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Prior Qualifications of Adult
Apprentices 2009/2010

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Executive Summary

1.1 Skills have long been recognised as a key driver of economic growth and prosperity, yet is an area where Britain has performed relatively weakly compared with key economic competitors. In November 2009 BIS published Skills for Growth which marked a radical shift in some of the priorities in the skills system. In particular it aimed: to tackle the gap in intermediate skills by creating a modern technician class; to invest particularly in the sectors offering future growth (especially hi-tech, low carbon industries); to improve how providers respond to the skill needs of employers and the expectations of individuals through increased information and choice; and to simplify the skills landscape.

1.2 A key element of the Skills for Growth policy was the expansion in the number of Advanced Apprenticeship places, aimed at providing a new pool of workers with technical and scientific skills at Level 3. The recent Comprehensive Spending Review (CSR) confirmed the Coalition Government's commitment to Apprenticeship provision as a means of boosting economic growth.

1.3 In the context of such drives to boost the skills of the workforce through Apprenticeships, it is important to understand the prior attainment of those undertaking Adult Apprenticeships. A key contributory factor in raising qualification levels of the working age population is the number of adults in learning undertaking their first Full Level 2 or first Full Level 3 qualification. The issue is important in assessing the overall value and contribution of Adult Apprenticeships in delivering benefits to those with lower skill levels.

1.4 This report presents the findings of research into the skills and qualification levels of adults undertaking Apprenticeships in 2009/2010. The research was undertaken to better understand the extent to which investment in Apprenticeship provision is being directed towards up-skilling individuals with lower skill levels, especially those without attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

1.5 The research was commissioned by the Department for Business, Innovation and Skills (BIS) and the Skills Funding Agency and undertaken by IFF Research. The report is based on a survey of 3,000 Adult Apprentices, conducted in July and August 2010.

Determining the level of highest prior qualification

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

1.7 Information on the qualifications that people had attained prior to their course was gathered in the following way. Survey respondents were first asked to indicate whether they had achieved any qualifications from school, college or university, from a previous Apprenticeship, through work or government schemes or through any other sources. Those who confirmed that they had achieved a prior qualification were read a list of qualifications and asked 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.

1.8 From this list of qualifications achieved and answers to supplementary questions regarding the number and level of each qualification, a highest level was assigned to each respondent. Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series to derive information on the highest prior qualification of learners and the incidence of first Full Level 2 learning (which replicates 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).

The incidence of first Full Level 2 learning

1.9 The table below shows the incidence of first Full Level 2 learning amongst adults undertaking Full Level 2 and Full Level 3 Apprenticeships in November 2009. It also shows a comparison with the comparable research undertaken in 2009 of Adult Apprentices enrolled as of November 2008.

Table 1.1: Incidence of first Full Level 2 learning for Adult Apprentices – by Apprenticeship level and year of survey

Apprenticeship level	2009/10			2008/9
	No. of interviews	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 2 in 2008/09
Full Level 2	1,500	18,850	25.3%	27.8%
Full Level 3	1,500	10,950	12.8%	13.8%
Overall	3,000	29,800	18.6%	20.6%

Base no. of interviews for 2008/9 survey: Level 2: 480; Level 3: 520.

1.10 The survey results indicate that among the estimated 74,500 adult learners enrolled on a Full Level 2 Apprenticeship in November 2009, 25% were studying for their first Full Level 2 qualification. This represents approximately 18,900 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that as many as three quarters (75%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

1.11 Among adult Full Level 3 Apprenticeship learners the survey results indicate that just 13% were undertaking their first Full Level 2 qualification.

1.12 Overall, the survey data suggests that the contribution of Adult Apprenticeship provision to the up-skilling of ‘new’ learners to Level 2 is limited, with under one fifth of the intake being new to learning at this level (19%). Furthermore, there has been no significant increase in the proportion of the Adult Apprenticeship learner intake undertaking their first Level 2 qualification compared with 2008/09 (the differences between the 2009 and 2010 survey results are not statistically significant at the 95% confidence level).

1.13 It seems likely that this is to some extent driven by the fact that entry requirements for some Apprenticeships specify particular standards for literacy and numeracy, which can be met by attainment of GCSEs in Maths and English. Individuals without good grades at Level 2 in Maths and English may be required to complete numeracy and literacy tests to qualify for an Apprenticeship place, which may well present a barrier for those without prior Level 2 attainment.

The incidence of first Full Level 3 learning

1.14 Given the current focus on the contribution of Adult Apprenticeships to the ‘advanced technician’ skills base, it is interesting to look at the impact of Apprenticeship provision at Level 3. To highlight the additionality associated with Level 3 learning, the table below gives the percentage incidence of first Full Level 3 learning amongst adult learners undertaking Full Level 3 Advanced Apprenticeship courses in November 2009. The incidence of first Level 3 learning amongst these learners as measured by the survey was 48%. This corresponds to an estimated 41,400 learners studying towards their first Level 3 qualification as of November 2009.

Table 1.2: Incidence of first Full Level 3 learning for Adult Apprentices studying at Level 3 – by year of survey

Apprenticeship level	2009/10			2008/9
	No. of interviews	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3	Proportion undertaking their first Full Level 3 in 2008/09
Full Level 3	1,500	41,400	48.5%	49.9%

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

1.15 Between 2004 and 2010, a series of studies have been carried out as part of the ‘Prior Qualifications’ programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with Adult Learner Responsive provision in FE and Train to Gain. In 2009 a matching study was conducted amongst Level 2 and Level 3 Apprenticeship learners. A consistent finding across these studies has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners’ own reports of the qualifications they had before starting their course, as found

by the detailed questioning in the survey. These previous studies have all found that the ILR under reports the proportion of learners with any prior attainment, and prior attainment at Full Level 2 or above.

1.16 The latest research confirms these findings. Across all Adult Apprentices interviewed where the ILR recorded a prior qualification level, the ILR and survey-determined prior achievement level was consistent in only around a third of cases (31%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: overall for half of all Adult Apprentices (53%) the level recorded by the ILR was lower than found from the survey, while the reverse was true for one in ten learners (in 9% of cases the ILR appeared to over-state the prior achievement of learners). In a further 7% cases the survey measure of highest prior attainment was inconclusive. Overall the survey of learners again confirms that the ILR appears to under-report the level of prior qualifications held by adult learners.

1.17 Looking just at those Adult Apprentices marked as first Full Level 2 learners on the ILR, in around two thirds of cases (68%) the survey indicates that the learners already had a Full Level 2 qualification before starting their course.

Conclusions

1.18 This research indicates that the majority of Adult Apprentices enrolled on Full Level 2 and Full Level 3 learning in 2009/10 already had prior attainment at Full Level 2 before starting their Apprenticeship. Amongst those studying for an Advanced Apprenticeship at Level 3, around half had studied at this level before.

1.19 There has not been any significant change since the 2009 survey in terms of the proportion of Adult Apprentices drawn from low-skilled groups.

1.20 The research suggests that the information on prior attainment recorded on the ILR by providers may underestimate the extent of prior attainment of learners, and therefore gives an inflated estimate of the impact of Adult Apprenticeship provision in up-skilling adults with low skill levels.

2 Introduction

2.1 This report presents the findings of research into the skills and qualification levels of adults undertaking Apprenticeships in 2009/2010. The research was undertaken to better understand the extent to which investment in Apprenticeship provision is being directed towards up-skilling individuals with lower skill levels, especially those without attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

2.2 The research, commissioned by the Department for Business, Innovation and Skills (BIS) and the Skills Funding Agency and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19+) who were enrolled on an Apprenticeship or Advanced Apprenticeship as of November 2009.

2.3 The survey was conducted in July and August 2010, and covered 3,000 learners.

Research background and objectives

2.4 Skills have long been recognised as a key driver of economic growth and prosperity, yet is an area where Britain has performed relatively weakly compared with key economic competitors. In November 2009 BIS published Skills for Growth which marked a radical shift in some of the priorities in the skills system. In particular it aimed: to tackle the gap in intermediate skills by creating a modern technician class; to invest particularly in the sectors offering future growth (especially hi-tech, low carbon industries); to improve how providers respond to the skill needs of employers and the expectations of individuals through increased information and choice; and to simplify the skills landscape.

2.5 A key element of the Skills for Growth policy was the expansion in the number of Advanced Apprenticeship places, aimed at providing a new pool of workers with technical and scientific skills at Level 3. The recent Comprehensive Spending Review (CSR) confirmed the Coalition Government's commitment to Apprenticeship provision as a means of boosting economic growth. Through the CSR the Government announced an increase of 50% in Apprenticeship funding on the previous government, with 75,000 new Apprenticeship places a year by 2014. It has been announced that individuals aged 24 years and above wishing to gain a Level 3 qualification will be supported by the offer of a Government backed student loan to meet tuition costs.

