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Prior Qualifications of Adult
Apprentices 2012/2013

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Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults undertaking Apprenticeships in 2012/2013.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships has been directed towards up-skilling individuals with lower level skill levels and re-skilling individuals who already held qualifications at that level.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2012.

The survey was conducted in January-March 2014, and involved interviews with 3,000 learners.

Levels of prior attainment amongst adult Apprentices

The survey results indicate that among the estimated 174,000 adult learners enrolled on a Full Level 2 Apprenticeship in November 2012, 21% were studying for their first Full Level 2 qualification. Conversely, this means that almost four in five (79%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course. The proportion of Level 2 learners who already had a Level 2 qualification (79%) is significantly higher than found in the previous survey (72% in 2011/12) bringing it back in line with the steadily increasing figures seen from 2008/09 to 2010/11 (72% 2008/09; 75% 2009/10; 78% 2010/11; 72% 2011/12; 79% 2012/13).

The incidence of first Full Level 3 learning amongst Level 3 Apprentices is 47%. This means that over half (53%) of Level 3 learners already had a Level 3 qualification, broadly in line with that found in previous surveys (50% 2008/09; 52% 2009/10; 51% 2010/11; 50% 2011/12; 53% 2012/13).

Among those in employment at the time of the survey and for whom a definite level of prior vocational qualifications could be determined, two-thirds of Apprentices enrolled on a Level 2 course in November 2012 were doing their first Full Level 2 (18%), their first vocational qualification at this level (23%) or repeating a Level 2 vocational qualification but in a new subject area and related to their job at the time of the interview (23%).

Among Level 3 Apprentices in employment at the time of the survey and for whom a definite level of prior vocational qualifications could be determined, around seven in ten were undertaking their first Full Level 3 (44%), their first vocational qualification at Level 3 (14%) or repeating a vocational qualification at this level but in a new subject area that was related to their job at the time of the interview.

Comparison of ILR and survey measures of prior attainment

An important aim of this research was determining the extent to which survey-based information on prior qualifications matches that shown on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls.

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. Since 2008/09, when the Prior Qualification survey began among Apprentices, the ILR and the survey data have agreed on the specific level of prior qualification in around a third of cases (37% in 2008/09, 31% in 2009/10, 35% in 2010/11, and 35% in 2011/12). This current survey (2012/13) found a similar level of agreement (36%).

This survey again suggests that the ILR underreports the qualifications levels of adult Apprentices: of the 3,000 Level 2 and Level 3 Apprentices interviewed for the survey the ILR indicated that two-thirds (67%) had a prior qualification at Level 2 or above, much lower than the 84% derived from learner responses to survey questions. In a similar way of those learners identified in the ILR as studying for their first full Level 2 qualification, in over two-thirds of cases (69%) the survey found these learner to have prior attainment at Level 2 or higher. These findings would seem to indicate that the ILR is underreporting the proportion of adult Apprentices who are 'repeat' learners i.e. who already had a prior qualification at the same level as their Apprenticeship.

Original intention of level of Apprenticeship

The vast majority of Level 2 Apprentices had enrolled on the level of course that they had originally wanted to undertake (85%). Of the remainder many more had wanted to undertake a higher level course (11% of all Level 2 Apprentices) than had wanted to do a lower level course (1%) (the remaining 3% were unsure or could not remember the level of Apprenticeship they originally wanted to undertake). Those undertaking Level 3 Apprenticeships were more likely to have enrolled on the level they originally set out to do than Level 2 Apprentices (93% vs. 85% respectively). Of the remaining 7% of Level 3 Apprentices, a higher proportion wanted to undertake a higher level course (4%) than a lower level course (1%) (1% were unsure or could not remember the level of Apprenticeship they originally wanted to undertake). This suggests that there may be more scope for providers and employer to encourage learners to take higher levels, particularly those who end up taking Level 2 qualifications.

Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults undertaking Apprenticeships in 2012/2013.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of Apprentices, in terms of demographics; income; and whether they had worked for their employer prior to undertaking the apprenticeship and for how long.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2012.

Research background and objectives

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

The three key principles of the Skills for Sustainable Growth plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most. The Government's aim is to focus adult learning on this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

Previous Prior Qualifications surveys (dating back to 2008) have been used to accurately measure the proportion of adults on Apprenticeships (and also Adult Learner Responsive and funded Workplace Learning from surveys dating back to 2005) who were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population. The previous government set targets for the proportion of working age adults to be qualified to particular levels by particular dates. Although these targets were not continued by the Coalition government, it maintains an interest in upskilling the population, and hence information provided by the Prior Qualifications Survey remains relevant to current policy.

In defining 'those who need it most', a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications. One key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). To date, four surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Apprenticeships at Level 2 and 3. Each of these surveys have revealed that the bulk of Level 2 and Level 3 adult Apprenticeships were being undertaken by people who were already qualified to at least Level 2. For instance, the 2010/11 and 2011/12 surveys found that around three-quarters of those undertaking a Level 2 Apprenticeship already held a qualification at Full Level 2 when they enrolled (78% for those on provision in November 2010 and 79% for those on provision in November 2011).

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

Methodology

During the academic year 2012/13, around 700,000 people were enrolled on a Level 2 or Level 3 Apprenticeship, 330,000 of which were in learning in November 2012. Of these 156,394:

- Were enrolled on provision at Full Level 2 or Full Level 3 in November 2012; and
- Had not indicated that they were unwilling to be contacted for survey work; and
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

A total of 3,000 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking a Level 2 Apprenticeship or Level 3 Advanced Apprenticeship in November 2012.

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 January to 8th March 2014. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a distribution of interviews that would maximise the reliability of analysis by the level of the Apprenticeship, quotas were set on an interlocking age by learning level matrix. Half of the interviews were allocated to the Level 2 Apprenticeship group and half to the Level 3 Apprenticeship group, with allocations by age within level proportionate to the full eligible ILR population at Level 2 or Level 3. Further details on the quotas are appended (Appendix B).

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

To allow estimates to be made from the survey results for the whole adult Level 2 and Level 3 Apprentice population, the survey results were grossed up at the analysis stage to the full profile of adult Apprentices in November 2012. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables. Note that bases for findings are shown unweighted in charts and tables to indicate the raw number of interviews on which data is based.

The report compares findings with four previous studies conducted by IFF Research in 2008/9, 2009/10, 2010/11 and 2011/12. In each case, the survey consisted of Apprentices on provision in November in the first of the two years.

The report structure

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

Chapter 4 then presents findings on the prior qualification level of Apprentices, discussing the number, proportion and profile of those undertaking their first Full Level 2 qualification, and also, for Level 3 learners, those undertaking their first Full Level 3 qualification. This chapter also discusses prior attainment in Maths and English at O Level / GCSE and Basic Skills. Time series data on Level 2 and Level 3 firstness from Prior Qualifications Surveys going back to 2008/9 is also presented.

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

Chapter 6 explores the reasons for undertaking the Apprenticeship, specifically the job or career related reasons that led to their enrolment, and whether the course they were enrolled on in November 2012 was at the level they originally wanted to undertake. This chapter assesses learner motivations by level of course and whether the level undertaken is their first qualification at that level.

Chapter 3: The profile of adult Apprentices

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

The data presented in this chapter represents the population characteristics of Apprentices after the survey data has been grossed up to represent the full population of adults on Level 2 or 3 Apprenticeship provision in November 2012.

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

The profile of adults undertaking Apprenticeships in November 2012¹ is shown in Table 3.1, where data on the age, gender and ethnicity profiles is presented. This demographic information is drawn from the Individual Learner Record (ILR).

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, however, are derived from weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of Level 2 and Level 3 Apprentices.

Table 3.1: Demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2012

	All Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
Base: All Apprentices	3,000	1,500	1,500
	%	%	%
<i>Gender</i>			
Male	43	50	35
Female	57	50	65
<i>Age</i>			
19-24	43	44	42
25-44	41	39	43
45-retirement	16	17	14
Over retirement age	*	1	*
<i>Ethnicity</i>			
White	90	91	89
Non-white	9	9	10
<i>Asian</i>	4	4	5
<i>Black</i>	3	2	3
<i>Mixed / other</i>	2	2	2
Not stated	1	*	1

*= <0.5% but >0%

Within the weighted survey figures the majority of Level 3 Apprentices were female (65%), whilst Level 2 Apprentices were split equally by gender (50% male; 50% female). These Level 3 figures are more heavily skewed towards females than all learners in scope of the survey (i.e. all adults on the ILR on a Level 3 Apprenticeship in November 2012), with females accounting for 65% of the weighted survey Level 3 data but only 59% of Level 3 sample in scope (noted in Appendix H). (The gender profile of Level 2 Apprentices accurately reflects Level 2 sample in scope.)

Adults aged under 45 made up the majority of learners on Apprenticeships in November 2012. This was broadly evenly split by those aged under 25 (43%) and those aged 25-44 (41%). Around one in six learners were aged 45 plus (16%). There was little difference in the age profile by level.

The vast majority of Apprentices are White (90%), with the ethnicity profile varying little by level of learning. The ethnicity profile of the weighted survey data was similar to the profile of all sample in scope.

There have been some statistically significant changes in the age and gender profile of Apprentices in comparison to the last Prior Qualifications survey. Table 3.2 compares the

age and gender profile of adult Apprentices on provision in November 2012 for this year’s survey, with those enrolled on the same type of provision in November 2011.

Table 3.2: Demographic profile of Apprentices - comparison between 2011/12 and 2012/13 cohorts

	All learners		Level of Apprenticeship			
	2011/12	2012/13	Full Level 2		Full Level 3	
			2011/12	2012/13	2011/12	2012/13
Base: All Apprentices	3,000	3,000	1,492	1,500	1,508	1,500
	%	%	%	%	%	%
<i>Gender</i>						
Male	40	43	41	50	39	35
Female	60	57	59	50	61	65
<i>Age</i>						
19-24	44	43	42	44	46	42
25-44	40	41	39	39	41	43
45 – retirement	16	16	18	17	13	14
Over retirement age	1	*	1	1	*	*

*= <0.5% but >0%

Over recent years the data series have revealed a trend showing adult Apprentices having an increasing older age profile (70% of adult Apprentices in 2009/10 were aged under 25, falling to 65% in 2010/11 and 44% in 2011/12), but the current data ceases the trend by demonstrating a similar age profile in 2012/13 to 2011/12. The shift towards an older profile, however, did continue among Level 3 learners where the proportion of those aged under 25 decreased (from 46% in 2011/12 to 42% in 2012/13).

Although the majority of Apprentices on provision in 2012/13 are female (57% of the weighted survey data or 54% of all sample in scope), this is a statistically significant decrease compared to last year's data (60% of the weighted data (or 53% of all sample in scope) in 2011/12 were female). A change in gender profile occurred across each level of learning but whilst Level 2 learning experienced a decrease in females (50% down from 59% in 2010), Level 3 learning experienced an increase in females (65% up from 61% in 2010) – both these changes are statistically significant at the 95% confidence level.

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

Table 3.3: Regional profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2012

<i>Base: All Apprentices</i>	All Apprentices 3,000 %	Level of Apprenticeship	
		Full Level 2 1,500 %	Full Level 3 1,500 %
East of England	9	10	9
East Midlands	9	9	8
Greater London	8	8	8
North East	7	6	7
North West	18	18	18
South East	13	11	14
South West	14	14	13
West Midlands	13	14	11
Yorkshire and Humberside	11	10	11

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

Economic indicators

This section focuses on income levels, benefit receipt, and whether adult Apprentices had worked for their employer prior to undertaking the Apprenticeship and for how long. All data is based on the weighted survey findings.

Almost four in five (79%) adult Apprentices that were based with an employer were already working for the employer when they started their Apprenticeship (a statistically significant decrease compared to the 85% found for the previous survey).

As shown in Table 3.4, adult learners who were already working for their employer when they started their Apprenticeship had typically spent more than a year working for this employer before starting their Apprenticeship (71%): this was more common among Level 3 Apprentices (75%) than those undertaking a Level 2 Apprenticeship (66%).

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

	All Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
<i>Base: Apprentices based with an employer where they were already working previously</i>	2,258	1,093	1,165
	%	%	%
Less than a month	3	4	2
1-3 months	5	6	5
4-6 months	8	10	6
7-9 months	3	4	2
10-12 months	9	9	9
More than a year	71	66	75
Don't know	1	1	1

Table 3.5 shows what Apprentices that were recruited specifically into their Apprenticeship by employers were doing before being taken on. Overall, half (51%) were in some form of paid work, most often in a job that did not provide training (29%). By contrast, around one in seven Apprentices recruited to their role reported having worked in jobs that did provide a substantial element of training (15%), for whom their Apprenticeship might be a continuation of structured work based learning.

More than a quarter (27%) were recruited into their Apprenticeship after having been in full-time education, which was significantly more likely to be the case amongst adults recruited to a full Level 3 programme (35% vs. 21% amongst those recruited to a Level 2 Apprenticeship). Around one in five (19%) had been unemployed and looking for work before being recruited to the Apprenticeship, a situation much more likely to have occurred amongst Level 2 Apprentices (24% vs. 13% amongst those on Level 3 provision).

Table 3.5: Main activity before being recruited specifically into Apprenticeship

	All Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
<i>Base: Apprentices based with an employer who were specifically recruited as apprentices</i>	561	316	245
	%	%	%
In a job that did not provide training	29	29	29
In full time education	27	21	35
Unemployed and looking for work	19	24	13
In a job that provided a substantial element of training	15	15	15
In voluntary or unpaid work	1	1	*
Self employed	1	2	1
Looking after the family or home	1	1	-
In a job (training unspecified)	6	6	5
Something else	1	1	2
Don't know	*	1	-

An overview of the employment status of adult Apprentices is provided in Table 3.6 below, including a summary of whether the Apprentice would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in January to March 2014. At this point, some of the learners were still undertaking the same Apprenticeship that they were engaged with in November 2012, but others had moved on – in total 13% of all adult Apprentices surveyed were still undertaking their Apprenticeship at the time of interview, rising to one in six (16%) of those on Level 3 provision.

The figures in the final three columns of Table 3.6 are based just on those that had completed their Apprenticeship or left the course without completing it by the time of the interview.

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

Base:	All Apprentices			Those who had completed or left the Nov. 2012 Apprenticeship		
	All 3,000 %	Full 2 1,500 %	Full 3 1,500 %	All 2,593 %	Full 2 1,326 %	Full 3 1,267 %
Still studying on Nov. 2012 Apprenticeship	13	12	16	-	-	-
Economically active	85	86	83	98	97	99
Employed full-time	65	65	65	75	73	76
Employed part-time	14	15	14	17	17	16
Self-employed	2	2	3	3	2	3
On a government-supported training and employment programme	*	*	*	*	*	*
Unemployed though looking and available for work	3	3	2	3	3	3
Doing unpaid family work	*	1	*	*	1	*
Economically inactive	2	3	1	2	3	1
Retired	*	*	*	*	*	*
Unemployed but not looking or not available for work	1	1	1	1	1	1
None of the above	1	1	*	1	1	*

*= <0.5% but >0%

- = zero

Looking at the employment outcomes of those who had completed or left their course three-quarters were employed full-time (75%), with a further one in five working either part-time (17%) or on a self-employed basis (3%). Including those in training or unemployed but available and looking for work gives the proportion of ex-Apprentices who are 'economically active' as 98%. The economic activity of those who had completed or left provision was similar across Level 2 and Level 3 learning.

Only 1% of all Apprentices were not looking or available for work at the time of the survey, and most of these (72%) anticipate that they will be available for work again within the next two years.

Reflecting the high employment rates amongst those no longer undertaking their Apprenticeship, only a small minority of Apprentices (8%) said that they were claiming any form of benefit or tax credit at the time the survey was conducted. As shown in Table 3.7,

those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely than average to be in receipt of benefits or tax credits (14%, compared to 7% of those who left the course and were working).

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

	All Apprentices	Still on Nov 2012 Apprenticeship	Completed or left Apprenticeship – in work	Completed or left Apprenticeship – not in work
Base:	3,000 %	407 %	2,434 %	159 %
Receiving any benefits or credits	8	10	7	14
Tax Credits	5	7	4	5
Housing Benefit	2	2	2	4
Job Seekers Allowance	1	1	1	6
Child Benefit	1	3	1	3
Income Support	*	-	-	1
Council Tax Benefit	1	*	1	1
Incapacity Benefit	*	-	*	1
Disability Living Allowance	*	*	*	1
Employment and Support Allowance	*	*	-	1
Carer's Allowance	*	-	*	1
Maternity Allowance	*	-	-	1
Not receiving any benefits or credits	92	89	93	84

*= <0.5% but >0%

- = zero

Table 3.8 shows the personal annual income of those individuals who had completed or left their original Apprenticeship by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £21,000 per year (in 81% of cases). The survey recorded the highest personal incomes where Apprentices were now in full-time work after leaving their course (23% earning £21,000 or more) or where they were working on a self-employed basis (31% earning £21,000 or more).

