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Prior Qualifications of Adults
Undertaking Workplace Learning in
Further Education

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RESEARCH

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1 Victoria Street

London SW1H 0ET

www.gov.uk/bis

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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 Workplace Learning in the 2011/2012 academic year.

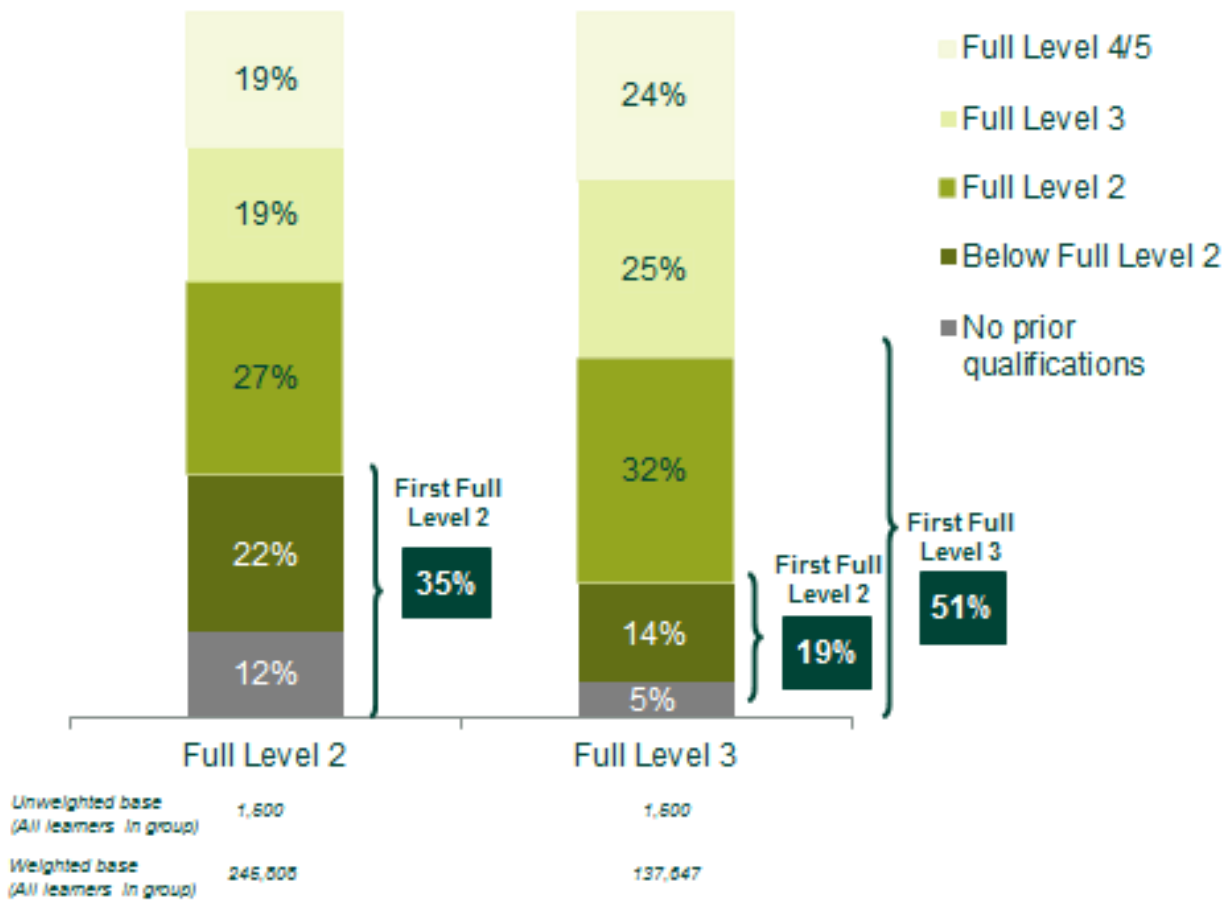
The research was undertaken to understand the extent to which investment in Workplace Learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought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

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 Workplace Learning in November 2011. The survey was conducted in October-December 2012, and involved 3,000 interviews with learners.

Levels of prior attainment of workplace learners

Figure 1.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 workplace courses in November 2011 in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 with different levels of prior qualifications before starting their course, according to the survey data.

Figure 1.1: Highest level of prior attainment amongst Full Level 2 and Full Level 3 workplace learners



The survey results indicate that more than a third (35%) of the c.245,800 adult learners enrolled on a Full Level 2 Workplace Learning course in November 2011 were studying for their first Full Level 2 qualification: this represents approximately 85,400 learners, who if successful, would pass the Level 2 threshold. Conversely of course the results show that two thirds (65%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 19%. This clearly reflects the requirement of a previous Level 2 qualification that is often asked of learners who wish to undertake a Level 3 course. The incidence of first Level 3 learning amongst Level 3 learners is 51%. This corresponds to an estimated 70,600 learners studying towards their first Level 3 qualification as of November 2011.

Looking across Level 2 and Level 3 Workplace Learning provision combined, the incidence of first Level 2 learning revealed by the survey was 29% (corresponding to approximately 111,300 learners).

The incidence of first Full Level 2 learning varies by age, with older learners more likely to be undertaking their first Full Level 2 qualification. For example, amongst those undertaking courses at Level 2, two-fifths of learners aged 25 plus (40%) were undertaking their first full Level 2 qualification, compared with less than a quarter of learners aged 19-24 (23%). The same pattern is observed among those on Level 3 provision: one in nine (11%) of the youngest learners (aged 19-24) were undertaking their first full Level 2 qualification, rising to almost a quarter (23%) of Level 3 learners aged 25 plus. Hence up-skilling is more likely to be occurring among older learners.

The survey asked learners about whether they had O levels or GCSEs in Maths and/or English. Amongst Level 2 learners with at least one GCSE or O level, 34% did *not* have English at grade A-C and 46% did *not* have Maths at grade A-C. Amongst Level 3 learners with at least one GCSE or O level 30% did *not* have English at grade A-C and 46% did *not* have Maths at grade A-C.

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

Since 2006 a series of six surveys have been undertaken to measure the prior attainment profile of learners engaged in Workplace Learning. There has been no statistically significant change in the proportion of Level 2 learners undertaking their first full Level 2 qualification in the last three surveys (35% of learners on provision in November 2011 compared to 37% in 2009 and 2010). Similarly, for Level 3 learners there has been a slight fall compared to last year in Level 2 firstness (19% from 21%), but the change is not statistically significant.

That said the overall time-series data paints a picture of Workplace Learning increasingly being undertaken by better qualified individuals. In 2008/09 around half of Level 2 learners had a prior qualification at this level (53%); in 2011/12, the figure has risen to approaching two-thirds (65%).

The decline in *Level 3* firstness across the research series since 2006/07 largely mirrors the trend observed for Level 2 firstness. The fall in Level 3 firstness from the last survey (53%) to the current (51%) is not statistically significant at the 95% confidence level.

Changes in the profile of learners year on year need to be noted. In particular workplace learners for the current survey were much younger than found for the previous study (33% of those on provision in November 2011 were aged under 25, compared with 15% of those funded through Train to Gain on provision in November 2010). As already noted, younger learners are more likely to already be qualified to Level 2 or higher.

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 with them. Previous surveys in the Prior Qualifications series have indicated that the ILR may not be a reliable estimate of the exact prior

qualification level of learners entering a new course, especially where they have already undertaken a previous course with the college or training provider.

Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult workplace learners. The ILR and survey information on prior achievement level was consistent in only just over one third of cases, and where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR as opposed to a lower level.

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 gathered in the following way. 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 was assigned to each respondent. Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios. If an Apprenticeship is the highest qualification then half these learners are assigned as having achieved a Level 2 qualification and half a Level 3. If a Certificate of Sixth Year Studies (CSYS) is the highest qualification then 67% are allocated as a Level 2 and 33% a Level 3. If A levels, AS levels or O levels are the highest qualification but the learner is unsure how many that they have, then level is determined using the results of those that do have such qualifications as their highest and assigning the proportion of learners at each level.

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

However, an important aspect of this survey was determining the extent to which survey-based information on prior qualifications matches that shown on the ILR, and hence

providing evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, we do not allocate level in the way described above. This is simply because where we are showing the proportion of cases where the ILR prior level 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.

Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking Workplace Learning in the 2011/2012 academic year. The research was undertaken to understand the extent to which investment in Workplace Learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking Workplace Learning and those undertaking their first Level 2 learning, in terms of demographics, employment status and income, and to look at housing tenure and parental qualifications.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 Workplace Learning in November 2011. The survey was conducted in October-December 2012, and involved 3,000 interviews with learners.

Research background and objectives

The Coalition Government set out its plans for reform of adult learning and skills in two publications of November 2010: *Skills for Sustainable Growth* and *Investing in Skills for Sustainable Growth*. 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 this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

In defining 'those who need it most', a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications. The key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

The current study is the sixth in a series that have assessed prior attainment of adults undertaking Workplace Learning, the first dating back to those on provision in late 2006. These initially examined learners funded through Train to Gain, the national skills service aimed at helping employers improve the skills of their adult employees which ran from April 2006 to mid 2010 and through which Workplace Learning was mainly funded. Train to Gain funding wound down in 2010, following a letter from the BIS Secretary of State to the Skills Funding Agency Chief Executive in June 2010, though the previous study (covering those on provision in November 2010) included a substantial number of adults who were still engaged with Train to Gain funded provision.

Each of these previous surveys have revealed that a substantial proportion of Level 2 and Level 3 Train to Gain / Workplace Learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2010/11 survey found that

approaching two-thirds of those undertaking Level 2 learning in November 2010 already held a qualification at Full Level 2 when they enrolled.

Methodology

A total of 3,000 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 Workplace Learning courses in November 2011.

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

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

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

In order to ensure a distribution of interviews that would allow reliable analysis by the level of the course, quotas were set on an interlocking age by learning level matrix. Half of the total 3,000 interviews was allocated to Level 2 learners and half to Level 3 learners, then within level by age proportionate to the full eligible ILR population at Level 2 or Level 3. Further details on the quotas are appended (Appendix A).

To allow estimates to be made from the survey results for the whole adult Level 2 and Level 3 Workplace Learning learner population, the survey results were grossed up at the analysis stage to the full profile of adult Workplace Learning learners in November 2011. This grossing up process was done by age within level to ensure the profile of learners was representative by the same variables by which quotas had been set.

The report compares findings with previous studies conducted by IFF Research in 2006/7, 2007/8, 2008/9, 2009/10 and 2010/11. In each case, the survey consisted of those on provision in November in the first of the two years. As noted, these previous studies covered learning as funded through Train to Gain.