2.6 In the context of such drives to boost the skills of the workforce through Apprenticeships, it is important to understand the prior attainment of those undertaking Adult Apprenticeships. A key contributory factor in raising qualification levels of the working age population is the number of adults in learning undertaking their first Full Level 2 or first Full Level 3 qualification. The issue is important in assessing the overall value and contribution of Adult Apprenticeships in delivering benefits to those with lower skill levels.

2.7 While good management information is available on the levels towards which current Apprentices are studying (via the Individual Learner Record database), there are questions as to how well this provides reliable information linking the level being studied with the prior qualification levels achieved i.e. good information exists on the number of

adult learners working towards a Level 2 qualification but not how many of these are working towards their first Level 2 qualification.

2.8 In order to better understand this, and to contribute to the efficient and appropriate use of investment in skills and training, BIS commissioned IFF research to investigate the prior qualifications of adults who were undertaking an Apprenticeship at Full Level 2 or and Advanced Apprenticeship at Full Level 3 in the academic year 2009 / 10. The key aim was to assess the proportion of adult learners that were undertaking their first Full Level 2 or first Full Level 3 qualification.

2.9 Two other analogous surveys were also conducted amongst adult Train to Gain learners and those on Adult Learner Responsive provision in FE. The findings for these learner groups are outlined in separate reports.

Methodology

2.10 A total of 3,000 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking an Apprenticeship at Full Level 2 or Full Level 3 in November 2009.

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

- Apprentices enrolled on provision at Full Level 2 or Full Level 3 in November 2009;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

2.12 Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 14th July to 11th August 2010. The questionnaire used for the study and details on the response rates to the survey are appended.

2.13 In order to ensure a distribution of interviews that would maximise the reliability of the data analysis, quotas were set by the level of Apprenticeship undertaken and the age of the learner. The quotas were determined using an interlocking age by learning level matrix. Half of the interviews were allocated to Level 2 learners and half to Level 3 learners, with allocations by age within level proportionate to the full eligible ILR population at Level 2 or Level 3. Further details on the quotas are appended (Appendix A). To allow estimates to be made from the survey results for the whole Adult Apprentice population, the survey results were grossed up at the analysis stage to the full profile of Adult Apprentice in November 2009. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables.

Report structure

2.14 This report is structured in chapters as follows:

- **Understanding the profile of Adult Apprentices** – here we describe the demographic characteristics and work status of the learner cohort.
- **The prior qualification level of learners** – highlights the proportion of learners entering their course with prior qualifications at different levels, with a focus on the incidence of first Full Level 2 and first Full Level 3 learning.
- **Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)** – explores the nature of discrepancies between the survey measures of prior attainment and the MI on prior attainment available from the Individual Learner Record.
- **Appendices** – giving further details on sampling and grossing strategies, response rates for the survey and the survey questionnaire.

2.15 The report compares findings with a previous comparative study conducted in 2009 by IFF Research among Adult Apprentices of 1,000 adult learners undertaking an Apprenticeship in November 2008.

3 Understanding the profile of Adult Apprentices

3.1 This chapter outlines the demographic profile of Adult Apprentices, their economic situation and their reasons for starting the Apprenticeship when they did.

3.2 The data presented in this chapter represents the population characteristics of learners and reflects the proportion of learners in each group after the survey data has been grossed up to represent the full population of Adult Apprentices at Full Level 2 or 3 in November 2009.

Demographic profile of Full Level 2 and Full Level 3 Adult Apprentices

3.3 Table 3.1 below shows the age, gender and ethnicity profiles of eligible Apprentices enrolled as of November 2009.

Table 3.1: Demographic profile of Adult Apprenticeship learners – November 2009

	All learners	Level of course	
		Full 2	Full 3
<i>Base: All learners</i>	3,000	1,500	1,500
	%	%	%
Male	51	50	51
Female	49	50	49
19-24	70	70	70
25-44	24	23	24
45 – retirement	6	6	5
Over retirement age	*	*	*

	All learners	Level of course	
		Full 2	Full 3
White	92	91	92
Non-white	8	8	7
<i>Asian</i>	4	5	4
<i>Black</i>	2	2	2
<i>Chinese</i>	*	*	*
<i>Mixed / other</i>	2	2	1
Not stated	1	1	*

3.4 The table shows that there are almost equal numbers of women and men undertaking Adult Apprenticeships (51% men, 49% women).

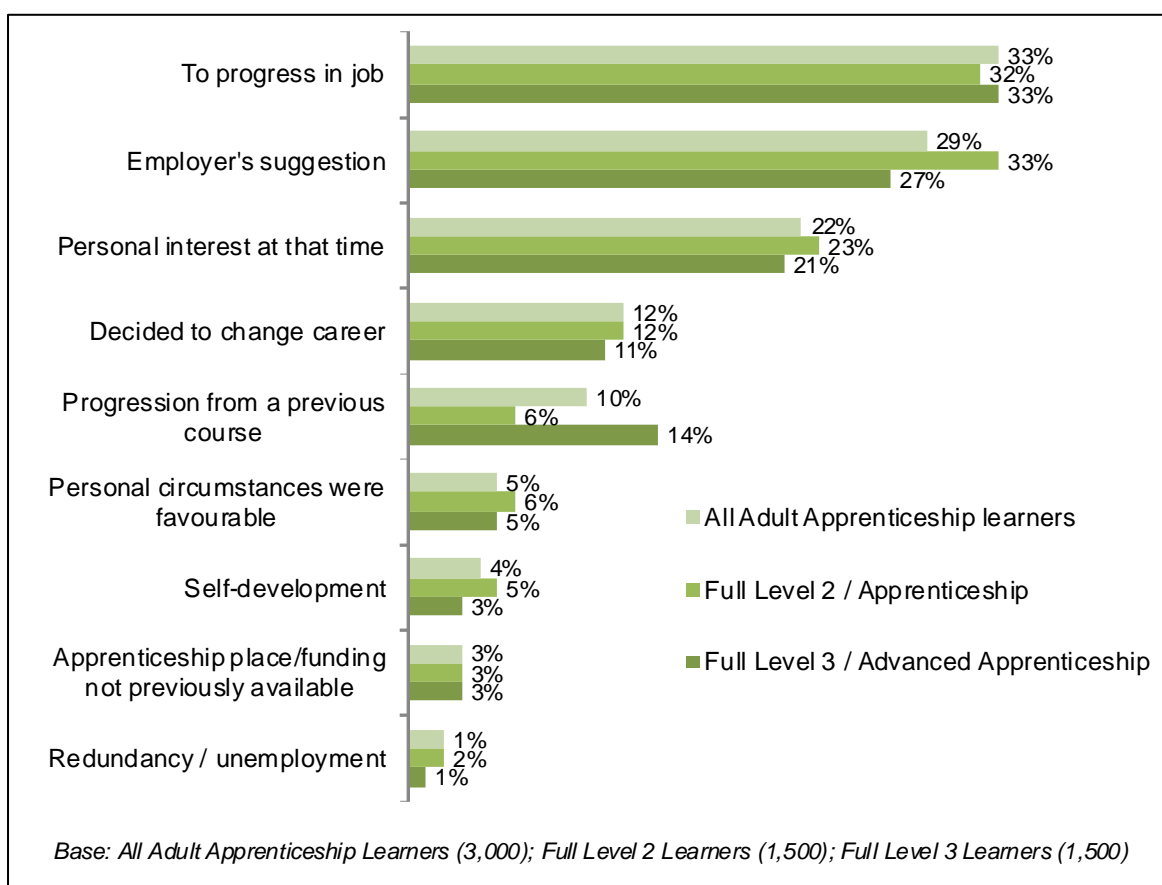
3.5 Over two thirds of Adult Apprentices are aged 19 to 24 (70%), with most of the remainder aged 25 to 44 (24% overall). This pattern by age holds for both Level 2 and Level 3 Apprentices.

3.6 The vast majority of Adult Apprentices are white (92%).

Learner reasons for starting the Apprenticeship when they did

3.7 Learners were asked why they started their Apprenticeship when they did. This measure offers a useful insight in to learners' motivations at that point in time. Figure 3.1 shows the most common reasons given for the particular timing of enrolment.

Figure 3.1: Reasons given by learners for starting their Apprenticeship when they did (spontaneous)



3.8 As would be expected given the vocational nature of Apprenticeship provision and the integration between study and work-based experience, the most common triggers for individuals taking up an Apprenticeship place were the opportunity it presented for them to progress in the job they had or were entering at the time (cited by 33%), and that it was suggested by their employer at that particular time (29%).

