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Prior Qualifications of Learners on
Train to Gain Provision at Level 2 and
Level 3 in 2010/2011

NOVEMBER 2012

RESEARCH

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Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning through Train to Gain in 2010/2011. The research was undertaken to better understand the extent to which investment in Train to Gain has been directed towards up-skilling individuals with lower skill levels. The research sought to provide insight into the profile of learners undertaking learning under Train to Gain and those undertaking their first Level 2 learning, in terms of demographics, employment status and income, and to uncover motivations for engaging with learning.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 Train to Gain learning in November 2010. The research therefore covered some of the last groups of learners to be funded under Train to Gain. The survey was conducted in October-December 2011, and covered just over 3,000 learners.

This research provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most. The Government's aim is to focus adult learning on this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits. In defining 'those who need it most', a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications. The key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

To date, five surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Train to Gain Learning at Level 2 and 3. The series has tracked the profile of learners yearly since November 2006, when Train to Gain was in its infancy. Each of these surveys have revealed that a substantial proportion of Level 2 and Level 3 Train to Gain learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2009/10 survey found that approaching two-thirds of those undertaking Level 2 learning in November 2009 already held a qualification at Full Level 2 when they enrolled.

Determining the level of highest prior qualification

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

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

these, and to give details of any other qualifications (including those achieved outside of the UK) not appearing on this list.

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

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

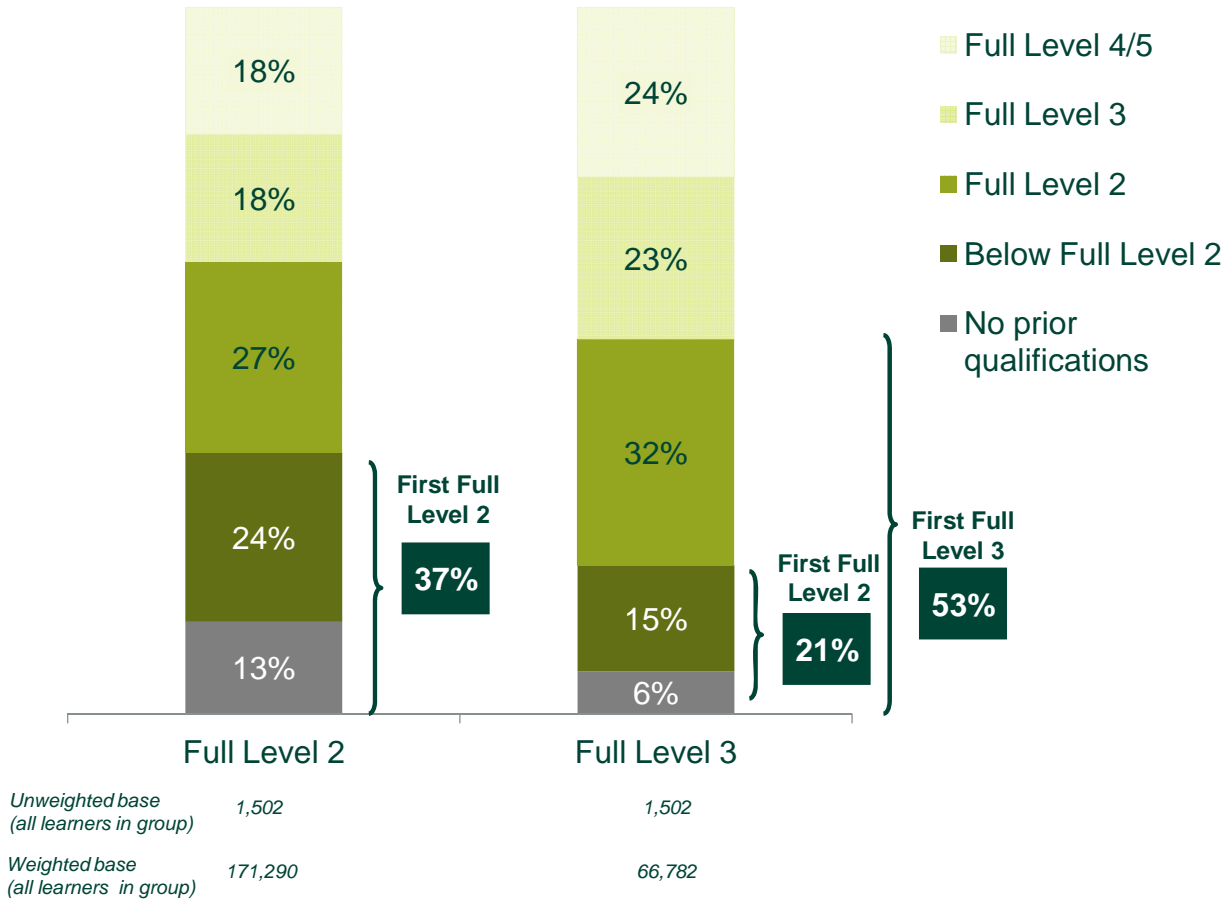
However, an important aspect of this survey was determining the extent to which survey-based information on prior qualifications matches that shown on the ILR, and hence providing evidence on the reliability of the ILR's assessment of prior qualification level. This analysis is presented in Chapter 5.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