The report structure

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

Chapter 4 then presents findings on the prior qualification level of Workplace learners, discussing the number, proportion and profile of those undertaking their first Full Level 2 qualification, and also, for Level 3 learners, those undertaking their first Full Level 3 qualification. This chapter also discusses prior attainment in Maths and English at O Level / GCSE. Time series data on Level 2 and Level 3 firstness from Prior Qualifications Surveys going back to 2006/7 is also presented.

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

Chapter 3: The profile of adult learners undertaking Workplace Learning

This chapter analyses the demographic profile of adult learners engaged in Full Level 2 and Full Level 3 Workplace Learning. In addition, the analysis considers learners' economic activity, receipt of state benefits and income situation.

The data presented in this chapter discusses findings after the survey data has been grossed up to represent the full population of adult learners on Full Level 2 or 3 provision in November 2011. The grossing up was undertaken on an age within Level basis.

The demographic profile of Full Level 2 and Full Level 3 learners engaged in Workplace Learning

Table 3.1 shows the age, gender and ethnicity profiles of eligible learners in Workplace Learning in November 2011¹. The demographic information on age is drawn from the Individual Learner Record (ILR), the remainder from the weighted survey findings.

Around half of learners (46%) are aged 25-44, with the remainder much more likely to be under 25 (33%) than 45 or over (22%). Level 3 learners are significantly more likely to be under 25 (36%) than Level 2 learners (31%), while Level 2 learners are significantly more likely to be 45 or over (24% vs. 17% respectively).

There was a relatively even gender split (52% of all workplace learners were female), though very wide differences by Level, with more than three-fifths of Level 3 learners female (62%), but a majority of Level 2 learners male (53%). The gender and ethnicity profiles for all learners in scope of the survey (i.e. all adults on the ILR enrolled on Workplace Learning in November 2011) were very similar to the weighted survey figures (noted in Appendices E).

The majority of workplace learners in November 2011 were white (85%).

¹ Note that the survey data has been weighted to represent the population in terms of age and level of learning. Gender and ethnicity figures are derived from 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 learners undertaking Workplace Learning in November 2011

<i>Base: All learners</i>	All learners 3,000 %	Level of course	
		Full 2 1,500 %	Full 3 1,500 %
Age:			
19-24	33	31	36
25-44	46	45	47
45 – retirement	21	23	17
Over retirement age	1	1	*
Male	48	53	38
Female	52	47	62
White	85	85	87
Non-white	13	14	12
<i>Asian</i>	6	7	5
<i>Black</i>	4	4	4
<i>Mixed / other</i>	3	3	3
Not stated	1	1	1

* = <0.5% but >0%.

There have been some marked changes in the demographic profile of workplace learners on provision in November 2011 compared against those on Train to Gain provision in November 2010. This is shown in Table 3.2.

Compared against the previous study the current survey shows:

- An increase in learners aged under 25 (33% vs. 15% for the last study) and a decrease in the proportion aged 25-44 (46% vs. 55%) and aged 45 plus (22% vs. 30%).
- A more balanced gender split (52% female vs. 59% previously).
- A small but statistically significant fall in the proportion that are of white ethnic origin (85% vs. 87% previously).

Table 3.2: Demographic profile of workplace learners in 2011/12 compared against Train to Gain learners in 2010/11

	All learners		Level of course			
	2011/12	2010/11	Full Level 2 2011/12	2010/11	Full Level 3 2011/12	2010/11
<i>Base:</i>	3,000	3,004	1,500	1,502	1,500	1,502
	%	%	%	%	%	%
19-24	33	15	31	15	36	14
25-44	46	55	45	54	47	59
45 – retirement	21	29	23	30	17	27
Over retirement age	1	1	1	1	*	*
Male	48	41	53	47	38	28
Female	52	59	47	53	62	72
White	85	87	85	88	87	86
Non-white	13	12	14	12	12	13
Not stated	1	1	1	1	1	1

* = <0.5% but >0%

Table 3.3 shows the regional split within the weighted population of workplace learners. Each region accounts for 10% - 15% of all learners other than their being far fewer in the North East (3%) and Yorkshire and Humberside (6%), and more than average in the West Midlands (17% rising to 19% of Level 3 learners).

Table 3.3: Region of learners undertaking Workplace Learning in November 2011

	All learners	Level of course	
		Full 2	Full 3
<i>Base: All learners</i>	3,000	1,500	1,500
	%	%	%
East of England	12	13	12
East Midlands	14	15	12
Greater London	10	10	9
North East	3	2	3
North West	15	15	14
South East	13	13	13
South West	11	10	12
West Midlands	17	16	19
Yorkshire and Humberside	6	6	6

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

Economic indicators

The following section focuses on the employment status, income levels, and benefit receipt of those on Workplace Learning, based on the weighted survey findings.

The vast majority (88%) of adults workplace learners were based with an employer when they undertook their course in 2011.

Table 3.4 presents the survey findings on the employment status of learners undertaking Workplace Learning. The information is summarised into whether the learner was economically 'active' or 'inactive' (where the individual is not available for work) at the time of the interview (undertaken between October and December 2012). At this point, some of the learners (10%) were still undertaking the course that they had been engaged with a year before in November 2011, but most had moved on. The figures in the final three columns are based just on those that had completed their learning by the time of the interview.

Table 3.4: Economic activity of learners engaged in Workplace Learning at the time of interview

	All learners			Those who had completed or left Nov 11 course		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base: All learners</i>	3,000	1,500	1,500	2,691	1,384	1,307
	%	%	%	%	%	%
Still studying on Nov. 2010 course	10	8	13	-	-	-
Economically active	87	90	85	97	97	97
Employed full-time	57	58	56	63	63	64
Employed part-time	19	18	20	21	20	22
Self-employed	7	8	6	8	8	7
On a government-supported training and employment programme	*	*	*	*	*	*
Unemployed though looking and available for work	4	5	3	4	5	4
Doing unpaid family work	*	*	*	*	1	1
Economically inactive	3	3	3	3	3	3
Retired	*	*	*	*	*	*
Unemployed but not looking or not available for work	1	1	1	2	2	1
None of the above	1	2	1	1	2	1

*= <0.5% but >0%

- = zero

The vast majority of learners were economically active at the time of the survey (88% of all learners, rising to 97% of those that had left the November 2011 course. The latter figure is very similar to the 96% figure found in the previous survey). Almost three in five of all learners were working full-time (57%, rising to 63% of those that had left the course). Results varied very little by the level of learning.

Only 1% of all learners (equivalent to 2% of course leavers) were not looking or available for work at the time of the survey. As shown in Table 3.5, the majority (59%) of this small base of learners envisage that they will be available for work again within the next 2 years. Around one in seven (15%) of those unavailable and not looking for work do not expect to become available for work again.

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

<i>Base: All learners not looking or available for work</i>	41 %
Within the next 2 years	59
Within the next 5 years	9
More than 5 years	3
Do not expect to be available for work again	15
Not sure	14

One in nine respondents (11%) were in receipt of some form of state benefit or tax credit at the time of the survey, exactly the proportion found for the previous study. As shown in Table 3.6, those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (34%, compared to 9% of those who left the course and were working, and 9% of those still studying on the same course).

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

	All learners	Still on Nov 2011 course	Completed or dropped out of course – in work	Completed or dropped out of course – not in work
<i>Base:</i>	3,000 %	309 %	2,484 %	207 %
Receiving benefits or credits	11	9	9	34
Tax Credits	6	5	6	8
Housing Benefit	3	3	3	12
Job Seekers Allowance (JSA)	2	3	1	14
Income Support (IS)	1	-	1	5
Incapacity Benefit	*	*	*	4
Council Tax Benefit	1	2	1	3
Child Benefit	1	2	1	3
Employment and Support Allowance (ESA)	*	*	*	2
Disability Living Allowance (DLA)	*	-	*	1

	All learners	Still on Nov 2011 course	Completed or dropped out of course – in work	Completed or dropped out of course – not in work
<i>Base:</i>	3,000 %	309 %	2,484 %	207 %
Carer's Allowance	*	-	*	-
Severe Disablement Allowance	*	*	*	-
Not receiving any benefits or credits	89	91	91	66

*= <0.5% but >0%

- = zero

The personal annual income of those individuals who had completed their original Workplace Learning course by the time of the interview is shown in Table 3.7. Where a gross annual income was given, this was typically less than £21,000 per year (79% of cases) – the mean annual gross personal income was £15,400. Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course (26% earning £21,000 or more) or where they are working on a self-employed basis (42% earning £21,000 or more).

Results are very similar to those found for the previous study covering Train to Gain learners, among whom the mean gross personal income was £15,200 among those not on provision, and the same proportion as in the current study (21%) reported an income of £21,000 or higher per annum.

Table 3.7: Gross personal income (annual) amongst those no longer on the November 2011 course by the time of interview

	All who completed/ dropped out of course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	2,312	1,508	478	170	56
	%	%	%	%	%
Less than £6,000	12	2	32	7	61
£6,000 - £10,999	23	16	51	13	28
£11,000 - £12,999	13	15	7	9	7
£13,000 - £14,999	9	12	4	7	3
£15,000 - £17,999	12	16	2	9	-
£18,000 to £20,999	10	13	2	12	1
£21,000 to £24,999	8	10	1	8	-
£25,000 to £29,999	7	8	*	18	-
£30,000 to £32,999	3	4	*	6	-
£33,000 to £35,999	1	1	*	1	-
£36,000 to £45,999	2	2	*	6	-
£46,000 plus a year	1	1	*	2	-
Summary: £21,000 plus	21	26	2	42	-
Mean income***	£15,400	£17,500	£9,000	£20,200	£7,500

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

**Excludes those responding 'Don't know' (1%) and 'Refused' (1%)

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

Chapter 4: The prior qualification level of learners

This chapter presents the findings on the prior qualification level of adult learners engaged in Workplace Learning, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 qualification.

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

Before analysing the survey findings, we briefly discuss the method of determining highest prior qualification.

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 gathered in the following way. 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 was assigned to each respondent. Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them.

If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios.

- If an Apprenticeship is the highest qualification then half these learners are assigned as having achieved a Level 2 qualification and half a Level 3.