3.9 A smaller proportion of learners (12%) were seeing enrolling on an Adult Apprenticeship as part of a career change.

3.10 Another factor influencing the timing of study was it following on from another course (10%), with this more likely to be mentioned by Level 3 learners (14%).

Economic indicators

3.11 The following table outlines the economic situation of Apprentices at the time of the survey in July / August 2010. The table shows the situation for all learners, then for those no longer studying for the Apprenticeship they were doing in November 2009 (having either completed the Apprenticeship or having left before finishing).

Table 3.3: Economic activity of Adult Apprentices at the time of interview

	All Apprentices			Those who had completed or left Nov 09 Apprenticeship		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base: All Apprentices</i>	3,000	1,500	1,500	2,176	1,120	1,056
	%	%	%	%	%	%
Still studying on Nov. 2009 course	27	25	29	-	-	-
Economically active	71	73	70	98	98	99
Employed full-time	56	55	57	77	73	80
Employed part-time	9	11	7	13	15	10
Self-employed	3	2	3	4	3	5
On a government-supported training and employment programme	*	*	*	*	*	*
Unemployed though looking and available for work	3	4	2	4	6	3
Doing unpaid family work	*	*	*	*	*	*
Economically inactive	1	2	1	2	2	1
Unemployed but not looking or not available for work	1	1	1	1	1	1
None of the above	1	1	*	1	1	*

3.12 Looking across all Adult Apprentices, over one quarter were still studying towards their Apprenticeship at the time of interview (27%). Practically all of those who had completed or left their Apprenticeship were economically active at the time of the survey (71% overall).

3.13 When looking at those who had completed or left their Apprenticeship by the time of interview, the economic activity rate is 98%, including 77% in full-time employment, and

13% working part-time. Only a very small proportion of leavers were economically inactive (2%). Overall, of those who had left their course, only one in twenty were unemployed (4% looking for work; 1% not) at the time of the survey.

3.14 There were significant differences evident between those who had successfully completed their Apprenticeship by the time of survey and those who had not been able to complete, in terms of the overall economic activity rate (98% and 94% respectively) and the proportion in full-time work (78% vs. 62%). However, it should be noted that this differential in employment rates may well reflect the fact that the latter group may have had to end their Apprenticeship because of being let go by an employer, rather than additional beneficial effects of completing the Apprenticeship on subsequent employability or job security.

3.15 Amongst those who had completed or left their Apprenticeship and were either not available or not looking for work at the time of the survey, most expected to be available for work again within the next two years (73%), with most of the remainder (19%) feeling that within the next 5 years was a more realistic time-frame.

3.16 Looking across all survey respondents, less than one in ten (7%) were claiming any form of benefit or credit at the time of the survey. Where people were claiming, this was likely to be in the form of Tax Credits, Job Seekers Allowance, Housing Benefit or Child Benefit.

Table 3.4: Proportion of Adult Apprentices in receipt of benefits at the time of the survey

	All	Still on Nov 09 Apprenticeship	Completed / left Apprenticeship – in work	Completed / left Apprenticeship – not in work
<i>Base:</i>	3,000	824	2,021	155
	%	%	%	%
Receiving benefits or credits	7	8	5	18
Tax Credits	4	6	4	4
Job Seekers Allowance (JSA)	1	1	*	8
Housing Benefit	1	1	1	6
Child Benefit	1	1	1	1
Income Support (IS)	*	*	*	4
Council Tax Benefit	*	*	*	1
Disability Living Allowance (DLA)	*	*	*	1

	All	Still on Nov 09 Apprenticeship	Completed / left Apprenticeship – in work	Completed / left Apprenticeship – not in work
ESA / Incapacity Benefit	*	*	*	1
Carer's Allowance	*	-	-	1
Not receiving any benefits or credits	93	92	95	82

3.17 As shown in Table 3.4, those who had completed or dropped out of the course they were on in November 2009 and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (18%, compared to 5% of those who left their Apprenticeship and were working, and 8% of those still studying for the same Apprenticeship).

3.18 Table 3.5 shows the personal annual income of surveyed individuals at the time of interview. Overall, where a gross annual income was given, this was typically less than £17,000 per year (79% of cases).

Table 3.5: Personal Income (annual)

	All	Still on Nov 09 Apprenticeship	Completed Apprenticeship – in work	Left Apprenticeship without completing – in work	Completed/left Apprenticeship – not in work
<i>Base: All answering**</i>	2,609	727	1,649	121	112
	%	%	%		%
Less than £13,000	50	54	46	55	83
£13,000 - £16,999	29	27	32	27	11
£17,000 - £22,999	13	12	14	11	5
£23,000 - £25,999	4	4	4	5	-
£26,000 - £34,999	3	2	3	2	-
£35,000 or more	1	1	1	1	1

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

**Excludes those refusing and those responding 'Don't know' (13% of all learners)

3.19 Annual income tended to be higher where the person had successfully completed their Apprenticeship and was in employment at the time of survey; over half (54%) had an annual income of over £13,000, and this compares to 45% of those who were in work after dropping out of their Apprenticeship, whose income was more in line with those still studying towards their Apprenticeship. This provides some evidence that successfully completing an Apprenticeship does boost earning potential.

3.20 Table 3.6 shows household income, where learners were willing or able to give this data. Across all learners, around half (49%) live in households with a combined income of less than £17,000 per year. However, approaching a fifth (17%) reported a combined household income of £35,000 or more.

Table 3.6: Household income (annual)

	All	Still on Nov 09 Apprenticeship	Completed/left Apprenticeship – in work	Completed/left Apprenticeship – not in work
<i>Base: All answering**</i>	1,822	483	1,262	77
	%	%	%	%
Less than £13,000	30	29	28	54
£13,000 - £16,999	19	18	20	18
£17,000 - £22,999	15	14	15	8
£23,000 - £25,999	7	8	7	4
£26,000 - £34,999	12	14	11	4
£35,000 or more	17	16	18	12

**Excludes those refusing and those responding 'Don't know' (38% of all learners)

4 The prior qualification level of learners

4.1 In this chapter we present findings on the prior qualification level 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.

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

4.3 First we briefly discuss the method of determining highest prior qualification.

Determining the level of highest prior qualification

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

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

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

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

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

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

Highest prior qualifications of learners

4.10 The table below shows the percentage of adults undertaking Full Level 2 and Full Level 3 Apprenticeships in November 2009 who had various levels of prior qualification before starting their Apprenticeship, according to the survey data.

Table 4.1: Prior qualification level by level of Apprenticeship undertaken

		Level of highest prior qualification					
Horizontal %'s	Base		None	Below Full L2	Full L2	Full L3	Full L4/5
Apprenticeship level							
Full Level 2	1,500	%	7	18	31	29	15
Full Level 3	1,500	%	3	10	36	37	15

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

4.11 Results show that over two fifths (44%) of adults undertaking Apprenticeship learning at Level 2 already had a prior qualification at a **higher level** than this before enrolling (at Full Level 3, 4 or 5). Around one in seven learners studying for an Advanced Apprenticeship at Level 3 (15%) had attained a qualification at a higher level sometime in the past.

4.12 The findings outlined in Table 4.1 indicate conversely that only a minority of Adult Apprentices are undertaking their first Full Level 2 qualification (i.e. have no qualifications or only hold qualifications below Full Level 2). This is discussed in detail in the following section.

The incidence of first Full Level 2 learning

4.13 The table below shows the percentage incidence of first Full Level 2 learning amongst adults undertaking Full Level 2 and Full Level 3 Apprenticeships in November 2009. It also shows a comparison with the comparable research undertaken in 2009, referring to Adult Apprentices enrolled as of November 2008.

Table 4.2: Incidence of first Full Level 2 learning for Adult Apprentices – by Apprenticeship level and year of survey

Apprenticeship level	2009/10			2008/9
	<i>No. of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 2 in 2008/09
Full Level 2	1,500	18,850	25.3%	27.8%
Full Level 3	1,500	10,950	12.8%	13.8%
Overall	3,000	29,800	18.6%	20.6%

Base no. of interviews for 2008/9 survey: Level 2: 480; Level 3: 520.

4.14 Table 4.3 gives the statistical confidence associated with the 2009/10 findings, given the number of interviews conducted. For example, for the Apprenticeship Full Level 2 learners, we can be 95% confident that the true firstness figure lies within + or - 2.2% of the survey finding.