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

Levels of prior attainment of Train to Gain learners

The chart below shows the profile of adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses in November 2010, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 with different levels of prior qualifications before starting their course, according to the survey data.

Figure 1.1: Highest level of prior attainment amongst Full Level 2 and Full Level 3 Train to Gain learners



The survey results indicate that among the estimated 171,300 adult learners enrolled on a Full Level 2 Train to Gain course in November 2010, approaching two-fifths (37%) were studying for their first Full Level 2 qualification. Conversely, this means that more than three-fifths (63%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 21%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course. The incidence of first Level 3 learning amongst Level 3 learners is 53%.

One quarter of learners overall (26%) had GCSE or O Level at Grade A-C in both English and Maths, with Level 3 learners more likely than Level 2 learners to hold these qualifications (29% vs. 25%).

Compared to those Level 2 learners with prior qualifications at this level, those new to learning at Full Level 2 were:

- Older – (33% were aged 45 plus vs. 26%);
- Less likely to be employed full-time (54% vs. 63%);
- Less likely to have an annual personal income upwards of £21,000 (11% vs. 21%);

The key motivations for undertaking Train to Gain courses were the same across both 'first' and 'non-first' Level 2 and Level 3 learners namely, gaining a certificate or qualification (91% of all learners), improving their knowledge or ability in the subject (86%), and gaining new skills for their job (85%). First Full Level 2 learners were more likely than others to be motivated to do the course for a number of secondary reasons, including:

- to get more satisfaction out of their work (69% vs. 63%);
- to stay in a job that they might have lost without doing this course (36% vs. 29%);
- to help with work problems which were related to a health problem or disability (14% vs. 7%).

At Level 3, differences in the key reasons tended to be relatively slight, though Train to Gain learners who were undertaking their first Full Level 3, as opposed to Level 3 learners who already had a Level 3 qualification, were more likely to have done their course to gain knowledge and skills that would be useful in their everyday life (78% vs. 72%), to get more satisfaction out of their work (77% vs. 72%) and as a means of getting a new job (41% vs. 35%).

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

A series of five surveys have been undertaken to understand the prior attainment profile of Train to Gain learners since 2006. The time-series data paints a picture of Train to Gain courses increasingly being undertaken by better qualified individuals. In 2008/09 around half of Level 2 Train to Gain learners had a prior qualification at this level (53%); in 2010/11, the figure has risen to approaching two-thirds (approx 63%).¹

Following the decrease in the Full Level 2 firstness rates in the period from 2006 to 2010, there has been an arrest in this decline in the latest survey. There has been no change in the proportion of Level 2 learners undertaking their first full Level 2 qualification since the previous survey (37% of learners in both 2009 and 2010).