Table 3.8: Personal income (annual) amongst those who had completed or left November 2012 Apprenticeship by the time of interview

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed
Base: All answering**	2,184 %	1,689 %	335 %	55 %
Less than £6,000	5	*	11	11
£6,000 - £10,999	21	13	62	20
£11,000 - £12,999	16	18	12	11
£13,000 - £14,999	12	15	5	5
£15,000 - £17,999	15	18	7	5
£18,000 to £20,999	11	13	2	17
£21,000 to £24,999	8	9	1	9
£25,000 to £29,999	6	7	1	8
£30,000 to £32,999	2	3	-	6
£33,000 to £35,999	1	1	-	2
£36,000 to £45,999	1	2	-	4
£46,000 plus a year	1	1	1	4
Summary: £21,000 plus	19	23	3	31
Mean income***	£15,600	£17,100	£9,500	£18,000

*= <0.5% but >0%

- = zero

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

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

Chapter 4: The prior qualification level of Apprentices

This chapter presents findings on the prior qualification levels of adult Apprentices, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 or first Full Level 3 qualification.

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

Determining the level of highest prior qualification

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

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

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

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

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

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

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

However, an important aim of this research was determining the extent to which survey-based information on prior qualifications matches that shown on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. This provides evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, level of prior attainment is not allocated in the way described above. This is simply because where we are showing the proportion of cases where the level of prior attainment recorded on the ILR differs from the level that is derived from the information given by the learner during the survey, randomly allocating a level for other qualifications may lead to a level being derived which suggests a discrepancy where none exists. In these cases we have simply said the survey prior attainment level is inconclusive. The exception to this is cases where whichever level the other qualification was randomly assigned to would be higher or lower than that on the ILR for that learner.

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

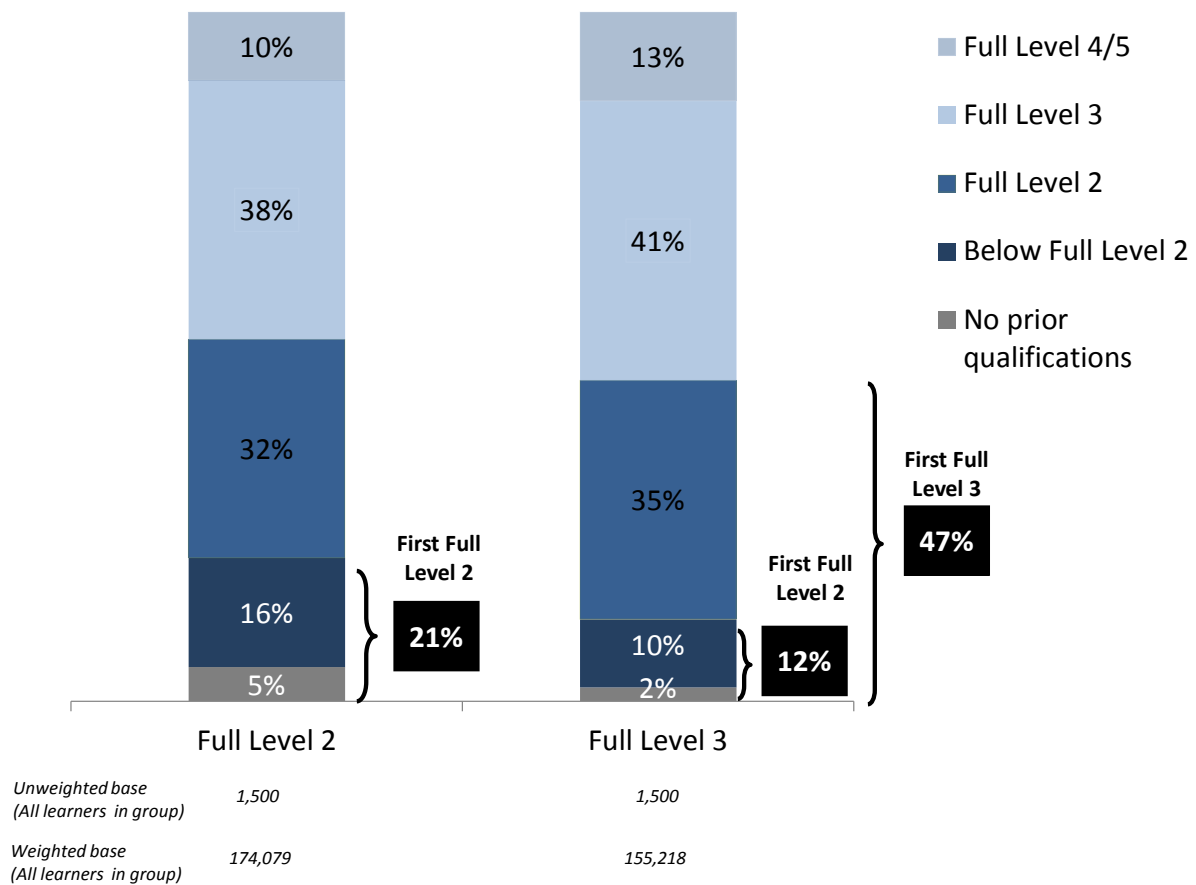
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.²

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.

Levels of prior attainment of adult Apprentices

The profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2012, in terms of their highest level of prior attainment, is shown in Figure 4.1. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

Figure 4.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2012



The survey results indicate that among the estimated 174,000 adult learners enrolled on a Full Level 2 Apprenticeship in November 2012, 21% were studying for their first Full Level 2 qualification. This represents approximately 35,700 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that almost four in five (79%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course. The 21% firstness rate among Level 2 learners is significantly lower than in 2011/12 (28%), bringing it back in line with the figures seen from 2008/9 to 2010/11 (as shown in Figure 4.2).

The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower at 12% (the same proportion as found in 2011/12). Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

The incidence of first Full Level 3 learning amongst Level 3 Apprentices is 47%, which is broadly in line with that found last year (50% of Level 3 Apprentices were studying towards their first Full Level 3 in November 2011). Although the proportion of learners who were studying towards their first Full Level 3 was similar to last year, the current year's figure corresponds to a higher number of adult learners (72,500 up from 59,300 in November 2011) as there was a higher number of adult Level 3 Apprentices in late 2012 (155,200, up from 119,000 in November 2011).

Across Level 2 and Level 3 Apprentice provision combined, the incidence of first Level 2 learning revealed by the survey was 16% (corresponding to approximately 53,900 learners), significantly less than the 21% found for the previous 2011/12 cohort (corresponding to approximately 60,300 learners).

Table 4.1 gives the statistical confidence associated with the 2012/13 findings given the number of interviews conducted. For example, for the Level 2 Apprenticeship group, we can be 95% confident that the true firstness figure lies within + or - 2.0% of the survey finding.

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

Level of Apprenticeship	<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)
Level 2	1,500	35,700	20.52%	+/-2.0%
Level 3	1,500	18,200	11.75%	+/- 1.6%
Overall	3,000	53,900	16.38%	+/- 1.3%

Note: The numbers of first Full Level 2 learners have been rounded to the nearest 100.

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

Table 4.2 highlights differences in the incidence of first Full Level 2 learning according to the age of the Apprentice. The incidence of first Full Level 2 learning is higher amongst those aged 25 plus, with fewer of these learners already having prior qualifications at Full Level 2. For instance, amongst those undertaking a Level 2 Apprenticeship, approximately

three times as many Apprentices aged 25 plus were undertaking their first Full Level 2 qualification (30%) than was the case among those aged 19-24 (9%).

The drop in Level 2 firstness among all Level 2 Apprentices (from 28% in the 2011/12 cohort to 21% in the 2012/13 cohort) reflects a fall in Level 2 firstness across each age group: from 17% to 9% among those aged 19-24; from 34% to 28% among those aged 25-44; and from 44% to 34% among those aged 45 plus. Each of these changes are statistically significant at the 95% confidence level.

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

Level of Apprenticeship / Age	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	35,700	21%		
19-24	664	6,700	9%		
25-44	579	18,900	28%		
45 plus	257	10,200	34%		
Summary: 25 plus	836	29,200	30%		
Level 3 overall	1,500	18,200	12%	72,800	47%
19-24	630	4,000	6%	23,700	36%
25-44	648	9,000	13%	34,500	51%
45 plus	222	5,300	23%	14,400	63%
Summary: 25 plus	870	14,300	16%	48,800	54%

Note: The numbers of first Full Level 2 / first Full Level 3 learners have been rounded to the nearest 100.

A similar pattern can be observed for Level 3 provision: approximately twice as many Apprentices aged 25-44 (13%) and four times as many Apprentices aged 45 plus (23%) were undertaking their first Full Level 2 qualification than was the case among those aged 19-24 (6%). Hence up-skilling is more likely to be occurring among older learners.

Although the overall rate of Level 2 firstness among Level 3 Apprentices is similar among November 2012 Apprentices as 2011 learners (both at 12%), there has been a statistically significant increase in the Level 2 firstness rates of Level 3 learners aged 45 plus, from the 15% found for the 2011/12 cohort to the current 23% (bringing it closer in line with the 30% found in the year before that (2010/11)).

There are also significant differences between age groups in the incidence of first Level 3 learning amongst those undertaking Level 3 Apprenticeships. As shown in Table 4.2, the incidence of first Level 3 learning increases with age, with a significantly higher proportion of those aged 45 plus studying for their first Full Level 3 qualification (63%) than found among those aged 25-44 (51%) and, in turn, those aged 19-24 (36%). Hence, regardless of whether the Apprenticeship undertaken is at Level 2 or Level 3, up-skilling to either Level 2 or Level 3 is more likely to occur among older learners.

Although the proportion of Level 3 learners undertaking their first Full Level 3 was similar to last year (47% in 2012/13 and 50% in 2012/13), Level 3 learners aged 19-24 were

found to be significantly more likely to already have prior qualifications at Level 3 or higher in the current study (36% aged 19-24 were studying for their first Full Level 3 in November 2012 compared with 42% aged 19-24 in November 2011).

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

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

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

	<i>Base</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	35,700	21%		
Male	743	16,100	19%		
Female	757	19,600	22%		
White	1,364	32,200	20%		
Non-white	130	3,100	20%		
Level 3 overall	1,500	18,200	12%	72,800	47%
Male	525	6,500	12%	21,500	40%
Female	975	11,700	12%	51,000	51%
White	1,340	16,200	12%	64,400	46%
Non-white	150	1,900	13%	7,900	51%

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

Among both Full Level 2 and Full Level 3 learners, there was no statistically significant difference between gender groups in first Full Level 2 learning. However, among Full Level 3 learners, the incidence of first Full Level 3 learning was significantly higher for females (51%) than males (40%). Males, therefore, are more likely to come to their Level 3 course already having achieved that level of qualification.

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

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

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

Level 2 Apprentices undertaking their first Full Level 2 qualification are on average older, with four in five of these Apprentices aged 25 plus (80%) compared to around half of 'repeat' Level 2 learners (47%). Similarly, amongst Level 3 Apprentices, those without prior qualifications at Level 3 were on average older than those who had attained this level previously (67% aged 25 plus vs. 49%).

The pattern evident in the data - that younger Apprentices are found to be better qualified on average than older learners, with older learners more likely to be undertaking their first qualification at Level 2 or 3 - was the same found among 2011/12 Apprentices.

There were no significant differences in the ethnicity profiles of 'first' and 'repeat' learners, either at Level 2 or Level 3. As for gender, however, although there were no differences in the gender profiles of 'first Full Level 2' and 'repeat Level 2' learners, either at Level 2 or 3, November 2012 Level 3 Apprentices undertaking their first Full Level 3 qualification are significantly more likely to be female (71%) compared to 'repeat' Level 3 learners (60%).

Table 4.4: Profile of adults undertaking Level 2 and Level 3 Apprentices in November 2012 - Comparison of 'first' and 'repeat' learners

	Level 2 Apprenticeship			Level 3 Apprenticeship				
	All	1 st Full L2	L2+ Prior Qualification	All	1 st Full L2	L2+ Prior Qualification	1 st Full L3	L3+ Prior Qualification
Base	1,500	275	1,121	1,500	158	1,252	642	768
	%	%	%	%	%	%	%	%
Age								
19-24	44	20	53	42	23	45	33	51
25-44	39	51	34	43	46	42	46	39
45 – retirement	17	28	13	15	31	13	21	10
Gender								
Male	50	46	51	35	35	36	29	40
Female	50	54	49	65	65	65	71	60
Ethnicity								
White	91	91	91	89	94	90	91	90
Non-white	9	7	9	10	6	9	9	9
Not stated	1	1	*	1	-	1	*	1

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

*= <0.5% but >0%

- = zero

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

The results discussed so far show that adults undertaking Apprenticeships are a diverse group in terms of their level of prior educational attainment. Many, especially the younger adults, are enrolling on Level 2 and Level 3 Apprenticeships having already attained qualifications at these levels. To provide more insight into the educational history of learners, the following tables show the specific qualifications previously attained by adults who were undertaking Level 2 or Level 3 Apprenticeships in November 2012. This helps to clarify the academic and vocational qualification routes that lead to individuals undertaking Apprenticeships.

The following two tables give the proportion of Apprentices who had attained qualifications such as GCSEs or A Levels, even if this does not represent the individual's highest level of prior attainment. Note an individual may have, for example, both GCSEs and A Levels, and can therefore be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. against their highest NVQ or BTEC qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 4.5 and 4.6 is not fully comprehensive – only qualifications held by more than one in twenty Apprentices are included.

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

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

Table 4.5 Prior qualifications held by learners undertaking a Level 2 Apprenticeship in November 2012

	All Level 2 Apprentices	First Full Level 2	Prior Full L2+ 'repeat'	Full L2+ 'repeat' or prior Apprenticeship
Base:	1,500	275	1,121	1,159
	%	%	%	%
GCSEs	69	37	79	79
Below Level 2 - less than 5 A-C grades	24	37	22	23
Full Level 2 - at least 5 A-C grades	43	-	57	55
O or AO Levels	12	12	12	12
Below Level 2 - less than 5 O/AO Levels	6	12	4	4
Full Level 2 - at least 5 O/AO Levels	6	-	7	7
CSEs	13	20	11	12
Below Level 2 - less than 5 A-C grades	11	20	9	9
Full Level 2 - at least 5 A-C grades	1	-	1	1
AS Levels	19	-	25	25
One, two or three AS Levels - part L3	14	-	19	18
Four or more AS Levels - Full L3	4	-	6	6
A Levels	24	-	32	31
One A Level - part L3	5	-	7	7
More than one A Level - Full L3	18	-	25	24
NVQ	37	9	45	46
Level 1	3	6	2	2
Level 2	18	-	22	23
Level 3	14	-	19	18
Level 4 or Level 5	1	-	1	1
Basic Skills	30	17	34	34
Entry	5	5	4	4
Level 1	10	12	7	7
Level 2	15	-	18	18
City and Guilds	29	19	33	33
Level 1 – Foundation	5	9	7	10
Level 2 – Craft	6	-	7	7
Level 3 - Advanced Craft	9	-	10	7
BTEC	24	4	31	30
Below Level 2 – First/General Certificate	2	1	2	2
Level 2 – First/General Diploma	7	-	9	9
Level 3 – National Certificate/Diploma	10	-	14	13
Level 4 – Advanced Certificate/Diploma	1	-	1	1
Apprenticeship	15	-	17	20
GNVQ	6	1	8	8
Foundation / Intermediate	4	*	5	5
Advanced	1	-	2	2

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

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

Looking first at Full Level 2 Apprentices, Table 4.5 shows that two-thirds (69%) had attained at least one GCSE before starting their Apprenticeship. In total, over four in five Level 2 Apprentices (82%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst Apprentices undertaking their first Full Level 2 qualification, over half (57%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, in almost two thirds of cases (64%), they had attained this through achieving the Full Level 2 standard at GCSE, O/AO level or CSE. One in four 'repeat' Level 2 learners (25%) had attained at least one AS level qualification, and almost one third (32%) had at least one A Level, most often (in 25% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, one third of Level 2 Apprentices had previously attained a NVQ (37%), with this most commonly at Level 2 (held by 18% of all Level 2 Apprentices).