Table 4.3: Statistical confidence intervals associated with first Full Level 2 learning figures

	<i>Number of interviews</i>	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full 2	1,500	25.3%	+/-2.2%
Full 3	1,500	12.8%	+/- 1.7%
Overall	3,000	18.6%	+/- 1.4%

4.15 The survey results indicate that among the estimated 74,500 adult learners enrolled on a Full Level 2 Apprenticeship in November 2009, 25% were studying for their first Full Level 2 qualification. This represents approximately 18,900 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that as many as three quarters (75%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

4.16 The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, around half the level, at 13%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course, and learners without prior Full Level 2 qualifications might well be advised to attain a foundation qualification at Full Level 2 before embarking on a Level 3 Advanced Apprenticeship.

4.17 Overall, the survey data suggests that the contribution of Adult Apprenticeship provision to the up-skilling of 'new' learners to Level 2 is limited, with under one fifth of the intake (19%) being new to learning at this level. Furthermore, there has been no significant change in the proportion of the Adult Apprenticeship learner intake undertaking their first Level 2 qualification compared with 2008/09.

4.18 It seems likely that this is to some extent driven by the fact that entry requirements for some Apprenticeships specify particular standards for literacy and numeracy, which can be met by attainment of GCSEs in Maths and English. Individuals without good grades at Level 2 in Maths and English may be required to complete numeracy and literacy tests to qualify for an Apprenticeship place, which may well present a barrier for those without prior Level 2 attainment.²

² For more information, see: <http://www.Apprenticeships.org.uk>

The incidence of first Full Level 3 learning

4.19 Given the current focus on the contribution of Adult Apprenticeships to the 'advanced technician' skills base, it is interesting to look at the impact of Apprenticeship provision at Level 3. In order to understand further the additionality associated with Level 3 learning, it is useful to look at the percentage incidence of first Full Level 3 learning amongst adult learners undertaking Full Level 3 Apprenticeship courses in November 2009.

4.20 The incidence of first Level 3 learning amongst these learners as measured by the survey was 48%. This corresponds to an estimated 41,400 learners studying towards their first Level 3 qualification as of November 2009.

Table 4.4: Incidence of first Full Level 3 learning for Adult Apprentices studying at Level 3 – by year of survey

Apprenticeship level	2009/10			2008/9
	<i>No. of interviews</i>	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3	Proportion undertaking their first Full Level 3 in 2008/09
Full Level 3	1,500	41,400	48.5%	49.9%

The incidence of first Full Level 2 and first Full Level 3 learning – Differences by age and ethnicity

4.21 The survey reveals differences in the incidence of first Full Level 2 and first Full Level 3 learning according to the age of the learner. Note the incidence data for the 'retirement age plus' age band has been combined with that for '45 to retirement age' learners due to the small number of individuals surveyed for this category.

Table 4.5: Incidence of first Full Level 2 and first Full Level 3 learning by level of learning and age of learner

	<i>Base - Number of interviews</i>	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	25%	
19-24	1,125	24%	
25-44	307	26%	
45+	68	38%	
Level 3 overall	1,500	13%	48%
19-24	1,142	10%	45%
25-44	290	20%	46%
45+	68	23%	65%

4.22 A significantly higher proportion of Level 2 Apprenticeship learners aged 45 or over were studying for their first Full Level 2 (38%) than those Level 2 learners aged 19 to 24 (24%) or 25 to 44 (26%) – there are though relatively few older learners undertaking Level 2 Apprenticeships (only around 4,000 with an Apprenticeship place as of November 2009). For Advanced Apprenticeships those aged 25 plus were significantly more likely than 19-24 year olds to be undertaking their first Full Level 2 qualification.

4.23 For first Full Level 3 learning there is no significant difference between 19-24 and 24-44 year olds, and it is just among those aged 45 plus where there is a significantly higher proportion undertaking their first full Level 3 qualification.

4.24 These findings suggest that adult Apprenticeships are least likely to result in up-skilling for those aged 19-24.

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

5.1 An area of policy interest is the precision of the ILR data on the incidence of first Level 2 learning and the extent that it can be relied upon as a measure of firstness. Hence in this section we examine the consistency between ILR and survey measures of the proportion of Level 2 and Level 3 learners enrolling without any prior attainment at Full Level 2.

5.2 Between 2004 and 2010, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with Adult Learner Responsive provision in FE and Train to Gain. In 2009 a matching study was conducted amongst Level 2 and Level 3 Apprenticeship learners. A consistent finding across these studies has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey.

5.3 These previous studies have all found that the ILR under reports the proportion of learners with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR for Apprenticeship learners enrolled as of November 2009 in order to see whether this pattern is continuing.

5.4 For the vast majority of Adult Apprenticeship learners on the ILR, the ILR has information on their prior qualification level before they enrolled on their course. In the cohort of learners falling within the scope of the survey (those aged 19+ who were enrolled on a Full Level 2 or Full Level 3 Apprenticeship course in November 2009), almost all (99%) had a prior qualification level marked on the ILR, leaving 1% where the qualification level was 'not known'. This is broadly in line with the situation seen for the 2008/09 eligible cohort sample, where 3% of records were missing ILR information on prior attainment.

5.5 However, there have been on-going questions around the **accuracy** of this data, even though the **volume** of data collected is high. The 2008 survey data on prior attainment agreed with the level recorded on the ILR in only 37% of cases. The following section looks at whether there is evidence of improvements in the November 2009 data.

5.6 The level of prior qualification on the ILR is shown on the following table, both for all sample provided that fell within the scope of the survey and among those where an interview was achieved. The profile of the achieved sample and of the total sample supplied was very similar; hence the achieved sample is good representation of the all in scope learners in terms of what is recorded on the ILR as their level of highest prior qualification.

Table 5.1: ILR information on prior achievement

	ILR (all supplied sample in scope)	ILR (achieved sample)
	%	%
No qualifications	9	7
Entry Level and below Level 1	4	4
Level 1	28	28
Level 2	47	49
Level 3	10	10
Level 4/5	1	1
Other qualification, level not known	-	*
Not known	1	1

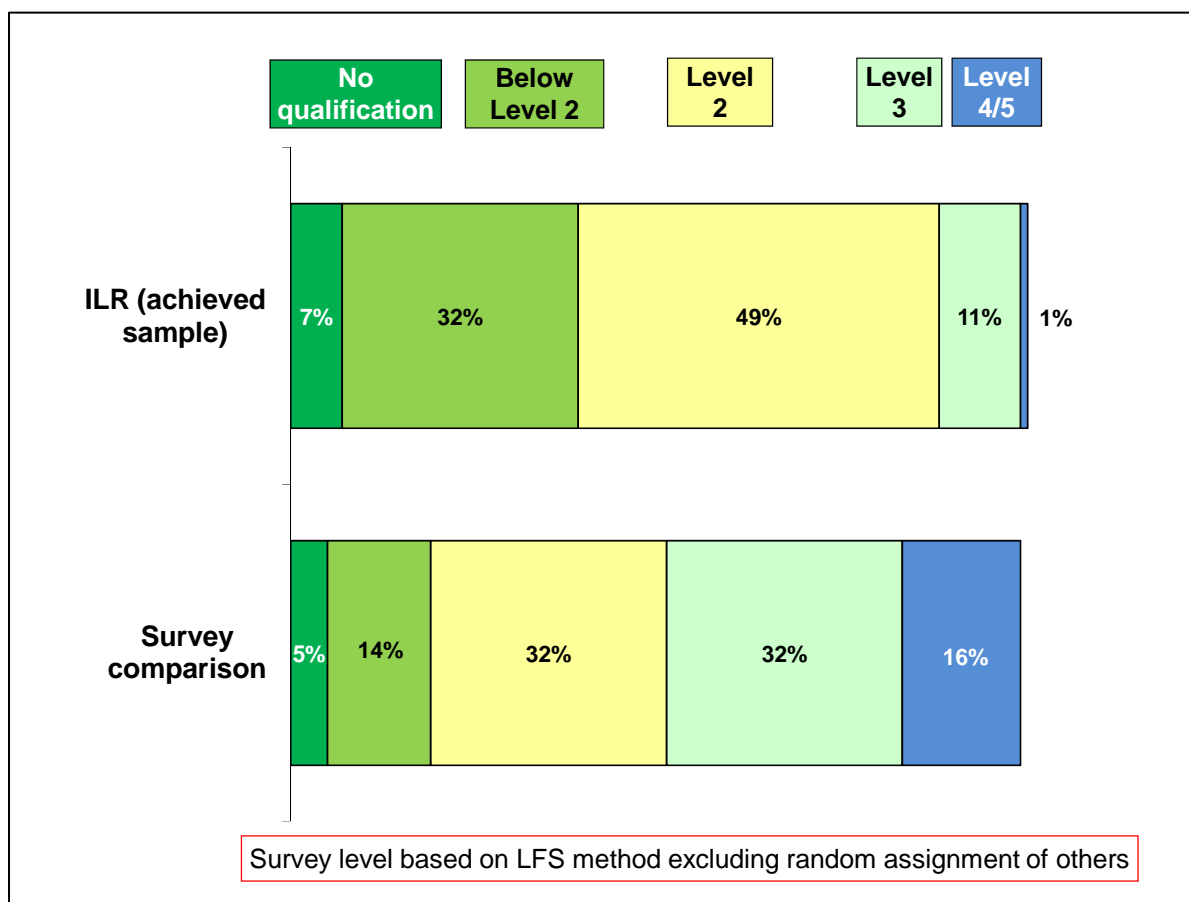
* = <0.5% but >0%

- = zero

5.7 Over half the learners in the population in scope for the survey (58%) were recorded on the ILR as being already qualified to Level 2 or above before starting their course - and this was very similar to the proportion among the survey sample (59%). Both figures are lower than the equivalent figure of 81% as derived from the survey data (see Chapter 4), and therefore would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of learners.