¹ Caution should be taken when comparing findings from the 2006/07 and 2007/08 surveys with those from later surveys. Please see further explanation in Chapter 4.

In contrast to the findings for Level 2 firstness, there has been no halt in the decline in Level 3 firstness seen across the research series. The proportion of Train to Gain Level 3 learners undertaking their first Full Level 3 qualification (53%) has reduced significantly since 2009/10 (57%).

Comparison of ILR and survey measures of prior attainment

The measure of prior attainment derived from the detailed questioning in the survey can be compared with the data held on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls with them. Previous surveys in the Prior Qualifications series have indicated that the ILR may not be a reliable estimate of the exact prior qualification level of learners entering a new course, especially where they have already undertaken a previous course with the college or training provider.

This survey again suggests that the ILR under reports the proportion of learners who already have a prior qualification at the same level as their Train to Gain course. The ILR suggests a higher proportion of Full Level 2 and Full Level 3 Train to Gain learners with no prior qualifications, and a much lower proportion with prior qualifications at Full Level 3 or above.

Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking Work-Based Learning through Train to Gain in 2010/2011. The research was undertaken to understand the extent to which investment in Train to Gain has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking learning under Train to Gain and those undertaking their first Level 2 learning, in terms of demographics, employment status and income, and to uncover motivations for engaging with learning.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 Train to Gain learning in November 2010. The research therefore covered some of the last groups of learners to be funded under Train to Gain. The survey was conducted in October-December 2011, and covered just over 3,000 learners.

Research background and objectives

Train to Gain was launched in April 2006. Train to Gain was a national skills service aimed at meeting the needs of employers of all sizes and from all sectors to improve the skills of their adult employees as a route to improving business performance. A broad range of training was covered – from basic skills to Level 2, Level 3 and other higher-level skills such as Leadership and Management.

Train to Gain was wound down in mid-2010, following a letter from the BIS Secretary of State to the Skills Funding Agency Chief Executive in June 2010. In November 2010, there was still a substantial number of adults engaged with Train to Gain provision, the majority of whom started their course before August 2010. This Prior Qualifications research provides a snapshot of the profile of these last Train to Gain learners. At this time, approximately 238,000 adults aged 19 or over were engaged with work-based learning through Train to Gain at Level 2 and Level 3. Almost three-quarters of these learners were undertaking a Level 2 rather than a Level 3 course.

This report provides a picture of the Train to Gain learning cohort at a time when the Coalition Government were setting out their plans for reform of adult learning and skills. In November 2010 the Coalition Government published *Skills for Sustainable Growth* and the supporting *Investing in Skills for Sustainable Growth*. The three key principles of the plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most. The Government's aim is to focus adult learning on this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

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

To date, five surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Train to Gain Learning at Level 2 and 3. The series has tracked the profile of learners yearly since November 2006, when Train to Gain was in its infancy. Each of these surveys have revealed that a substantial proportion of Level 2 and Level 3 Train to Gain learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2009/10 survey found that approaching two-thirds of those undertaking Level 2 learning in November 2009 already held a qualification at Full Level 2 when they enrolled.

Methodology

A total of 3,004 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 Train to Gain courses in November 2010.

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

- Train to Gain learners enrolled on provision at Full Level 2 or Full Level 3 in November 2010;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

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

In order to ensure a distribution of interviews that would maximise the reliability of analysis by the level of the course, quotas were set on 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 Level 2 and Level 3 Train to Gain learner population, the survey results were grossed up at the analysis stage to the full profile of adult Train to Gain learners in November 2010. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables.

The report compares findings with previous studies conducted by IFF Research in 2006/7, 2007/8, 2008/9, and 2009/10. In each case, the survey consisted of those on provision in November in the first of the two years.