The right hand column in Table 4.5 shows all those classified as 'repeat' Level 2 learners – that is those who had previously attained a qualification at Level 2 or above, including an Apprenticeship. One in five of these 'repeat' Level 2 learners mentioned specifically having already attained an Apprenticeship previously (20%). In total, almost half (46%) of all repeat Level 2 learners stated that they had previously attained an Apprenticeship or NVQ Level 2, 3, 4 or 5. This is equivalent to over a third (36%) of all Level 2 Apprentices.

Relatively high proportions of repeat Level 2 learners had previously attained a City and Guilds qualification (33%) or a BTEC (31%).

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

Focusing first on those for whom the Apprenticeship undertaken in November 2012 represented their first Full Level 3 qualification, just over three-fifths (63%) had attained at least one GCSE, although only in a third of cases (34%) had they attained the benchmark for Full Level 2 (5 GCSEs at A*-C). A minority had achieved a part Level 3 qualification before starting their Level 3 Apprenticeship, through achieving one, two or three AS Levels (7%) or one single A Level (6%).

Few Apprentices studying for the first time at Level 3 said explicitly that they had progressed from an Apprenticeship at Level 2 (6%). However, a substantial number did mention having attained NVQs: Over two-fifths (43%) of first Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. Around one quarter (27%) had some prior attainment through the City and Guilds framework.

Table 4.6: Prior qualifications learners undertaking a Level 3 Apprenticeship as of November 2012

	Level 3 Apprentices	First Full Level 3	Prior Full L3+ 'repeat'
Base:	1,500	642	768
	%	%	%
GCSEs	71	63	80
Below Level 2 - less than 5 A-C grades	25	28	22
Full Level 2 - at least 5 A-C grades	45	34	57
O or AO Levels	12	15	10
Below Level 2 - less than 5 O or AO Levels	7	9	5
Full Level 2 - at least 5 O or AO Levels	5	6	5
CSEs	15	20	11
Below Level 2 - less than 5 A-C grades	12	17	9
Full Level 2 - at least 5 A-C grades	1	1	1
AS Levels	19	8	30
One, two or three AS Levels - part L3	15	7	22
Four or more AS Levels - Full L3	4	*	7
A Levels	23	6	40
One A Level - part L3	4	6	4
More than one A Level - Full L3	19	-	36
NVQ	51	46	56
Level 1	1	2	1
Level 2	31	43	20
Level 3	16	-	30
Level 4 or Level 5	1	-	2
Basic Skills	34	30	40
Entry	2	2	3
Level 1	4	5	4
Level 2	22	18	26
City and Guilds	31	27	36
Level 1 – Foundation	8	8	9
Level 2 – Craft	5	4	5
Level 3 - Advanced Craft	5	*	9
BTEC	28	14	40
Below Level 2 – First Certificate or General Certificate	1	1	1
Level 2 – First Diploma or General Diploma	7	7	6
Level 3 – National Certificate or National Diploma	13	1	25
Level 4 – Advanced Certificate or Diploma	1	-	1
Apprenticeship	19	6	24
GNVQ	7	6	8
Foundation/Intermediate	3	3	3
Advanced	2	-	3

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

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

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

- Two or more A Level passes (in 36% of cases);
- NVQ Level 3 (30%);
- A BTEC qualification at Level 3 (25%).

A quarter of these repeat Level 3 learners (24%) said that they had already attained a qualification through an Apprenticeship. Pinpointing those who reported that they had achieved an Advanced or Higher Apprenticeship (12%) and those who had achieved an NVQ Level 3, 4 or 5 (32%) gives a combined rate of 41% for prior analogous Apprenticeship learning at Level 3 or above.

When looking across all Level 3 Apprentices, the survey suggests that around one fifth (21%) already held an Advanced / Higher Apprenticeship or NVQ Level 3, 4 or 5 when starting their course.

Prior attainment in English and Maths

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

Table 4.7: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 Apprenticeship as of November 2012

		Level 2 learners with GCSEs / O Levels in any subject			Level 2 learners		
		All	19-24	25+	All	19-24	25+
		1,154 %	620 %	534 %	1,500 %	664 %	836 %
Base:							
GCSE English-Single Subject	A*/A	*	*	1	*	*	*
	B	4	3	4	3	3	3
	C	11	13	9	8	12	6
	D	4	5	2	3	5	1
	E/F/ G	2	2	2	2	2	1
GCSE English Language	A*/A	5	6	4	4	6	3
	B	15	20	9	11	18	6
	C	29	35	21	22	33	13
	D	7	8	7	6	8	4
	E/F/G	2	2	2	1	2	1
O Level – English Language	A	2	-	4	1	-	2
	B	3	-	7	2	-	4
	C	4	-	9	3	-	6
	D	1	-	1	*	-	1
	E	*	-	1	*	-	*
CSE English	Grade 1	2	-	5	3	-	5
	Not Grade 1	4	-	8	4	-	8
Basic Skills / English	Level 2	12	14	10	12	14	10
	Below Level 2	8	10	7	8	11	6
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	73	78	67	57	73	45
Level 2 Basic Skills or Maths and English	Level 2	4	3	4	5	4	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	16	16	16	15	16	14
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	-	-	-	1	*	1
No English qualification	None	2	1	3	17	5	27
English qualification but unknown level	Unknown Level	5	1	9	5	1	7

The final six summary rows are mutually exclusive and total 100%. You cannot reproduce the bottom 5 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

*= <0.5% but >0%

The majority of Level 2 learners who had GCSEs / O Levels prior to their Apprenticeship had achieved a Level 2 qualification in English³ (77%). This included 73% who had achieved a grade of A*- C GCSE / O Level or the equivalent Grade 1 CSE, and a further 4% who had achieved the equivalent Level 2 in English Basic Skills. This is equivalent to 62% of all Level 2 Apprentices having a Level 2 in English, though this figure is significantly higher among younger learners (77% of those aged 19-24 compared to 51% of those aged 25 plus).

One in six Level 2 learners who had GCSEs / O Levels had only achieved the equivalent of Level 1 in English (16%), equivalent to 15% of all Level 2 Apprentices, whilst very few of those who had GCSEs / O Levels / CSEs did not have any English qualification (2%) or had an English qualification but did not know it's level (5%). Around one in six Level 2 Apprentices (17%) did not have a qualification in English, though this was significantly higher among older learners (27% of those aged 25 plus compared to 5% of those aged 19-24).

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

³ Note: This figure takes into account English as a single subject or English Language as a separate subject, but excludes English Literature as a separate subject.

Table 4.8: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 Apprenticeship as of November 2012

		Level 3 learners with GCSEs / O Levels in any subject			Level 3 learners		
		All	19-24	25+	All	19-24	25+
		1,199 %	592 %	607 %	1,500 %	630 %	870 %
Base:							
GCSE English-Single Subject	A*/A	1	2	*	1	1	*
	B	4	3	4	3	3	3
	C	11	12	10	9	11	7
	D	5	6	3	4	6	2
	E/F/G	1	2	1	1	2	1
GCSE English Language	A*/A	3	4	2	3	4	2
	B	16	20	12	12	18	8
	C	28	35	21	23	33	15
	D	7	7	7	6	7	5
	E/F/G	2	2	2	1	2	1
O Level – English Language	A	1	-	2	1	-	1
	B	4	-	7	3	-	5
	C	5	-	9	4	-	7
	D	*	-	*	*	-	*
	E	*	-	1	*	-	*
CSE English	Grade 1	2	-	3	2	-	4
	Not Grade 1	5	-	11	7	-	10
Basic Skills / English	Level 2	18	19	16	17	19	16
	Below Level 2	5	6	5	6	6	6
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	73	78	68	60	73	50
Level 2 Basic Skills or Maths and English	Level 2	5	5	5	7	6	8
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	15	14	16	14	13	15
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	*	-	*	*	*	1
No English qualification	None	2	1	3	14	5	20
English qualification but unknown level	Unknown Level	5	2	7	5	3	7

The final six summary rows are mutually exclusive and total 100%. You cannot reproduce the bottom 5 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

*= <0.5% but >0%

As with Level 2 Apprentices, the majority of Level 3 learners who had GCSEs / O Levels prior to their Apprenticeship had achieved the equivalent to Level 2 (78%), including 73% who had achieved a grade of A* - C GCSE / O Level or the equivalent Grade 1 CSE, and a further 5% who had achieved the equivalent Level 2 in English Basic Skills. This is equivalent to two-thirds (67%) of all Level 3 Apprentices having a Level 2 in English, with younger learners being significantly more likely to hold English at this level than their other counterparts (79% of those aged 16-24 compared to 58% of those aged 25 plus).

Around one in seven Level 3 Apprentices who had GCSEs / O Levels had only achieved the equivalent of Level 1 in English (15%), equivalent to 14% of all Level 2 Apprentices, whilst very few did not have any English qualification (2%) or had an English qualification but did not know it's level (5%).

One in eight Level 3 Apprentices (14%) did not have a qualification in English, though this was significantly higher among older learners (20% of those aged 25 plus compared to 5% of those aged 19-24).

Table 4.9 shows the grades achieved in Maths by Level 2 Apprentices.

More than two-thirds (69%) of Level 2 Apprentices with any GCSEs / O levels had achieved an equivalent to a Level 2 in Maths, with the majority having achieved Maths A* - C in Maths GCSE/O Level or a Grade 1 CSE (65%) and a further 4% achieving a Level 2 in Maths Basic Skills. Those aged 19-24 were significantly more likely than older Level 2 Apprentices to have A* - C GCSE / O level in Maths – this was the case whether looking at those with any GCSEs / O levels, or all Level 2 Apprentices.

Almost a quarter of those with GCSEs / O Levels had only achieved Level 1 (or equivalent) in Maths (24%). Those with no Maths qualifications made up very few of those with prior GCSEs/ O Levels (2%). Older Level 2 learners were much more likely to not have any prior Maths qualifications (28% aged 25 plus vs. 5% aged 19-24).

Among all Level 2 Apprentices, just over half (56%) had achieved a Level 2 in Maths, just over a fifth (22%) had a Level 1 in Maths, and just under a fifth (18%) had no Maths qualifications.

Table 4.9 Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 Apprenticeship as of November 2012

		Level 2 learners with GCSEs / O Levels in any subject			Level 2 learners		
		All	19-24	25+	All	19-24	25+
Base:		1,154	620	534	1,500	664	836
		%	%	%	%	%	%
GCSE Maths	A*/A	6	9	3	5	9	2
	B	16	21	10	12	20	7
	C	35	44	24	27	41	15
	D	16	17	15	13	16	10
	E/F/G	6	5	6	4	5	4
O Level Maths	A	1	-	1	1	-	1
	B	2	-	5	2	-	3
	C	4	-	8	3	-	5
	D	1	-	1	1	-	1
	E	-	-	-	-	-	-
CSE Maths	Grade 1	2	-	4	2	-	3
	Not Grade 1	4	-	9	5	-	10
Basic Skills / Maths	Level 2	12	15	9	12	15	9
	Below Level 2	9	11	7	9	12	7
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	65	75	54	51	70	35
Level 2 Basic Skills or Maths and English	Level 2	4	4	4	5	5	5
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	24	20	28	22	20	23
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	*	-	*	1	-	1
No maths or numeracy qualification	None	2	1	4	18	5	28
Maths or numeracy qualification but unknown level	Unknown Level	5	1	10	4	1	7

The final six summary rows total 100%. You cannot reproduce the bottom 5 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

*= <0.5% but >0%

As with Level 2 Apprentices, the majority (72%) of Level 3 Apprentices with GCSEs / O levels had Level 2 (or equivalent) in Maths (having achieved it through either GCSEs / O Levels or CSE (64%) or just Basic Skills (8%)) (see Table 4.10). Among all Level 3 Apprentices, 61% had a prior Level 2 in Maths rising to 78% among younger learners aged under 25. Overall 15% of all Level 3 Apprentices had no Maths qualifications. This is very similar to the proportion found among Level 2 Apprentices (18%).

Table 4.10: Prior Maths GCSE/O Level qualifications of adults engaged with a Level 3 Apprenticeship as of November 2012

		Level 3 learners with GCSEs / O Levels in any subject			Level 3 learners		
		All	19-24	25+	All	19-24	25+
Base:		1,199	592	607	1,500	630	870
		%	%	%	%	%	%
GCSE Maths	A*/A	4	5	2	3	5	2
	B	17	24	10	14	23	7
	C	35	42	27	28	40	19
	D	15	15	14	12	14	10
	E/F/G	7	8	7	6	7	1
O Level Maths	A	1	-	1	*	-	1
	B	2	-	5	2	-	3
	C	4	-	8	3	-	6
	D	1	-	1	1	-	1
	E	*	-	*	*	-	*
CSE Maths	Grade 1	2	-	4	3	-	4
	Not Grade 1	5	-	10	6	-	10
Basic Skills / Maths	Level 2	19	21	17	18	21	16
	Below Level 2	5	6	5	6	6	6
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	64	73	55	52	69	40
Level 2 Basic Skills or Maths and English	Level 2	8	8	8	9	9	10
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	21	17	25	19	16	22
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	*	-	*	*	*	*
No maths or numeracy qualification	None	3	1	6	15	5	22
Maths or numeracy qualification but unknown level	Unknown Level	4	1	6	4	1	6

The final six summary rows total 100%. You cannot reproduce the bottom 5 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

*= <0.5% but >0%

Table 4.11 describes, for both Level 2 and Level 3 Apprentices, the prior attainment of Basic Skills specifying for each subject undertaken, the level achieved. Three in ten (30%) of all Level 2 Apprentices had achieved a qualification in Basic Skills with around one in six (15%) achieving a Level 2 in Basic Skills (rising to 19% among those aged under 25). The higher Level 2 was more commonly gained in Maths (12%) and English (12%) than IT or another subject (7%).

A higher proportion of Level 3 Apprentices had attained a Basic Skills qualification (34% Level 3 vs. 30% Level 2), with one in five (22%) achieving a Level 2 (rising to 25% among those aged under 25). As with Level 2 learners, the Level 2 was more commonly gained in either Maths (18%) or English (17%) than IT or another subject (12%).

Table 4.11 Prior Basic Skills qualifications of adults engaged with an Apprenticeship as of November 2012

		Level of Apprenticeship					
		Level 2 learners			Level 3 learners		
		All	19-24	25+	All	19-24	25+
Base:		1,500	664	836	1,500	630	870
		%	%	%	%	%	%
Basic Skills Maths	Level 2	12	15	9	18	21	16
	Level 1	6	9	4	4	4	4
	Entry Level	3	3	3	1	1	2
	Not sure	3	4	3	5	5	4
Basic Skills English	Level 2	12	14	10	17	19	16
	Level 1	6	8	4	4	5	4
	Entry Level	2	3	2	2	1	2
	Not sure	3	3	3	4	4	4
Basic Skills IT or other	Level 2	7	11	5	12	16	10
	Level 1	5	7	3	4	5	3
	Entry Level	3	2	3	2	2	2
	Not sure	3	4	1	4	4	3
Level 2 in Basic Skills	Level 2 in any subject	15	19	12	22	25	20
Below Level 2 in Basic Skills	Only Level 1 or Entry Level across all subjects	10	12	9	7	7	6
Unknown	Unknown in all subjects taken	4	5	3	6	7	5
No Basic Skills	No Basic Skills	70	63	76	66	61	69

It is also interesting to examine the level of attainment of Basic Skills against their Maths and English attainment. Results are shown on Table 4.12 for four different categories of Apprentice depending on their Maths and English attainment at GCSE / O Level. It can be seen that those who had achieved A*-C in either Maths or English (but not both) are the most likely to report basic skills qualifications (38% English but not Maths; 36% Maths but not English). Where Basic Skills / Maths and English qualifications are held this is most often at Level 2.