5.8 In order to assess in more detail the relationship between the ILR and the survey data, the following section looks at how the actual prior qualification levels compare on the two datasets, for the same learners. The following chart highlights the discrepancies between the data on prior qualification levels on the ILR and that collected in the survey. The comparison is shown only for those learners where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,600 out of the 3,000 learners interviewed).

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



Base: Learners with definite prior achievement level from both the ILR and from the survey (LFS measure) (2,600)

5.9 Compared to the survey findings, the ILR suggests a much higher proportion of Adult Apprentices with no prior qualifications or highest prior attainment at below Level 2 (39% vs. 20%). The ILR also records a much lower proportion with prior qualifications at Full Level 3 or above (12% v 49%). The ILR gives just 1% of learners interviewed for the survey as having a prior qualification at Level 4 or 5, while the survey reports one sixth (16%) of the same learners as having these high level qualifications. The magnitude of the discrepancy between the ILR and survey estimates of prior highest qualification level is very similar to that seen in the 2008/09 survey.

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

issue of discrepancies regarding first Level 2 qualifications is discussed later in the chapter.

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

<i>Row percentages</i>	Base*		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive**
All learners	2,945	%	31	9	53	7
Apprenticeship level						
Level 2	1,470	%	31	10	54	5
Level 3	1,475	%	31	9	51	9
Age						
19 – 24	2,222	%	30	8	55	7
25 – 44	589	%	33	11	50	6
45 – retirement age	134	%	37	13	40	9

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

** 'Survey inconclusive' refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined (see further explanation at paragraph 4.8).

5.11 Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in just under a third of cases (31%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: overall for half of all learners (53%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in ten learners (in 9% of cases the ILR appeared to over-state the prior achievement of learners). In a further 7% cases the survey measure of highest prior attainment was inconclusive (see note at paragraph 4.8). Overall the survey of learners again confirms (as with the previous study) that the ILR appears to under-report the level of prior qualifications held by Adult Apprenticeship Level 2 and Level 3 learners.

5.12 Table 5.2 also shows how discrepancies between the ILR and survey measures differ according to the level of the course and the age of the learner. This shows that there are no significant differences in the degree of discrepancy for Level 2 and Level 3 courses, but the records for the older learner group (45 to retirement age) are more likely to show agreement between the ILR and survey assessments of prior attainment.

5.13 In order to fully understand the likelihood that a particular claim of firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,189 respondents. This is shown in Table 5.3.

5.14 Table 5.3 highlights that the survey confirms the ILR first Level 2 assessment in three in ten cases (30%). In two thirds of cases (68%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course.

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

<i>Row percentages</i>	<i>Base</i>		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive
All recorded on the ILR as first Level 2	1,189	%	30	68	2
Apprenticeship level					
Level 2	822	%	35	62	3
Level 3	367	%	20	80	1
Age					
19 – 24	863	%	27	71	2
25 – 44	269	%	33	64	3
45 – RA	57	%	39	56	5

5.15 Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals a different pattern than the overall analysis shown in Table 5.2 in terms of level of learning. The incidence of the key ‘error’ on the ILR in assessing Level 2 firstness is highest for Level 3 learners (80%) and below average for Level 2 learners (62%). 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.

5.16 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 course are more likely to be wrong than when a learner is starting a Level 2 course. However, it should be noted that even for Level 2 Apprenticeships, the survey still indicates a concerning level of overstatement on ILR claims of Level 2 firstness.

5.17 Table 5.3 also indicates that incidences of the key ‘error’ on the ILR of assessing Level 2 firstness are more likely to occur the younger the learner – as high as 71% amongst 19 to 24 year olds compared to 56% amongst learners aged 45+.

5.18 It is also possible to specify the actual type of prior qualification held by learners where the ILR and survey measures give different levels of attainment. Table 5.4 lists the specific highest prior qualifications held by those Apprentices with a prior qualification at Full Level 2 or above on the survey data, where the ILR gave the highest prior attainment level as ‘no qualification’ or below Level 2. 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.

Table 5.4: Highest prior qualification where survey indicates a prior Full Level 2 or higher and where ILR stated highest prior qualification as below Full Level 2

Data unweighted	ILR stated highest prior attainment	
	No qualifications	Level 1
Base: Learners for whom survey indicates have prior Full Level 2 or higher and ILR indicates highest prior qualifications below Full Level 2	140	671
	%	%
GCSE/O level grade A-C or equivalent (L2)	19	15
NVQ Level 2	12	13
NVQ Level 3	11	6
Apprenticeship	11	13
A level or equivalent	10	16

Data unweighted	ILR stated highest prior attainment	
	No qualifications	Level 1
Base: Learners for whom survey indicates have prior Full Level 2 or higher and ILR indicates highest prior qualifications below Full Level 2	140	671
	%	%
Diploma in higher education	4	4
HNC,HND,BTEC etc higher	4	4
Degree	3	3
OND,ONC,BTEC etc, national	3	4
GNVQ intermediate	3	3
Other HE below degree	2	7
City & Guilds craft	2	1
GNVQ advanced	2	1
A,S level or equivalent (L2)	1	1
BTEC,SCOTVEC first or general diploma	1	3
International Baccalaureate	1	*
Scottish CSYS	1	*
City & Guilds advanced craft	-	2
Access to HE	-	1

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

- GCSEs/O levels at Full Level 2 (19%)
- NVQ Level 2 (12%) and NVQ Level 3 (11%).
- Other Apprenticeships (11%)
- A Levels (10%)

5.20 Those recorded on the ILR as having a Level 1 qualification, where the survey found the learner indicated that they had a prior qualification at Level 2 or higher, most commonly had:

- A Levels (16%)
- GCSEs/O levels at Full Level 2 (15%)

- NVQ Level 2 (13%)
- Other Apprenticeships (13%)

5.21 The issue of why discrepancies may exist between the survey and ILR measures has been discussed in more detail in the report of findings from the recent 'provider-level' research carried out by IFF Research for the Skills Funding Agency and BIS. This discusses in more detail the factors influencing the incidence of discrepancy, and provider views on recording accurate prior attainment information on the ILR.

5.22 This provider-level report found evidence that some 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 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.

5.23 This provider-level research, referring to learners on provision in November 2008, showed that the proportion of cases in which the survey disputed an ILR claim of first Full Level 2 learning was higher for those who had studied with the provider before (at 56%). Furthermore, around a third (34%) of all Level 3 learners who were recorded as first Level 2 learners on the ILR but not through the survey (a base of 433 learners) had studied with the same provider before starting their Level 3 course. This indicates that for some learners the discrepancy between the survey and the ILR assessment of prior qualifications at level 2 is 'legitimate'.

5.24 In the current dataset, the discrepancy rate for first Full Level 2 learning is higher for Level 3 learners who had studied with the provider before. For Level 3 learners whom the ILR shows as having no prior attainment at Full Level 2, where they have studied with the same provider before, the survey is more likely to dispute the ILR claim of firstness (in 92% of cases, compared to 77% where they were studying at that particular provider for the first time). This indicates that a 'failure' to update an ILR record on prior attainment for a learner progressing from one course to another contributes to the overall under-reporting of prior attainment at Level 2 on the ILR.

6 Appendices

A – Quotas and weighting

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

Quota targets – Apprenticeship Learners					
	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Apprenticeship level</i>					
Full Level 2	1,125	307	67	1	1,500
Full Level 3	1,142	290	67	1	1,500
Total	2,267	597	134	2	3,000

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

Final achieved interviews – Apprenticeship Learners					
	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Apprenticeship level</i>					
Full Level 2	1,125	307	67	1	1,500
Full Level 3	1,142	290	67	1	1,500
Total	2,267	597	134	2	3,000

At the analysis stage, the survey data was grossed up to reflect the full populations of Apprenticeship learners (aged 19+) in Full Level 2 or Full Level 3 Apprenticeship learning as of November 1st 2009. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling c.160, 000.

