learners), whilst those doing ALR courses were more likely to have done the course out of interest at the time (25% vs. 19% of Train to Gain learners).

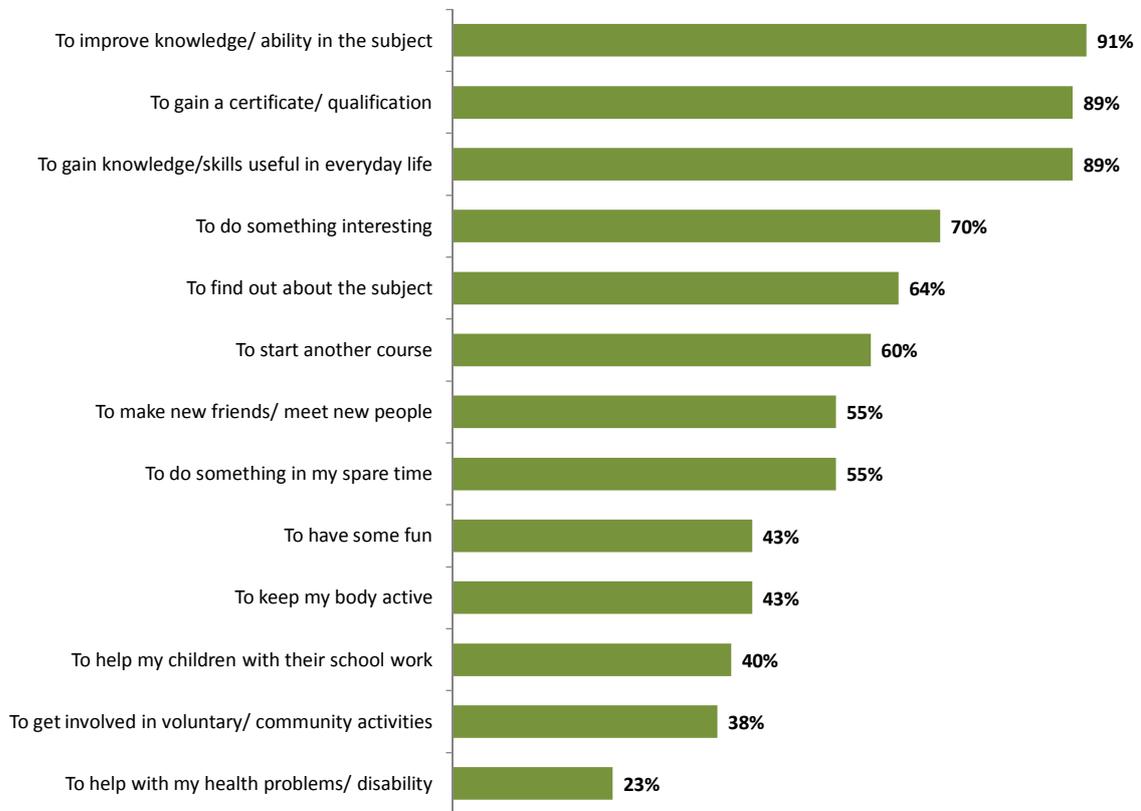
The following figures (Figure 3.1 and 3.2) show factors cited by all ALR numeracy and literacy Skills for Life learners as reasons for undertaking their course. These were prompted questions, where respondents were read a series of potential career and job-related factors, followed by a list of other factors relating to their own skills and personal development, and asked which had motivated them to undertake their course. The figures below show the proportion of learners agreeing with each job-related factor (Figure 3.1) and each factor relating to their own skills and personal development (Figure 3.2).

Figure 3.1: Reasons for undertaking the course (prompted) – Factors related to career development (prompted)



Base= All ALR Numeracy and Literacy Skills for Life respondents (2,666)

Figure 3.2: Reasons for undertaking the course (prompted) – Factors relating to skills and personal development (prompted)



Base= All ALR Numeracy and Literacy Skills for Life respondents (2,666)

The vast majority of ALR numeracy and literacy Skills for Life learners indicated that at least part of the reason for undertaking their course was to develop their career (78%), to gain new skills for work (69%) or to get a new job (60%). Over half stated that they had done the course to get more satisfaction out of their work (52%) and/or to change to a different type of work (51%).

Gaining knowledge and ability in the subject, achieving a recognised certificate or qualification at the end of the course, and gaining useful knowledge and skills were important motivating factors for the majority of these learners (91%, 89% and 89% respectively). Over two-thirds wanted to do something interesting (70%), whilst three in five wanted it to help them get on another course (60%).

For a smaller proportion of ALR literacy and numeracy learners, part of the reason for undertaking the Skills for Life course was not necessarily linked to employment outcomes or progression in learning: over half were looking to make new friends and meet new people or wanted something to do in their spare time (both 55%), two-fifths were looking to have some fun or to keep active (both 43%); just under two in five took the course to get involved with voluntary/ community activities (38%).

Among all Skills for Life learners, Entry Level learners were more likely to have been motivated to do the course to make new friends (67% vs. 55% of all Skills for Life learners), to do something with their spare time (66% vs. 54% of all learners), and to have fun (55% vs. 44% of all learners).

ESOL learners were more likely than Skills for Life learners as a whole to be motivated by the opportunities their course afforded for personal and social development. In particular, they were more likely to say that they took the course in order to:

- To gain knowledge and skills useful in everyday life (94% vs. 88% of all learners);
- To make new friends (77% vs. 55%);
- To get involved in voluntary or community activities (53% vs. 39%)
- To help their children with their homework (63% vs. 42%).

The survey found that motivations differed according to the gender of the learner. In terms of career motivations, male learners were more likely to have been motivated by achieving a pay-rise (31% vs. 26% of female learners) and/or to develop their career (80% vs. 76%). Male learners were also more likely to have wanted to use their course to help them set up their own business (28% vs. 21%).

The survey found that some motivations differed by age of the learner. Learners in the youngest age bracket (aged 19 to 24) were less likely to have been motivated to take the course to get more satisfaction out of their work (48% vs. 58% of those aged 25 plus) or to get a promotion (24% vs. 29% of those aged 25 plus), and were more focused on using the course to help them develop their career (81% vs. 75% of learners aged 25 plus).

The younger learners surveyed (those aged up to 25) were slightly more likely to have been motivated by gaining a certificate or qualification (93% vs. 87% of those aged over 25) whilst those aged over 25 were particularly likely to have done it to help their children with their school work (52% vs. 20% of those aged under 25).

Non-White learners were more likely than White learners to have undertaken the course for most of the job-related reasons shown in Figure 3.1. In particular, Non-White adult learners were more likely to cite the following as motivations:

- To get a new job (65% vs. 53% of White learners);
- To stay in a job that might otherwise lose (32% vs. 18%);
- To receive a pay-rise (39% vs. 19%);
- To achieve a promotion (37% vs. 20%);
- To set up their own business (34% vs. 15%).

Chapter 4: The prior qualification level of learners

In this chapter we present findings on the prior qualification level of adult Skills for Life learners, focusing in particular on the proportion of learners without any prior qualifications or without prior attainment at Level 2.

Determining the level of highest prior qualification

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

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

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

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

Slightly different figures result depending on how 'other qualifications' (those not on a pre-coded list of main 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 as shown in Table 4.1.

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.

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.

Levels of prior attainment of adult Skills for Life learners

Table 4.1 shows the profile of adult learners undertaking Skills for Life courses in November 2010, in terms of highest level of prior attainment. The table shows the proportion of learners undertaking various levels and type of Skills for Life course with different levels of prior qualifications before starting their course, according to the survey data. Note that the table shows row percentage figures.

The majority of Skills for Life learners had some prior qualifications before starting their course. Within both ALR and Train to Gain provision, the higher the level of the course, the more likely learners were to have any qualifications. For example, two-thirds (65%) of learners on ALR Entry Level courses had prior qualifications, rising to 84% among learners on ALR Level 1 courses, and 88% among those on ALR Level 2 courses.

In comparison, ESOL learners were much less likely to have any prior qualifications; as many as 42% had no qualifications prior to their ESOL course.

It should be noted that, overall, one quarter (23%) of ESOL learners said that their highest qualification was an 'other' qualification not appearing on the comprehensive list of UK qualifications used in the survey (see question 5 in the appended questionnaire). Under the standard method for assigning highest level of prior qualification described at the beginning of this chapter, these records are randomly allocated to Full Level 1, Full Level 2 or Full Level 3 (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). In one third of cases where ESOL learners were categorised as having a prior qualification at Full Level 2 or above, this was a result of this random allocation process because the person had 'other' as their highest prior qualification, rather than because the learner had a definite prior Level 2 qualification, such as an NVQ Level 2.

The proportion of learners with prior qualifications at Level 2 or above varied from a third of ESOL and ALR Entry Level learners (30% and 34% respectively), to around half of ALR Level 1 learners (51%), two-thirds of ALR Level 2 (63%) and Train to Gain Level 1 (64%) learners, and up to three-quarters of Train to Gain Level 2 learners (75%). Clearly Train to Gain learners are more likely than ALR Skills for Life learners to have prior Level 2 qualifications.

Learners on numeracy courses tended to be more likely to have prior qualifications at Level 2 or above than those undertaking literacy courses, with the differences particularly marked for ALR Level 2 and Train to Gain Level 1.