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

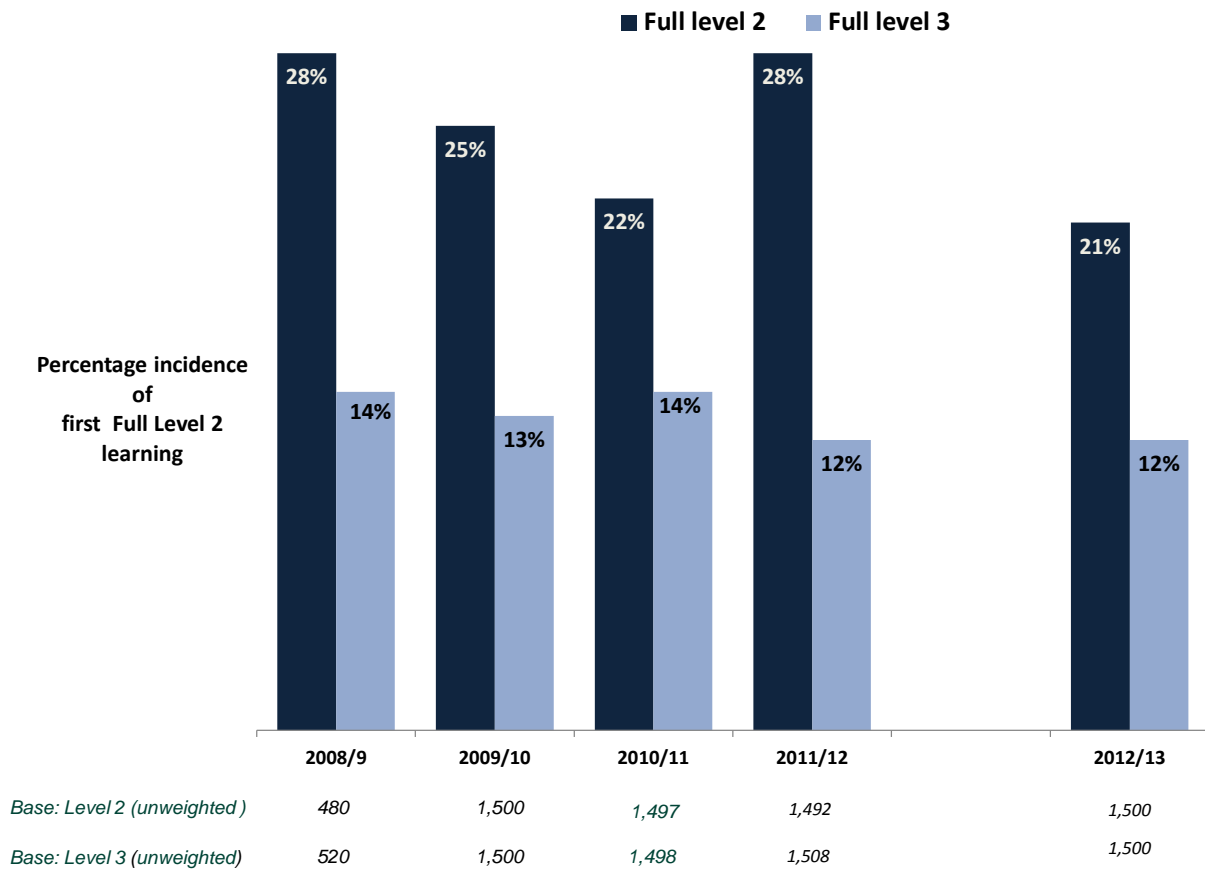
Table 4.12: Basic Skills qualifications of Apprentices

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C but NOT English A*-C	185	%	2	6	25	4	64	100%
English GCSE/O Level A*-C but NOT Maths A*-C	395	%	5	6	22	5	62	100%
Maths and English GCSE/O Level A*-C	1,314	%	2	5	18	6	69	100%
Neither Maths nor English GCSE/O Level A*-C	1,106	%	3	6	17	4	70	100%

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

Over the last five years annual surveys have been conducted to measure the prior attainment profile of Apprentices. Figure 4.2 shows the percentage incidence over time of first Full Level 2 learning, separately for adult learners undertaking Full Level 2 and Full Level 3 Apprenticeships.

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



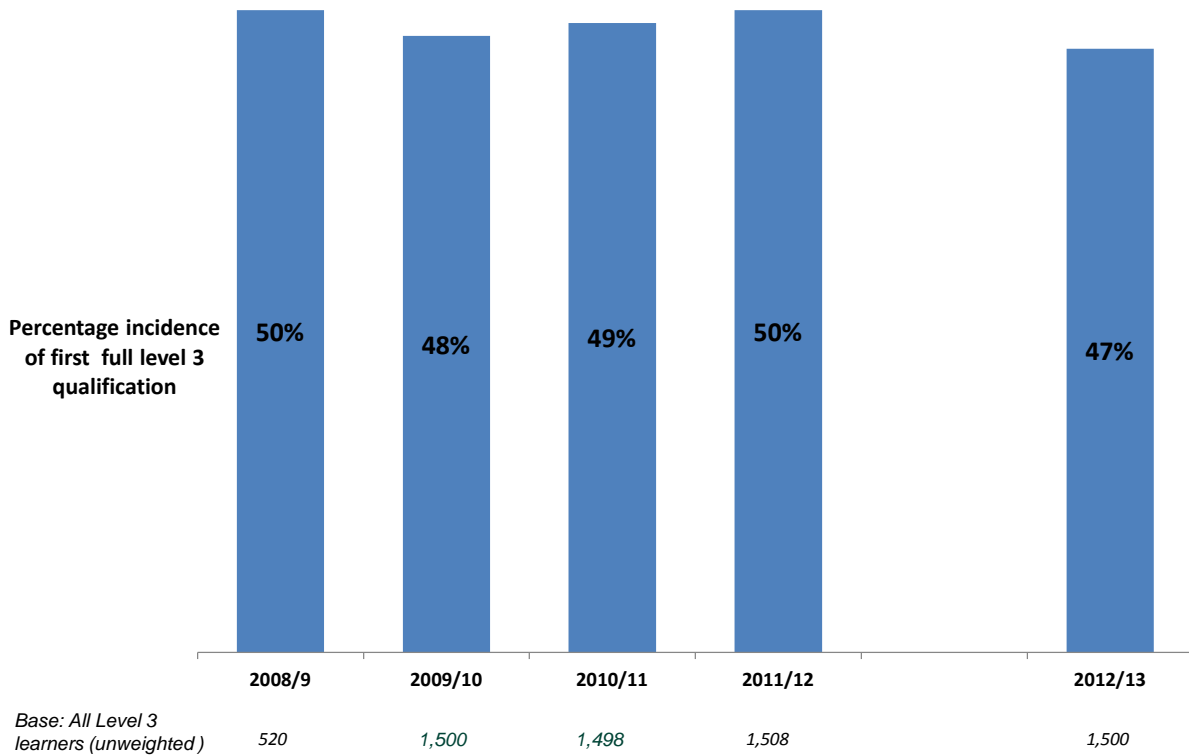
The data from the current survey indicates a significant decrease in the proportion of Level 2 Apprentices undertaking their first Full Level 2 qualification (21% in 2012/13) compared with 2011/12 (when 28% of Level 2 Apprentices were undertaking their first Full Level 2 qualification) returning to levels closer to 2010/11 (22%).

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

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

Figure 4.3 shows the trends in the percentage incidence of first Full Level 3 learning amongst Level 3 Apprentices. The proportion of Apprentices undertaking their first Full Level 3 qualification (47%) is broadly similar to the figures reported in the four previous surveys (between 48% and 50%) – there has been no significant change in this measure year on year over the course of the previous five surveys.

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



We have seen in Figure 4.2 how Level 2 firstness among Level 2 Apprentices increased significantly from 2010/11 to 2011/12, but decreased significantly from 2011/12 to 2012/13. Whilst a shift in the age profile of Level 2 apprentices (towards older learners) in 2011/12 accounted for the change in Level 2 firstness between 2010/11 and 2011/12 (older learners are far more likely to be undertaking their first Level 2 qualification); there was very little variation in age profile of Level 2 Apprentices in 2012/13 compared with the year before and so the latest drop in Level 2 firstness cannot be explained by this (nor can it be explained by a change in gender or ethnicity profile which has stayed largely unchanged (see Table 3.2)).

The latest change, however, may be explained by a decrease from 2011/12 to 2012/13 in the proportion of Level 2 learners who were already working for their employer when they started the Apprenticeship. As shown in Table 4.13, whilst those already working for their employer when they started the Apprenticeship account for the vast majority of Apprentices across the two years, this group of learners accounted for a smaller proportion of the 2012/13 Level 2 cohort than the 2011/12 Level 2 cohort (73% vs. 82% respectively).

The rate of firstness has traditionally been higher among existing employees than those recruited as Apprentices and so the reduction (proportion-wise) of the former group in

2012/13 will partly explain the drop in firstness. In the current survey, among Level 2 learners, almost a quarter of existing employees (23%) were doing their first Full Level 2 qualification compared to one in ten of those recruited as Apprentices (10%). The shift towards those recruited as Apprentices, who are less likely to be doing their first qualification at Level 2, has resulted in a statistically significant reduction of Level 2 firstness among Level 2 Apprentices.

Among Level 3 learners, there has been little change in the proportion of learners who are existing employees, and although the population has shifted more towards the older learner (who have a higher rate of firstness) this shift was not enough to have impacted on the rate of either Level 2 or Level 3 firstness among Level 3 learners which have stayed relatively consistent over time.

Table 4.13: Profile of Apprentices by pre-course employment status – comparison of 2011/12 and 2012/13 cohorts

	All learners		Level of course			
	2011/12	2012/13	Full Level 2		Full Level 3	
			2011/12	2012/13	2011/12	2012/13
Base:	3,000	3,000	1,492	1,500	1,508	1,500
	%	%	%	%	%	%
<i>Status</i>						
Already working for employer when started	81	75	82	73	79	78
Apprenticeship Recruited as an Apprentice	14	19	12	22	16	17
Other	1	1	1	1	1	1
Don't Know	*	1	*	*	*	1

Vocational Firstness

Learners who were undertaking a repeat Full Level qualification can be classified into the following three mutually exclusive types:

- Those who, while already having a Full qualification at that level, were undertaking their first Full vocational qualification at that level (having solely academic qualification at that level);
- Those who already have a Full vocational qualification at that level but where their current Apprenticeship is their first Full vocational qualification in that subject area (as defined by those whose current Apprenticeship was related to their current job but their previous vocational qualification at that level was not); and
- Those not falling into either of the above categories, including those undertaking a repeat Full vocational qualification at that level and in the same subject area as

previously attained, or where it was not possible to establish whether or not it was in a new subject area.

This section will look at these groups among those in employment at the time of the interview.

Table 4.14: Proportions of Level 2 and Level 3 learners undertaking a repeat Full Level qualification

	<i>All level 2 learners in current employment</i>	<i>All level 3 learners in current employment</i>
Base:	1,184	1,254
	%	
1st Full Level	18	44
Repeat Full Level: first vocational Level, previously achieved Level academic	23	14
Repeat Full Level: <i>first vocational Level related to current job, previous Level in an unrelated area*</i>	23	13
Repeat Full Level: other**	36	29

* Self-declared

** Including those already with full level 2 vocational qualifications in a subject area related to their current job or where it was not possible to establish this from the survey

As shown in Table 4.14, almost a fifth (18%) of Level 2 Apprentices in employment at the time of the survey were undertaking their first Full Level 2. The vast majority therefore were undertaking a repeat Level 2 qualification (82%): almost a quarter (23%) were doing their first vocational qualification at this level, the same proportion were undertaking their first vocational qualification at that level which was related to their current job and therefore was a new subject area (23%), and over a third (36%) were in neither of these categories.

Looking at Level 3 apprentices in employment at the time of the survey, over two-fifths (44%) were doing their first Full Level 3. Over half (56%) therefore were undertaking a repeat Level 3 qualification; consisting of 14% doing their first vocational qualification at Level 3, 13% doing their first vocational Level 3 qualification of that subject and 29% doing a repeat Full Level 3 vocational qualification, but for whom it cannot be determined from the survey whether it was a new subject area or not.

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

Between 2006 and 2013, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. Since 2008, five such surveys have been carried out covering Apprenticeships. A consistent finding has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR under-reports the proportion of Apprentices with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR and in the survey for adults enrolled on Apprenticeships as of November 2012.

The chapter first looks at the level of prior qualification recorded on the ILR for all adults undertaking Full Level 2 and Level 3 Apprenticeship in November 2012, and compares this with the ILR data for all survey respondents. This comparison shows that the ILR profile for survey respondents mirrors the ILR profile for the population; therefore subsequent analysis of discrepancies between the ILR and the survey can reasonably be generalised to the population. The chapter then focuses just on survey respondents where a definite level of prior attainment was recorded on the ILR and through the survey, comparing the prior attainment level on the ILR with that found through the survey questioning. The analysis that follows focuses on learners who are reported on the ILR as doing a first Full Level 2, including those on Full Level 2 and Level 3 provision. The chapter also examines, for respondents where the survey suggests they have prior Level 2 attainment but where the ILR suggests they are undertaking a first Full Level 2, the types of prior Level 2 or higher qualifications reported on the survey.

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of Apprentices on enrolment for their course. In the cohort of Apprentices falling within the scope of the survey (those aged 19+ who were enrolled on a Level 2 or Level 3 Apprenticeship in November 2012), almost all (99%) had a prior qualification level indicated on the ILR.

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

- all sample provided that fell within the scope of the survey (adults on Level 2 or Level 3 Apprenticeships in November 2012);
- all sample in scope which was useable for the survey, i.e. where a telephone number was listed and where the learner had not opted out of being contacted for research purposes;
- all those where an interview was achieved.

Table 5.1: ILR information on prior achievement

	All sample in scope	Available to contact	Achieved sample
	%	%	%
No qualifications	16	14	10
Entry Level and below Level 1	3	3	3
Level 1	20	20	19
Level 2	44	45	48
Level 3	16	16	19
Level 4/5	*	*	*
Other qualification, level not known	*	*	*
Not known	1	1	*

*= <0.5% but >0%

Of the sample provided that fell within scope of the Apprenticeship survey, the ILR indicated that one in six (16%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR indicated that three-fifths of Apprentices in scope (60%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.1). The profile remained largely unchanged when records without useable telephone numbers or who had opted out from research were removed (61% of Apprentices available to contact were recorded as having a qualification at Level 2 or above).

Turning to the ILR profile of the 3,000 Apprentices eventually interviewed for the research, this is reasonably in line with the original sample in scope, though slightly fewer had no qualifications (10%) and slightly more had prior attainment at Level 2 or above (67%).

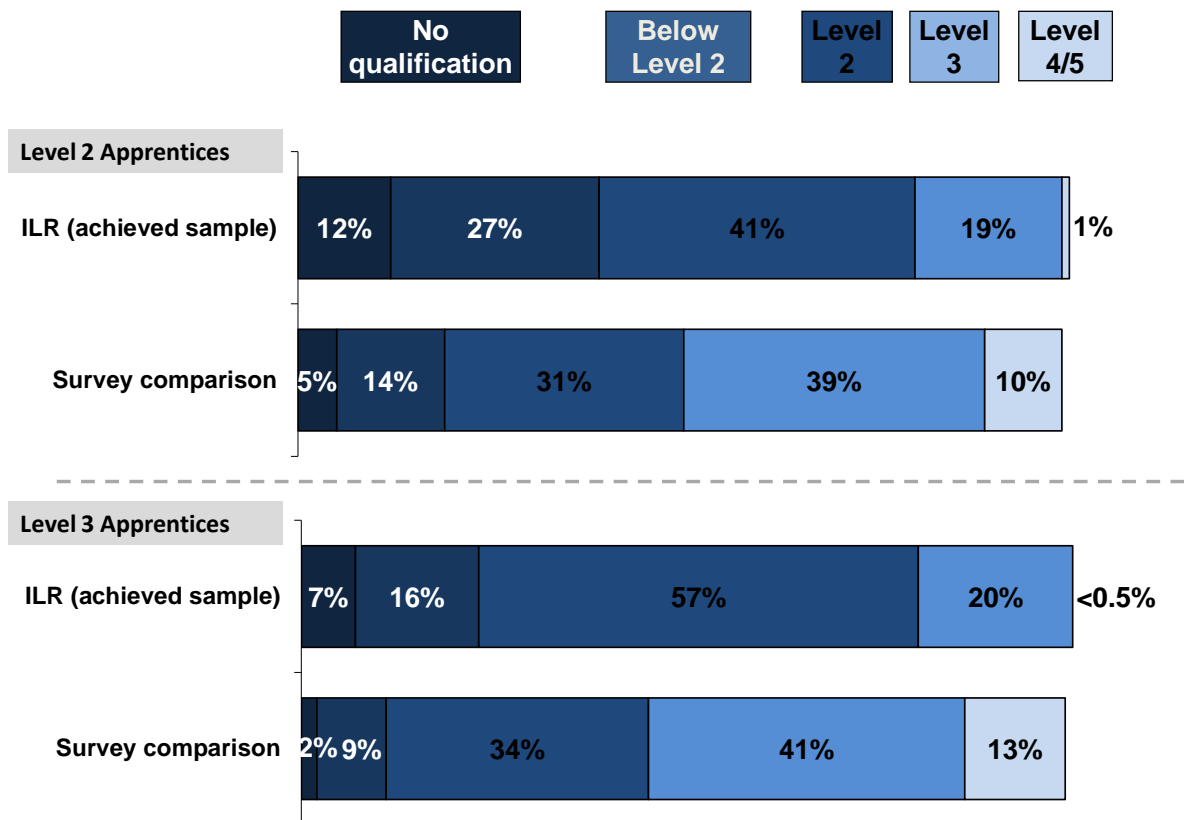
These figures from the ILR on prior attainment of Apprentices are clearly very different to those derived from the survey. We have seen that the survey data gives the proportion of learners qualified to Level 2 or above as 84% (see Table 4.1), much higher

than the ILR measure. This would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of Apprentices.