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

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

However, an important aspect of this survey was determining the extent to which survey-based information on prior qualifications matches that shown on the ILR, and hence providing evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, we do not allocate level in the way described above. This is simply because where we are showing the proportion of cases where the ILR prior level 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.²

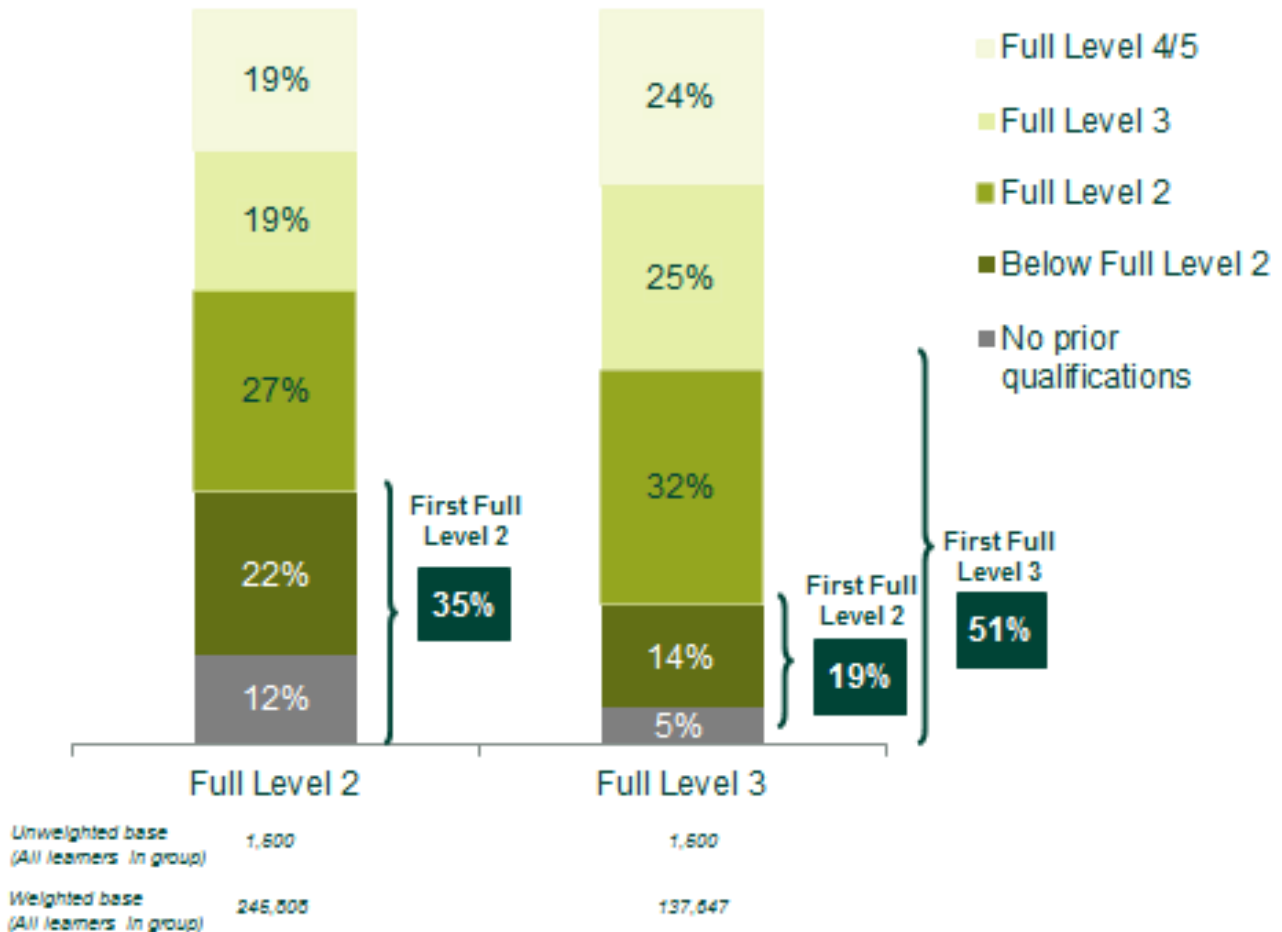
Levels of prior attainment of learners engaged in Workplace Learning

The profile, in terms of highest level of prior attainment, of adult learners undertaking Full Level 2 and Full Level 3 Workplace Learning courses in November 2011 is shown in Figure 4.1. The chart shows the proportion of Level 2 and Level 3 learners with different levels of prior qualifications before starting their course, according to the survey data.

More than a third (35%) of the c. 245,800 adult learners enrolled on a Full Level 2 Workplace Learning course in November 2011 were studying for their first Full Level 2 qualification. This represents approximately 85,400 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that two thirds (65%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

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

Figure 4.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 Workplace Learning in November 2011



The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 19%. This clearly reflects the requirement of a previous Level 2 qualification that is often asked of learners who wish to undertake a Level 3 course. The incidence of first Level 3 learning amongst Level 3 learners is 51%. This corresponds to an estimated 70,600 learners studying towards their first Level 3 qualification as of November 2011.

Looking across Level 2 and Level 3 Workplace Learning provision combined, the incidence of first Level 2 learning revealed by the survey was 29% (corresponding to approximately 111,300 learners).

Table 4.1 gives the statistical confidence associated with the 2011/12 findings given the number of interviews conducted. For example, for the Full Level 2 learners, we can be 95% confident that the true firstness figure lies within + or - 2.4% of the survey finding of 34.7%.

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

	<i>Number of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full 2	1,500	85,400	34.74%	+/- 2.4%
Full 3	1,500	25,900	18.82%	+/- 1.9%
Overall	3,000	111,300	29.03%	+/- 1.6%

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

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

The differences in the incidence of first Full Level 2 learning according to the age of the learner are shown in Table 4.2. The incidence of first Full Level 2 learning is higher amongst older groups, with fewer learners aged 25 to 44 and aged over 45 having prior qualifications at Full Level 2. For instance, amongst those undertaking courses at Level 2, two-fifths of learners aged 25 plus (40%) were undertaking their first full Level 2 qualification, compared with only just over a fifth of learners aged 19-24 (23%).

The same pattern is observed for Level 3 provision: over one-fifth (23%) of learners aged 25 plus on provision in November 2011 had no prior Full Level 2 qualification, compared to one in nine (11%) of the youngest learners (aged 19-24). Hence up-skilling is more likely to be occurring among older learners.

Table 4.2 also highlights the differences in the incidence of first Level 3 learning, for those undertaking Level 3 courses, by the age of the learner. The survey results indicate that the incidence of first Level 3 learning also increases with age. A significantly higher proportion of those Level 3 learners aged 45 plus were studying among their first Full Level 3 qualification (57%) compared to learners aged 19-24 (45%). More than half of 19-24 year old learners undertaking Workplace Learning at Level 3 already had attainment at Level 3 or above before starting their course. Hence, regardless of whether the Workplace Learning course is a Level 2 or Level 3 qualification, up-skilling is more likely to occur among older learners.

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

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

	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	85,400	34.74%		
19-24	465	17,700	23.21% ¹		
25-44	676	42,800	38.67%		
45 plus	359	24,900	42.31%		
Summary: 25 plus	1,035	67,800	39.94%		
Level 3 overall	1,500	25,900	18.82%	70,600	51.31%
19-24	537	5,600	11.32% ¹	22,400	45.40% ¹
25-44	698	14,500	22.69%	34,600	54.04%
45 plus	265	6,200	25.48%	13,800	56.94%
Summary: 25 plus	963	20,400	23.07%	48,200	54.60%

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

¹ Note: the figure for Level 2 firstness among Level 2 and Level 3 learners, and the figure for Level 3 firstness among Level 3 firstness, for those aged 19-24 (23.21%, 11.32% and 45.40% respectively) is significantly lower than that for those aged 25-44 and 45 plus at the 95% confidence level. No other age differences shown are statistically significant.

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

Among *Full Level 2 learners*, the incidence of first Full Level 2 learning is similar for males and females (36% and 33% respectively), and White and non-White learners (35% and 32% respectively).

Amongst *Full Level 3 learners* however, the incidence of first Full Level 2 learning is statistically significantly lower among males (16%) than females (21%), although there was no difference by ethnicity (18% White and 21% non-White).

The incidence of first Level 3 Learning among Full Level 3 learners, revealed a similar pattern: Males are more likely to come to their course already having achieved a Level 3 qualification and therefore show a lower rate of first Level 3 learning (47%, compared to 54% of females). There was no difference in incidence of first Level 3 learning by ethnicity (51% White and 53% non-White).

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

	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	85,397	34.74%		
Male	794	46,999	36.12%		
Female	706	38,393	33.18%		
White	1,273	73,300	35.15%		
Non-white	209	10,900	31.87%		
Level 3 overall	1,500	25,900	18.82%	70,600	51.31%
Male	577	8,425	15.91% ¹	25,100	47.46% ¹
Female	923	17,521	20.69%	45,500	53.71%
White	1,299	22,000	18.47%	61,000	51.19%
Non-white	179	3,500	21.32%	8,700	52.93%

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

¹ Note: the figure for Level 2 and Level 3 firstness among Male Level 3 learners (15.91% and 47.46% respectively) is significantly lower than that for female Level 3 learners (20.69% and 53.71% respectively) at the 95% confidence level. No other gender or ethnicity differences shown are statistically significant.

Actual prior qualifications held by learners undertaking Workplace Learning

The survey findings indicate that learners undertaking Workplace Learning have a wide range of prior formal educational achievements. Tables 4.5 and Table 4.6 show the *specific qualifications* previously attained by learners who were undertaking Level 2 or Level 3 Workplace Learning courses respectively in November 2011. The figures are shown separately for those undertaking their first qualification at Level 2 (or Level 3 in the case of Level 3 learners) and those for whom the learning represents a ‘repeat’ of learning at that level.

Note that Tables 4.4 and 4.5 give the proportion of all learners who had attained qualifications such as GCSEs, 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, 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 these tables is not fully comprehensive – only qualifications held by more than one in twenty learners are included.