Table 4.1: Highest level of prior attainment amongst adult learners undertaking Skills for Life courses in November 2010

Course	Base		None	Below Level 2	Level 2	Level 3	Level 4/5	With any prior qualifications	With any prior qualifications at Level 2 +
ALR Entry Level	698	%	35	31	16	13	5	65	34
Literacy Entry Level	417	%	38	31	14	14	3	62	31
Numeracy Entry Level	281	%	32	30	19	13	6	68	38
ALR Level 1	774	%	16	32	26	20	6	84	51
Literacy Level 1	420	%	17	32	27	19	4	83	51
Numeracy Level 1	354	%	16	32	24	21	7	84	52
ALR Level 2	1,194	%	12	24	26	23	14	88	63
Literacy Level 2	792	%	16	26	27	19	11	84	57
Numeracy Level 2	402	%	8	23	25	26	18	92	69
ALR ESOL	433	%	42	28	20	8	2	58	30
TRAIN TO GAIN Level 1	406	%	14	23	30	20	14	86	64
Literacy Level 1	215	%	20	21	28	21	10	80	59
Numeracy Level 1	191	%	7	25	31	18	19	93	69
TRAIN TO GAIN Level 2	898	%	6	19	29	27	19	94	75
Literacy Level 2	590	%	8	20	31	25	15	92	72
Numeracy Level 2	308	%	4	18	26	30	23	96	79

Specific prior qualifications held by adults undertaking Skills for Life courses

The previous discussion has shown that a substantial proportion of Skills for Life learners have prior educational attainment, and attainment at a higher level than that of the course. To provide more insight into this, the following tables show the specific qualifications previously attained by all Skills for Life learners covered by the survey. The subsequent section of the report will detail the prior attainment of GCSEs (or equivalent qualifications) in English and Maths.

The survey looked at whether learners had previous Skills for Life qualifications. Tables 4.2 and 4.3 outline learners' prior engagement with Skills for Life learning provision, firstly for those undertaking ALR courses, and then for those accessing courses through Train to Gain. The tables show that for both ALR and Train to Gain provision, around one third of literacy and numeracy learners had a previous Skills for Life qualification. In the case of ALR learners, 10-16% of learners at each level said that their highest prior Skills for Life qualification was at the same level or at a higher level than the course they were starting, presumably in the alternate numeracy or literacy subject area. Amongst Train to Gain learners at Level 1, one in twenty five (5%) had progressed from an Entry Level Skills for Life course, whilst almost one in ten (9%) had already done a Level 1 Skills for Life course. Almost one fifth (19%) of Level 2 Train to Gain learners had completed a previous Level 2 Skills for Life course.

Figure 4.2: Prior engagement with Skills for Life learning among adult learners undertaking ALR Skills for Life courses

	Level of current Skills for Life course			ESOL
	Literacy and Numeracy Entry Level	Level 1	Level 2	
Base: All learners	698	774	1,194	433
	%	%	%	%
Any prior Skills for Life qualification	33	34	33	20
<i>Highest level</i>				
Entry Level	14	10	5	8
Level 1	8	10	9	4
Level 2	8	10	15	6
Unsure of level	2	4	4	2
Skills for Life is highest prior qualification	9	6	3	13

Figure 4.3: Prior engagement with Skills for Life learning among adult learners undertaking Train to Gain Skills for Life courses

	Level of current Skills for Life course	
	Literacy and Numeracy Train to Gain Level 1	Train to Gain Level 2
Base: All learners	406	898
	%	%
Any prior Skills for Life qualification	30	34
<i>Highest level</i>		
Entry Level	5	4
Level 1	9	8
Level 2	10	19
Unsure of level	5	4
Skills for Life is highest prior qualification	1	1

Tables 4.4 and 4.5 give the proportion of Skills for Life learners who had attained other types of qualification, such as GCSEs. The tables give the proportion of learners with each qualification, even if this does not represent the individual's highest level of prior attainment - 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 City and Guilds qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Tables 4.4 and 4.5 is not fully comprehensive – only qualifications held by more than one in twenty five learners are included.

Table 4.4: Prior qualifications of adult learners undertaking ALR Skills for Life courses

	Type and level of current Skills for Life course – ALR			
	Literacy and Numeracy			ESOL
	Entry Level	Level 1	Level 2	
Base: All learners	698	774	1,194	433
	%	%	%	%
GCSEs	25	44	51	6
Below Level 2 - less than 5 A-C grades	19	29	33	4
Full Level 2 - at least 5 A-C grades	4	12	17	1
Unsure of level	2	3	1	1
O or AO Levels	3	6	11	1
Below Level 2 - less than 5 O or AO Levels	1	3	7	*
Full Level 2 - at least 5 O or AO Levels	1	3	4	1
CSEs	4	10	13	-
Below Level 2 - less than 5 A-C grades	4	9	11	-
Full Level 2 - at least 5 A-C grades	*	*	1	-
AS Levels	1	6	9	1
One, two or three AS Levels - part L3	1	5	7	1
Four or more AS Levels - Full L3	-	*	1	-
A Levels	4	11	15	4
One A Level - part L3	2	4	4	2
More than one A Level - Full L3	2	6	10	2
NVQ	20	29	29	6
Level 1	7	5	4	1
Level 2	8	14	12	3
Level 3	4	7	10	-
Level 4 or Level 5	-	*	2	*
City and Guilds	19	22	27	5
Level 1 – Foundation	8	8	9	1
Level 2 – Craft	3	3	5	3
Level 3 - Advanced Craft	2	3	4	1
Unsure of level	7	9	9	1
BTEC	11	20	22	1
Below Level 2 – First / General Certificate	3	5	3	*
Level 2 – First/General Diploma	3	4	5	-
Level 3 – National Certificate/Diploma	3	7	10	-
Level 4 – Advanced Certificate/Diploma	*	1	1	-
Unsure of level	1	4	3	1
Apprenticeship	5	5	6	2
HNC/HND	3	1	4	1
Degree/Professional qualification	2	3	8	1

- = zero.

*= <0.5% but >0%.

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

Table 4.4 gives the proportion of learners on ALR provision holding particular qualifications before starting their Skills for Life course. Amongst learners enrolling on Entry Level literacy and numeracy courses, one quarter (25%) had passed at least one GCSE before starting their course, whilst 3% had achieved the older equivalents of O or AO Levels and 4% CSEs. Only a very small minority of the Entry Level learners had achieved the full Level 2 standard of five passes at grade A*-C at GCSE (4%). A similar small proportion (4%) had achieved an A Level pass.

Learners studying on ALR literacy and numeracy courses at Level 1 and Level 2 showed higher levels of prior attainment in academic qualifications like GCSEs and A Levels compared to Entry Level learners. More than two-fifths of Level 1 learners (44%) and half of all Level 2 learners (51%) had attained at least one GCSE pass, but only a minority had achieved five passes at grades A*-C (12% of Level 1 learners, 17% of Level 2 learners). One in ten Level 1 learners (11%) and one in seven Level 2 learners (15%) had attained at least one A Level before starting their course. It is interesting to note that 8% of Level 2 literacy and numeracy learners had achieved a degree or professional qualification.

Learners engaging with ALR Skills for Life provision in literacy or numeracy tended to be more likely to hold vocational qualifications rather than the academic qualifications described above. One fifth of Entry Level learners (20%) and three in ten Level 1 and Level 2 learners (29% in each case) had a prior NVQ qualification when starting their Skills for Life course. One quarter of ALR Level 2 learners (24%) already had an NVQ at Level 2 on enrolment. It was also quite common for ALR learners to have City and Guilds qualifications – these were held by around one fifth of Entry Level (19%) and Level 1 learners (22%) and over one quarter of Level 2 learners (27%). One fifth of people taking ALR courses in literacy and numeracy at Level 1 or Level 2 had prior BTEC qualifications.

As highlighted previously, rates of prior attainment were much lower for those people undertaking ESOL courses. This is reflected in the figures in Table 4.4, which shows that, for instance, only around one in twenty five had attained one or more GCSEs (6%), an NVQ (6%) or a City and Guilds qualification (5%). Note again that as described above in paragraph 4.12 many ESOL learners gave their highest prior qualification as 'other' and these learners therefore do not appear in Table 4.4.

Table 4.5 below shows the same analysis but this time focusing on people taking Level 1 and 2 Skills for Life courses in numeracy and literacy through Train to Gain. There was a similar rate of prior attainment of GCSEs within this group as for Level 1 and Level 2 ALR learners, with upwards of two-fifths having at least one GCSE pass (40% of Level 1 learners, 46% of Level 2 learners) and overall 12% of Level 1 learners and 17% of Level 2 learners had five or more GCSEs at grade A*-C. Reflecting the fact that people undertaking Skills for Life courses through Train to Gain were on average older than those on ALR provision, a larger proportion had achieved older 'school-leaver' qualifications including O or AO Levels (11% of Level 1 learners, 19% of Level 2 learners) and CSEs (20% of Level 1 learners, 26% of Level 2 learners).

In terms of those with academic qualifications beyond Level 2, 9% of Level 1 and 13% of Level 2 learners had A Levels, whilst 5% of Level 1 and 8% of Level 2 learners had a degree or professional qualification.