Population figures – Eligible adults undertaking Full L2 and Full L3 Apprenticeships in November 2009					
	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Apprenticeship level</i>					
Full Level 2	52,401	17,679	4,315	64	74,459
Full Level 3	59,968	20,705	4,614	69	85,356
Total	112,369	38,384	8,929	133	159,815

B - Sample outcomes and response rate

In total, c.7, 000 learners were called at least once for the survey, resulting in 3,000 complete interviews; this includes many for whom no definite outcome was achieved, or where sample was removed because quota targets had been achieved.

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

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

The response rate for this survey was **68%**.

C – Detailed information on personal income

The following tables provide more information on the personal income of apprentices at the time of survey, based on those who had completed their course by this time. Data is shown split by level of study, age and employment status at the time of interview. Data for

some groups cannot reliably be represented because the base number of interviews is very low, at less than 20. In other cases, the base size is between 20 and 50 interviews, and the data should be used with caution.

Table C.1 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – By age within level

	All who completed course	Level 2 – All	Level 2 – Age 19-24	Level 2 – Age 25+	Level 3 - All	Level 3 – Age 19-24	Level 3 – Age 25+
<i>Base: All answering**</i>	1,882	969	706	263	913	698	215
	%	%	%	%	%	%	%
Less than £13,000	49	54	59	44	43	44	40
£13,000 - £16,999	30	29	28	29	32	33	29
£17,000 - £22,999	13	12	9	18	15	15	16
£23,000 - £25,999	4	3	2	5	5	5	5
£26,000 - £34,999	3	2	1	3	4	2	7
£35,000 or more	1	1	*	2	1	1	2

*= <0.5% but >0%

**Excludes those refusing (13% for all who completed course) and those responding 'Don't know' (1%)

Table C.2 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 2 only, by employment status

	All who completed course	In full time work	In part-time work	Self-employed***	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	969	727	140	24	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%	%	
Less than £13,000	54	45	89	39	
£13,000 - £16,999	29	35	7	34	
£17,000 - £22,999	12	15	2	16	
£23,000 - £25,999	3	4	-	8	
£26,000 - £34,999	2	2	-	4	
£35,000 or more	1	*	2	–	

* = <0.5% but >0%

- = zero

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

*** Note low base size

Table C.3 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 3 only, by employment status

	All who completed course	In full time work	In part-time work	Self-employed***	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	913	762	81	36	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%	%	

	All who completed course	In full time work	In part-time work	Self-employed***	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	913	762	81	36	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%	%	
Less than £13,000	43	37	84	33	
£13,000 - £16,999	32	36	12	16	
£17,000 - £22,999	15	17	2	17	
£23,000 - £25,999	5	5	1	20	
£26,000 - £34,999	4	4	-	8	
£35,000 or more	1	1	-	6	

* = <0.5% but >0%

- = zero

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

*** Note low base size

Table C.4 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 2 only, Aged 19-24 only, by employment status

	All who completed course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	706	539	82	<i>DATA NOT SHOWN – BASE <20</i>	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%		
Less than £13,000	59	52	91		
£13,000 -	28	34	6		

	All who completed course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
£16,999					
£17,000 - £22,999	9	10	1		
£23,000 - £25,999	2	2	-		
£26,000 - £34,999	1	1	-		
£35,000 or more	*	*	1		

*= <0.5% but >0%

- = zero

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

*** Note low base size

Table C.5 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 2 only, Aged 25+ only, by employment status

	All who completed course	In full time work	In part-time work***	Self-employed	Claiming benefit/credit and not in work
Base: All answering**	263	188	58	DATA NOT SHOWN – BASE <20	DATA NOT SHOWN – BASE <20
	%	%	%		
Less than £13,000	44	28	86		
£13,000 - £16,999	29	36	9		
£17,000 - £22,999	18	24	2		
£23,000 - £25,999	5	7	-		
£26,000 - £34,999	3	4	-		

	All who completed course	In full time work	In part-time work***	Self-employed	Claiming benefit/credit and not in work
£35,000 or more	2	1	4		

*= <0.5% but >0%

- = zero

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

*** Note low base size

Table C.6 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 3 only, Aged 19-24 only, by employment status

	All who completed course	In full time work	In part-time work***	Self-employed***	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	698	609	37	23	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%	%	
Less than £13,000	44	41	95	17	
£13,000 - £16,999	33	37	3	17	
£17,000 - £22,999	15	15	3	17	
£23,000 - £25,999	5	4	-	35	
£26,000 - £34,999	2	2	-	9	
£35,000 or more	1	-	-	4	

*= <0.5% but >0%

- = zero

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

*** Note low base size

Table C.7 - Personal income (annual) amongst Adult Apprentices who had completed November 2009 Apprenticeship by time of interview – Level 3 only, Aged 25+ only, by employment status

	All who completed course	In full time work	In part-time work***	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	215	153	44	<i>DATA NOT SHOWN – BASE <20</i>	<i>DATA NOT SHOWN – BASE <20</i>
	%	%	%		
Less than £13,000	40	27	77		
£13,000 - £16,999	29	35	18		
£17,000 - £22,999	16	21	2		
£23,000 - £25,999	5	6	2		
£26,000 - £34,999	7	10	-		
£35,000 or more	2	2	-		

* = <0.5% but >0%

- = zero

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

*** Note low base size

D - Questionnaire

2010 Prior Achievements Questionnaire 2010

IFF Research

J4894

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

Yes 1 Continue to intro (INT2)

No – no longer lives there 2 ASK INT1A

No – refusal 3 Thank and Close

Call back 4 Make appt

INT1A) Can you give me the correct number for [NAMED RESPONDENT]?

RECORD NEW PHONE NUMBER AND RE-DIAL

DP INSTRUCTION: LOOP BACK TO INT1

Yes RECORD NEW NUMBER FOR NAMED CONTACT. UPDATE SAMPLE WITH NEW TEL NO.

No THANK AND CLOSE

WHEN SPEAKING TO NAMED RESPONDENT

INT2) Hello, my name is XXX and I'm calling from IFF Research, an independent market research company. We are conducting a survey on behalf of Skills Funding Agency, formerly part of the Learning and Skills Council, of people who were on [FE / Apprenticeship/Train to Gain] courses at colleges or training providers in late 2009 (i.e. last year). It is an important study for the Skills Funding Agency, and will help them understand the qualifications that people had before starting their learning.

The interview only takes about 10 minutes. All responses you give will be strictly confidential – we are only reporting anonymised responses back to the Skills Funding Agency.

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

REASSURANCES: USE AS NECESSARY

Where did you get my name / number from? The sample was drawn at random from records held by the Learning and Skills Council on recent learners [in FE/on Apprenticeships/Train to Gain].

Who are the Skills Funding Agency?: The Skills Funding Agency is a new government organisation which took over many of the functions of the LSC, and are responsible for planning and funding high-quality vocational education and training for adults in England.

Contacts:

At IFF – XX or XX at IFF Research on XXX

At the Skills Funding Agency XXX

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

RECORD FROM SAMPLE:

S1) GENDER

Male 1

Female 2

S2) AGE

19-24 1

25-44 2

45-60 (if female) / 45-65 (if male) 3

61+ (if female) / 66+ (if male) 4

S3) FE LEVEL

FE Full Level 2 1

FE Full Level 3 2

FE Part Level 3 3

S4) REGION

EE East of England 1

EM East Midlands 2

GL Greater London 3

NE North East 4

NW North West 5

SE South East 6

SW South West 7

WM West Midlands 8

YH Yorkshire & Humberside 9

S6A) TTGNNOV

YES 1

NO 2

S7) APPRENTICESHIP

YES 1

NO 2

S7A) MAIN FE

YES 1

NO 2

1) First can I just check, in late 2009 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?

[IF ASKED ADD 'by late 2009 we mean 'November' 2009]

Yes 1 ASK Q1a

No / not sure 3 THANK AND CLOSE

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

Are you still on the same course 1

Or did you complete the course 2

Or did you not complete the course 3

(DO NOT READ OUT) Don't know X

ASK ALL

1b) Which course or programme [TEXT SUB: are you enrolled on (Q1a=1) / were you enrolled on in November 2009 (Q1a NOT 1)] at (INSERT COLLEGE or PROVIDER)?