Comparing Individual Learner Record and survey measures of prior attainment

In order to assess in more detail the relationship between the ILR and the survey data, this section looks at how, for the same learners, the prior qualification levels recorded on the ILR and in the survey compare. The following chart highlights the discrepancies between the two datasets on prior qualification levels. The comparison is shown only for those Apprentices where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,788 out of the 3,000 learners interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.1, and the survey comparison figures in the second bar are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

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



*Base: Apprentices with definite prior achievement level from both the ILR and survey measures (Level 2: 1,388; Level 3: 1,400)
Figures are unweighted*

Among Level 2 Apprentices, the ILR indicates that only around one in five of those that were interviewed for the survey (20%) had a prior qualification at Level 3, 4 or 5 (therefore above the level of the Apprenticeship). In contrast, the survey indicated that

two-fifths (49%) of these learners had these high level qualifications when starting their Apprenticeship.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 Apprentices as 39%, compared to the survey data, which indicates that only 20% were studying for their first Full Level 2 qualification. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the previous survey.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. Here the discrepancy is even greater than for the Level 2 group, with the survey findings indicating that over half (55%) of Level 3 Apprentices were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 20%.

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

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

Row %s	Base*		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive **
All Apprentices	2,980	%	36	9	48	7
Level of Apprenticeship						
Full Level 2	1,490	%	35	9	50	6
Full Level 3	1,490	%	38	8	46	9
Age						
19 – 24	1,287	%	35	6	51	7
25 – 44	1,217	%	37	9	46	7
45 plus	476	%	39	13	41	7

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

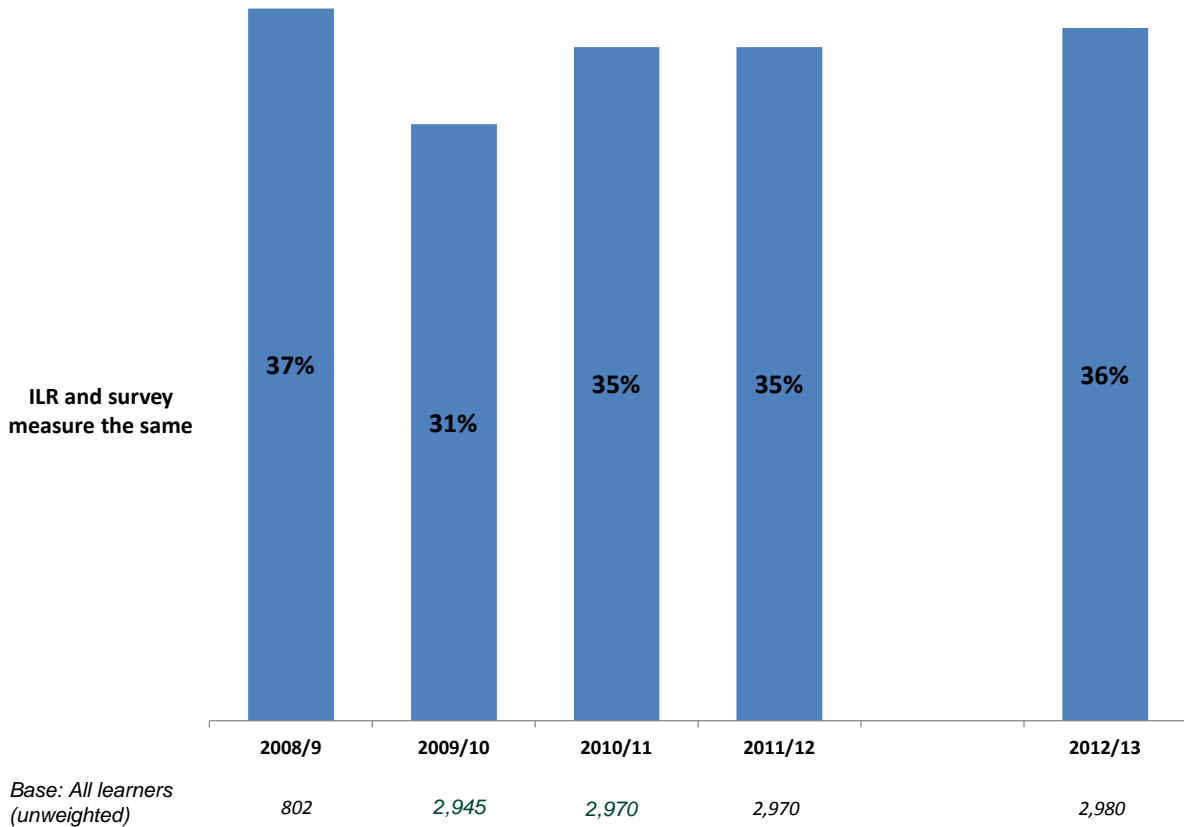
** 'Survey inconclusive' refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined.

Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around one in three cases (36%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: for almost a half of all learners (48%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in eleven learners (in 9% of cases the ILR appeared to over-state the prior achievement of learners). In a further 7% of cases, the survey measure of highest prior attainment was inconclusive. Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult Apprentices. This is in line with previous studies in the research series; for instance, the 2011/12 survey of adult Apprentices found that the ILR and survey measures agreed in only around two in five cases (38%), more or less in line with the figure for this year as shown in Table 5.2 above (36%).

The pattern of discrepancy does differ slightly according to the level and age of the Apprentice, as shown in Table 5.2. The survey is significantly more likely to indicate a higher attainment level than the ILR for Level 2 Apprentices (50% Level 2 vs. 46% Level 3) and for younger learners (51% of those aged 19-24, compared to 41% of those aged 45 plus).

The rate of discrepancy between the ILR and survey measures of prior attainment for Level 2 and 3 Apprentices has remained fairly consistent over time, other than the level of agreement between the two being lower in 2009/10. As shown in Figure 5.2,

Figure 5.2: Comparison of the survey and ILR measures of prior qualification level by year of survey (% where the two agree)



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 958 respondents.

As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in almost three in ten cases (28%). In almost three in seven cases (69%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course. These figures are consistent with those derived from the previous 2011/12 survey of adult Apprentices, where the ILR and survey agreed on first Full Level 2 status in three in ten cases (31% vs. 28% this year).

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

Row percentages	Base		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	958	%	28	69	3
Level of Apprenticeship					
Full Level 2	607	%	31	65	3
Full Level 3	351	%	21	76	3
Age					
19 – 24	324	%	15	85	*
25 – 44	441	%	32	64	4
45 plus	193	%	42	53	5

The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals that the incidence of the key 'error' on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (76%) than for Level 2 learners (65%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to indicate this as erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

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

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR (not that this is always understood or followed by providers) is that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course. Hence a learner arriving at a provider with a highest qualification below Level 2 who undertakes a Full Level 2 qualification with the provider and progresses with them to a Level 3 qualification, should be recorded on the ILR for this latter course as undertaking their first Full Level 2 qualification, despite their having attained a Full Level 2 when they start the Level 3 course. For the survey, the questioning asks simply about the qualifications at the time they start the course. For this reason, among Level 3

learners that had studied with the provider previously, some of the cases where the ILR shows no prior Level 2 qualifications and the survey indicates they have a prior Level 2 may be 'legitimate' in that the ILR is recording what it is intended to record.

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. Where the highest prior qualification recorded in the survey was equal or higher to the one they were studying, the ILR was more likely to record a lower level of prior qualification than the survey. Overall 64% 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 41% 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			
Level 2 learners									
None	73	%	44	33	21	3	-	-	56
Below Level 2	200	%	22	46	31	1	-	22	32
Level 2	435	%	9	33	52	7	-	41	7
Level 3	538	%	6	18	41	35	*	64	*
Level 4/5	142	%	11	20	34	31	4	93	-
Level 3 learners									
None	30	%	17	37	40	7	-	-	83
Below Level 2	128	%	13	34	47	7	-	13	54
Level 2	479	%	6	15	74	5	-	21	5
Level 3	576	%	6	13	49	32	-	64	-
Level 4/5	187	%	9	11	48	30	3	94	-

*Base - All records with prior attainment level data provided on the ILR and in the survey
 - = zero; * = Less than 0.5%

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

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

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

qualification' or Level 1. This sheds light on the type of prior qualifications apparently missed or omitted from the ILR, or miscoded to level, contributing to differences in reported firstness.

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

- GCSE/O Level grade A-C or equivalent (Level 2) (38%);
- A Levels (23%);
- NVQ Level 2 (22%);

The pattern was the similar for those recorded on the ILR as having a Level 1 qualification, with the most common qualifications held as revealed by the survey being GCSE/O Level grade A-C or equivalent (59%), one or more A Levels (24%) and NVQs at Level 2 (23%).

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

Prior qualifications held	ILR stated highest prior attainment level	
	No qualifications	Level 1
	90	234
	%	%
GCSE/O level grade A-C or equivalent (L2)	38	59
A Levels	23	24
NVQ Level 2	22	23
City & Guilds advanced craft	17	6
Apprenticeship	16	16
NVQ Level 3	13	10
City & Guilds craft	11	9
OND,ONC,BTEC etc., national	8	13
HNC,HND,BTEC etc. higher	4	6

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

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

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

Prior qualifications held	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
	52	74	371
	%	%	%
NVQ Level 3, 4 or 5	35	27	27
A Levels (more than one)	29	26	36
OND,ONC,BTEC etc., national	27	34	32
City & Guilds advanced craft	12	15	7
Degree	10	8	5
Advanced / Higher Apprenticeship	8	12	15
Diploma in higher education	8	3	6
HNC,HND,BTEC etc. higher	6	9	9
AS Levels (four or more)	2	5	6

*Base: Apprentices for whom ILR indicates a highest level of prior attainment below Full Level 3 and survey indicates prior attainment at Full Level 3 or above, including an Advanced Apprenticeship
Note only most common qualification types at Full Level 3 or above shown.
Data shown unweighted.*

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

- NVQ Level 3 or higher (35%);
- A Levels (29%); and
- OND, ONC or BTEC national qualifications at Level 3 (27%).

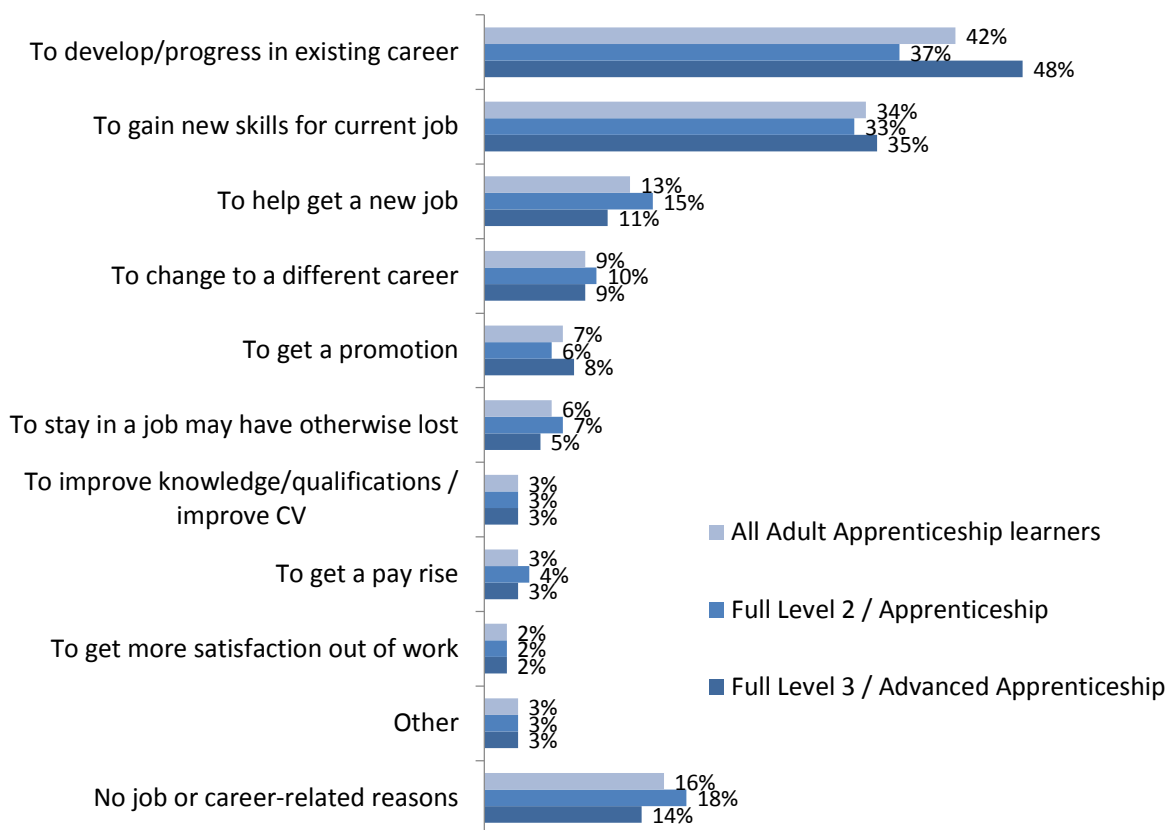
There is a similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications.

Chapter 6: Reasons for starting the Apprenticeship

This chapter explores the reasons for undertaking the Apprenticeship, specifically the job or career related reasons that led to their enrolment, and whether the course they were enrolled on in November 2012 was at the level they originally wanted to undertake.

Learners were asked whether they started their Apprenticeship for job or career related reasons. This measure offers a useful insight in to learners' motivations at the outset of their Apprenticeship. Figure 6.1 shows the most common job or career related reasons given for the particular timing of enrolment.

Figure 6.1: Job or career related reasons given by learners for starting their Apprenticeship when they did (spontaneous)



Base: All Adult Apprenticeship Learners (3,000); Full Level 2 Learners (1,500); Full Level 3 Learners (1,500)

As would be expected given the vocational nature of Apprenticeship provision and the integration between study and work-based experience, the vast majority of Apprentices

on learning in November 2012 had undertaken the course (at least in part) for job or career related reasons (84%, higher among Level 3 (86%) than Level 2 Apprenticeships (82%)).

The most common job related triggers were to develop/ progress in their existing career (42% of all Apprentices) and/or to gain new skills for their current job (34%). One in eight undertook the Apprenticeship to help them gain a new job (13%) and one in eleven specified that they wanted to change to a different career (9%). A smaller proportion of learners were influenced by the prospect of getting a promotion (7%), staying in a job they may otherwise have lost (6%), improving their knowledge/qualifications/CVs (3%), getting a pay rise (3%) and/or getting more satisfaction out of work (2%).

The type of job or career related reason differed by level of Apprenticeship undertaken: Level 3 Apprentices were particularly likely to have been driven by the prospect of career development, specifically wanting to progress in their existing career (48% Level 3 vs. 37% Level 2).

Learners who were already working with their employer before they started their Apprenticeship were more likely to have undertaken the learning to develop/ progress in their existing career (49% among existing employees vs. 20% among those recruited as Apprentices), to gain new skills for their current job (37% vs. 25%) and/or to get a promotion (9% vs. 1%).