Table 4.4: Prior qualifications of Level 2 learners engaged in Workplace Learning as of November 2011

	Level 2 learners 1,500 %	First Full Level 2 460 %	Prior Full L2+ 'repeat' 838 %
<i>Base: All Level 2 learners</i>			
GCSEs	51	33	65
Below Level 2 - less than 5 A-C grades	23	33	20
Full Level 2 - at least 5 A-C grades	26	-	45
O or AO Levels	14	8	19
Below Level 2 - less than 5 O or AO Levels	8	8	8
Full Level 2 - at least 5 O or AO Levels	6	-	11
CSEs	16	17	15
Below Level 2 - less than 5 A-C grades	13	17	11
Full Level 2 - at least 5 A-C grades	1	-	2
AS Levels	9	1	16
One, two or three AS Levels - part L3	8	1	13
Four or more AS Levels - Full L3	1	-	2
A Levels	18	-	32
One A Level - part L3	5	-	8
More than one A Level - Full L3	13	-	23
NVQ	27	9	37
Level 1	4	5	3
Level 2	14	-	21
Level 3	5	-	10
Level 4 or Level 5	1	-	1
City and Guilds	23	12	29
Level 1 – Foundation	7	5	7
Level 2 – Craft	5	-	7
Level 3 - Advanced Craft	4	-	6
BTEC	15	4	24
Below Level 2 – First Certificate or General Certificate	2	2	2
Level 2 – First Diploma or General Diploma	4	-	6
Level 3 – National Certificate or National Diploma	5	-	9
Level 4 – Advanced Certificate or Diploma	1	-	2
Apprenticeship	11	-	10
HNC/HND	4	-	7
Degree	7	-	13

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

Table 4.5: Prior qualifications of Level 3 learners engaged with Workplace Learning as of November 2011

	Level 3 learners	First Full Level 3	Prior Full L3+ 'repeat'
<i>Base: All Level 3 learners</i>	1,500	650	665
	%	%	%
GCSEs	61	55	70
Below Level 2 - less than 5 A-C grades	26	31	21
Full Level 2 - at least 5 A-C grades	34	23	48
O or AO Levels	16	15	18
Below Level 2 - less than 5 O or AO Levels	10	10	10
Full Level 2 - at least 5 O or AO Levels	6	5	8
CSEs	18	19	16
Below Level 2 - less than 5 A-C grades	14	16	13
Full Level 2 - at least 5 A-C grades	1	1	1
AS Levels	11	4	20
One, two or three AS Levels - part L3	8	4	14
Four or more AS Levels - Full L3	2	-	5
A Levels	21	6	42
One A Level - part L3	5	6	6
More than one A Level - Full L3	15	-	34
NVQ	47	41	56
Level 1	2	2	1
Level 2	30	38	23
Level 3	12	-	26
Level 4 or Level 5	1	-	3
City and Guilds	28	19	36
Level 1 – Foundation	7	6	7
Level 2 – Craft	5	4	5
Level 3 - Advanced Craft	5	-	12
BTEC	21	11	33
Below Level 2 – First Certificate or General Certificate	2	2	2
Level 2 – First Diploma or General Diploma	5	4	7
Level 3 – National Certificate or National Diploma	7	-	16
Level 4 – Advanced Certificate or Diploma	2	-	4
Apprenticeship	18	1	21
HNC/HND	4	-	8
Degree	8	-	19

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

Looking at the prior qualifications of *Level 2 learners*, Table 4.4 shows that about half (51%) had attained at least one GCSE – a significantly higher proportion compared to the finding reported the year before when 44% of Level 2 Train to Gain learners had attained at least one GCSE. In total, around seven in ten (69%) of Level 2 learners had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs). Amongst learners undertaking their *first* Full Level 2 qualification, half (50%) had GCSEs, O/AO levels or CSEs at below Level 2. Amongst those already holding a prior Full Level 2 qualification, in more than half of cases (56%), they had attained this through attaining the Full Level 2 standard at GCSE, O/AO level or CSE.

Around one in six 'repeat' Level 2 learners (16%) had attained at least one AS level qualification (up significantly from the 11% reported last year), and a third (32%) had at least one A Level (a significant increase from the 25% observed in the previous study covering those that had been on provision in November 2010), most often (in 23% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, a quarter of Level 2 learners engaged in Workplace Learning in November 2011 had previously attained an NVQ (27%), with this most commonly at Level 2 (held by 14% of all Level 2 learners). A third (32%) of repeat Level 2 learners had previously attained an NVQ at Level 2, 3, 4 or 5 before starting their course – a significant decrease compared to the 40% amongst repeat Level 2 Train to Gain learners in the previous study.

Around three in ten (29%) repeat Level 2 learners had previously attained a City and Guilds qualification, and one in ten (10%) had completed an Apprenticeship. A small proportion had completed higher-level vocational qualifications such as Higher National Diplomas or Certificates (7%) and BTEC Level 4 Advanced Certificates or Diplomas (2%).

Table 4.5 shows the equivalent data for *Level 3 learners*. Focusing first on those undertaking their first Full Level 3 qualification through Workplace Learning, almost two-fifths (38%) were building on a prior NVQ at Level 2. A quarter had attainment at Full Level 2 at GCSE (23% – up significantly from 15% observed last year), and more than half (55%) had attained at least one GCSE – an increase of 14 percentage points from the 41% recorded for the last study). There has been a fall in the proportion of learners undertaking their first Full Level 3 qualification who previously had attained O or AO level qualifications (from the earlier 22% down to the current 15%) and who previously completed CSEs (from 30% last year down to the current 19%). Both reflect the fact that the current study had a younger cohort of Level 3 learners than found for the previous study of Train to Gain learners.

Where Level 3 learners had prior attainment at Level 3 or above, this was often through having attained multiple A Levels (in 34% of cases – a significant increase compared to the 27% reported for Train to Gain learners for the previous study) or through an NVQ at Level 3 (26% - a decrease compared to the 32% recorded for those on provision in November 2010). Approaching one fifth of repeat Level 3 learners said they had a degree (19%).

Prior attainment in English and Maths GCSE or O Level

One of the most commonly used benchmarks indicating that somebody has the basic level of skills that employers look for is the achievement, at grade C or above, of GCSEs in English and Maths. This survey therefore asked learners if they had achieved GCSEs (or equivalent) in these subjects. Table 4.6 shows the grades achieved in English by those learners who had prior GCSEs or the older equivalent, O Levels.

Table 4.6: Prior English GCSE/O Level qualifications of Level 2 and Level 3 learners engaged with Workplace Learning as of November 2011

		Learners with GCSEs/ O Levels			All Learners	Level 2	Level 3
		All learners	learners	learners	All learners	learners	learners
		2,039	926	1,113	3,000	1,500	1,500
		%	%	%	%	%	%
<i>Base:</i>							
GCSE English- Single Subject	A*/A	1	1	1	1	1	1
	B	3	4	3	2	2	2
	C	9	9	9	6	5	7
	D	5	6	4	3	3	3
	E/F/G/U	3	4	3	2	2	2
GCSE English Language	A*/A	4	3	4	2	2	3
	B	13	12	14	9	8	11
	C	21	21	23	14	13	17
	D	7	7	7	5	4	5
	E/F/G/U	2	2	2	2	1	2
GCSE English Literature	A*/A	4	4	4	3	2	3
	B	12	11	14	8	7	10
	C	19	18	21	13	11	16
	D	8	9	8	6	5	6
	E/F/G/U	3	3	3	2	2	2
O Level – English Language	A	2	2	1	1	1	1
	B	5	4	6	3	3	4
	C	6	6	5	4	4	4
	D	1	1	1	1	*	1
	E/F/G/U	*	*	1	*	*	*
A*-C at either GCSE or O Level	A* - C	68	66	70	45	41	52
D-G at GCSE or F at O Level (and not A*-C)	D - G	16	17	15	11	10	11

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

*= <0.5% but >0%

Approaching three-fifths of learners with GCSEs or O Levels (68%, equivalent to 45% of all learners) had achieved a Grade A*, A, B or C in English (looking across English taken as a single subject, as English Language or as English Literature). This attainment tended to be at grades B or C - only a small proportion of all learners (5%) had attainment at A* or A in English GCSE or O Level. Overall 11% of learners had a GCSE / O level in English at grade D-G.

Table 4.7 shows the grades achieved in Maths. Just over a third of all workplace learners (36%) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. This was higher among Level 3 learners (40%) than Level 2 learners (33%).

Table 4.7: Prior Maths GCSE/O Level qualifications of Level 2 and Level 3 learners engaged with Workplace Learning as of November 2011

		Learners with GCSEs/ O Levels			All Learners		
		% learners 2,039 %	% Level 2 learners 926 %	% Level 3 learners 1,113 %	All learners 3,000 %	Level 2 learners 1,500 %	Level 3 learners 1,500 %
GCSE Maths	A*/A	3	3	4	2	2	3
	B	13	14	14	9	8	11
	C	29	30	29	19	18	21
	D	15	16	14	10	10	11
	E/F/G/ U	10	9	11	6	5	8
O Level Maths	A	1	1	1	1	1	1
	B	3	3	3	2	2	2
	C	4	5	4	3	3	3
	D	1	1	1	1	1	1
	E/F	1	1	1	1	1	1
A*-C at either GCSE or O Level	A* - C	54	54	54	36	33	40
D-G at GCSE or D-E at O Level (and not A*-C)	D - G	24	24	25	16	15	19

*= <0.5% but >0%

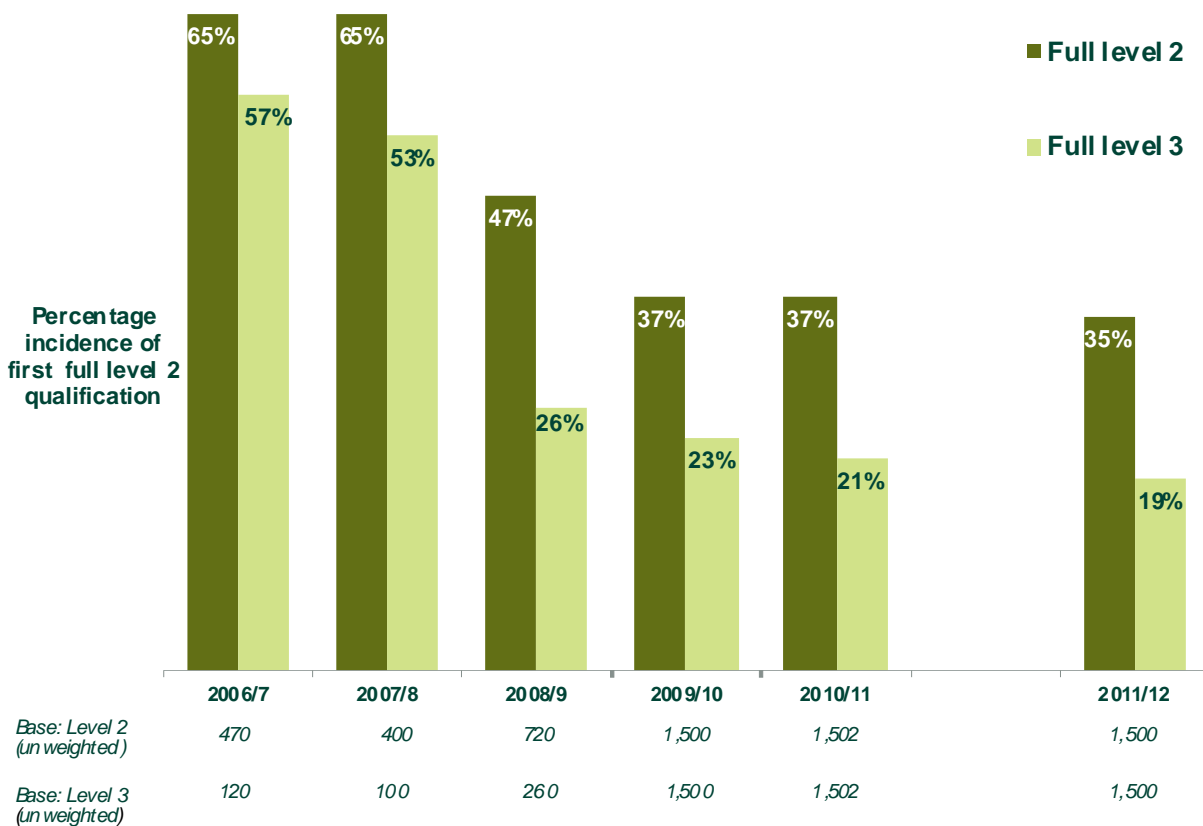
Overall the results show that workplace learners were more likely to report having a GCSE / O level in English at grade A*-C than in Maths at grade A*-C (45% vs. 36%).