Text: 1 Go to Q2

2) The first 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 CHECK SECTION ON ADDITIONAL DFES QUESTIONS

No – DO have qualifications 2 GO TO QUALIFICATIONS SECTION

Not sure if what have counts as a qualification 3 GO TO QUALIFICATIONS SECTION

Can't remember if have qualification 4 THANK AND CLOSE (THIS DOES NOT COUNT AS AN INTERVIEW)

IF ANY QUALIFICATIONS:

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

Yes – Scottish 1 IF THIS SINGLE CODED EXCLUDE UNDERLINED IN ITALICS AT Q5

Yes – Welsh 2 IF THIS SINGLE CODED EXCLUDE THOSE IN PLAIN UNDERLINING AT Q5

No 3 EXCLUDE QUALIFICATIONS UNDERLINED IN FOLLOWING TABLE

5) I'd like to run through a list of qualifications to see which you had BEFORE starting your [INSERT TEXT FROM Q1b] course. (IF Q2 has at least one Yes among first 4

statements: "Please include all those acquired from [list statements answered YES AT Q2_a to Q2_d]". However, please do NOT include the qualifications which your [INSERT TEXT FROM Q1b] course is/was intended to lead to. READ OUT. INTERVIEWER INSTRUCTION: PLEASE READ OUT ALL PRECODES TO CHECK WHETHER RESPONDENT HAS THAT QUALIFICATION. ADD IF NECESSARY THAT WE NEED TO DOUBLE CHECK THAT THEY DO NOT HAVE CERTAIN QUALIFICATIONS, AND THAT AFTER THIS MAIN QUESTION, THE SURVEY IS MUCH SIMPLER.

ALL QUALIFICATIONS ATTAINED OUTSIDE THE UK SHOULD BE CODED AS OTHER FOREIGN CODE 31 (EXCEPT INTERNATIONAL BACCALAUREATE).

Code Max level achievable with qualification

A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher 1 5

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 4

HNC / HND (Higher National Certificate / Higher National Diploma) 3 4

ONC / OND (Ordinary National Certificate / Ordinary National Diploma) 4 3

BTEC / BEC / TEC / EdExcel/ LQL 5 4

SCOTVEC, SCOTEC or SCOTBEC 6 4

Teaching qualification other than PGCE 7 4

Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses) 8 4

Other Higher Education qualifications below degree level 9 4

A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent 10 3

The New Diploma – these are a new qualification introduced in September 2008 designed for 14-18 year olds 11

NVQ / SVQ 12 5

GNVQ / GSVQ 13 3

AS-level / vocational AS-level or equivalent 14 3

Certificate of 6th Year Studies (CSYS) 15 3

Access to HE 16 3

O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation)
[nb ended in 1988] 17 2

Standard/Ordinary (O) Grade/Lower (Scotland) 18 3

GCSEs [nb introduced from 1988] or Vocational GCSEs 19 2

CSEs [nb ended in 1988] 20 2

National Qualifications including Advanced Higher, Higher, Intermediate and Access
qualifications 21 4

RSA or OCR 22 4

City and Guilds 23 3

YT Certificate 24 1

Key Skills / Core Skills (Scotland) 25 2

Basic Skills including Skills for life/literacy/numeracy/ESOL 26 1

Welsh Baccalaureate 27 Level 3

International Baccalaureate (acquired in the UK or elsewhere) 28 Level 3

Entry Level Qualifications 29 1

Any other professional or vocational qualification such as HGV or first aid qualification (IF
YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE:
INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE.
MULTICODE OK. 30 Level derived (if highest) from next but one section

Any foreign, non-UK qualifications (IF YES: Can you tell me what such qualifications you
have?)

INTERVIEWER NOTE: INCLUDE ALL QUALIFICATIONS ACQUIRED OUTSIDE THE UK
EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR
COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT
WHERE POSSIBLE 31 Level derived (if highest) from next but one section

Which other qualifications, if any, do you have? (LIST)

INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE,
LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT 32 Level derived (if
highest) from next but one section

Any other qualifications? (LIST)

INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT 33 Level derived (if highest) from next but one section

Any other qualifications? (LIST)

INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT 34 Level derived (if highest) from next but one section

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

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

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

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

At higher level (level 4 or higher) 1 Full (100%) level 4

At National Certificate or National Diploma level (level 3) 2 Full (100%) level 3

A first diploma or general diploma (level 2) 3 Full (100%) level 2

A first certificate or general certificate (below level 2) 4 Full (100%) level 1

(DO NOT READ OUT) not sure 5 = treat as full (100%) level 1 for determining level

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

At higher level (level 4 or higher) 1 Full (100%) level 4

A full National Certificate (level 3) 2 Full (100%) level 3

A first diploma or general diploma (level 2) 3 Full (100%) level 2

A first certificate or general certificate (below level 2) 4 Full (100%) level 1

Modules towards a National Certificate 5 Part level 1

(DO NOT READ OUT) not sure 6 = treat as part level 1 for determining level

IF A LEVEL AT Q5

8) Did you have...

One A level (or equivalent) 1 Counts as 50% of level 3

Or more than one 2 Full (100%) level 3

(DO NOT READ OUT) not sure 3 = treat as (50%) level 3 for determining level

IF SCE HIGHERS AT Q5

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

Level 1 1 Full (100%) level 1

Level 2 2 Full (100%) level 2

Level 3 3 Full (100%) level 3

Level 4 4 Full (100%) level 4

Or Level 5 5 Full (100%) level 5

(DO NOT READ OUT) not sure 6 = full level 1 for determining level

IF NEW DIPLOMA AT Q5

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

Advanced Diploma 1 Full (100%) level 3

Progression Diploma 2 Full (100%) level 3

Higher Diploma 3 Full (100%) level 2

Or Foundation Diploma 4 Full (100%) level 1

(DO NOT READ OUT) not sure 5 Full (100%) level 1

IF GNVQ/GSVQ AT Q5

11) Was your highest GNVQ / GSVQ at...?

Advanced level 12 units 1 Full (100%) level 3

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

IF AS-LEVEL AT Q5

12) Did you have...

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

IF HAVE O LEVELS OR AO LEVELS

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

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

(DO NOT READ OUT) Can't remember at all 7 = treat as 20% of a level 2

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF HAVE GCSEs

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF HAVE CSEs AT Q5

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

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

Advanced higher 1 ASK NEXT QUESTION

Higher2 ASK Q18a

Intermediate level 2 3 ASK Q20

Intermediate level 1 4 ASK Q19

Access Level5 Full (100%) level 2

(DO NOT READ OUT) not sure 6 Full (100%) level 2 for determining level

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

18) Did you have ... READ OUT AND CODE?

One advanced higher 1 Part (50%) level 4

Or more than one 2 Full (100%) level 4

(DO NOT READ OUT) not sure 3 = Part (50%) level 4 for determining level

IF HIGHER AT Q17

Q18a) Did you have...

One Higher 1 Counts as 33% of level 3

Two Highers 2 Counts as 66% of level 3

Three of more Highers 3 Full (100%) level 3

(DO NOT READ OUT) not sure 4 = treat as 33% of level 3 for determining level

IF INTERMEDIATE LEVEL 1 AT Q17

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Five or more 6 Full (100%) level 2

(DO NOT READ OUT) not sure 7 = treat as 20% of a level 2

IF INTERMEDIATE LEVEL 2 AT Q17

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Five or more 6 Full (100%) level 2

(DO NOT READ OUT) not sure 7 = treat as 20% of a level 2

IF CITY AND GUILDS AT Q5

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

Advanced Craft / part 3 1 Full (100%) level 3

Craft / part 2 2 Full (100%) level 2

Foundation / part 1 3 Full (100%) level 1

(DO NOT READ OUT) not sure 4 = Full level 1 for determining level

IF RSA / OCR AT Q5

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

A higher diploma 1 Full (100%) level 4

An advanced diploma or advanced certificate 2 Full (100%) level 3

A diploma 3 Full (100%) level 2

Or Some other RSA or OCR (including Stage I, II and III) 4 Full (100%) level 1

(DO NOT READ OUT) not sure 5 Treat as full (100%) level 1

IF APPRENTICESHIP AT Q2 (Q2D=1):

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

Before 1995 1 Treat as full level 2

In 1995 or more recently 2 ASK ZQ24

(DO NOT READ OUT) Can't remember 3 Treat as full level 2

IF APPRENTICESHIP ACHIEVED AFTER 1995 (ZQ23=2):

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

Advanced level (Advanced Apprenticeship or Advanced Modern Apprenticeship) 1
Full (100%) level 3

Foundation level (Apprenticeship or Foundation Modern Apprenticeship) 2 Full
(100%) level 2

(DO NOT READ OUT) Not sure 3 Treat as full level 2

IF 'Welsh Baccalaureate' AT Q5 ASK

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

At Foundation level 1 100% level 1

At the intermediate level 2 100% level 2

Or the advanced level 3 100% level 3

(DO NOT READ OUT) not sure 4 100% level 1

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

(OTHERS CHECK Q30a)