The profile of adult Train to Gain learners

This chapter outlines the demographic profile of adult Full Level 2 and Full Level 3 Train to Gain learners, their economic situation and their reasons for starting the course when they did.

The data presented in this chapter represents the population characteristics of learners, that is, it reflects the proportion of learners in each group after the survey data has been grossed up to represent the full population of adult learners on Full Level 2 or 3 provision in November 2010.

The demographic profile of Full Level 2 and Full Level 3 Train to Gain learners

Table 3.1 shows the age, gender and ethnicity profiles of eligible Train to Gain learners in learning in November 2010². This demographic information is drawn from the Individual Learner Record (ILR). There was no statistically significant change in the profile of learners in comparison to November 2009 (when the last Prior Qualifications survey was undertaken).

² Note that the survey data has been weighted to represent the population in terms of age and level of learning. Gender and ethnicity figures are derived from weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of the surveyed learners.

Table 3.1: Demographic profile of Train to Gain learners – November 2010

| <i>Base: All learners</i> | All learners 3,004 % | Level of course | |
|---------------------------|--|------------------------------------|------------------------------------|
| | | Full 2 1,502 % | Full 3 1,502 % |
| Male | 41 | 47 | 28 |
| Female | 59 | 53 | 72 |
| 19-24 | 15 | 15 | 14 |
| 25-44 | 55 | 54 | 59 |
| 45 – retirement | 29 | 30 | 27 |
| Over retirement age | 1 | 1 | * |
| White | 87 | 88 | 86 |
| Non-white | 12 | 12 | 13 |
| <i>Asian</i> | 5 | 5 | 5 |
| <i>Black</i> | 5 | 5 | 5 |
| <i>Mixed / other</i> | 2 | 2 | 2 |
| Not stated | 1 | 1 | 1 |

*= <0.5% but >0%

Learners aged 25-44 make up more than half of adult Train to Gain Learners on provision in November 2010 (55%). Almost three in ten learners are aged 45 plus (29%).

Within the weighted survey figures most learners on Train to Gain courses are female (59%), with the figure particularly high for Full Level 3 courses (72% female). The survey findings suggest that the majority of Train to Gain learners are White (87%).

Table 3.2 shows the proportion of learners born outside of the UK. Around one in six (16%) learners were born outside the UK, with these learners typically having moved to the UK more than five years ago.

Table 3.2: Proportion of learners born outside the UK and when arrived in UK

| | Level of course | | |
|----------------------------|-----------------|--------------|--------------|
| | All learners | Full Level 2 | Full Level 3 |
| Base: All learners | 3,004 | 1,502 | 1,502 |
| | % | % | % |
| Born in UK | 84 | 84 | 86 |
| Born outside the UK | 16 | 16 | 14 |
| <i>When arrived in UK?</i> | | | |
| Within the last 2 years | * | * | - |
| 3 to 5 years ago | 2 | 2 | 2 |
| 6 to 10 years ago | 5 | 5 | 5 |
| 11 to 20 years ago | 4 | 4 | 4 |
| More than 20 years ago | 4 | 4 | 3 |
| Can't remember / | 1 | 1 | * |
| Refused | | | |

* = <0.5% but >0%

- = zero

Table 3.3 shows the regional split within the weighted population of learners. London has a greater share of all Level 3 learners (13%) than Level 2 (9%).

Table 3.3: Region of Train to Gain learners – November 2010

| | Level of course | | |
|---------------------------|-----------------|--------------|--------------|
| | All learners | Full 2 | Full 3 |
| Base: All learners | 3,004 | 1,502 | 1,502 |
| | % | % | % |
| East of England | 11 | 10 | 11 |
| East Midlands | 11 | 11 | 11 |
| Greater London | 10 | 9 | 13 |
| North East | 4 | 4 | 4 |
| North West | 15 | 15 | 15 |
| South East | 13 | 13 | 13 |
| South West | 11 | 11 | 11 |
| West Midlands | 14 | 14 | 12 |
| Yorkshire and Humberside | 11 | 11 | 9 |

Economic indicators

Information is presented in Table 3.4 regarding the employment status of Train to Gain learners, based on the weighted survey findings. The information is summarised into whether the learner could be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in October to December 2011. At this point, some of the learners were still undertaking the course that they were engaged with a year before in November 2010, but others had moved on. The figures in the final three columns are based just on those that had completed their provision by the time of the interview.