Table 4.5: Prior qualifications of adult learners undertaking Skills for Life courses through Train to Gain

<i>Base: All learners</i>	Type and level of current Skills for Life course Literacy and Numeracy	
	Train to Gain Level 1	Train to Gain Level 2
	406	898
	%	%
GCSEs	40	46
Below Level 2 - less than 5 A-C grades	26	27
Full Level 2 - at least 5 A-C grades	12	17
Unsure of level	2	1
O or AO Levels	11	19
Below Level 2 - less than 5 O or AO Levels	8	11
Full Level 2 - at least 5 O or AO Levels	3	7
CSEs	20	26
Below Level 2 - less than 5 A-C grades	16	21
Full Level 2 - at least 5 A-C grades	*	3
AS Levels	3	5
One, two or three AS Levels - part L3	3	4
Four or more AS Levels - Full L3	*	1
A Levels	9	13
One A Level - part L3	3	4
More than one A Level - Full L3	5	8
NVQ	44	49
Level 1	4	4
Level 2	22	23
Level 3	14	18
Level 4 or Level 5	2	3
City and Guilds	24	29
Level 1 – Foundation	8	6
Level 2 – Craft	4	7
Level 3 - Advanced Craft	4	5
Unsure of level	7	12
BTEC	15	17
Below Level 2 – First Certificate or General Certificate	3	2
Level 2 – First Diploma or General Diploma	3	3
Level 3 – National Certificate or National Diploma	3	7
Level 4 – Advanced Certificate or Diploma	3	2
Unsure of level	2	3
Apprenticeship	6	10
HNC/HND	3	4
Degree/Postgraduate professional qualification	5	8

- = zero.

*= <0.5% but >0%.

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

In terms of vocational qualifications, approaching half of all individuals on Skills for Life provision at Level 1 or 2 through Train to Gain had previously attained an NVQ qualification (44% of Level 1 learners, 49% of Level 2 learners). In the majority of cases, this had been achieved at Level 2 or Level 3. For instance, amongst Level 2 Skills for Life learners, more than one fifth (23%) already had an NVQ Level 2 when they enrolled, and around one in six (18%) had an NVQ at Level 3. Substantial proportions had already achieved the following types of vocational qualifications when they started their literacy or numeracy course:

- A City and Guilds qualification (24% of Level 1 learners, 29% of Level 2 learners);
- A BTEC qualification (15% of Level 1 learners, 17% of Level 2 learners);
- An Apprenticeship (6% of Level 1 learners, 10% of Level 2 learners).

The high level of prior engagement with vocational qualifications suggests that these learners are being offered Skills for Life courses to support their basic literacy and numeracy skills as they progress through to higher levels of subject-specific training.

Prior attainment in English and Maths GCSE or O Level

Skills for Life courses are designed to support people who do not have an up-to-date English or Maths qualification at Level 2 on the National Qualifications Framework. We have seen that the survey indicates that substantial proportions of Skills for Life learners already had some type of prior qualification at Level 2 or higher. This does not necessarily indicate, however, that the person has attained this level in English and Maths, or that their qualification is up to date. To give a further indication of the prior skills of learners, the survey asked respondents if they had achieved passes in GCSE or O Levels Maths and English, and at what grade.

For ALR literacy and numeracy learners combined Table 4.6 looks at the extent to which they hold GCSE Maths and Table 4.7 looks at the extent to which they hold GCSE English. Both tables show the grades achieved and how the percentages vary by level of Skills for Life qualification being studied in 2010. Table 4.8 then looks at how many literacy learners hold Maths GCSE and how many numeracy learners hold English GCSE. The subsequent tables show English GCSEs held by ALR literacy learners (Table 4.9) and Maths GCSEs held by ALR numeracy learners (Table 4.10).

Table 4.6 shows the grades achieved in Maths GCSE or the older equivalent, O Level by literacy and numeracy Skills for Life learners on ALR provision. The first column of findings in the table includes those learners who had prior GCSEs or O Levels, and shows that one quarter of these learners (28%) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. The second column shows the data for all ALR numeracy and literacy Skills for Life learners in the survey sample. The third, fourth and fifth columns in Table 4.6 show the equivalent findings for all Entry Level, Level 1 and all Level 2 learners respectively. Level 2 learners were most likely to have attained the A*-C benchmark in GCSE or O Level Maths (20% vs. 12% of Level 1 learners and 5% of Entry Level learners).

Table 4.6: Prior Maths GCSE/O Level qualifications of Numeracy and Literacy Skills for Life learners on ALR provision

		% all with GCSEs/ O Levels	% All	% Entry Level learners	% Level 1 learners	% Level 2 learners
Base:		1,100	2,666	698	774	1,1
		%	%	%	%	%
GCSE Maths	A*/A	2	1	1	*	2
	B	6	3	1	2	5
	C	16	7	2	8	11
	D	24	11	5	11	16
	E/F/G/U	25	11	10	14	10
O Level Maths	A	*	*	-	-	*
	B	1	1	*	1	1
	C	2	1	*	1	2
	D	1	1	*	1	1
	E/F	2	1	-	1	1
A*-C at either GCSE or O Level	A* - C	28	13	5	12	20
D-G at GCSE or D-E at O Level (but not A*-C)	D -G	45	20	13	24	24

- = zero.

*= <0.5% but >0%.

Table 4.7 shows results for English among ALR numeracy and literacy learners, covering GCSE in English as a single subject, GCSE English Literature, GCSE English Language, and O Level English. The last row in the table summarises the proportion of learners who had achieved grade A*, A, B or C in any of these qualifications.

Table 4.7: Prior English GCSE/O Level qualifications of ALR Numeracy and Literacy Skills for Life learners

		% all with GCSEs/ O Levels	% all	% all Entry Level learners	% all Level 1 learners	% all Level 2 learners
Base:		1,100	2,666	698	774	1,194
		%	%	%	%	%
GCSE English – single subject	A*/A	1	1	*	*	1
	B	3	1	1	1	2
	C	8	4	2	3	6
	D	8	3	2	5	4
	E/F/G/U	7	3	3	5	2
GCSE English Language	A*/A	2	1	1	1	1
	B	6	3	1	2	5
	C	15	7	2	7	10
	D	12	5	2	6	7
	E/F/G/U	9	4	4	5	3
GCSE English Literature	A*/A	2	1	1	1	1
	B	5	2	1	2	4
	C	15	7	8	8	9
	D	10	5	5	5	7
	E/F/G/U	10	4	6	5	4
O Level English Language	A	1	1	1	*	1
	B	3	1	1	1	2
	C	4	2	1	1	3
	D	1	*	*	-	1
	E/F	1	*	-	1	*
A*-C at either GCSE or O Level	A* - C	49	22	10	20	34
D-G at GCSE or D-E at O Level (but not A*-C)	D - G	32	14	9	18	16

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

- = zero.

*= <0.5% but >0%.

The first column of findings in Table 4.7 shows the grades achieved by those holding at least one GCSE or O Level. Two-fifths of these learners (49%) had achieved a Grade A*, A, B or C in at least one of the qualifications listed. This equates to one fifth of all ALR numeracy and literacy learners in the survey (22%), as shown in the second column of findings. This attainment tended to be at grades B or C - only a small proportion (2%) had attainment at A* or A in English GCSE or O Level. As shown in the third and fourth column of findings in Table 4.7, Level 2 learners were significantly more likely to have achieved an

A*-C grade in English at GCSE or O Level (34% vs. 20% of Level 1 learners and 10% of Entry Level learners).

Table 4.8 again looks at the extent to which literacy learners already hold A*-C English but alongside this it looks at the extent to which they hold A*-C Maths. Similar figures are provided for numeracy learners vis-a-vis Maths and English GCSEs. As might be expected the proportion of those with A*-C English is lower among Literacy learners than Numeracy learners (14% compared to 30%) but the proportion of those with A*-C Maths is low among both numeracy and literacy learners (11% and 14% respectively). It was beyond the scope of this research but a useful avenue of further study may be to examine the extent to which literacy and numeracy are studied together and, given the relatively low Maths skills of literacy learners, whether there would be benefit in proactively offering numeracy courses to learners doing literacy.

Table 4.8: Prior Maths and English GCSE/O Level of Literacy and Numeracy Skills for Life learners on ALR provision

		Type and level of current Skills for Life course – ALR			
		Literacy		Numeracy	
		% all	% all with GCSEs/ O Levels	% all	% all with GCSEs/ O Levels
Base:		1,629	601	1,037	499
GCSE / O Level English	A* - C	14	37	30	58
	D – G (excluding F at O Level)	15	38	14	26
	None of the above	71	24	56	15
GCSE / O Level Maths	A* - C	11	30	14	27
	D – G (excluding F at O Level)	15	40	26	50
	None of the above	73	30	60	23

Tables 4.9 looks at Maths GCSEs held by literacy learners and table 4.10 looks at English GCSEs held by numeracy learners. Learners may lack GCSE Maths and English because they did not do any GCSEs and this may have happened for a variety of reasons. Learners aged over 40 at the time of the survey may have done CSE where only a grade 1 counts as an O level, those born or educated outside of the UK may have done international qualifications and finally some people may have left school without achieving or sitting their GCSE or O Levels. To get a better understanding of the impact of these possibilities on the results we have split the tables in a number of important ways. Firstly we provide figures for all respondents and then for the subset of learners who achieved at least one GCSE or O Level irrespective of whether it was Maths or English. Secondly we further split the age group at 41 to provide some insight to the CSE issue.