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

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

(INSERT EACH OF THOSE CODED FROM 1-29 IF ANY. ALSO INSERT ANY OF Q2_E AND Q2_F IF CODED) 1 GO TO NEXT SECTION

INSERT TEXT OF 'OTHER' (CODE 30 IF APPLICABLE) 2 ASK NEXT QUESTION

INSERT TEXT OF 'OTHER' (CODE 31 IF APPLICABLE) 3

INSERT TEXT OF 'OTHER' (CODE 32 IF APPLICABLE) 4

INSERT TEXT OF 'OTHER' (CODE 33 IF APPLICABLE) 5

INSERT TEXT OF 'OTHER' (CODE 34 IF APPLICABLE) 6

INSERT TEXT OF ANY FOREIGN QUALIFICATIONS (CODE 31) 7

All equal 8 see instructions below*

Not sure 9 GO TO NEXT SECTION

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

EQUALDUM = 1 if Q25="All equal"

IF CODES 30-34 AT Q5 SINGLE CODED, OR IF CODE 2 - 7 AT Q25 (OTHERS GO TO NEXT SECTION)

26) Can you tell me a bit more about this qualification. What age were you when you achieved it? IF DON'T KNOW EXACT THEN HAVE A RANGE

16 or under 1

17-18 2

19-24 3

25 plus 4

Can't remember 5

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

Yes – entry requirements 1 ASK Q28

No – entry requirements 2 ASK Q29

Can't remember 3

IF ENTRY REQUIREMENTS

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

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

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

A month or less 1

More than a month but less than 3 2

More than 3 months but less than 6 3

More than 6 months but less than 9 4

More than 9 months but less than a year 5

Between 1 year and 18 months 6

More than 18 months 7

Can't remember 8

Other (RECORD HOW LONG AND DETAILS PROVIDED) 0

IF Q29 = 3-8 OR 0

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

Full-time 1

Part-time 2

Can't remember 3

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

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

Estimated at:

Level 1 which is entry or foundation level - this includes short courses. 1 = level 1

A level 2 intermediate qualification, such as O levels or City and Guilds craft level 2 = level 2

A level 3 advanced qualification such as A levels, and ONC or OND or a City and Guilds Advanced craft. This is likely to take 2 years to complete, and would not be gained by anyone under 17. 3 = level 3

A first degree (this would take 2-3 years to complete and you would normally need qualifications at A level or equivalent) [Would be 20 plus to acquire this] 4 = level 4

A higher degree like an MBA or a PhD (this would take a number of years to complete and would normally require a first degree). [Would be over 20 to acquire this]. 5 = level 5

Don't know / unsure 6 = UNCLEAR

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

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

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

- Where you attained it
- At what age
- How long it took

- Whether you needed any qualifications to get on the course and, if so, what qualifications
- Whether it was a full or part-time course?

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

NOW CHECK Q30aii

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

Further Education 1 Now check q30b

Key Stage 4 2

Key Stage 3 3

Key Stage 2 4

Key Stage 1 5

Foundation stage 6

(ONLY READ OUT IF NONE YES) None of the above 7

Can't remember / don't know 8

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

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

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

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

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

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

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

NOTE:

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

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

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 (1920-2009)

Don't know 2 ASK Q33

IF DON'T KNOW (OTHERS ASK Q34)

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

Within the last 3 years 1

Within the 5 years 2

Within the last 10 years 3

Within the last 20 years 4

Within the last 30 years 5

More than 30 years ago 6

Don't know 7

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

34) Have you gained any other qualifications since your {[<highest qualification> if only one highest qualification identified by CATI] OR [<highest qualification> at q31 if codes 1-3] OR ['these highest qualification' if other answer at q31]}? Please do not include the [INSERT TEXT FROM Q1b] course that you were enrolled on in November 2009.

Yes 1 ASK Q35

No 2 GO TO NEXT SECTION

Don't know 3

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

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

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

EXACT NUMBER OF YEARS AGO THAT ACHIEVED _____ 1 RECORD EXACT YEAR (1920-2009)

Don't know 2 ASK Q37

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

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

Within the last 1 year 1

Within the last 3 years 2

Within the 5 years 3

Within the last 10 years 4

Within the last 20 years 5

More than 20 years ago 6

Don't know 7

38) There is no q38

39) There is no q39

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

[MULTICODE OKAY]

Decided it was time to change career 1 ASK Q41

Employer suggested it 2

Personal circumstances favourable e.g. children left home; time on my hands 3

Enable me to progress in the job I was doing at the time 4

Course not available before 5

Interest 6

Progression from a previous course 7

Availability of government initiatives to help with the costs 8

Other (SPECIFY) 0

Don't know X

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

(ONLY IF S2=4)

Retired 1

Employed full time (30+ hours a week) 2

Employed part time (less than 30 hours a week) 3

Self-employed 4

On a government-supported training and employment programme

ADD IF NECESSARY: This includes things like New Deal and Work Based Learning programmes, but not education courses without an employment element 5

Unemployed though looking and available for work 6

Unemployed but not looking or not available for work 7

Doing unpaid family work 8

None of the above X

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

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

Within the next 2 years 1

Within the next 5 years 2

Within the next 10 years 3

More than 10 years 4

Or do you not expect to become available for work again 5

(DO NOT READ OUT) Don't know X

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

ASK ALL

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

Yes 1

No 2

Don't know 3

Refused 4

IF Q43=1

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

Jobseekers Allowance (JSA) 1

Income Support (IS)2

Incapacity Benefit (IB) 3

Employment and Support Allowance 4

Severe Disablement Allowance 5

Maternity Allowance6

Bereavement Benefits 7

Industrial Injuries Disablement Benefit 8

Carer's Allowance 9

Tax Credits 10

Training Allowance 11

Disability Living Allowance (DLA) 12

Housing Benefit 13

Council Tax Benefit 14

Other (Please Specify) 15

None 16

Don't know / Can't remember 17

Refused 18

ASK ALL

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

Weekly 1 ASK Q46

Monthly 2

Annual 3

Refused 4 ASK Q49

IF Q45=NOT 4 (NOT REF)

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

WEEKLY MONTHLY ANNUAL

1	Less than £250 a week	Less than £1,083 a month	Less than £13,000 a year
2	£250 to £327 a week	£1,083 a month up to £1,417	£13,000 to £16,999 a year
3	£327 to £442 a week	More than £1,417 up to £1,917 a month	£17,000 to £22,999 a year
4	£442 to £500 a week	More than £1,917 up to £2,167 a month	£23,000 to £25,999 a year
5	£500 to £673 a week	More than £2,167 up to £2,917 a month	£26,000 to £34,999 a year
6	More than £673 a week	More than £2,917 a month	£35,000 or more a year
7	Don't know	Don't know	Don't know
8	Refused	Refused	Refused

ASK ALL

46a Does anyone aged 16 or over regularly live with you in the household?

Yes 1 ASK Q47

No 2 ASK Q49

Don't know / refused 3 ASK Q49

ASK IF YES AT Q46a

47) We'd like to cover your approximate HOUSEHOLD 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?

Weekly 1 ASK Q48

Monthly 2

Annual 3

Refused 4 ASK Q49

Don't know what others in the household earn 5

IF Q47=NOT 4/5 (NOT DK OR REF)

48) So into which of the following ranges does your [Q47=1: WEEKLY] / [Q47=2: MONTHLY] / [Q47=3: ANNUAL] household income before tax come? READ OUT APPROPRIATE RANGE

WEEKLY MONTHLY ANNUAL

1	Less than £250 a week	Less than £1,083 a month	Less than £13,000 a year
2	£250 to £327 a week	£1,083 a month up to £1,417	£13,000 to £16,999 a year
3	£327 to £442 a week	More than £1,417 up to £1,917 a month	£17,000 to £22,999 a year
4	£442 to £500 a week	More than £1,917 up to £2,167 a month	£23,000 to £25,999 a year
5	£500 to £673 a week	More than £2,167 up to £2,917 a month	£26,000 to £34,999 a year
6	More than £673 a week	More than £2,917 a month	£35,000 or more a year
7	Don't know	Don't know	Don't know
8	Refused	Refused	Refused

ASK ALL

49) Finally, can I just check, you mentioned that in late 2009 you were undertaking [INSERT TEXT AT Q1b] course at [INSERT PROVIDER NAME]. Can you tell me if any of the following apply:

Yes No Don't know

a) Immediately before starting that course you were studying another course with the same provider 1 2 3

IF NO AT A)

b) Had you ever studied with that provider before 1 2 3

SAY TO ALL

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

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