Original intention of level of Apprenticeship

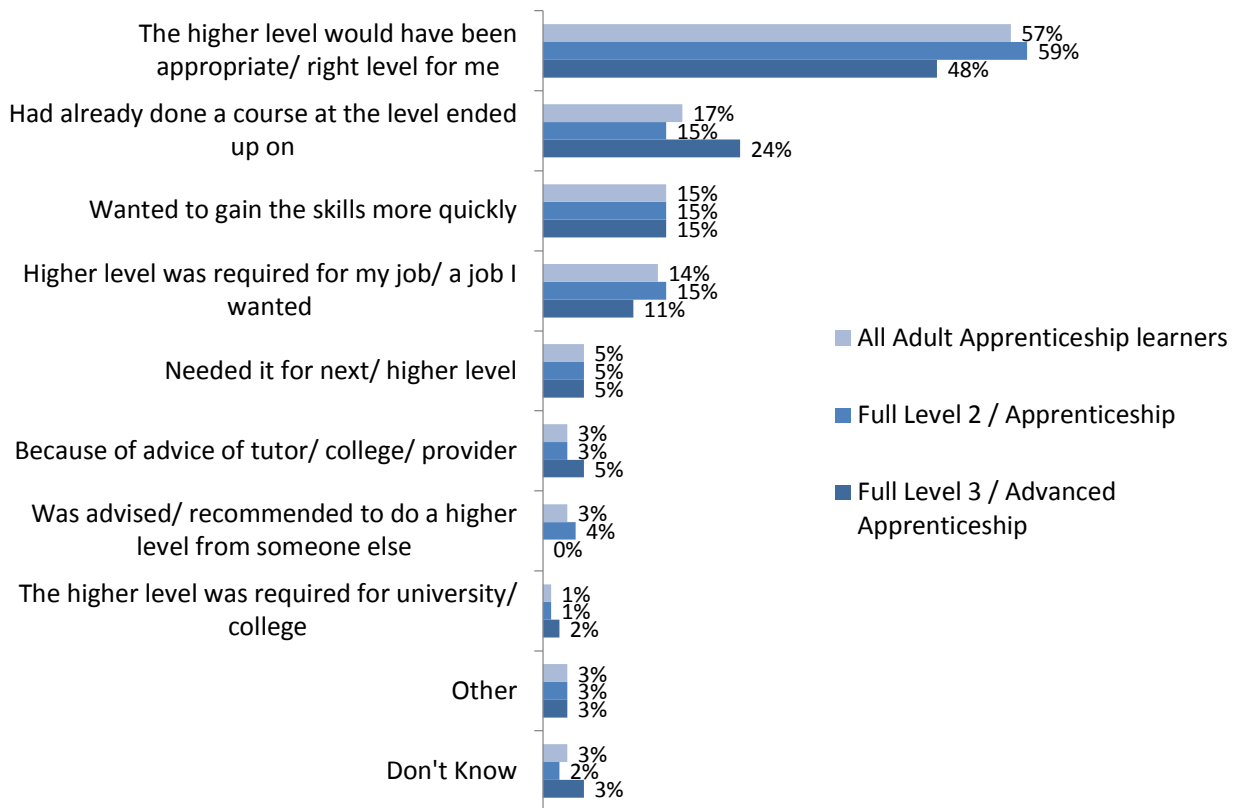
The vast majority of Apprentices had enrolled on the Apprenticeship level they had originally wanted to undertake (89%). One in eight had originally wanted to do a higher level course (8%) and 1% had originally wanted to do a lower level course (the remaining 2% were unsure or could not remember the level of Apprenticeship they originally wanted to undertake). Those undertaking Level 3 Apprenticeships were more likely to have enrolled on the level they originally set out to do than Level 2 Apprentices (93% vs. 85% respectively). Those on Level 2 provision were more likely than Level 3 learners to have wanted to do a higher level course (11% vs. 4% respectively). This suggests that there may be more scope for providers and employer to encourage learners to take higher levels, particularly those who initially enquire about Level 2 qualifications.

Learners more likely to have originally wanted to do a higher level course included:

- Males (10% vs. 7% females)
- Those recruited specifically as an Apprentice (10% vs. 7% already working for the employer)
- Asian learners (14%)

A variety of reasons for wanting to study a higher level Apprenticeship than they ended up taking were cited by the 8% who had originally wanted to do so, as shown in the figure below.

Figure 6.2 Reasons for wanting to study at a higher level course (spontaneous)



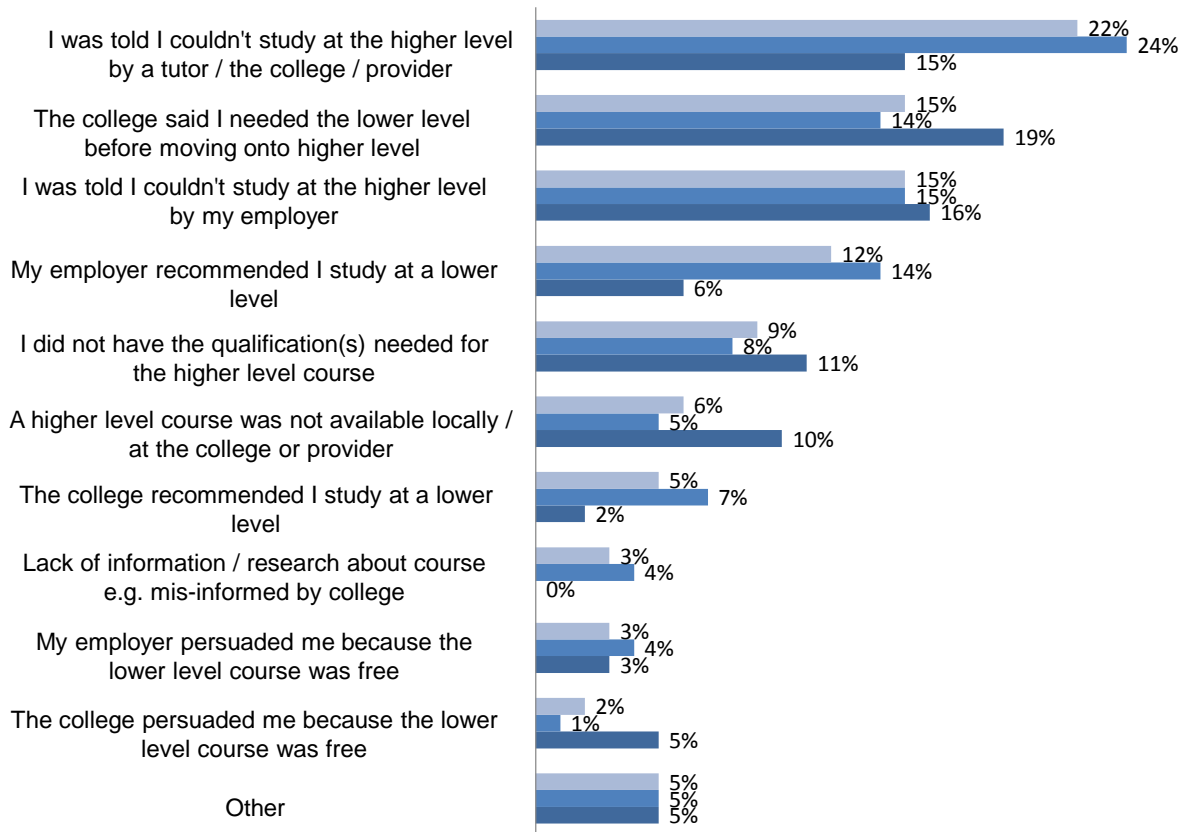
Base: All Adult Apprenticeship Learners originally wanting to study at a higher level (231), Level 2 Adult Apprenticeship Learners (169), Level 3 Adult Apprenticeship Learners (62)

By far the most common reason for wanting to undertake a higher level course was that the higher level course seemed more appropriate and at the right level for them (57%). Around one in six to one in seven reported having already done a course at the level they ended up on (17%), wanting to gain the skills they were after more quickly (15%) or a higher course being required for current job or the job they wanted (14%).

Although particular groups of learners were more likely to have wanted to undertake a higher level course (including Level 2 Apprentices, males and those recruited specifically as Apprentices), the reasons cited for wanting to do so were similar across all groups. This is also true when looking for differences by level of Apprenticeship undertaken. The exception to this was that younger learners who had wanted to undertake a higher level course were more likely to have reported already having done a course at the level they ended up on (25% aged under 25 vs. 10% aged 25 plus) as were those recruited specifically as apprentices (30% vs. 13% already working for their employer).

Figure 6.3 shows the reasons given by this same group of learners (the 8% who originally wanted to do a higher level course) for studying at a lower level than originally intended.

Figure 6.3 Reasons for studying at a lower level than originally intended (spontaneous)



Base: All Adult Apprenticeship Learners originally wanting to study at a higher level (231), Level 2 Adult Apprenticeship Learners (169), Level 3 Adult Apprenticeship Learners (62)

Many of the reasons cited by learners for studying at a lower level than originally intended revolved around the college / provider telling the learner that they were not eligible to do the higher level course: 22% were told that they could not study at the higher level by the college / provider, 15% were told by the provider that they needed to achieve the lower level first and 9% did not have the qualifications they needed for the higher level course. One in twenty recalled the college recommending they study at the lower level (5%), whilst 2% recollected the college persuading them to do the lower level course instead as it was free.

A number of learners gave reasons related to their employer, including being told by their employer they could not study at the higher level (15%) and / or being recommended by their employer not to study at the higher level (12%). A small proportion of learners (3%) recalled their employer persuading them to do the lower Apprenticeship as it was free.

There were few sub-group differences in the reasons given for studying at a lower level than originally intended with no differences by level of Apprenticeship.

Reasons for originally wanting to do a lower level course

Only 1% of Apprentices reported having originally wanted to undertake a lower level course than they ended up on, hence few appear to be being pushed or 'forced' into higher level learning than they initially intended. Among the 30 respondents that had wanted to undertake a lower level course (clearly a low base size hence results should be taken as indicative only) almost half (47%) said the reason was simply that the lower level initially looked right for them, and one in five (20%) had wanted to start at the bottom and work up. A few had wanted to ease themselves back into education having been out of it for some time (7%) and / or had been advised by someone other than the tutor / college to do the lower level course (7%).

As with those who originally wanted to study at a higher level, those who wanted to study at a lower level were asked why they ended up studying at the level they did. The results (which again due to the low base size should only be taken as indicative) suggest that the majority of these learners ended up on the course that they did due to their employer (40%) and / or their college (24%) recommending that they do that course. Around one in six decided not to do the course as it would not be of any benefit to get the lower qualification (17%) whilst around one in eight said that the lower level course was not available locally (13%). Others enrolled on the higher course because funding was available for it (6%) or because the employer said that it was free (3%).

Appendices

A – Selection of eligible respondents from the ILR

During the academic year 2012/13, around 700,000 people were enrolled on a Level 2 or Level 3 Apprenticeship, 330,000 of which were in learning in November 2012. Of these 156,394 (i.e. the eligible sample for the survey):

- Were on a Level 2 or Level 3 Apprenticeship (A_L2WID=100 OR A_L3WID=100) AND ((A15=02 or A15=03 or A15=10) AND A04=35))
- Were aged 19+ as of the start of their course (A_AGEST>18)
- Were enrolled on this course in November 2012 (A_NOV=1)
- Had not indicated that they were unwilling to be contacted for survey work or unwilling to be contacted by telephone ((L27= NOT 1,2 or 4) and (L57 = NOT 2,4,6 or 7))

A contact telephone number was supplied on the Individualised Learner Record (ILR).

B – Quotas and weighting

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

Table B1: Final achieved interviews - Adult Apprentices

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	664	579	249	8	1,500
Full Level 3	630	648	217	5	1,500
Total	1,294	1,227	466	13	3,000

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2 or Full Level 3 Apprenticeships as of November 1st 2012. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling approximately 329,300 records.

Table B2: Population figures – Eligible adults undertaking a Full L2 or Full L3 Apprenticeship in November 2012

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	77,076	67,211	28,921	871	174,079
Full Level 3	65,224	66,999	22,493	502	155,218
Total	142,300	134,210	51,414	1,373	329,297

C - Sample outcomes and response rate

In total, c.18,000 Apprentices were called at least once for the survey, resulting in 3,000 complete interviews; this includes many for whom no definite outcome was achieved, or where sample was removed because quota targets had been achieved.

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

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

The response rate for this survey was 65%.

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

Table D1 gives the statistical confidence associated with the first Full Level 2 incidence rates derived from the survey, overall and for the key age groups. For example, for the Full Level 2 learners aged 19-24, we can be 95% confident that the true firstness figure lies within + or – 2.1% of the survey finding. For Level 2 Apprentices aged 45 year plus, the base number of interviews is smaller, and the confidence interval rises to +/- 5.8%. The statistical confidence takes into account the overall population of Apprentices.

Table D1: Statistical confidence intervals associated with first Full Level 2 learning figures

Level of Apprenticeship	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,500	20.52%	+/-2.0%
	<i>19-24</i>	664	8.72%	+/-2.1%
	<i>25-44</i>	579	28.17%	+/-3.7%
	<i>45 plus</i>	257	34.23%	+/-5.8%
	<i>25 plus</i>	836	30.10%	+/-3.1%
Full Level 3	<i>All</i>	1,500	11.75%	+/-1.6%
	<i>19-24</i>	630	6.06%	+/-1.9%
	<i>25-44</i>	648	13.42%	+/-2.6%
	<i>45 plus</i>	222	23.05%	+/-5.5%
	<i>25 plus</i>	870	15.90%	+/-2.4%
Overall	<i>All</i>	3,000	16.38%	+/- 1.5%

Table D2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that the overall incidence figure of 46.71% has a confidence interval of + or - 2.5% based on the sample of 1,500 Level 3 learners surveyed.

Table D2: Statistical confidence intervals associated with first Full Level 3 learning figures

Level of Apprenticeship	Age	<i>Number of interviews</i>	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
	All	1,500	46.71%	+/-2.5%
	19-24	630	36.33%	+/-3.7%
Full Level 3	25-44	648	51.45%	+/-3.8%
	45 plus	222	62.65%	+/-6.3%
	25 plus	870	54.25%	+/-3.3%

E – Additional data on personal income of learners and housing tenure

Table E1: Annual personal income amongst those who had completed November 2012 provision by the time of interview - Level 2 Apprentices aged 19 to 24

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
Base: All answering**	664 %	507 %	73 %	<i>DATA NOT SHOWN AS BASE <25</i>	
Less than £6,000	10	2	21		
£6,000 - £10,999	21	18	52		
£11,000 - £12,999	17	20	7		
£13,000 - £14,999	13	16	3		
£15,000 - £17,999	13	10	4		
£18,000 to £20,999	8	4	-		
£21,000 to £24,999	3	3	-		
£25,000 to £29,999	2	1	-		
£30,000 to £32,999	1	*	-		
£33,000 plus a year	1	1	1		
Summary: £21,000 plus	7	8	1		
Mean income***	13,100	£14,300	£8,700		

*= <0.5% but >0%

- = zero

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

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

Table E2: Annual personal income amongst those who had completed November 2012 course by the time of interview - Level 2 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
Base: All answering**	836 %	602 %	171 %	DATA NOT SHOWN AS BASE <25	
Less than £6,000	5	1	12		
£6,000 - £10,999	19	10	49		
£11,000 - £12,999	11	13	10		
£13,000 - £14,999	9	11	5		
£15,000 - £17,999	12	14	5		
£18,000 to £20,999	8	10	2		
£21,000 to £24,999	7	9	2		
£25,000 to £29,999	7	10	1		
£30,000 to £32,999	3	4	-		
£33,000 to £35,999	1	1	-		
£36,000 to £45,999	2	2	-		
£46,000 plus a year	1	1	-		
Summary: £21,000 plus	22	29	2		
Mean income***	£16,500	£18,700	£9,400		

*= <0.5% but >0%

- = zero

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

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

Table E3: Annual personal income amongst those who had completed November 2012 course by the time of interview- Level 3 Apprentices aged 19 to 24

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
Base:	630	513	60	DATA NOT SHOWN AS	
All answering**	%	%	%	BASE <25	
Less than £6,000	6	1	27		
£6,000 - £10,999	17	13	53		
£11,000 - £12,999	20	23	12		
£13,000 - £14,999	15	18	-		
£15,000 - £17,999	14	17	-		
£18,000 to £20,999	10	12	-		
£21,000 to £24,999	5	5	3		
£25,000 to £29,999	2	2	-		
£30,000 to £32,999	1	1	-		
£33,000 to £35,999	*	*	-		
£36,000 to £45,999	*	*	-		
£46,000 plus a year	-	-	-		
Summary:					
£21,000 plus	9	9	3		
Mean income***	£14,000	£14,900	£8,200		