Table 4.9: Prior Maths GCSE/O Level qualifications of adults engaged with an ALR Numeracy Skills for Life course as of November 2010

		ALR Numeracy Level learners with GCSEs/ O Levels				ALR Numeracy Level learners			
		All	19-24	25-40	41+	All	19-24	25-40	41+
Base:		499 %	185 %	211 %	103 %	1,037 %	253 %	504 %	280 %
GCSE Maths	A*/A	2	2	3	2	1	1	1	1
	B	5	5	5	5	3	3	2	2
	C	16	18	17	10	8	13	7	3
	D	26	35	24	3	13	25	10	1
	E/F/G/U	26	32	28	8	14	23	6	3
O Level Maths	A	*	-	1	2	*	-	*	1
	B	1	-	*	5	1	-	*	2
	C	3	-	2	11	1	-	1	4
	D	2	-	1	7	1	-	1	2
	E/F	2	-	1	8	1	-	*	3
A*-C at either GCSE or O Level	A* - C	27	25	27	34	14	18	12	12
D-G at GCSE or D-E at O Level (but not A*-C)	D - G	50	64	46	14	26	46	20	5

- = zero.

* = <0.5% but >0%

Table 4.10: Prior English GCSE/O Level qualifications of adults engaged with an ALR Literacy Skills for Life course as of November 2010

		ALR Literacy learners with GCSEs/ O Levels				ALR Literacy learners			
		All	19-24	25-40	41+	All	19-24	25-40	41+
		601 %	211 %	230 %	160 %	1,629 %	365 %	701 %	563 %
Base:									
GCSE English – single subject	A*/A	1	-	3	3	*	-	1	1
	B	2	2	4	1	1	1	1	*
	C	7	6	9	7	3	4	3	1
	D	9	11	10	1	4	7	3	*
	E/F/G/U	8	10	8	2	3	6	3	*
GCSE English Language	A*/A	2	1	2	1	1	1	1	*
	B	4	5	3	2	2	3	1	*
	C	10	11	12	2	4	6	4	*
	D	14	18	12	-	5	11	4	-
	E/F/G/U	10	12	9	3	4	7	3	1
GCSE English Literature	A*/A	1	1	1	*	*	1	*	*
	B	5	6	5	1	2	3	1	*
	C	9	11	11	1	4	6	3	*
	D	11	16	9	-	4	9	3	*
	E/F/G/U	11	15	11	1	4	8	3	*
O Level English Language	A	1	-	*	5	2	-	*	1
	B	2	-	2	11	5	-	1	2
	C	3	-	2	18	11	-	1	4
	D	1	-	1	3	7	-	*	1
	E/F	2	-	1	5	8	-	*	1
A*-C at either GCSE or O Level	A* - C	37	31	43	46	14	18	14	10
D-G at GCSE or D-E at O Level (but not A*-C)	D - G	38	47	37	10	15	27	12	2

- = zero.

* = <0.5% but >0%

At first glance the pattern in the bottom rows of tables 4.9 and 4.10 suggest a significant age effect for Maths and English prior qualifications with far fewer older literacy and numeracy learners having previously achieved Maths or English O levels or GCSEs. On closer inspection the pattern is driven by two factors that may reflect data anomalies rather than real effects. The first driver is a much lower proportion with D-G grades for people age 41+ but this probably reflects the exclusion of CSE from the research. The second driver is the lower level of both A*-C and D-G in the 25-39 age group compared to the 19-24 age groups. But when we look at those with at least one GCSE in any subject the pattern disappears and is in fact reversed for A*-C where older learners are more likely to have these higher grades than younger ones. If we focus on those with one or more GCSE

aged up to 40 the data suggests that amongst those who have previously engaged with GCSEs, more older learners are looking to brush up the skills they previously had but lost (43% aged 25-41 compared to 31% aged 19-24 already hold A*-C English) whilst younger learners are looking to improve their skills and achieve a grade C or above (47% aged 19-24 compared to 37% aged 25-40 hold D-G GCSE/ D-E O level English). Those who previously engaged with GCSE but did not achieve a GCSE in English – individuals who may benefit the most of their qualification - is around a fifth of each of the two age groups (22% aged 19-24 and 20% aged 25-40). The message is similar for Maths learners who previously engaged with GCSEs.

Looking at prior Maths qualifications of numeracy learners we again focus on learners aged 19-24 and 25-40 who have previously engaged with GCSEs or O Levels for the same reasons that we focussed on these for English in paragraphs 4.33. Here the pattern is slightly different. The percentage who have previously acquired A*-C (but mainly B and C) are about 25% for both age groups. But older learners are more likely to have no prior Maths GCSE (27% of those aged 25-40 compared to 12% of those aged 19-24) as opposed to having grade D-G (46% of those aged 25-40 compared to 64% of those aged 19-24).

Table 4.11 shows the proportion of learners engaging with different types and levels of Skills for Life learning who had prior attainment in GCSE and O Level English and Maths at grade A*-C. The third column of figures in Table 4.11 shows the proportion attaining grades A*-C in both English and Maths.

Table 4.11: Prior attainment in English and Maths GCSE/O Level at grades A*-C

Course	Base	%	A*-C English	A*-C Maths	A*-C Both English and Maths
ALR Entry Level	698	%	9	4	4
Literacy Entry Level	417	%	6	3	3
Numeracy Entry Level	281	%	13	5	4
ALR Level 1	774	%	19	11	8
Literacy Level 1	420	%	13	11	7
Numeracy Level 1	354	%	26	12	8
ALR Level 2	1,194	%	32	20	14
Literacy Level 2	792	%	21	19	12
Numeracy Level 2	402	%	42	22	16
ALR ESOL	433	%	3	3	1
TRAIN TO GAIN Level 1	406	%	26	17	14
Literacy Level 1	215	%	20	15	13
Numeracy Level 1	191	%	31	20	16
TRAIN TO GAIN Level 2	898	%	34	20	17
Literacy Level 2	590	%	30	21	16
Numeracy Level 2	308	%	37	20	17

Note table shows row percentage figures.

One in twelve Skills for Life learners overall (%) had GCSE or O Level at Grade A*-C in both English and Maths, with learners on Level 2 Skills for Life courses most likely to hold qualifications at this level (16% vs. 8% of Level 1 learners and 3% of Entry Level learners).

The overall proportions of learners who had achieved A*-C in both English and Maths were low for ALR learners who were undertaking courses at Entry Level and Level 1, ranging from 3% of Literacy Entry Level learners, to 8% of Numeracy Level 1 learners. Levels of attainment were higher for those studying at Level 2, with two-fifths (42%) of Numeracy Level 2 learners having attained the A*-C standard in English, and one in six (16%) having achieved this standard in both English and Maths.

Only very small proportions of ESOL learners had prior A*-C grades in GCSEs or O Levels in Maths (3%) or English (3%), with only 1% having both.

As highlighted earlier, adults undertaking Skills for Life courses through Train to Gain tended to be more highly qualified, and this is borne out by the findings on prior attainment at GCSE/O Level. One in seven Level 1 learners (14%) had both Maths and English grade

A*-C when starting their Skills for Life course, rising to around one in six Level 2 learners (17%).

It is interesting to note that one fifth of learners undertaking numeracy courses at Level 1 and Level 2 through Train to Gain already had GCSE or O Level Maths at grade C or above (20% in each case). These findings suggest that there may be some accreditation of existing skills occurring for numeracy courses, but it may well be that the Skills for Life course is helping people to refresh and bring their practical numeracy skills up to date.

More unexpected is the fact that there are some people (albeit a small number) undertaking Skills for Life courses at Entry Level who have a GCSE or O Level at A*-C in Maths and English (4% of ALR Entry Level learners). Given the small numbers of survey respondents this applies to (26), it is difficult to give definitive answers behind why these people decided to take an Entry Level course. The majority were aged 25 or over, which means that the achievement of their GCSE would have been quite a long time ago if they had undertaken the qualification at school at 16. The most common motivations cited by these learners were:

- boosting their skills in numeracy and literacy for everyday life (92%);
- to improve their knowledge and skills in the subject (87%);
- to gain new skills for work (80%);
- to develop their career (74%).

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

Between 2006 and 2011, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. A consistent finding has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR under-reports the proportion of adult learners with any prior attainment, and the proportion with prior attainment at Full Level 2 or above. This most recent research provided the opportunity to look at whether this pattern can also be seen for Skills for Life learners. This section compares the prior attainment level recorded on the ILR and in the survey for adults engaged with Skills for Life provision as of November 2010.

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of learners on enrolment for their course. Table 5.1 shows the level of prior qualification recorded on the ILR for the following groups:

- all sample provided that fell within the scope of the survey (adults aged 19 plus on the specified ALR and Train to Gain Skills for Life courses in November 2010);
- 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.

As shown in the first column of data in Table 5.1, for the great majority of adult Skills for Life learners 'eligible in scope' for this survey, the ILR has information on the highest prior qualification level they had achieved before they enrolled on their course. Amongst learners undertaking literacy and numeracy courses through Train to Gain in November 2010, almost all (96%) had a prior qualification level marked on the ILR, leaving 4% where the qualification or level of qualification was 'not known'. The proportion of cases where the prior qualification level was recorded on the ILR was lower for the group of learners undertaking an ALR literacy or numeracy course (80%) and for those who were studying for an ESOL qualification (67%).

Looking at the original sample of learners in scope for the survey, the ILR indicates a significant proportion of learners as having no prior qualifications at all. This was the case for around three in ten of the Train to Gain and ESOL learners in scope for the survey (31% and 33% respectively), but a lower proportion of the group engaged with ALR literacy and numeracy provision (18%).

As shown in the second column of figures in Table 5.1, for all three groups of learners there was negligible change in the profile when records without useable telephone numbers or who had opted out from research were removed.