Three in ten of all learners that had been engaged in Workplace Learning in November 2011 (31%, significantly higher than the 26% found among those on Train to Gain provision in November 2010) had GCSE or O Level at Grade A-C in both English and Maths, with Level 3 learners more likely than Level 2 learners to hold qualifications at this level (36% vs. 29%).

The incidence of first Full Level 2 learning – trends over time

Since 2006 a series of six surveys have been undertaken to measure the prior attainment profile of learners engaged in Workplace Learning. The figure below shows the percentage incidence of first Full Level 2 learning separately for adult learners undertaking Full Level 2 and Full Level 3 courses, referring to cohorts in learning from November 2006 to November 2011. This clearly shows the decrease in the Full Level 2 firstness rates in the period from 2007/08 to 2009/10, and the arrest in this decline in the latest three surveys.

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



There has been no statistically significant change in the proportion of Level 2 learners undertaking their first full Level 2 qualification in the last three surveys (35% of learners on provision in November 2011 compared to 37% in 2009 and 2010). Similarly, for Level 3 learners there has been a slight fall compared to last year in Level 2 firstness (19% from 21%), but the change is not statistically significant.

That said the overall time-series data paints a picture of Workplace Learning increasingly being undertaken by better qualified individuals. In 2008/09 around half of Level 2 learners had a prior qualification at this level (53%); in 2011/12, the figure has risen to approaching two-thirds (65%).

Caution though is needed when comparing findings over time. For example caution is needed when comparing the 2006/07 and 2007/08 findings with those from later surveys. This is because there were significant changes in the recording of details of work-based learners impacting on definitions of the survey population. Provision that in 2007/08 was being delivered as National Vocational Qualifications (NVQs) delivered wholly or partially in the workplace within mainstream Further Education - and which was therefore not falling within Train to Gain - was, by the 2009 survey, included in the Employer-Responsive, Train to Gain ILR data collection. It is likely that this contributed to the increase since 2007/08 in the proportion of Train to Gain learners recorded on the ILR as having a prior Level 2 on the ILR, and found to have a prior Full Level 2 qualification in the survey.

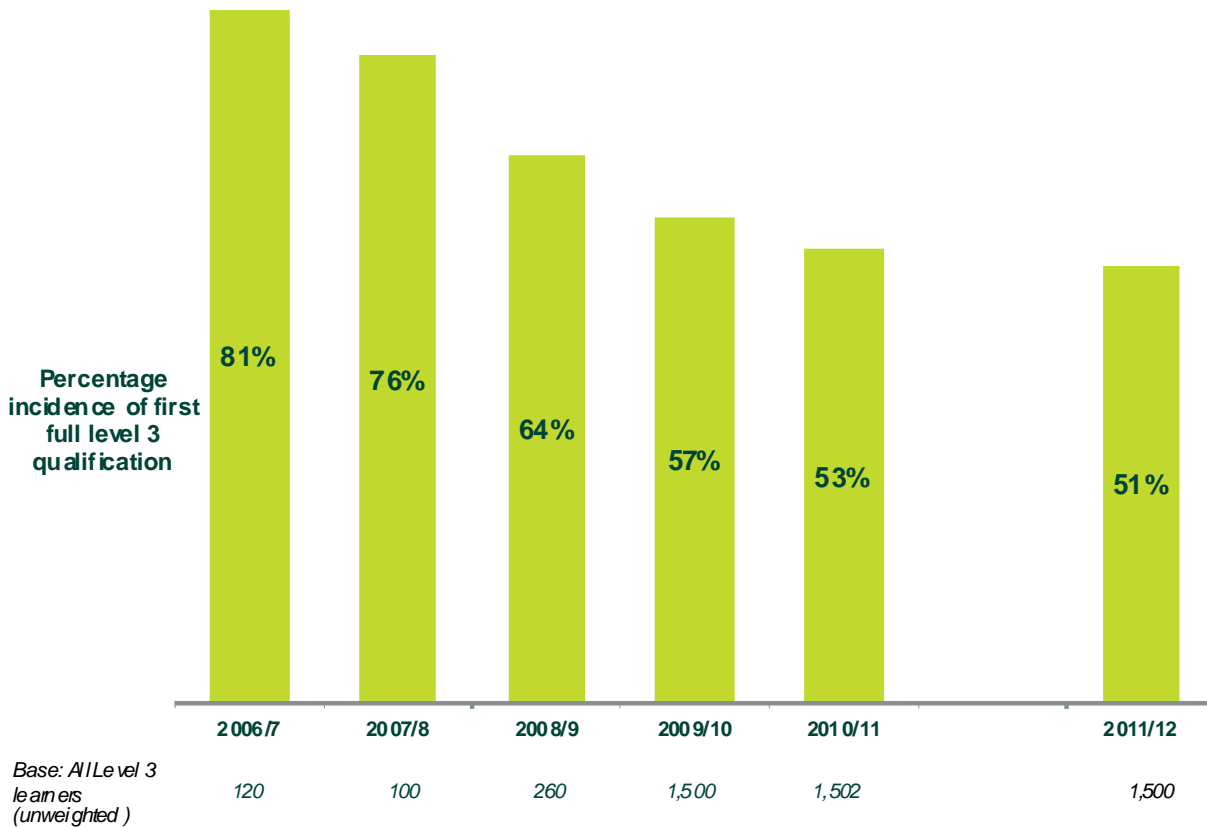
Further, the changing incidence of firstness seen between the 2008/09 and 2009/10 surveys can in part be attributed to the 'opening up' and increased flexibility implemented in Train to Gain funding rules throughout 2009. Contributions were made available through Train to Gain for individuals with prior attainment at Level 2 who wished to take particular types of additional Level 2 qualifications deemed priorities for their particular industry sector. The latest findings suggest that the level 2 firstness levels within Workplace Learning in 2011/12 is similar to the levels reported for the final two years of Train to Gain.

The incidence of first Full Level 3 learning – trends over time

Figure 4.3 shows time series trends in the percentage incidence of first Full Level 3 learning, i.e. the extent to which entrants to Level 3 courses are new to learning at this level.

The decline in Level 3 firstness across the research series since 2006/07 largely mirrors the trend observed for Level 2 firstness. The fall in Level 3 firstness from the last survey (53%) to the current (51%) is not statistically significant at the 95% confidence level, but clearly the long term trend is for declining proportions of Level 3 learners to be undertaking their first Full Level 3 qualification.

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



First Full Level 2 or Level 3 learning by age for 2012 v. 2011 surveys

We have discussed how firstness levels vary quite widely by age of learner (see Table 4.2). For this reason it is possible that the overall firstness level year on year could change simply because of changes in the age profile of learners while the firstness levels within age band remain unchanged.

Table 4.8 shows differences in firstness by age band within level of learning comparing 2011/12 learners to 2010/11. Among Level 3 learners firstness (whether at Level 2 or Level 3) by age is very similar for the current survey to the previous one.

Among Level 2 learners differences between the two surveys are more marked. In particular under 25s on provision in November 2011 appear less likely to be undertaking their first full Level 2 than was found in the previous survey (23% vs. 28% - although because of relatively low base sizes this difference is not statistically significant at the 95% confidence level).

Table 4.8: Incidence of first Full Level 2 and First Full level 3 learning by age within level for those on provision in November 2011 and (in brackets) November 2010

	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 3
Level 2 overall	35% (37%)	
19-24	23% (28%)	
25-44	39% (37%)	
45 plus	42% (42%)	
Summary: 25 plus	40% (39%)	
Level 3 overall	19% (21%)	51% (53%)
19-24	11% (11%)	45% (45%)
25-44	23% (21%)	54% (52%)
45 plus	25% (26%)	57% (58%)
Summary: 25 plus	23% (23%)	55% (54%)

Figures in brackets shows data for Train to Gain learners on provision in November 2010.

Profile of learners undertaking their first Full Level 2 or Level 3 in Workplace Learning

The following table compares the profile of adult workplace learners undertaking their first Full Level 2 or their first Full Level 3 qualification with learners already qualified to these levels.

Level 2 learners undertaking their first Full Level 2 qualification are older than other Level 2 learners (e.g. 30% are aged 45 plus vs. 20% of those with prior qualifications at Level 2). The same broad pattern holds for first Level 2 and Level 3 learning among Level 3 learners. Results also show that among Level 3 learners women are more likely than men to be undertaking their first Full Level 2 or Level 3 qualification.

Table 4.9: Profile of learners undertaking Workplace Learning in November 2011

	Full Level 2 course			Full Level 3 course				
	All	1 st Full L2	Prior L2+	All	1 st Full L2	Prior L2+	1 st Full L3	Prior L3+
<i>Base</i>	1,500	460	838	1,500	249	1,066	650	665
	%	%	%	%	%	%	%	%
Age								
19-24	31	22	38	36	23	37	30	38
25-44	45	49	42	47	55	46	50	46
45 plus	24	30	20	18	22	17	19	16
Gender								
Male	53	54	49	38	34	38	35	40
Female	47	46	51	62	66	62	65	60
Ethnicity								
White	85	87	84	87	86	87	87	87
Non-white	14	11	15	12	12	12	12	12
Not stated	1	1	1	1	2	1	1	2

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

*= <0.5% but >0%

- = >0.5%

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

A series of studies have been carried out between 2006 and 2012, as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with workplace learning provision. A consistent finding across these studies 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 learners with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR for learners enrolled in Workplace Learning as of November 2011.

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

The Individual Learner Record and prior attainment level

For the vast majority of adult workplace learners on the ILR, the ILR has information on their prior qualification level before they enrolled on their course. In the cohort of learners falling within the scope of the survey (those aged 19+ who were enrolled on a Full Level 2 or Full Level 3 workplace learners course in November 2011), almost all (99%) had a prior qualification level indicated on the ILR. This is in line with the situation seen for the 2010/11 eligible Train to gain cohort sample, where only 1% of records were missing ILR information on prior attainment.