Table 3.4: Economic activity of Train to Gain Learners at the time of interview

| | All learners | | | Those who had completed or left Nov 10 course | | |
|---|--------------|--------|--------|---|--------|--------|
| | All | Full 2 | Full 3 | All | Full 2 | Full 3 |
| <i>Base: All learners</i> | 3,004 | 1,502 | 1,502 | 2,815 | 1,422 | 1,393 |
| | % | % | % | % | % | % |
| Still studying on Nov. 2010 course | 6 | 5 | 7 | - | - | - |
| Economically active | 91 | 91 | 90 | 96 | 96 | 97 |
| Employed full-time | 57 | 57 | 58 | 61 | 60 | 62 |
| Employed part-time | 22 | 21 | 25 | 23 | 22 | 27 |
| Self-employed | 6 | 6 | 5 | 6 | 7 | 6 |
| On a government-supported training and employment programme | * | * | * | * | * | * |
| Unemployed though looking and available for work | 5 | 6 | 2 | 5 | 6 | 3 |
| Doing unpaid family work | * | 1 | * | * | 1 | * |
| Economically inactive | 3 | 4 | 2 | 4 | 4 | 3 |
| Retired | * | 1 | * | * | 1 | * |
| Unemployed but not looking or not available for work | 1 | 2 | 1 | 2 | 2 | 2 |
| None of the above | 2 | 2 | 1 | 2 | 2 | 1 |

* = <0.5% but >0%

- = zero

Looking across all learners, only around one in twenty were still on their course at the time of interview (6%), and the majority of the remainder had left this course but were economically active at the time of the survey (91% of all learners). Approaching three-fifths were working full-time (57%).

When looking at those who had left their course by the time of interview, the economic activity rate is 96%, including 61% in full-time employment, and 23% working part-time. Learners from Level 3 courses were significantly more likely than Level 2 learners to be in part-time employment, including self employment (33% vs. 29%). Only a very small proportion of leavers were economically inactive (4%).

Only 1% of all learners were not looking or available for work at the time of the survey. Over half (57%) of these learners envisage that they will be available for work again within

the next 2 years. One in six (16%) of those unavailable and not looking for work do not expect to become available for work again.

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

| | |
|---|-----------|
| Base: All learners not looking or available for work | 43 |
| | % |
| Within the next 2 years | 57 |
| Within the next 5 years | 12 |
| More than 5 years | 3 |
| Do not expect to be available for work again | 16 |
| Not sure | 12 |

One in nine learners (11%) were receiving some form of benefit or credit at the time of the survey. As shown in Table 3.6, those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (32%, compared to 9% of those who left the course and were working, and 13% of those still studying on the same course).

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

| | All learners | Still on Nov 2010 course | Completed or dropped out of course – in work | Completed or dropped out of course – not in work |
|-----------------------------------|---------------------|---------------------------------|---|---|
| Base: | 3,004 | 189 | 2,579 | 236 |
| | % | % | % | % |
| Receiving benefits or credits | 11 | 13 | 9 | 32 |
| Tax Credits | 7 | 5 | 7 | 14 |
| Housing Benefit | 3 | 4 | 2 | 12 |
| Income Support (IS) | 1 | 1 | 1 | 9 |
| Job Seekers Allowance (JSA) | 1 | 2 | 1 | 8 |
| Council Tax Benefit | 1 | - | 1 | 4 |
| Incapacity Benefit | * | 1 | * | 3 |
| Disability Living Allowance (DLA) | * | * | * | 3 |
| Carer's Allowance | * | - | * | 2 |
| Severe Disablement Allowance | * | - | - | 1 |
| Maternity Allowance | * | 1 | * | * |