* = <0.5% but >0%

- = zero

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

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

Table E4: Annual personal income amongst those who had completed November 2012 course by the time of interview - Level 3 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	870 %	638 %	184 %	DATA NOT SHOWN AS BASE <25	
Less than £6,000	5	*	15		
£6,000 - £10,999	17	9	45		
£11,000 - £12,999	12	13	9		
£13,000 - £14,999	7	8	4		
£15,000 - £17,999	13	16	6		
£18,000 to £20,999	10	12	3		
£21,000 to £24,999	9	12	1		
£25,000 to £29,999	6	7	1		
£30,000 to £32,999	2	3	-		
£33,000 to £35,999	2	2	-		
£36,000 to £45,999	1	2	-		
£46,000 plus a year	1	1	1		
Summary: £21,000 plus	21	27	3		
Mean income***	£16,600	£18,800	£9,800		

*= <0.5% but >0%

- = zero

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

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

Table E5: Housing Tenure

	All	Full Level 2 19-24	Full Level 2 25+	Full Level 3 19-24	Full Level 3 25+
Base: All answering**	2,882	639	796	616	831
	%	%	%	%	%
Live alone	10	6	13	7	12
Live with partner/ wife only & Main Earner in household	9	4	10	5	9
Live with partner/ wife only & NOT Main Earner in household	12	6	13	6	12
Live with dependents under 16 & Main Earner in household	16	3	19	4	22
Live with Dependants under 16 NOT Main Earner in household	16	4	16	5	23
Live with Adult Dependents & Main Earner in household	9	1	14	1	12
Live with Adult Dependants & NOT Main Earner in household	8	2	11	1	12
Live with Parents & Main Earner in household	4	2	3	5	3
Live with Parents & NOT Main Earner in household	38	69	6	62	5
Live with other relatives - Main Earner in household	2	2	2	3	1
Live with other relatives- NOT Main Earner in household	17	31	4	27	2
Live with Friends or other non-relatives- Main Earner in household	1	*	1	1	1
Live with Friends or other non-relatives- NOT Main Earner in household	3	2	2	5	1

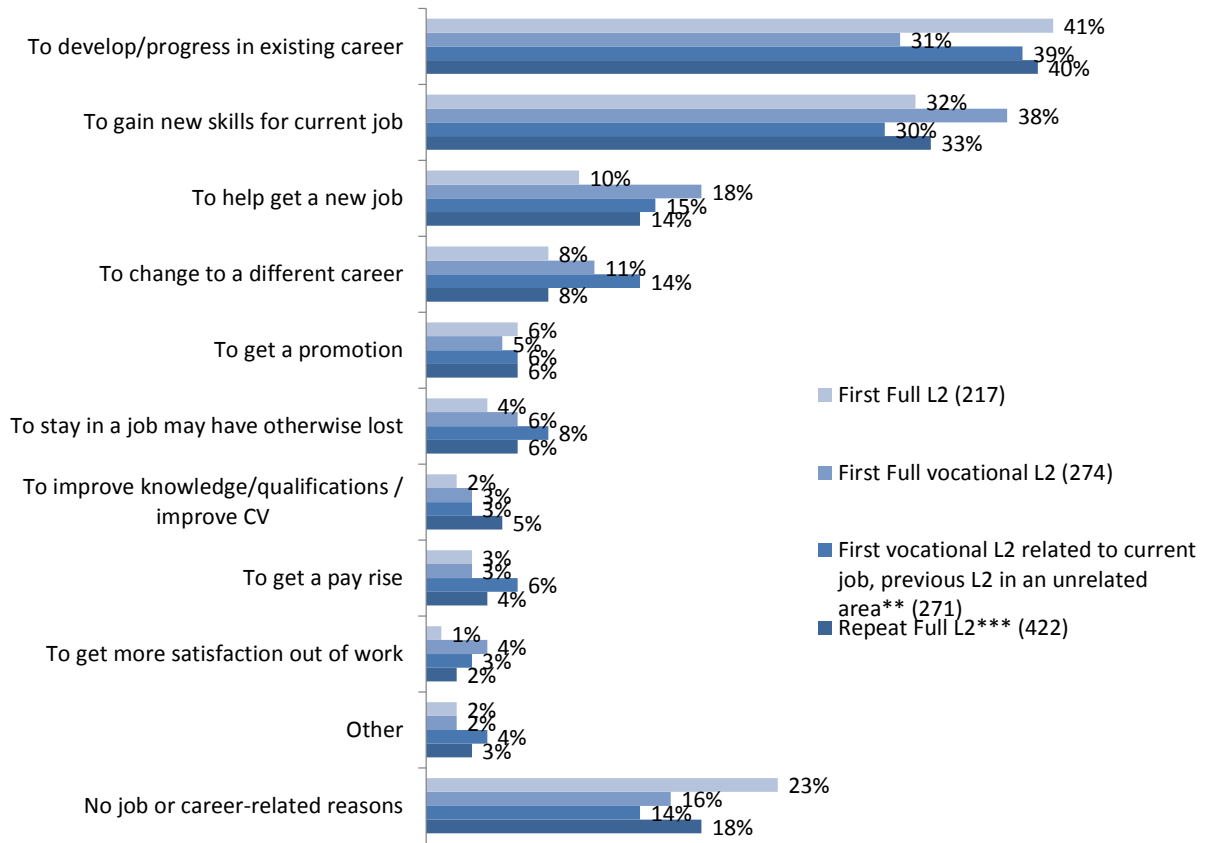
*= <0.5% but >0%

- = zero

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

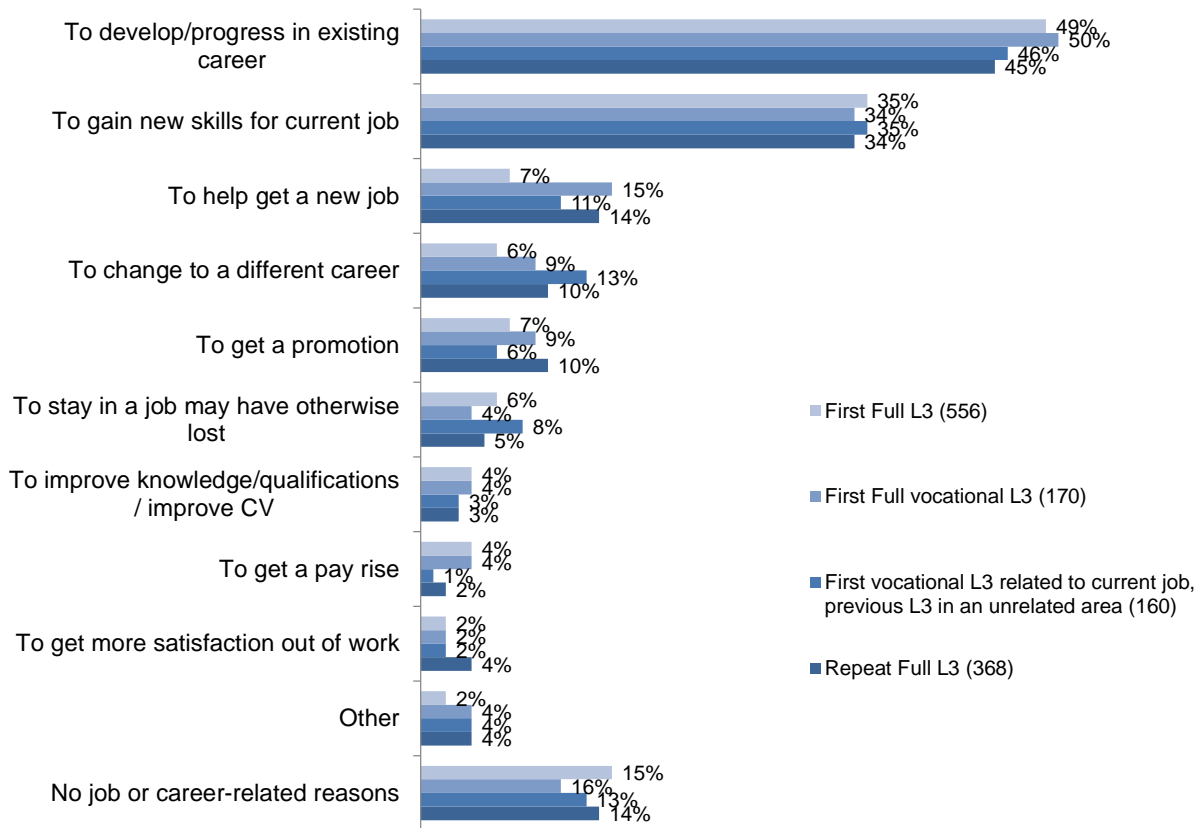
F – Additional data on job or career related reasons given by Level 2 and Level 3 Apprentices

Figure F1: Job or career related reasons given by Level 2 learners for starting their Apprenticeship when they did (spontaneous)



Base: All Adult Apprentices in current employment with a definite level of prior vocational attainment from the survey

Figure F2: Job or career related reasons given by Level 3 learners for starting their Apprenticeship when they did (spontaneous)



Base: All Adult Apprentices in current employment with a definite level of prior vocational attainment from the survey

G – Basic Skills / Maths and English qualifications by Level and age of Apprentice

Earlier in the report Table 4.12 showed how the proportion of Apprentices with different levels of Basic Skills (including Maths and English) qualifications varied by their prior attainment in Maths and English at GCSE/ O levels. Tables G1 – G4 repeat this earlier table based on different groups of Apprentices by age and the level of the Apprenticeship being undertaken.

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

Table G1: Basic Skills qualifications of Level 2 Apprentices aged 19-24

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	46	%	x	x	24	x	61	100%
English GCSE/O Level A*-C NOT Maths A*-C	69	%	10	9	20	x	57	100%
Maths and English GCSE/O Level A*-C	417	%	2	8	18	6	65	100%
Neither Maths nor English GCSE/O Level A*-C	132	%	4	12	21	x	61	100%

Table G2: Basic Skills qualifications of Level 2 Apprentices aged 25 plus

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	37	%	-	×	22	×	68	100%
English GCSE/O Level A*-C NOT Maths A*-C	109	%	7	8	10	5	70	100%
Maths and English GCSE/O Level A*-C	245	%	2	4	12	5	76	100%
Neither Maths nor English GCSE/O Level A*-C	445	%	3	5	11	2	79	100%

Table G3: Basic Skills qualifications of Level 3 Apprentices aged 19-24

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	54	%	-	×	26	×	65	100%
English GCSE/O Level A*-C NOT Maths A*-C	83	%	×	×	36	7	48	100%
Maths and English GCSE/O Level A*-C	378	%	2	4	21	7	66	100%
Neither Maths nor English GCSE/O Level A*-C	115	%	*	7	30	8	47	100%

Table G4: Basic Skills qualifications of Level 3 Apprentices aged 25 plus

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	48	%	×	×	27	×	62	100%
English GCSE/O Level A*-C NOT Maths A*-C	134	%	×	×	24	×	67	100%
Maths and English GCSE/O Level A*-C	274	%	×	3	20	5	71	100%
Neither Maths nor English GCSE/O Level A*-C	414	%	3	5	19	5	69	100%

H – Learner demographics on the Individual Learner Record

Table H1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 Apprenticeship provision in November 2012), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first column of data).

As shown in the table, the weighted survey data for Level 3 is more heavily skewed towards females than all Level 3 sample in scope: 65% of the achieved Level 3 sample, when weighted, is female compared with 59% of all Level 3 sample in scope. The weighted survey data has a similar profile to all sample in scope in terms of ethnicity and gender among Level 2 learners - they match for age as this was one of the criteria by which the weighting was undertaken.

Table H1: Demographic profile of adult Apprenticeship learners

	Achieved sample			All sample in scope		
	All 3,000 %	Full Level 2 1,500 %	Full Level 3 1,500 %	All 329,297 %	Full Level 2 174,079 %	Full Level 3 155,218 %
<i>Age</i>						
19-24	43	44	42	43	44	42
25-44	41	39	43	41	39	43
45 – retirement	16	17	14	16	17	14
Over retirement age	*	1	*	*	1	*
<i>Gender</i>						
Male	43	50	35	46	50	41
Female	57	50	65	54	50	59
<i>Ethnicity</i>						
White	90	91	89	89	88	90
Non-white	9	9	10	10	11	9
Asian	4	4	5	4	4	4
Black	3	2	3	4	4	4
Mixed / other	2	2	2	2	3	2
Not stated	1	*	1	1	1	1

*= <0.5% but >0%

I – Questionnaire

Prior Achievements Questionnaire 2013

IFF Research

Screenener

Q1 Good morning / afternoon / evening. Can I speak to (NAMED RESPONDENT) please?

Named person answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Respondent no longer lives at address – CONTACT DETAILS KNOWN	5	TAKE TELEPHONE NUMBER
Respondent no longer lives at address – CONTACT DETAILS UNKNOWN	6	CLOSE
Refusal	7	
Not available in deadline	8	
Fax Line	9	
Repeated (8+) No reply / Answer phone	10	
Wrong number / never heard of person	11	
Dead line	12	
Other (SPECIFY)	13	

WHEN SPEAKING TO NAMED RESPONDENT (S1=1 OR 2)

S2) 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 courses at colleges or training providers in late 2012. 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. This call may be recorded for quality and training purposes only.

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

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	
Refusal	4	THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

- **The sample was drawn at random from records held by the Skills Funding Agency on recent learners.**
- **All the information that you provide will be combined with those of other people and reported as anonymised statistics. Your answers will not be reported to Skills Funding Agency or any other organisation in any way that would allow you to be identified.**
- **We work strictly within the guidelines of the Market Research Society Code of Conduct**
- **Your name and contact details were supplied to us by the Skills Funding Agency**
- **If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:**
 - IFF Research: Becky Duncan or Sarah Coburn: 0207 250 3035
 - Department for Business, Innovation and Skills: Matt Bursnall on **Matthew.bursnall@bis.gsi.gov.uk**
 - MRS: Market Research Society on 0500 396999

- 1) ASK ALL
First can I just check, in late 2012 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?
 [IF ASKED ADD 'by late 2012 we mean 'November' 2012]

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

- 1a) ASK ALL
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

- 1b) ASK ALL
Which course or programme [IF Q1A=1: are you enrolled on] [IF Q1A=NOT 1: were you enrolled on in November 2012 at (INSERT COLLEGE or PROVIDER)]?

Text:	1	CHECK Q1c
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- IF APPREN=1 (APPRENTICESHIP)
sq1c) 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)

sq1d) 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)

sq1da) 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)

sq1db) 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

- 1c) ASK ALL
Immediately before you started the [ANSWER FROM Q1b] course you were doing at [PROVIDER] were you in paid employment?

Yes	1
No	2
(DO NOT READ OUT) Don't know	X

- 1c1) ASK ALL
Thinking about why you started the [ANSWER FROM Q1b] course you were doing at [PROVIDER], did you decide to start the course for any job or career-related reasons?