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

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

Table 5.1: ILR information on prior achievement

	All sample in scope %	Available to contact %	Achieved sample %
No qualifications	22	38	27
Entry Level and below Level 1	4	4	3
Level 1	23	23	26
Level 2	37	23	28
Level 3	12	6	9
Level 4/5	2	4	7
Other qualification, level not known	*	*	1
Not known	1	1	1

*= <0.5% but >0%

In the original sample of learners in scope for the survey, the ILR indicated that over a half (51%) of learners were qualified to Level 2 or above before starting their course (as shown in the boxed cells in Table 5.1) whilst just over one in five had no prior qualifications (22%, much lower than the figure for those found for the previous Train to Gain study (37%)). When records without useable telephone numbers or who had opted out from research were removed, the profile of the sample changed slightly, with a fall in the proportion qualified to at least a Level 2 (34%) and an increase in the proportion of learners with no prior qualification (38%).

In terms of the ILR recording learners as having existing Level 2 provision, the profile of the group of learners interviewed fell somewhere between that of the profile of the sample available to contact and the full in-scope sample: 43% of interviews were conducted with learners for whom the ILR gave a prior qualification level of Level 2 or above, compared with this group comprising 51% of sample in scope and 38% of the sample available to contact. Therefore we can have confidence that there was a relatively low degree of 'skew' in the interviewing process towards learners with a particular ILR profile.

The figure that the ILR suggests for the proportion having Level 2 plus prior qualifications (among the achieved sample category in the final column of data on Table 5.1) is far lower than the equivalent figure of 71% as derived from the survey data (see Chapter 4), and the proportion with 'no qualifications' on the ILR (27%) far higher than the equivalent figure of 10% as found from the survey data. Therefore the figures suggest that the ILR is failing to record prior attainment at any level, particularly Full Level 2 or above, for a substantial portion of learners.

Comparing Individual Learner Record and survey measures of prior attainment

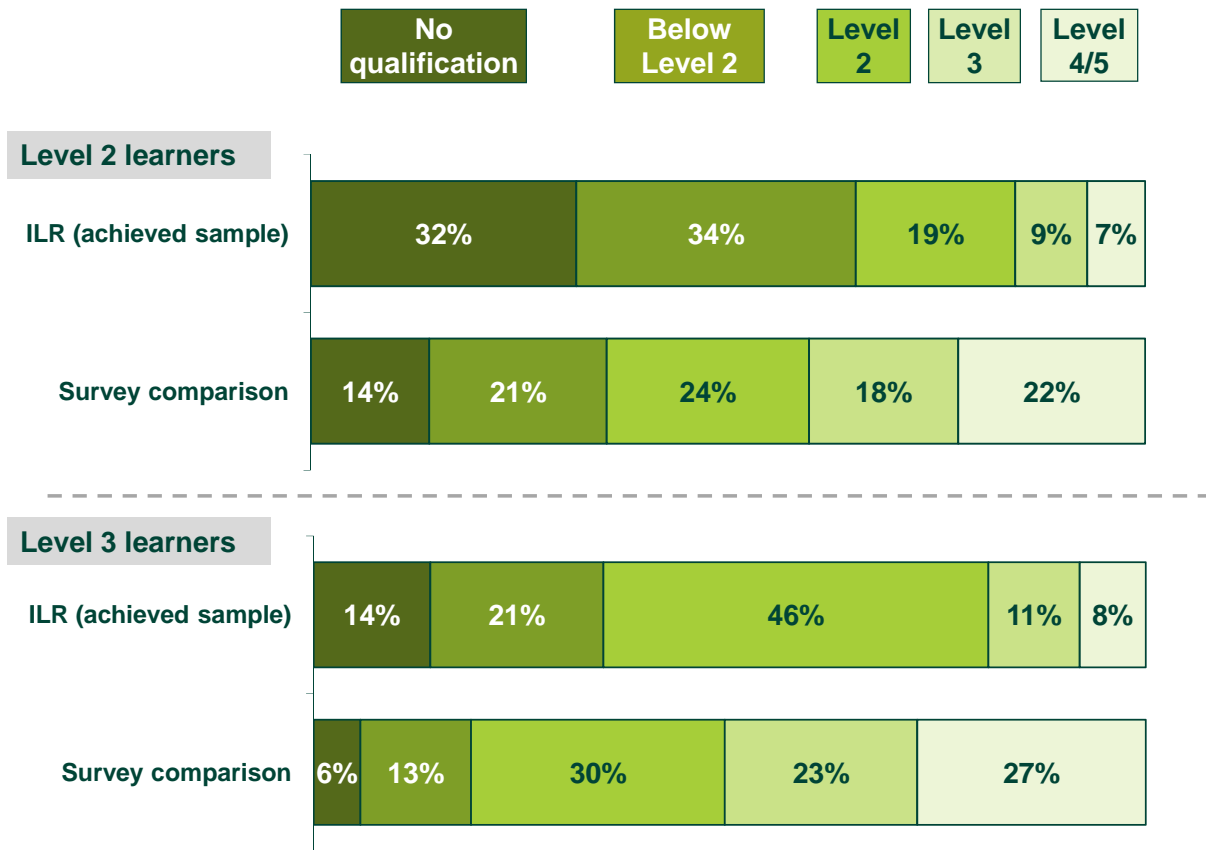
In order to explore in more detail the relationship between the ILR and the survey data, the following section looks at how the actual prior qualification levels compare on the two datasets, for the same learners. The following chart highlights the discrepancies between the data on prior qualification levels on the ILR and that collected in the survey with the comparison shown only for those learners where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,586 out of the 3,000 Level 2 and Level 3 learners interviewed). Hence, the 'ILR achieved' figures 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).

For Level 2 learners engaged in Workplace Learning, the ILR suggests a higher proportion of Full Level 2 learners with no prior qualifications (32% vs. 14% indicated by the survey findings), and a much lower proportion with prior qualifications at Full Level 3 or above (16% vs. 40%). The ILR indicates that only 7% of Level 2 learners who participated in the survey have a prior qualification at Level 4 or 5, while the survey reports one fifth (22%) of these same learners as having these high level qualifications.

The incidence of first Full Level 2 learning for these Level 2 learners based on the ILR data is 65%, compared to the survey findings which suggest that only 35% are studying for their first Full Level 2 qualification. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the 2009/10 and the 2010/11 surveys.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. Here the discrepancy is even greater than for the Level 2 group, in particular at the higher end, with the survey findings indicating that one quarter (27%) of Level 3 learners were already qualified to Level 4 or above before undertaking their course, compared to the ILR figure of just 8%. The ILR gives the incidence of first Full Level 3 learning for these Level 3 learners as 81%, compared to the survey data, which indicates that just half (49%) are studying for their first Full Level 3 qualification.

Figure 5.1: Comparison of ILR and survey level of prior achievement for those with prior level recorded on the ILR



*Base: Learners with definite prior achievement level from both the ILR and survey measures (Level 2: 1,286; Level 3: 1,300)
 Figures are unweighted*

To further explore the nature of the discrepancy between the ILR and survey measures of prior attainment, Table 5.2 shows data on the extent of agreement between the two data sets in cases where a level of prior attainment was given on the ILR. It shows the extent to which the survey and the ILR differ on the assessment of prior qualification level. It is important to note that this discrepancy may not always be critical in the sense of affecting firstness – if the ILR indicates that a person has no prior qualifications and the survey suggests that they have a qualification below Level 2, then this is much less critical from a policy angle than where the ILR records a learner as having prior qualifications below Level 2 and the survey indicates they have qualifications at Level 2 or higher. The issue of discrepancies regarding first Level 2 qualifications is discussed later in the chapter.

Table 5.2: Comparison of the survey and ILR measures of prior qualification level

<i>Row percentages</i>	<i>Base*</i>		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive**
All learners 2010/11	2,983	%	35	9	52	5
All learners 2011/12	2,967	%	35	8	51	5
Level of study						
Full Level 2	1,484	%	34	9	53	5
Full Level 3	1,483	%	37	8	48	7
Age						
19 – 24	991	%	35	7	52	7
25 – 44	1,360	%	35	9	51	5
45 plus	616	%	33	10	52	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.

Results 2011/12 unless stated.

Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around one third of cases (35%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: overall for half of all learners (51%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in twelve learners (in 8% of cases the ILR appeared to over-state the prior achievement of learners). In a further 5% cases the survey measure of highest prior attainment was inconclusive. Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult workplace learners. The variation in the ILR and survey assessment of prior qualification found for the current survey is very similar to the previous study covering learners on provision in November 2010 (this also found the survey and ILR assessment of level agreed in 35% of cases, and the survey gave a higher level than the ILR in just over half of cases).

As shown in Table 5.2 the discrepancy between the survey and the ILR measure of level differed relatively little by the level of the course or the age of the learner.

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

In order to fully understand the likelihood that a particular claim of firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,568 respondents. This is shown in Table 5.3.

The survey confirms the ILR first Level 2 assessment in around two-fifths (38%) of cases. In three in five cases (59%), however, the survey indicates that the learners already had a

Full Level 2 qualification before starting their course – as shown in the shaded column in the table. Again, these figures are broadly similar to those derived from the previous recent surveys, where the ILR and survey agreed on first Full Level 2 status in about two-fifths of cases (43% in 2009/10 and 42% in 2010/11) - however the fall in the level of agreement of a claim to Level 2 firstness (from 42% to 38%) is statistically significant.

Table 5.3: Extent of agreement between survey measure of prior qualification level for learners recorded as first Level 2 learners on the ILR

<i>Row percentages</i>	<i>Base</i>		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive
All recorded on the ILR as first Level 2 2010/11	1,566	%	42	56	2
All recorded on the ILR as first Level 2 2011/12	1,568	%	38	59	2
Level of study					
Full Level 2	992	%	41	57	2
Full Level 3	546	%	30	68	2
Age					
19 – 24	407	%	32	67	1
25 – 44	742	%	40	58	3
45 plus	389	%	42	55	3

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

The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals a different pattern than the overall analysis shown in Table 5.2 in terms of level of learning. The incidence of the key ‘error’ on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (68%) than for Level 2 learners (57%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to indicate this as erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

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

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course. Hence a learner arriving at a provider with a highest qualification below

Level 2 who undertakes a Full Level 2 qualification with the provider and progresses with them to a Level 3 qualification, should be recorded on the ILR for this latter course as undertaking their first Full Level 2 qualification, despite their having attained a Full Level 2 when they start the Level 3 course. For the survey, the questioning asks simply about the qualifications at the time they start the course. For this reason, among Level 3 learners that had studied with the provider previously, some of the cases where the ILR shows no prior Level 2 qualifications and the survey indicates they have a prior Level 2 may be 'legitimate' in that the ILR is recording what it is intended to record.