| | All learners | Still on Nov 2010 course | Completed or dropped out of course – in work | Completed or dropped out of course – not in work |
|---|--------------|--------------------------|--|--|
| Base: | 3,004 | 189 | 2,579 | 236 |
| | % | % | % | % |
| Bereavement Benefits | * | 1 | - | - |
| Industrial Injuries Disablement Benefit | * | - | - | 1 |
| ESA / Incapacity Benefit | * | - | - | 1 |
| Training Allowance | * | - | * | - |
| Not receiving any benefits or credits | 89 | 87 | 91 | 68 |

* = <0.5% but >0%

- = zero

Table 3.7 shows the personal annual income of those individuals who had completed their original Train to Gain course by the time of the interview. Where a gross annual income was given, this was typically less than £21,000 per year (79% of cases). Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course (28% earning £21,000 or more) or where they are working on a self-employed basis (39% earning £21,000 or more).

Table 3.7: Personal income (annual) amongst those who had completed November 2010 course by the time of interview

| | All who completed/dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|------------------------------|---|-------------------|-------------------|---------------|---|
| Base: All answering** | 2,305 | 1,449 | 567 | 131 | 61 |
| | % | % | % | % | % |
| Less than £6,000 | 13 | 1 | 33 | 10 | 48 |
| £6,000 - £10,999 | 25 | 16 | 50 | 18 | 42 |
| £11,000 - £12,999 | 13 | 16 | 8 | 12 | 4 |
| £13,000 - £14,999 | 9 | 12 | 3 | 4 | 3 |
| £15,000 - £17,999 | 11 | 15 | 2 | 10 | 3 |
| £18,000 to £20,999 | 8 | 11 | 2 | 7 | - |
| £21,000 to £24,999 | 7 | 10 | 1 | 10 | - |
| £25,000 to £29,999 | 6 | 9 | * | 9 | 1 |
| £30,000 to £32,999 | 3 | 3 | - | 11 | - |
| £33,000 to £35,999 | 2 | 2 | * | 3 | - |
| £36,000 to £45,999 | 2 | 3 | * | 4 | - |

| | All who completed/ dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|------------------------------|---|-------------------|-------------------|-----------------|---|
| Base: All answering** | 2,305 % | 1,449 % | 567 % | 131 % | 61 % |
| £46,000 plus a year | 1 | 1 | - | 2 | - |
| Summary: | | | | | |
| £21,000 plus | 21 | 29 | 2 | 40 | 1 |
| Mean income*** | £15,200 | £17,900 | £8,800 | £19,200 | £7,900 |

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

**Excludes those refusing (17% for all who completed course) and those responding 'Don't know' (1%)

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

Motivations for learning

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

Learners were first asked to give a description of why they started their course when they did. This measure offers a useful insight into learners' motivations at that point in time. The question was asked on an unprompted basis. Unsurprisingly given the design of Train to Gain as an employer-led service, the most common trigger for individuals enrolling on a course was that it was suggested or required by their employer at that particular time. This was mentioned by two-fifths of learners (41%). Level 3 learners were less likely to say they started the course because their employer suggested it (34%).

Table 3.8: Triggers for learning – why learners started their course when they did

| | All learners 3,004 | Level of course | |
|---|-----------------------|-----------------|-----------------|
| | | Full 2 1,502 | Full 3 1,502 |
| <i>Base: All learners</i> | % | % | % |
| Employer suggested it | 41 | 44* | 34* |
| Enable me to progress in the job I was doing at the time | 22 | 21 | 24 |
| Personal circumstances favourable e.g. children left home | 14 | 13* | 16* |
| Interest at the time | 12 | 11 | 14 |
| Decided it was time to change career | 6 | 6 | 7 |
| Course not available before | 6 | 6 | 6 |
| Progression from a previous course | 4 | 2* | 10* |
| Self development / to improve skills | 4 | 4 | 4 |