Table 5.1: ILR information on prior achievement

	All sample in scope %	Available to contact %	Achieved sample %
ALR Literacy and Numeracy			
No qualifications	18	17	17
Entry Level and below Level 1	13	13	15
Level 1	23	23	19
Level 2	16	17	13
Level 3	6	6	6
Level 4/5	4	4	5
Qualification/ level not known	20	20	24
Train to Gain Literacy and Numeracy			
No qualifications	31	29	18
Entry Level and below Level 1	5	4	4
Level 1	24	24	24
Level 2	23	24	28
Level 3	9	10	15
Level 4/5	5	5	6
Qualification/ level not known	4	4	5
ALR ESOL			
No qualifications	33	30	22
Entry Level and below Level 1	25	29	33
Level 1	3	4	5
Level 2	2	2	3
Level 3	2	2	3
Level 4/5	2	2	2
Qualification/ level not known	33	32	32

*= <0.5% but >0%

The third column of figures in Table 5.1 details the profile of the 4,403 learners eventually interviewed for the research. For the learners undertaking ALR courses in literacy and numeracy, the profile of people interviewed for the survey was very much in line with the original sample in scope. For instance, a very similar proportion were listed on the ILR as having no prior qualifications (17% vs. 18%). The proportion for whom the ILR gave a highest prior attainment value of Level 2 or above (as shown in the boxed cells in Table 5.1) also remained relatively constant (24% vs. 26% of the original sample in scope). When looking at the ESOL learners, the proportion of learners in the starting sample marked on the ILR as having prior qualifications at Level 2 or above (8%) was similar to the proportion in the final interviewed sample (6%). The proportion of learners interviewed for whom the ILR recorded no prior qualifications was, however, lower than in the starting sample (22% vs. 33%).

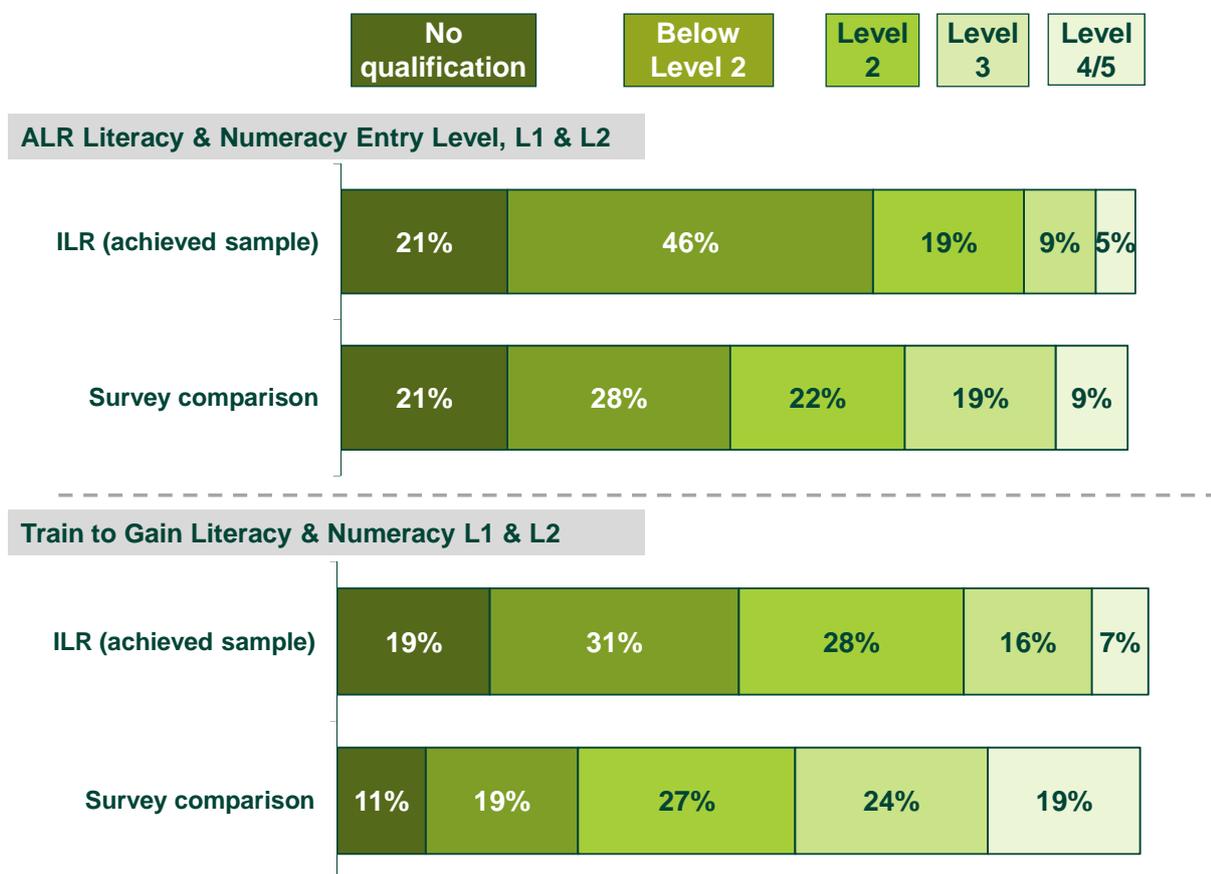
As described in the methodology section, interview targets were set in an attempt to ensure a particular distribution by the level of course and by age. For the Train to Gain sample, this resulted in a slightly different ILR profile for the interviewed learners, as compared to the original cohort of learners in scope. A higher proportion of those interviewed were categorised on the ILR as having prior qualifications at Level 2 or above (49% vs. 37%), and a lower proportion as having no prior qualifications at all (18% vs. 31%). Whilst this should be borne in mind when interpreting the findings, the key point of interest is in how the ILR information on prior qualification level compares with the level as derived from the survey for each learner. The following section of the report looks at the extent of the match between the ILR and survey measures.

Comparing Individual Learner Record and survey measures of prior attainment

In order to assess the relationship between the ILR and the survey data, the following section looks at how the prior qualification levels compare on the two datasets, for the same learners. Figures 5.1 and 5.2 highlight the discrepancies between the data on prior qualification levels on the ILR and that collected in the survey, for three key groups of Skills for Life learners (ALR Literacy and Numeracy, Train to Gain Literacy and Numeracy, and ALR ESOL).

As we have seen, the ILR was missing information on the level of prior qualification for some learners (as many as a quarter of ESOL learners for instance). Therefore, the comparison is shown only for those learners where a definite prior qualification level was recorded both on the ILR and through the survey questioning (3,127 out of the 4,403 learners interviewed). Hence, the ILR figures in the charts differ slightly to those shown in Table 5.1, and the survey comparison figures are slightly different from those discussed in Chapter 4 (which include random allocation of other 'non-definite' qualifications). It should be noted that the analysis shown in Figure 5.2 excludes the large portion of ESOL learners who had a 'non-definite other' qualification as their highest prior qualification.

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



Base: Learners with definite prior achievement level from both the ILR and survey measures (ALR : 1,797; Train to Gain: 1,100)

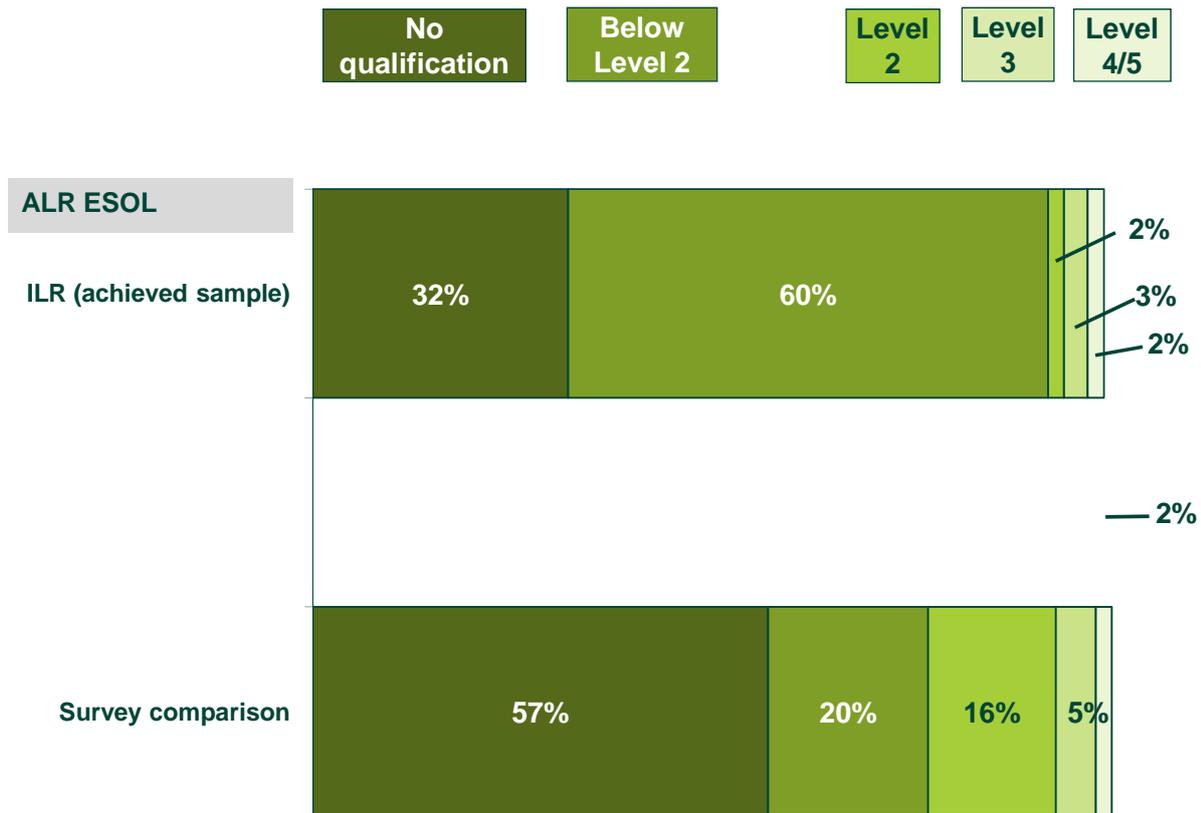
Figure 5.1 first shows the data for learners undertaking ALR courses in Literacy and Numeracy at Entry Level to Level 2. The ILR indicates that one fifth of these learners interviewed for the survey (21%) had no prior qualifications at all before starting their course. The survey data for the same learners gives the same proportion with no prior qualifications (21%), but a significantly higher proportion as having qualifications at Level 2 or above when starting their course (50% vs. 33%).