Table 5.4 compares the levels of prior qualifications between the two datasets in cases where a definite level of prior qualification was given both on the ILR and in the survey. The highest degree of correspondence between the ILR and the survey occurred when the learner's highest prior qualification was their having no prior qualifications or it being one level below the WPL qualification they were studying. Where the highest prior qualification recorded in the survey was equal or higher to the one they were studying, the ILR was more likely to record a lower level of prior qualification than the survey. For example, 72% of Level 3 learners found through the survey to have prior attainment specifically at Level 3 had been recorded on the ILR as achieving a prior qualification no higher than Level 2. In a similar way 64% of Level 2 learners with a prior attainment at specifically Level 2 had been recorded on the ILR as achieving a prior qualification no higher than Level 1.

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

Survey Measure	Base*	ILR measure					ILR lower	ILR higher
		None	Below Level 2	Level 2	Level 3	Level 4/5		
<i>Row percentages</i>								
Level 2 learners								
None	184	% 64	30	4	1	1	-	36
Below Level 2	272	% 33	52	12	2	1	33	14
Level 2	312	% 28	37	30	5	1	64	6
Level 3	231	% 21	23	26	28	2	70	2
Level 4/5	287	% 23	23	18	8	28	72	-
Level 3 learners								
None	74	% 59	18	23	-	-	-	41
Below Level 2	174	% 17	44	34	2	2	17	39
Level 2	396	% 12	19	66	2	1	31	3
Level 3	299	% 10	19	42	26	3	72	3
Level 4/5	357	% 9	14	38	15	25	75	-

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

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

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

Table 5.5 lists the most common prior qualifications held by those Level 2 learners with a prior qualification at Full Level 2 or above on the survey data, where the ILR gave the highest prior attainment level as ‘no qualification’ or Level 1. This sheds light on the type of prior qualifications apparently missed or omitted from the ILR, or miscoded to level, contributing to differences in reported firstness for Level 2 workplace learners.

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

Prior qualifications held	ILR stated highest prior attainment level	
	No qualifications	Level 1
	200	209
	%	%
GCSE/O level grade A-C or equivalent (L2)	46	46
A Level or equivalent	23	26
NVQ Level 2	21	27
Diploma in higher education	16	8
Apprenticeship	10	10
NVQ Level 3	10	5
OND,ONC,BTEC etc, national	10	11
Degree	9	8
City & Guilds craft	9	8
HNC,HND,BTEC etc higher	9	2
City & Guilds advanced craft	8	3

*Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 2 and survey indicates prior attainment at Full Level 2 or above.
Note only most common qualification types shown.
Data shown unweighted.*

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

- GCSEs/O levels at Full Level 2 (46%);
- A Level or equivalent (23%);
- NVQ Level 2 (21%).
- Level 2 learners recorded on the ILR as having a Level 1 qualification, but found by the survey to have had a prior qualification at Level 2 or higher, most commonly held:
- GCSEs/O levels at Full Level 2 (46%);

- NVQ Level 2 (27%);
- A Level or equivalent (26%).

Table 5.6 shows a similar analysis for those learners found in the survey to be doing a 'repeat' qualification at Level 3, that is, those with prior attainment at Level 3 or above. The table shows the prior qualifications of these learners where the ILR gave the highest prior attainment level as 'no qualification', Level 1 or Level 2.

Table 5.6: Prior qualification where survey indicates a prior Full Level 3 or higher and where ILR stated highest prior qualification as below Full Level 3

Prior qualifications held	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
	61	100	261
	%	%	%
A Level or equivalent	39	22	37
NVQ Level 3, 4 or 5	26	28	33
Apprenticeship	26	21	25
OND,ONC,BTEC etc, national	26	29	23
Diploma in higher education	18	14	15
City & Guilds advanced craft	18	11	21
HNC,HND,BTEC etc higher	18	8	8
Degree	16	9	9
Advanced Apprenticeship	2	4	10
AS Levels	2	1	4

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

Note only most common qualification types shown.

Data shown unweighted.

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

- A Level or equivalent (39%);
- NVQ Level 3, 4 or 5 (26%);
- Apprenticeship (26%);
- OND,ONC,BTEC etc, national (26%).

There is a broadly similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications (as shown in Table 5.6).

Appendices

A – Quotas and weighting

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

Table A1: Quota targets – Learners engaged in Workplace Learning

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Learning type:</i>					
Full Level 2	465	676	342	17	1,500
Full Level 3	537	698	259	6	1,500
<i>Total</i>	<i>1002</i>	<i>1,374</i>	<i>601</i>	<i>23</i>	<i>3,000</i>

As shown in the table below, the final achieved interview figures exactly matched these target quotas, with each learning level and age category accounting for the intended overall proportion of the total interviews.

Table A2: Final achieved interviews – Learners engaged in Workplace Learning

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Learning type:</i>					
Full Level 2	465	676	342	17	1,500
Full Level 3	537	698	259	6	1,500
<i>Total</i>	<i>1002</i>	<i>1,374</i>	<i>601</i>	<i>23</i>	<i>3,000</i>

At the analysis stage, the survey data was grossed up to reflect the full populations of learners (aged 19+) on Full Level 2 or Full Level 3 workplace learning provision as of November 1st 2011. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling c.380,000.

Table A3: Population figures – Eligible Full L2 and Full L3 Learners in Workplace Learning in November 2011

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Learning type:</i>					
Full Level 2	76,170	110,809	55,990	2,839	245,808
Full Level 3	49,282	64,089	23,751	525	137,647
<i>Total</i>	125,452	174,898	79,741	3,364	383,455

B - Sample outcomes and response rate

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

The response rate can be taken to be the number of completed interviews (3,000) as a proportion of all definite outcomes in scope (i.e. excluding wrong numbers or those not recalling the course detailed on the ILR). In effect, this is derived from the following calculation:

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

The response rate for this survey was 57%.

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

Table C1 gives the statistical confidence associated with the first Full Level 2 incidence rates for the different age groups. For example, for the Full Level 2 learners aged 25 or over, we can be 95% confident that the true firstness figure lies within + or – 3.0% of the survey finding. For the 45 plus year olds, the base number of interviews is smaller, and the confidence interval rises to +/- 5.1% for Full Level 2 learners and +/- 5.2% for full Level 3 learners.

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

	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Level of study				
Full Level 2	All	1,500	34.74%	+/-2.4%
	19-24	465	23.21%	+/-3.8%
	25-44	676	38.67%	+/-3.6%
	45 plus	359	42.31%	+/-5.1%
	25 plus	1,035	39.94%	+/-3.0%
Full Level 3	All	1,500	18.82%	+/- 1.9%
	19-24	537	11.32%	+/-2.6%
	25-44	698	22.69%	+/-3.0%
	45 plus	265	25.48%	+/-5.1%
	25 plus	963	23.07%	+/-2.6%
Overall	All	3,000	29.03%	+/- 1.6%

Table C2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 51.31% has a confidence interval of 2.5% based on the sample of 1,500 Level 3 learners surveyed. The incidence figure for the 45 plus age group should be treated with some caution given the relatively wide confidence interval of +/-5.9%.

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

Level of study	Age	Number of interviews	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
	All	1,500	51.31%	+/-2.5%
Full Level 3	19-24	537	45.40%	+/-4.2%
	25-44	698	54.04%	+/-3.7%
	45 plus	265	56.94%	+/-5.9%
	25 plus	963	55.06%	+/-3.1%

D – Additional data on personal income of learners

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

	All who completed or dropped out of course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	367 %	267 %	56 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	15	3	45		
£6,000 - £10,999	26	24	41		
£11,000 - £12,999	16	19	5		
£13,000 - £14,999	13	16	5		
£15,000 - £17,999	13	16	-		
£18,000 to £20,999	10	12	4		
£21,000 to £24,999	5	6	-		
£25,000 to £29,999	2	2	-		
£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	7	9	-		
Mean income***	£12,800	£14,100	£8,300		

* = <0.5% but >0%

- = zero

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

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

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

	All who completed or dropped out of course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	827 %	510 %	177 %	75 %	<i>DATA NOT SHOWN AS BASE <25</i>
Less than £6,000	12	2	29	4	
£6,000 - £10,999	22	13	54	11	
£11,000 - £12,999	10	11	8	11	
£13,000 - £14,999	8	10	3	4	
£15,000 - £17,999	11	16	2	5	
£18,000 to £20,999	9	12	1	15	
£21,000 to £24,999	9	13	-	11	
£25,000 to £29,999	9	11	1	20	
£30,000 to £32,999	4	5	1	8	
£33,000 to £35,999	1	2	-	1	
£36,000 to £45,999	3	3	-	8	
£46,000 plus a year	1	1	1	3	
Summary: £21,000 plus	27	35	2	51	
Mean income***	£16,400	£19,000	£9,000	£22,200	

* = <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.

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

	All who completed or dropped out of course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	375 %	284 %	40 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	10	2	33		
£6,000 - £10,999	25	22	58		
£11,000 - £12,999	18	21	5		
£13,000 - £14,999	11	13	3		
£15,000 - £17,999	12	14	-		
£18,000 to £20,999	10	13	-		
£21,000 to £24,999	7	7	3		
£25,000 to £29,999	5	4	-		
£30,000 to £32,999	1	1	-		
£33,000 to £35,999	-	-	-		
£36,000 to £45,999	1	*	-		
£46,000 plus a year	1	*	-		
Summary: £21,000 plus	14	13	3		
Mean income***	£14,300	£14,900	£8,400		

* = <0.5% but >0%

- = zero

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

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

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

	All who completed or dropped out of course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	743 %	447 %	205 %	55 %	<i>DATA NOT SHOWN AS BASE <25</i>
Less than £6,000	12	1	29	11	
£6,000 - £10,999	22	10	50	22	
£11,000 - £12,999	12	15	7	9	
£13,000 - £14,999	8	10	4	13	
£15,000 - £17,999	10	14	4	11	
£18,000 to £20,999	10	14	3	11	
£21,000 to £24,999	8	12	2	4	
£25,000 to £29,999	8	11	-	13	
£30,000 to £32,999	3	5	-	2	
£33,000 to £35,999	1	2	*	-	
£36,000 to £45,999	3	4	*	4	
£46,000 plus a year	1	2	-	2	
Summary:					
£21,000 plus	25	36	3	24	
Mean income***	£16,200	£19,600	£9,400	£16,500	

*= <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.