Yes	1	ASK Q1d
No	2	ASK Q1e
(DO NOT READ OUT) Don't know	X	

- IF YES (1c1=1)
 1d) **What were the job or career-related reasons for starting the course? DO NOT READ OUT BUT PROMPT IF NECESSARY. Multicode okay**

To help get a new job	1
To change to a different career	2
To develop / progress in your existing career	3
To gain new skills for your job	4
To stay in a job that you might have lost without doing this course	5
To get a pay rise	6
To get a promotion	7
To get more satisfaction out of your work	8
To help set up your own business	9
To help with work problems related to your health problem or disability	10
OTHER (specify)	0
Don't know	X

- ASK ALL
 1da) **Thinking about the level of the course you were on in late 2012, was it at the level you originally wanted to undertake?**

Yes	1
No	2
(DO NOT READ OUT) Don't know / can't remember	X

- ASK IF DID NOT WANT TO DO THE COURSE AT THAT LEVEL (Q1DA=2)
 1e) **Did you originally want to undertake a course that was at a higher level or a lower level than the course you did?**
 READ OUT AND CODE ONE ONLY

Originally wanted to undertake a higher level course	1	ASK Q1f
Originally wanted to undertake a lower level	2	ASK Q1h
(DO NOT READ OUT) Don't know / can't remember	5	ASK Q2

1f) IF HIGHER AT Q1e (1e=1)
Why did you want to study at a higher level? DO NOT READ OUT. MULTICODE OK

Had already done a course at the level I ended up on / higher course would have been a natural progression from the level I had previously attained	1
Because of advice from tutor / college / provider	2
I was advised / recommended to do a higher level (from someone other than tutor, college or provider)	3
The level was required for university / college admission	4
The higher level was required for my job / a job (or career) I wanted	5
Needed it for next / higher level	6
The higher level would have been appropriate / right level for me	7
I wanted to gain the skills more quickly	8
Other (PLEASE SPECIFY)	0
Don't know	X

- 1g) IF HIGHER (1e=1)
 Why did you study at a lower level than you originally wanted to? DO NOT READ OUT.
 MULTICODE OKAY

I was told I couldn't study at the higher level by a tutor / the college / provider	1
I was told I couldn't study at the higher level by my employer	2
I did not have the confidence to do the higher level course	3
I did not have the qualification(s) needed for the higher level course	4
My employer persuaded me because the lower level course was free	5
The college persuaded me because the lower level course was free	6
The college recommended I study at a lower level	7
My employer recommended I study at a lower level	8
A higher level course was not available locally / at the college or provider	9
The times of the higher level course were not suitable	10
I decided the higher level course would be too much time and effort for me	11
I decided it would not be of any benefit to get the higher qualification	12
College said I needed the lower level before moving onto higher level	13
Other (SPECIFY)	0
Don't know / can't remember	X

- 1h) IF LOWER AT Q1e (1e=2)
 Why did you want to study at a lower level? DO NOT READ OUT. MULTI CODE OKAY

Lower level looked right for me / it was the basic level	1
Been out of education for a long time/needed to ease back into it	2
Wanted to start at the bottom and work up	3
Because of advice from a tutor / college / provider	4
Someone other than tutor / college advised / recommended a lower level course	5

The day/time of the lower level course was convenient	6
Didn't think I would have the time to do the higher level course	7
Other (SPECIFY)	0
Don't know / can't remember	X

- 1i) IF LOWER (1e=2)
 Why did you study at a higher level than you originally wanted to? DO NOT READ OUT.
 MULTICODE OKAY

The college (provider) recommended I study at a higher level	1
My employer recommended I study at a higher level	2
My employer persuaded me because the higher level course was free	3
The college persuaded me because the higher level course was free	4
A lower level course was not available locally / at the College / provider	5
The times of the lower level course were not suitable	6
I decided it would not be of any benefit to get the lower qualification	7
The college suggested it would not be of any benefit to get the lower qualification	8
My employer suggested it would not be of any benefit to get the lower qualification	9
Other (SPECIFY)	0
Don't know / can't remember	X

ASK ALL

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

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

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

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

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

IF ANY QUALIFICATIONS (ANY Q2_A-E=1 OR Q3=2 OR 3))

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

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

- 5) I'd like to run through a list of qualifications to see which you had BEFORE starting your [INSERT TEXT FROM Q1b] course. (IF ANY Q2_a-d=1: Please include all those acquired from [list statements answered YES AT Q2_a to Q2_d]". However, please do NOT include the qualifications which your [INSERT TEXT FROM Q1b] course is/was intended to lead to. READ OUT.

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

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

	Code	Max level achievable with qualification	Vocational or Academic
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
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	V
HNC / HND (Higher National Certificate / Higher National Diploma)	3		V
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3	V
BTEC / BEC / TEC / EdExcel/ LQL	5	7	V
SCOTVEC, SCOTEC or SCOTBEC	6	4	V
Teaching qualification other than PGCE	7	4	V
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4	V
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	9	4	A
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3	A
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11		A

NVQ / <u>SVQ</u>	12	8	V
GNVQ / <u>GSVQ</u>	13	3	V
AS-level / vocational AS-level or equivalent	14	3	A
Certificate of 6 th Year Studies (CSYS)	15	3	A
Access to HE	16	3	A
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2	A
<u>Standard/Ordinary (O) Grade/Lower (Scotland)</u>	18	3	A
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2	A
CSEs [nb ended in 1988]	20	2	A
<u>National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications</u>	21	4	A
RSA or OCR	22	4	V
City and Guilds	23	3	V
YT Certificate	24	1	V
Key Skills / Core Skills (Scotland)	25	2	A
Basic Skills including Skills for Life literacy, numeracy, ESOL or IT qualifications; or basic skills in Maths or English	26	2	A
<u>Welsh Baccalaureate</u>	27	Level 3	A

International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3	A
<u>Entry Level Qualifications</u>	29	1	A
Any other professional or vocational qualification such as HGV or first aid qualification (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE. MULTICODE OK.	30	Level derived (if highest) from next but one section	V
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	31	Level derived (if highest) from next but one section	U

BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE			
Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	32	Level derived (if highest) from next but one section	U
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	33	Level derived (if highest) from next but one section	U
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	34	Level derived (if highest) from next but one section	U

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

- 8) IF A LEVEL AT Q5
Did you have...READ OUT

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

- 9) IF SCE HIGHERS AT Q5
There is no q9 (moved to q18a)

- 10) IF NVQ/SVQ AT Q5
What was your highest level of full NVQ / SVQ...PROMPT IF NECESSARY

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

- 10a) IF NEW DIPLOMA AT Q5
What was your highest level of New Diploma...PROMPT IF NECESSARY

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

- 11) IF GNVQ/GSVQ AT Q5
Was your highest GNVQ / GSVQ at...? READ OUT AND CODE FIRST THAT APPLIES

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

- 12) 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

- 13) 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

- 13a) IF HAVE O LEVELS / AO LEVELS
 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

- 14) 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

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

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

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

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

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

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

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

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

- 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

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

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

	15d) English language
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

- 16) 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

- 16a) IF HAVE CSE EXCEPT IF NONE AT GRADE 1 (ALL ANSWERING Q16 EXCEPT IF Q16=1)
Did you attain a grade 1 CSE in....READ OUT

	Yes	No	Don't know
Maths	1	2	X
English	1	2	X

- 17) 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

- 18) IF ADVANCED HIGHER NATIONAL QUALIFICATIONS (SCOTLAND) INCLUDING SCE INTERMEDIATE AT PREVIOUS QUESTION
Did you have ... READ OUT AND CODE ONE ONLY

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

- IF HIGHER AT Q17
Q18a) Did you have...READ OUT AND CODE ONE ONLY

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

- 19) 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 ONE ONLY

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

- 20) 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 ONE ONLY

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

- 21) 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

- 22) 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

- 23) IF APPRENTICESHIP AT Q2 (Q2D=1):
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

- 24) IF APPRENTICESHIP ACHIEVED AFTER 1995 (23=2):
Was your Apprenticeship at ...? READ OUT AND CODE FIRST THAT APPLIES

Higher Level Apprenticeship (Level 5+)	1	Full (100%) level 5
Higher Level Apprenticeship (Level 4)	2	Full (100%) level 4
Advanced level (Advanced Apprenticeship or Advanced Modern Apprenticeship)	3	Full (100%) level 3
Foundation level (Apprenticeship or Foundation Modern Apprenticeship)	4	Full (100%) level 2
(DO NOT READ OUT) Not sure	5	Treat as full level 2

- 24a) IF 'Welsh Baccalaureate' AT Q5 ASK
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

- 25) IF Q5=26 (HAVE BASIC SKILLS / SKILLS FOR LIFE)
You mentioned having Basic Skills or Skills for Life qualification before starting the course you were on in late 2012. Were these inREAD OUT

	Yes	No	Don't know
i) Maths (numeracy)	1	2	X
ii) English (literacy)	1	2	X
iii) IT or other areas	1	2	X

- 26) IF MATHS AT Q26
Was the maths Basic Skills or Skills for Life qualification at...? READ OUT

IF English AT Q26
Was the English Basic Skills or Skills for Life qualification at...? READ OUT

IF 'IT OR OTHER' AT Q26
Was the (IF Q26 i or ii ADD 'IT OR OTHER') Basic Skills or Skills for Life qualification at...? READ OUT

	Maths	English	IT or Other	Single code (taking the highest level) to....
Level 2	1	1	1	100% level 2
Level 1	2	2	2	100% level 1
Entry level	3	3	3	Treat as 50% level 1
(DO NOT READ OUT) not sure	4	4	4	100% level 1

Q27 - 30 DELETED

IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK q30a (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

OTHERS TAKE HIGHEST QUALIFICATION (S) FROM HIGHEST QUALIFICATION FROM Q5-Q26 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 Q31 (ONE QUAL HIGHEST)

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

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

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

SAY TO ALL WITH QUALIFICATIONS

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

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

EXACT NUMBER OF YEARS AGO THAT ACHIEVED _____	1	RECORD EXACT YEAR (1920-2012)
Don't know	2	ASK Q33

33) 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

33a) CATI PUT ALL PEOPLE IN ONE CATEGORY:

Any vocational qualification (Q5 any marked with a V in final column)	1	ASK 33B
Academic qualifications only [(At least one A marked in Q5 final column) & (no Vs marked)]	2	SKIP TO NEXT 'ASK ALL' QUESTION
No qualifications or only qualifications are those marked as a U in final column of Q5	3	

IF ANY VOCATIONAL 33A=1:
33b) CATI SELECT "HIGHEST VOCATIONAL QUALIFICATION" FROM Q5 AND SUBSEQUENT ANSWERS – CAN SHOW MORE THAN ONE IF HAVE MORE THAN ONE VOCATIONAL QUALIFICATION AT SAME LEVEL

HIGHEST VOCATIONAL QUALIFICATION	1	NAME AND LEVEL 1
HIGHEST VOCATIONAL QUALIFICATION	2	NAME AND LEVEL 2
HIGHEST VOCATIONAL QUALIFICATION	3	NAME AND LEVEL 3

IF TWO OR MORE VOCATIONAL QUALS AT THE SAME HIGHEST LEVEL
33bi) You mentioned having a number of vocational, job-related qualifications at the same level. <SHOW LIST FROM 33B – NAME AND LEVEL>. Which one do you regard as the highest, most advanced? IF MORE THAN ONE ASK RESPONDENT TO PICK THE MOST RECENT ONE? ALLOW ONE ANSWER ONLY

HIGHEST VOCATIONAL QUALIFICATION	1
HIGHEST VOCATIONAL QUALIFICATION	2
HIGHEST VOCATIONAL QUALIFICATION	3

33bii) CATI SHOW HIGHEST (SELECTED) VOCATIONAL QUALIFICATION FROM 33Bi IF ANSWERED, OR OTHERWISE FROM 33B

SINGLE HIGHEST VOCATIONAL QUALIFICATION	Name and level
---	----------------

33c) IF ANY VOCATIONAL (33A=1):
 [IF 33Bi ANSWERED: What was the subject area of <33Bii>]
 [OTHERS: When you told me about the qualifications you had before your course in late 2012, you mentioned having <answer from 33Bii>. What was the subject area of <33Bii>? SINGLE CODE

Engineering	1
Transportation Ops/maintenance	2
Manufacturing Technologies	3
Building and Construction	4
Agriculture, Horticulture, Forestry	5
Hospitality and Catering	6
Child Development	7
Teaching and Lecturing	8
Health and Social Care	9
Accounting and Finance	10
Administration	11
Business Management	12
ICT	13
Retailing and Wholesaling	14
Hair and Beauty	15
Travel and Tourism	16
Animal Care and Vet Science	17
Sport, Leisure and Recreation	18
Public Services	19
Media and Communication	20
Crafts, Creative Arts and Design	21
Performing Arts	22
Other	23

33d) IF ANY VOCATIONAL (33A=1):
 Are you currently employed or self-employed?

Yes	1	ASK 33E
No	2	<u>CHECK 33L</u>

33e) IF ANY VOCATIONAL AND CURRENTLY EMPLOYED (33A=1 & 33D = 1)
 What is your current occupation or job? RECORD VERBATIM

INTERVIEWER NOTE: Please probe for as much detail as possible. E.g. ask whether they are responsible for any staff or, if 'Teacher' ask what level such as Primary, Secondary, Further or Higher education.

SOC AT CODING STAGE

- 33f) IF ANY VOCATIONAL AND CURRENTLY EMPLOYED (33A=1 & 33D=1)
Thinking about the [Q1b COURSE] course you were studying at [PROVIDER] in November 2012, is it closely related to your current occupation?

Yes	1
No	2
Don't know	X

- 33g) IF ANY VOCATIONAL AND CURRENTLY EMPLOYED (33A+1 & 33D = 1)
And thinking about <33Bii>, was this closely related to your current occupation?

Yes	1
No	2
Don't know	X

- 33h) IF HAVE VOCATIONAL QUALIFICATION (33A=1) AND CURRENTLY EMPLOYED (33D=1) AND EMPLOYED BEFORE THE COURSE (Q1c=1)
You said earlier that you were working immediately before starting the [Q1b course] course with [PROVIDER] that you were on in late 2012. Was this job....READ OUT?

The same job you currently have	1	ASK NEXT ASK ALL
The same job / occupation but with a different employer	2	
A different job	3	ASK 33I)
Don't know	X	ASK NEXT ASK ALL

- 33i) IF DIFFERENT (33H=3)
What occupation or job role did you have immediately before starting the [Q1b course] course with [PROVIDER] that you were on in late 2012? RECORD VERBATIM

INTERVIEWER NOTE: Please probe for as much detail as possible. E.g. ask whether they are responsible for any staff or, if 'Teacher' ask what level such as Primary, Secondary, Further or Higher education.

SOC AT CODING STAGE

- 33j) IF DIFFERENT (33H=3)
Thinking about the [Q1b COURSE] course you were studying at [PROVIDER] in November 2012, is it closely related to the previous job role or occupation you just mentioned?

Yes	1
No	2
Don't know	X

- 33k) IF DIFFERENT (33H=3)
And thinking about your <33Bii>, was this closely related to <ANSWER FROM I>?

Yes	1	GO TO NEXT ASK ALL
No	2	
Don't know	X	

IF NOT CURRENTLY EMPLOYED BUT DID HAVE JOB IMMEDIATELY BEFORE THE COURSE (33D=2 AND Q1c=1)

- 33l) What occupation or job role did you have immediately before starting the [Q1b course] course with [PROVIDER] that you were on in late 2012? RECORD VERBATIM

INTERVIEWER NOTE: Please probe for as much detail as possible. E.g. ask whether they are responsible for any staff or, if 'Teacher' ask what level such as Primary, Secondary, Further or Higher education.

SOC AT CODING STAGE

IF NOT CURRENTLY EMPLOYED BUT DID HAVE JOB IMMEDIATELY BEFORE THE COURSE (33D=2 AND Q1c=1)

- 33m) Thinking about the [COURSE] course you were studying at [PROVIDER] in November 2012, is it closely related to your <ANSWER FROM L> job role?

Yes	1
No	2
Don't know	X

IF NOT CURRENTLY EMPLOYED BUT DID HAVE JOB IMMEDIATELY BEFORE THE COURSE (33D=2 AND Q1c=1)

- 33n) And thinking about your <Bii> qualifications, were this closely related to that job role or occupation?

Yes	1	GO TO NEXT ASK ALL
No	2	
Don't know	X	

Q34-38 DELETED

ALL

The last few questions are about you, and are to help us analyse responses. Just to remind you our survey results are only be reported as anonymised statistics.

ASK ALL

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

<u>(ONLY IF AGE=4)</u> Retired	1
<u>ASK EXCEPT IF 33D=2</u> Employed full time (30+ hours a week)	2
<u>ASK EXCEPT IF 33D=2</u> Employed part time (less than 30 hours a week)	3
<u>ASK EXCEPT IF 33D=2</u> 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

39) IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q34=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

ASK ALL

- 40) 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	ASK Q41
No	2	ASK Q42
Don't know	3	
Refused	4	

IF Q40=1

- 41) 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
Personal Independence Payment	13
Housing Benefit	14
Council Tax Benefit	15
Other (Please Specify)	16
None	17
Don't know / Can't remember	18
Refused	19

ASK ALL

- 42) 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 Q43
Monthly	2	
Annual	3	
Refused	4	CHECK Q44

- IF Q37=NOT 4 (NOT REF)
 43) So into which of the following ranges does your [Q42=1: WEEKLY] / [Q42=2: MONTHLY] / [Q42=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

- IF ACL FROM SAMPLE:
 44) Did you have to pay anything towards the cost of the course – please answer yes if you took out a Professional and Career Development Loan which you will need to pay back at a later date?

Yes	1
No	2
Other (WRITE IN)	0
Don't know	X

- ASK ALL
 45) 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 Q46
No	2	GO TO 'CHECK FOR ALL'
Don't know	3	

- IF YES AT Q45
46) 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 Q45
47) Are you the chief income earner in the household?

Yes	1
No	2
Don't know / refused	3

- ASK ALL
48) 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

- 49) 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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