As shown in the lower two bars in Figure 5.1, a broadly similar pattern is evident for Train to Gain learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. The discrepancy is greater than for the ALR cohort, with the survey findings indicating that the majority (70%) of Train to Gain Skills for Life learners were already qualified to Level 2 or above before undertaking their course, compared to the ILR figure of 51%.

The pattern was different for learners on ESOL courses. As shown in Figure 5.2, compared to the ILR data, the survey suggests a higher proportion of learners with no prior qualifications (57% vs. 32%). This is in contrast to the ALR and Train to Gain cohorts, where the ILR and survey assessments of the proportion of learners without prior

qualifications were much more similar. At the same time, the ESOL data replicates the pattern seen for the ALR and Train to Gain groups in the trend for the survey to indicate that more of the learners were qualified to Level 2 or above before starting their course (23%, compared to just 8% on the ILR record for the same learners).

Figure 5.2: Comparison of ILR and survey data on highest level of prior achievement - Skills for Life ESOL course learners



Base: Learners with definite prior achievement level from both the ILR and survey measures (230)

Looking in more detail at the match between the survey measures indicates that over half of those ESOL learners marked on the ILR as having a qualification below Level 2 (54%) said that they had no qualifications when it came to the survey. This is behind the discrepancy in the ‘no qualification’ figures shown in Figure 5.2.

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.

Table 5.2: Level of agreement between survey and ILR measures of highest prior qualification level

Row percentages	Base*	ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive*
ALR Entry Level					
Literacy Entry Level	306	% 39	21	38	2
Numeracy Entry Level	209	% 37	23	38	2
ALR Level 1					
Literacy Level 1	325	% 36	15	44	5
Numeracy Level 1	264	% 40	18	38	5
ALR Level 2					
Literacy Level 2	592	% 39	18	39	4
Numeracy Level 2	318	% 40	15	42	3
ALR ESOL	293	% 29	30	35	5
Train to Gain Level 1					
Literacy Level 1	207	% 36	13	44	7
Numeracy Level 1	177	% 33	12	47	8
Train to Gain Level 2					
Literacy Level 2	553	% 37	14	42	7
Numeracy Level 2	292	% 37	9	50	5

*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 (see further explanation at paragraph 4.7).

For all learner groups undertaking literacy and numeracy Skills for Life courses in November 2010, for approaching two-fifths of learners the survey and ILR assessments of prior qualification level agreed. This differed little by level, by ALR versus Train to Gain, or by literacy versus numeracy. For all these groups, when the ILR and survey measures disagreed, the balance was for the survey to record a higher level of prior learning than indicated on the ILR. These findings suggests that, overall, the ILR appears to under-report the level of prior qualifications held by adult learners undertaking Skills for Life courses in Numeracy and Literacy. This is in line with the results of previous studies of adult learners undertaken as part of the Prior Qualifications research series.

In line with the previous findings, the situation was more complex for ESOL learners. Where a definite level of prior attainment could be derived from both the ILR and the survey data, in only around three in ten cases (29%) did the two sources agree. Unlike for the other Skills for Life course types however, there was not a significant bias towards the survey indicating a higher level of qualification than the ILR. This reflects the fact that the survey showed a higher proportion of ESOL learners with no qualifications at all, but also a higher proportion of learners with qualifications at Level 2 or above.

The impact of previous registration with the provider on the discrepancy between ILR and survey measures of prior attainment

Previous studies in this series looking at the prior qualifications of adult learners have found that the ILR seems to understate the level of prior qualifications held by learners, as evident also for ALR and Train to Gain groups in this survey. The previous studies found evidence that at least part of the reason for the discrepancy between the ILR and survey measures of attainment related to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR (not that 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 at Entry Level who undertakes a Level 1 qualification with the provider and then progresses with them to a Level 2 qualification, should be recorded on the ILR as having a prior qualification level at Entry Level. For the survey, the questioning asks simply about the qualification level at the time they start the course, which would be Level 1 in this example. For this reason, among learners that had studied with the provider previously, some of the cases where the ILR shows a lower level of prior attainment than the survey may be 'legitimate' in that the ILR is recording what it is intended to record.

In order to investigate whether this effect is evident for the Skills for Life group, the latest survey asked learners whether they had been studying with the same provider immediately before starting their course, or at any point in the past. Table 5.3 shows that the level of agreement between the ILR and survey measures does not differ significantly based on whether the learner had been registered with the provider before or not. Therefore, there is no clear evidence for the Skills for Life group that the ILR recording protocol described above explains the discrepancy between the ILR and survey measures of prior attainment.

Table 5.3: Level of agreement between survey and ILR measures of highest prior qualification level - split by whether learner had studied with provider before

Row percentages	Base*	ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive*
Not studied with the provider before	2,039	% 37	18	41	4
Studying with provider <u>immediately before</u> starting Skills for Life course	939	% 37	18	41	4
Studied with provider <u>at any point</u> before starting Skills for Life course	1,497	% 39	17	41	3

*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 (see further explanation at paragraph 4.7).

Appendices

A – Quotas and weighting

In order to ensure a robust base for analysis of findings for different groups of learners, minimum targets for interviews were set. A minimum target of 400 interviews was set for each element of Skills for Life provision covered, as shown in the table below. In practice, the Train to Gain targets for Level 1 learners proved hard to meet, and had to be reduced during fieldwork. The shortfall against the overall target of 4,400 interviews was made up with extra interviews in the Train to Gain Level 2 and ALR Literacy learner groups.

The table below shows the quota targets and the final achieved interview figures for each category.

Table A1: Quota targets and final achieved interviews per learning type and level

		Quota Target	Final Achieved
ALR Literacy	Entry Level	400	417
	Level 1	400	420
	Level 2	400	792
ALR Numeracy	Entry Level	400	281
	Level 1	400	354
	Level 2	400	402
ALR ESOL		400	433
Train to Gain Literacy	Level 1	400	215
	Level 2	400	590
Train to Gain Numeracy	Level 1	400	191
	Level 2	400	308
Total		4,400	4,403

Targets were also set to try to ensure an overall distribution of interviews by age which would reflect the age profile of the population of eligible learners, as derived from the ILR. These targets were calculated separately for the ALR and Train to Gain segments (with details on learners engaged with this provision stored in different ILR collections). Table A2 shows the quota targets specified and the number of interviews achieved.

Table A2: Quota targets by age within learning type

Course	Age				Total
	19-24	25-44	45 to retirement age	Over retirement age	
ALR					
Target	587	1,682	464	67	2,800
Achieved	651	1,861	513	74	3,099
Train to Gain					
Target	251	884	451	14	1,600
Achieved	141	667	487	9	1,304
Total					
Target	838	2,566	915	81	4,400
Achieved	792	2,528	1,000	83	4,403

At the analysis stage, the survey data was grossed up to reflect the full populations of learners aged 19 plus on Skills for Life provision in scope for the survey (on provision on November 1st 2010). The grossing-up process was designed so that the profile of learners by learning type 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 230,000 records.

Table A3: Population figures used for grossing – eligible adults undertaking a Skills for Life course in November 2010

Course	Age				Total
	19-24	25-44	45 to retirement age	Over retirement age	
ALR Entry Level					
Literacy Entry Level	10,707	15,564	6,821	1,162	34,254
Numeracy Entry Level	10,424	13,177	3,909	584	28,094
ALR Level 1					
Literacy Level 1	10,919	13,985	3,547	887	29,338
Numeracy Level 1	9,693	13,217	3,273	437	26,620
ALR Level 2					
Literacy Level 2	12,691	16,892	4,191	544	34,318
Numeracy Level 2	12,085	17,712	4,689	450	34,936
ALR ESOL	2,847	16,671	4,520	559	24,597
TRAIN TO GAIN Level 1					
Literacy Level 1	739	2,485	1,248	38	4,510
Numeracy Level 1	691	2,272	1,154	40	4,157
TRAIN TO GAIN Level 2					
Literacy Level 2	643	2,538	1,142	34	4,357
Numeracy Level 2	552	2,284	1,101	38	3,975
Total	71,991	116,797	35,595	4,773	229,156

B - Sample outcomes and response rate

In total, c.10,000 adult learners were called at least once for the survey, resulting in 4,403 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 (4,403) 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 56%.

C – Statistical confidence associated with data on the level of prior attainment

Table C1 gives the statistical confidence associated with the two key measures of prior attainment, that is, the proportion of learners with any prior qualifications at all, and the proportion of learners with prior qualifications at Level 2 or above. The confidence intervals are shown for the findings for learners undertaking different types of Skills for Life course. For example, for learners undertaking an Entry Level ALR course in Literacy, the survey gave an incidence of any prior qualifications of 62%. For this group, we can be 95% confident that the true figure lies within + or – 4.7% of the survey finding. For the ALR Entry Level Numeracy course learners, the base number of interviews is smaller, and the confidence interval rises to +/- 5.4%.