Table D5: Housing Tenure

	All	Full Level 2 19-24	Full Level 2 25+	Full Level 3 19-24	Full Level 3 25+
<i>Base: All answering**</i>	2,878	446	1,002	520	924
	%	%	%	%	%
Live alone	11	8	13	7	12
Live with partner/ wife only & Main Earner in household	22	7	32	6	25
Live with partner/ wife only & NOT Main Earner in household	32	18	36	15	44
Live with dependents under 16 & Main Earner in household	5	2	6	2	8
Live with Dependants under 16 NOT Main Earner in household	1	1	-	1	1
Live with Adult Dependents & Main Earner in household	2	*	2	-	4
Live with Adult Dependants & NOT Main Earner in household	1	*	1	1	1
Live with Parents & Main Earner in household	3	3	2	5	2
Live with Parents & NOT Main Earner in household	21	52	4	61	3
Live with other relatives - Main Earner in household	1	1	1	1	*
Live with other relatives- NOT Main Earner in household	1	2	1	1	*
Live with Friends or other non-relatives- Main Earner in household	1	1	-	-	*
Live with Friends or other non-relatives- NOT Main Earner in household	1	4	1	1	*

*= <0.5% but >0%

- = zero

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

Table D6 outlines the parental education amongst WPL learners. A fairly high proportion of WPL learners were unsure of the education leaving age of both (16%) or one parent (13%) or unsure whether the parent(s) who stayed on in education had attained a degree (4%)- these respondents are included in the 'none of the above' category. Among those knowing the education status of both parents the most common response was that both parents left education aged 16 (47%).

Table D6: Parental Education amongst all WPL learners

	All	Full Level 2 19-24	Full L2 25+	Full Level 3 19-24	Full Level 3 25+
<i>Base: All</i>	3,000 %	465 %	1,035 %	537 %	963 %
Both parents left school at 16	47	33	53	34	55
One or more parent stayed on, but neither got a degree**	9	13	8	12	8
At least one parent gained a qualification at degree level**	11	13	11	17	9
None of the above	32	41	29	38	28

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

E – Learner demographics on the Individual Learner Record

Table E1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 Workplace Learning provision in November 2011), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first column of data). It can be seen that the weighted survey data and the profile of all the sample in scope is similar for gender and ethnicity – it matches for age as this was one of the criteria by which the weighting was undertaken.

Table E1: Demographic profile of adult learners undertaking Workplace Learning

	All sample in scope			
	Achieved sample 3,000 %	All 383,455 %	Full Level 2 245,808 %	Full Level 3 137,647 %
<i>Age</i>				
19-24	33	33	31	36
25-44	46	46	45	47
45 – retirement	21	21	23	17
Over retirement age	1	1	1	*
<i>Gender</i>				
Male	48	47	47	38
Female	52	53	53	62
<i>Ethnicity</i>				
White	85	87	86	89
Non-white	13	12	13	10
Asian	6	6	7	4
Black	4	4	4	4
Mixed / other	3	2	3	2
Not stated	1	1	1	1

* = <0.5% but >0%

F - Questionnaire

Prior Achievements Questionnaire 2012
IFF Research

Screener

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

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

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

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

WHEN SPEAKING TO NAMED RESPONDENT

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

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

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

REASSURANCES: USE AS NECESSARY

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

Contacts:

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

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

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

RECORD FROM SAMPLE:

S1) GENDER (sex)

Male	1
Female	2

S2) AGE (agecomb)

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

S3) LEVEL (level2)

Full Level 2	1
Full Level 3	2

S4) REGION

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

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

YES	1
NO	2

S7) APPRENTICESHIP (appren)

YES	1
NO	2

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

YES	1
NO	2

S8) SKILLS FOR LIFE – deleted for 2012 survey

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

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

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

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

ASK ALL

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

Text:	1	CHECK Q1c
-------	---	-----------

IF APPREN=1 OR WBL=1 (APPRENTICESHIP OR WORK BASED LEARNING)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q1f) And what is the name of the employer?

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

ASK ALL

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

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

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

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

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

IF ANY QUALIFICATIONS:

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

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

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

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

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

	Code	Max level achievable with qual.
A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher	1	8
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5
HNC / HND (Higher National Certificate / Higher National Diploma)	3	5
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3
BTEC / BEC / TEC / EdExcel/ LQL	5	7
SCOTVEC, SCOTEC or SCOTBEC	6	4
Teaching qualification other than PGCE	7	4
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	9	5
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11	
NVQ / SVQ	12	8
GNVQ / GSVQ	13	3
AS-level / vocational AS-level or equivalent	14	3
Certificate of 6 th Year Studies (CSYS)	15	3
Access to HE	16	3
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2
Standard/Ordinary (O) Grade/Lower (Scotland)	18	3
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2
CSEs [nb ended in 1988]	20	2
National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications	21	4
RSA or OCR	22	4
City and Guilds	23	3
YT Certificate	24	1
Key Skills / Core Skills (Scotland)	25	2
Basic Skills including Skills for Life literacy , numeracy, ESOL or IT qualifications	26	2
<u>Welsh Baccalaureate</u>	27	Level 3
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3
<u>Entry Level Qualifications</u>	29	1
Any other professional or vocational qualification such as HGV or first aid	30	Level

<p>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.</p>		<p>derived (if highest) from next but one section</p>
<p>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</p>	31	<p>Level derived (if highest) from next but one section</p>
<p>Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT</p>	32	<p>Level derived (if highest) from next but one section</p>
<p>Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT</p>	33	<p>Level derived (if highest) from next but one section</p>
<p>Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT</p>	34	<p>Level derived (if highest) from next but one section</p>

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

IF A LEVEL AT Q5

Did you have...

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

IF SCE HIGHERS AT Q5

There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

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

IF NEW DIPLOMA AT Q5

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

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

IF GNVQ/GSVQ AT Q5

Was your highest GNVQ / GSVQ at...?

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

IF AS-LEVEL AT Q5

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

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

IF HAVE O LEVELS OR AO LEVELS

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

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

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

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

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

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

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

IF HAVE GCSEs

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

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

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

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

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

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

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

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

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

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

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

- IF TOOK ENGLISH LANGUAGE AND LITERATURE GCSE (Q15b=2)
 15d) What grade did you achieve in your English Language GCSE?

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

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

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

IF HAVE CSEs AT Q5

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

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

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

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

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

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

Did you have ... READ OUT AND CODE?

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

IF HIGHER AT Q17

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

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

IF INTERMEDIATE LEVEL 1 AT Q17

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

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

IF INTERMEDIATE LEVEL 2 AT Q17

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

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

IF CITY AND GUILDS AT Q5

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

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

IF RSA / OCR AT Q5

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

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

IF APPRENTICESHIP AT Q2 (Q2D=1):

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

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

IF APPRENTICESHIP ACHIEVED AFTER 1995 (ZQ23=2):

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

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

IF 'Welsh Baccalaureate' AT Q5 ASK

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

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

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

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

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

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

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

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

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

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

EQUALDUM = 1 if Q25="All equal"

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

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

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

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

IF ENTRY REQUIREMENTS

What other qualifications or relevant experience did you need?

--

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

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

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

IF Q29 = 3-8 OR 0

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

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

INTERVIEWER EITHER CLASSIFY INTO LEVEL IF CLEAR OR CHECK WITH RESPONDENT:

Qualifications are often classified into broad levels. Which of the following broad descriptions do you think comes closest to the level of this qualification?

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

Estimated at:

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

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

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

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

Where you attained it

At what age

How long it took

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

Whether it was a full or part-time course?

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

NOW CHECK Q30aii

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

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

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

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

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

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

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

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

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

NOTE:

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

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

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

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

SAY TO ALL WITH QUALIFICATIONS

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

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

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

IF DON'T KNOW (OTHERS ASK Q34)

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

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

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

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

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

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

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

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

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

IF DON'T KNOW (OTHERS GO TO NEXT SECTION)

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

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

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ASK ALL

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

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

IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q41=7) ASK:

When, if at all, do you expect to be available for work again...READ OUT

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

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

ASK ALL

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

Yes	1
No	2
Don't know	3
Refused	4

IF Q43=1

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

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

ASK ALL

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

INTERVIEWER NOTE: do not include expenses

Weekly	1	ASK Q46
Monthly	2	
Annual	3	
Refused	4	ASK Q49

IF Q45=NOT 4 (NOT REF)

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

	WEEKLY	MONTHLY	ANNUAL
1	Less than £115 a week	Less than £500 a month	Less than £6,000 a year
2	£115 up to £210 a week	£500 up to £914 a month	£6,000 to £10,999 a year
3	£211 up to £249 a week	£915 up to £1,084 a month	£11,000 to £12,999 a year
4	£250 up to £289 a week	£1,085 up to £1,249 a month	£13,000 to £14,999 a year
5	£290 up to £344 a week	£1,250 up to £1,499 a month	£15,000 to £17,999 a year

6	£345 up to £403 a week	£1,500 up to £1,749 a month	£18,000 to £20,999 a year
7	£404 up to £479 a week	£1,750 up to £2,084 a month	£21,000 to £24,999 a year
8	£480 up to £576 a week	£2,085 up to £2,499 a month	£25,000 to £29,999 a year
9	£577 up to £634 a week	£2,500 up to £2,749 a month	£30,000 to £32,999 a year
10	£635 up to £689 a week	£2,750 up to £2,999 a month	£33,000 to £35,999 a year
11	£690 up to £884 a week	£3,000 up to £3,835 a month	£36,000 to £45,999 a year
12	More than £885 a week	More than £3,835 a month	£46,000 plus a year
X	Don't know	Don't know	Don't know
V	Refused	Refused	Refused

46a) There is no q46a

There is no q47

There is no q48

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ASK ALL

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

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

IF YES AT Q52

Q52a) Who else regularly lives with you?

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

Husband / wife / partner / boyfriend / girlfriend	1
Son / daughter aged under 16	2
Son / daughter aged 16 or over	3
Parents	4
Other relatives	5
Friends or other non-relatives	6
Refused	X

IF YES AT Q52

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

Yes	1
No	2
Don't know / refused	3

ASK ALL

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

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

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

IF YES

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

Yes	1
No	2
Don't know	3

ASK ALL

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

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

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

IF YES

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

Yes	1
No	2
Don't know	3

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

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

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

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

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

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

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

ASK ALL

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

Yes	1
No	2
Don't know	3

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

Yes	1
No	2
Don't know	3

SAY TO ALL

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

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Any enquiries regarding this publication should be sent to:
Department for Business, Innovation and Skills
1 Victoria Street
London SW1H 0ET
Tel: 020 7215 5000

If you require this publication in an alternative format, email enquiries@bis.gsi.gov.uk, or call 020 7215 5000.

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