Table C1: Statistical confidence intervals associated with key prior attainment figures

Course	Base		With any prior qualifications	Confidence interval*	With any prior qualifications at Level 2 or above	Confidence interval*
ALR Entry Level	698	%	65	+/- 3.5	34	+/- 3.5
Literacy Entry Level	417	%	62	+/- 4.7	31	+/- 4.7
Numeracy Entry Level	281	%	68	+/- 5.4	38	+/- 5.4
ALR Level 1	774	%	84	+/- 2.6	51	+/- 3.5
Literacy Level 1	420	%	83	+/- 3.6	51	+/- 4.8
Numeracy Level 1	354	%	84	+/- 3.8	52	+/- 5.2
ALR Level 2	1,194	%	88	+/- 1.8	63	+/- 2.7
Literacy Level 2	792	%	84	+/- 2.6	57	+/- 3.4
Numeracy Level 2	402	%	92	+/- 2.7	69	+/- 4.6
ALR ESOL	433	%	58	+/- 4.7	30	+/- 4.3
TRAIN TO GAIN Level 1	406	%	86	+/- 3.4	64	+/- 4.7
Literacy Level 1	215	%	80	+/- 5.4	59	+/- 6.6
Numeracy Level 1	191	%	93	+/- 3.6	69	+/- 6.6
TRAIN TO GAIN Level 2	898	%	94	+/- 1.6	75	+/- 2.8
Literacy Level 2	590	%	92	+/- 2.2	72	+/- 3.6
Numeracy Level 2	308	%	96	+/- 2.2	79	+/- 4.6

*Confidence interval associated with number of interviews conducted (95% confidence level).

D – Basic Skills / Skills for Life qualifications by Level and age of learner

Tables D1 – D6 show how the proportion of Skills For Life learners with different levels of Basic Skills (including prior Skills for Life) qualifications varied by their prior attainment in Maths and English at GCSE/ O levels. The following six tables are based on different groups of Skills for Life ALR learners by age and the subject of the Skills for Life course being undertaken.

Table D1: Basic Skills qualifications of ALR Numeracy Learners aged 19-24

		Prior Basic skill level (including Skills for Life)				
		Entry	Level 1	Level 2	Don't know	No Basic skills
Row %s						
	Base					
Maths GCSE/O Level A*-C but NOT English A*-C	DATA NOT SHOWN AS BASE <25					
English GCSE/O Level A*-C but NOT Maths A*-C	75	*	8	18	*	68
Maths and English GCSE/O Level A*-C	34	-	*	15	*	72
Neither Maths nor English GCSE/O Level A*-C	130	17	12	10	4	58

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 '*'.

Table D2: Basic Skills qualifications of ALR Numeracy Learners aged 25-40

		Prior Basic skill level (including Skills for Life)				
		Entry	Level 1	Level 2	Don't know	No Basic skills
Row %s						
	Base					
Maths GCSE/O Level A*-C but NOT English A*-C	DATA NOT SHOWN AS BASE <25					
English GCSE/O Level A*-C but NOT Maths A*-C	68	*	*	11	11	66
Maths and English GCSE/O Level A*-C	44	-	*	20	*	73
Neither Maths nor English GCSE/O Level A*-C	382	10	11	11	2	67

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 '*'.

Table D3: Basic Skills qualifications of ALR Numeracy Learners aged 41+

		Prior Basic skill level (including Skills for Life)				
		Entry	Level 1	Level 2	Don't know	No Basic skills
Row %s						
	Base					
Maths GCSE/O Level A*-C but NOT English A*-C	DATA NOT SHOWN AS BASE <25					
English GCSE/O Level A*-C but NOT Maths A*-C	43	*	*	14	*	69
Maths and English GCSE/O Level A*-C	31	12	*	37	*	42
Neither Maths nor English GCSE/O Level A*-C	201	5	9	6	4	76

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 '*’.

Table D4: Basic Skills qualifications of ALR Literacy Learners aged 19-24

		Prior Basic skill level (including Skills for Life)				
		Entry	Level 1	Level 2	Don't know	No Basic skills
Row %s						
	Base					
Maths GCSE/O Level A*-C but NOT English A*-C	27	*	*	19	*	65
English GCSE/O Level A*-C but NOT Maths A*-C	29	*	*	*	*	61
Maths and English GCSE/O Level A*-C	43	*	*	21	-	63
Neither Maths nor English GCSE/O Level A*-C	266	16	10	12	5	57

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 '*’.

E – Additional data on personal income of learners

Table E1: Personal income (annual) amongst those who had completed November 2010 course by the time of interview _ALR Literacy, Entry Level

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	191	44	37	DATA NOT SHOWN AS BASE <25	76
		%	%	%		%
Less than £6,000		60	19	69		72
£6,000 - £10,999		18	18	19		20
£11,000 - £12,999		8	21	3		4
£13,000 - £14,999		3	9	3		-
£15,000 - £17,999		4	16	2		1
£18,000 to £20,999		4	10	5		1
£21,000 to £24,999		1	5	-		-
£25,000 to £29,999		1	2	-		1
£30,000 to £32,999		-	-	-		-
£33,000 to £35,999		*	-	-		1
£36,000 to £45,999		-	-	-		-
£46,000 plus a year		-	-	-		-
Summary: £21,000 plus		2	7	-		2
Mean income***		£8,660	£12,700	£7,700		£7,600

- = 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 E2: Personal income (annual) amongst those who had completed November 2010 course by the time of interview _ALR Literacy, Level 1

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	<i>All</i>	249	54	66	<i>DATA NOT SHOWN AS BASE <25</i>	88
		%	%	%		%
Less than £6,000		47	3	50		61
£6,000 - £10,999		27	29	36		27
£11,000 - £12,999		12	35	5		4
£13,000 - £14,999		4	13	1		3
£15,000 - £17,999		6	7	8		2
£18,000 to £20,999		2	6	-		1
£21,000 to £24,999		1	3	-		-
£25,000 to £29,999		1	2	-		1
£30,000 to £32,999		*	1	-		-
£33,000 to £35,999		-	-	-		-
£36,000 to £45,999		-	-	-		-
£46,000 plus a year		*	-	-		-
Summary: £21,000 plus		2	7	-		1
Mean income***		£9,100	£12,800	£8,100		£7,700

- = 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 E3: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ ALR Literacy, Level 2

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	494	145	118	<i>DATA NOT SHOWN AS BASE <25</i>	138
		%	%	%		%
Less than £6,000		39	9	42		54
£6,000 - £10,999		31	18	44		39
£11,000 - £12,999		8	18	5		4
£13,000 - £14,999		7	19	5		1
£15,000 - £17,999		5	15	2		*
£18,000 to £20,999		3	8	1		-
£21,000 to £24,999		2	4	1		1
£25,000 to £29,999		2	4	-		-
£30,000 to £32,999		1	2	-		-
£33,000 to £35,999		*	-	-		1
£36,000 to £45,999		1	2	-		-
£46,000 plus a year		1	1	-		-
Summary: £21,000 plus		6	14	1		2
Mean income***		£10,300	£15,000	£8,300		£7,800

- = 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 E4: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ ALR Numeracy, Entry Level

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	156	<i>DATA NOT SHOWN AS BASE <25</i>	39	<i>DATA NOT SHOWN AS BASE <25</i>	65
		%		%		%
Less than £6,000		57		52		68
£6,000 - £10,999		22		39		20
£11,000 - £12,999		7		7		5
£13,000 - £14,999		2		-		1
£15,000 - £17,999		4		-		3
£18,000 to £20,999		4		2		1
£21,000 to £24,999		3		-		2
£25,000 to £29,999		1		-		-
£30,000 to £32,999		-		-		-
£33,000 to £35,999		-		-		-
£36,000 to £45,999		-		-		-
£46,000 plus a year		-		-		-
Summary:						
£21,000 plus		4		-		2
Mean income***		£8,700		£7,700		£7,700

- = 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 E5: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ ALR Numeracy, Level 1

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	199	47	69	DATA NOT SHOWN AS BASE <25	54
		%	%	%		%
Less than £6,000		48	8	54		63
£6,000 - £10,999		27	18	38		31
£11,000 - £12,999		7	18	1		3
£13,000 - £14,999		5	12	5		1
£15,000 - £17,999		4	11	2		1
£18,000 to £20,999		5	19	1		-
£21,000 to £24,999		2	8	-		-
£25,000 to £29,999		1	1	1		-
£30,000 to £32,999		*	1	-		-
£33,000 to £35,999		-	-	-		-
£36,000 to £45,999		-	-	-		-
£46,000 plus a year		1	3	-		-
Summary:						
£21,000 plus		5	14	-		-
Mean income***		£9,500	£15,400	£7,700		£7,200

- = 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 E6: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ ALR Numeracy, Level 2

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	275	106	76	DATA NOT SHOWN AS BASE <25	53
		%	%	%		%
Less than £6,000		32	10	34		49
£6,000 - £10,999		34	25	54		44
£11,000 - £12,999		10	17	2		4
£13,000 - £14,999		6	10	6		-
£15,000 - £17,999		7	14	-		2
£18,000 to £20,999		4	7	1		2
£21,000 to £24,999		4	9	1		-
£25,000 to £29,999		2	4	2		-
£30,000 to £32,999		*	1	-		-
£33,000 to £35,999		*	1	-		-
£36,000 to £45,999		2	3	-		-
£46,000 plus a year		-	-	-		-
Summary:						
£21,000 plus		8	18	4		-
Mean income***		£10,900	£14,800	£8,800		£7,800

- = 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 E7: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ ESOL

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	219	52	57	DATA NOT SHOWN AS BASE <25	68
		%	%	%		%
Less than £6,000		55	13	68		70
£6,000 - £10,999		19	18	23		20
£11,000 - £12,999		13	28	4		9
£13,000 - £14,999		6	24	1		-
£15,000 - £17,999		3	10	-		-
£18,000 to £20,999		3	5	3		1
£21,000 to £24,999		*	2	-		-
£25,000 to £29,999		-	-	-		-
£30,000 to £32,999		-	-	-		-
£33,000 to £35,999		-	-	-		-
£36,000 to £45,999		-	-	-		-
£46,000 plus a year		-	-	-		-
Summary: £21,000 plus		*	2	-		-
Mean income***		£8,500	£12,000	£7,300		£7,200

*= <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 E8: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Train to Gain Literacy, Level 1

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	140	94	25	DATA NOT SHOWN AS BASE <25	DATA NOT SHOWN AS BASE <25
		%	%	%		
Less than £6,000		13	6	21		
£6,000 - £10,999		28	20	53		
£11,000 - £12,999		14	15	8		
£13,000 - £14,999		9	11	4		
£15,000 - £17,999		15	21	4		
£18,000 to £20,999		9	11	8		
£21,000 to £24,999		4	7	-		
£25,000 to £29,999		6	6	-		
£30,000 to £32,999		-	-	-		
£33,000 to £35,999		1	1	-		
£36,000 to £45,999		1	2	-		
£46,000 plus a year		-	-	-		
Summary:						
£21,000 plus		12	16	-		
Mean income***		£13,800	£15,400	£9,800		

- = 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 E9: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Train to Gain Literacy, Level 2

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	463	321	103		
					<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>
		%	%	%		
Less than £6,000		13	3	31		
£6,000 - £10,999		24	17	43		
£11,000 - £12,999		15	18	13		
£13,000 - £14,999		13	16	9		
£15,000 - £17,999		12	16	4		
£18,000 to £20,999		9	13	1		
£21,000 to £24,999		5	7	-		
£25,000 to £29,999		3	4	-		
£30,000 to £32,999		2	2	-		
£33,000 to £35,999		1	1	-		
£36,000 to £45,999		1	2	-		
£46,000 plus a year		1	1	-		
Summary:						
£21,000 plus		13	17	-		
Mean income***		£14,100	£16,100	£9,100		

- = 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 E10: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Train to Gain Numeracy, Level 1

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	143	107	26	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>
		%	%	%		
Less than £6,000		9	1	22		
£6,000 - £10,999		27	22	48		
£11,000 - £12,999		18	21	7		
£13,000 - £14,999		16	18	18		
£15,000 - £17,999		8	10	-		
£18,000 to £20,999		10	13	-		
£21,000 to £24,999		6	8	-		
£25,000 to £29,999		2	2	4		
£30,000 to £32,999		5	6	-		
£33,000 to £35,999		-	-	-		
£36,000 to £45,999		-	-	-		
£46,000 plus a year		-	-	-		
Summary:						
£21,000 plus		12	15	4		
Mean income***		£13,800	£15,200	£10,000		

- = 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 E11: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Train to Gain Numeracy, Level 2

		All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: answering**	All	230	140	74	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>
		%	%	%		
Less than £6,000		8	2*	16*		
£6,000 - £10,999		21	7*	50*		
£11,000 - £12,999		18	18	17		
£13,000 - £14,999		14	17	8		
£15,000 - £17,999		13	16	7*		
£18,000 to £20,999		8	13*	1*		
£21,000 to £24,999		8	13	-		
£25,000 to £29,999		3	5	-		
£30,000 to £32,999		2	3	-		
£33,000 to £35,999		2	2	1		
£36,000 to £45,999		2	3	-		
£46,000 plus a year		*	1	-		
Summary:						
£21,000 plus		17	27*	1*		
Mean income***		£15,000	£18,100	£10,200		

*= <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.

F- Questionnaire

Prior Achievements Questionnaire 2011

IFF Research

Screeener

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 2010 (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.

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].

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
Skill for Life	3

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) TRAIN TO GAIN

YES	1
NO	2

S7) APPRENTICESHIP

YES	1
NO	2

S7A) ADULT LEARNER RESPONSIVE

YES	1
NO	2

S8) SKILLS FOR LIFE

Literacy – Entry level	1
Literacy – Level 1	2
Literacy – Level 2	3
Numeracy – Entry level	4
Numeracy – Level 1	5
Numeracy – Level 2	6
ESOL	7

1) First can I just check, in late 2010 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?

[IF ASKED ADD 'by late 2010 we mean 'November' 2010]

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 2010] 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
Recruited specifically as an apprentice	2
Other (SPECIFY)	3
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 ALL

- 2) 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)

- 3) 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:

- 4) 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

- 5) 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	4
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3
BTEC / BEC / TEC / EdExcel/ LQL	5	5
<u>SCOTVEC, SCOTEC or SCOTBEC</u>	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	4
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11	
<u>NVQ / SVQ</u>	12	5
<u>GNVQ / GSVQ</u>	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
<u>Standard/Ordinary (O) Grade/Lower (Scotland)</u>	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
<i>Welsh Baccalaureate</i>	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 ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE	31	Level derived (if highest) from next but one section
Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	32	Level derived (if highest) from next but one section
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	33	Level derived (if highest) from next but one section
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	34	Level derived (if highest) from next but one section

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

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

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

6) 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

7) 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

8) 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

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

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

IF NEW DIPLOMA AT Q5

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

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

IF GNVQ/GSVQ AT Q5

11) 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

12) 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

13) 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

- 14) 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

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

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

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

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

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

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

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

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

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

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

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

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

17) 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	ASK Q20
Intermediate level 1	4	ASK Q19
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

18) 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 or 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

19) 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

20) 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

21) 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

22) 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 Baccaulaureate' AT Q5 ASK

24a) Is your Welsh Baccaulaureate ... 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)

- 25) 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)

- 26) 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

- 27) 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

28) What other qualifications or relevant experience did you need?

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

29) 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

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

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

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

IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK 30a (OTHERS CHECK Q30b)

30a) You said earlier that you had some teaching qualification other than a PGCE. Can you tell me a bit about this teaching qualification?

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

- Where you attained it
- At what age
- How long it took
- Whether you needed any qualifications to get on the course and, if so, what qualifications
- Whether it was a full or part-time course?

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

NOW CHECK Q30aii

30a) 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)

- 31) 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

- 32) 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)

33) 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)

34) 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)

35) 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

36) 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)

37) 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

ASK ALL

38) I'd like you to think about why you started the course. Did you decide to start the course for any of the following reasons....READ OUT

ROTATE START

	Yes	No	Don't know
To do something interesting	1	2	X
To find out about the subject	1	2	X
To improve my knowledge/ability in the subject	1	2	X
To gain knowledge and skills that would be useful in my everyday life	1	2	X
To gain a certificate or qualification	1	2	X
To start another course	1	2	X
To make new friends/ meet new people	1	2	X
To do something with my spare time	1	2	X
To have some fun	1	2	X
To keep my body active	1	2	X
To get involved in voluntary or community activities	1	2	X
To help my child(ren) with their school work	1	2	X
To help me with my health problems/disability	1	2	X

39) And did you decide to start the course for any of the following job-related reasons...READ OUT

ROTATE START

	Yes	No	Don't know
To get a new job	1	2	X
To develop your career	1	2	X
To change to a different type of work	1	2	X
To gain new skills for your job	1	2	X
To stay in a job, that you might have lost without doing this course	1	2	X
To get a pay-rise	1	2	X
To get a promotion	1	2	X
To get more satisfaction out of your work	1	2	X
To set up my own/family business	1	2	X
To help you with work problems which were related to your health problem or disability	1	2	X

ASK ALL

- 40) Why did you decide to embark on your current course WHEN you did i.e. why was it an appropriate time for you as opposed to a couple of years before? DO NOT READ OUT

[MULTICODE OKAY]

Decided it was time to change career	1	ASK Q41
Employer suggested it	2	
Personal circumstances favourable e.g. children left home; time on my hands	3	
Enable me to progress in the job I was doing at the time	4	
Course not available before	5	
Interest	6	
Progression from a previous course	7	
Availability of government initiatives to help with the costs	8	
Other (SPECIFY)	0	
Don't know	X	

- 41) 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:

42) 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

43) 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

44) 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

- 45) 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)

- 46) 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

47) There is no q47

48) There is no q48

ASK ALL

- 49) Were you born in the UK?

Yes	1	ASK Q51
No	2	ASK Q50
Don't know	X	ASK Q51
Refused	V	ASK Q51

IF NO

50) What year did you first arrive in the UK? (PROBE FOR BEST ESTIMATE)

_____ (1900 – 2011)	1
Don't know	X
Refused	V

ASK ALL

51) Finally, can I just check, you mentioned that in late 2010 you were undertaking [INSERT TEXT AT Q1b] course at [INSERT PROVIDER NAME]. Can you tell me if any of the following apply:

[PROGRAMMER: this is the old Q49]

	Yes	No	Don't know
a) Immediately before starting that course you were studying another course with the same provider	1	2	3
IF NO AT A)			
b) Had you ever studied with that provider before	1	2	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 Skill Funding Agency. 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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