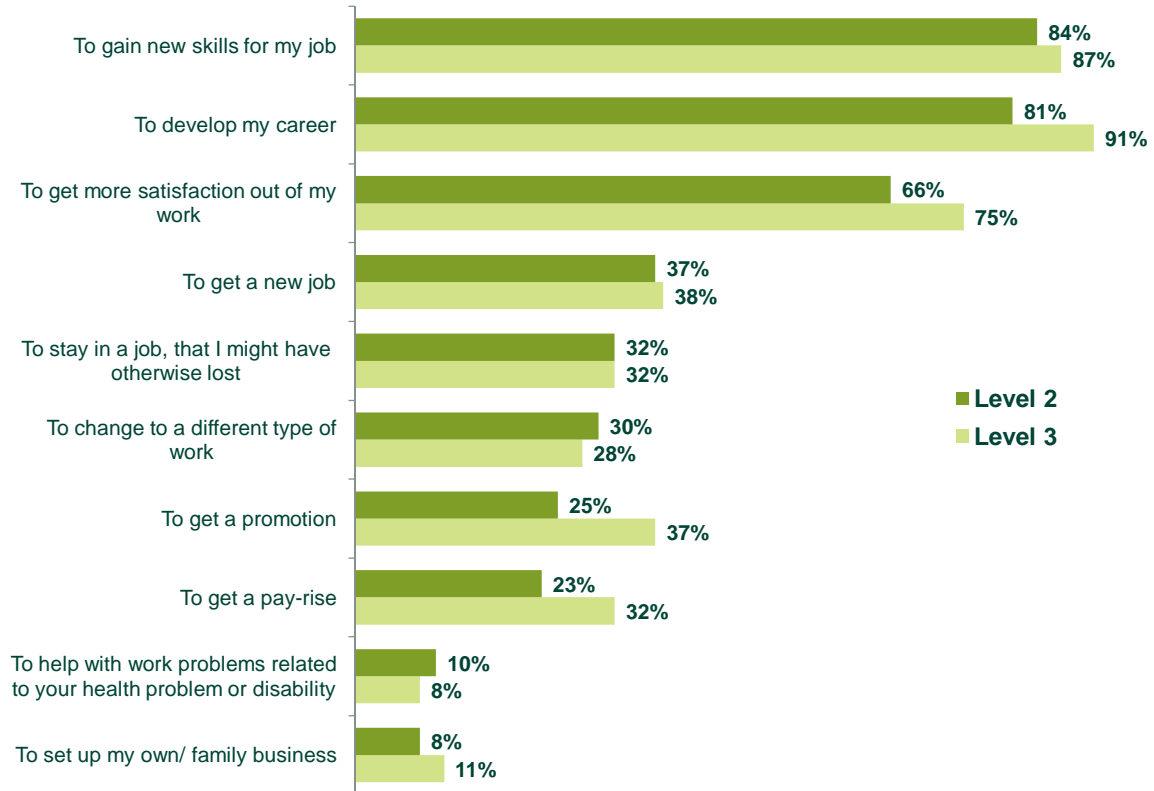
Note that only factors cited by at least one in twenty five learners are shown in the table.

*=difference between Level 2 and Level 3 figures is statistically significant at the 95% confidence level.

One in five learners (22%) said that wanting to make progress in their job role was the key trigger, and one in seven (14%) said that the timing had been right for them to take the course in terms of their personal circumstances being favourable (e.g. because they no longer had childcare responsibilities). This was more frequent trigger amongst those studying at Level 3 (16%) vs. Level 2 learners (13%). Level 3 learners were also significantly more likely to say spontaneously that the main trigger was the fact that they wanted to progress on from a previous course that they had recently completed (10% vs. 2% of Level 2 learners).

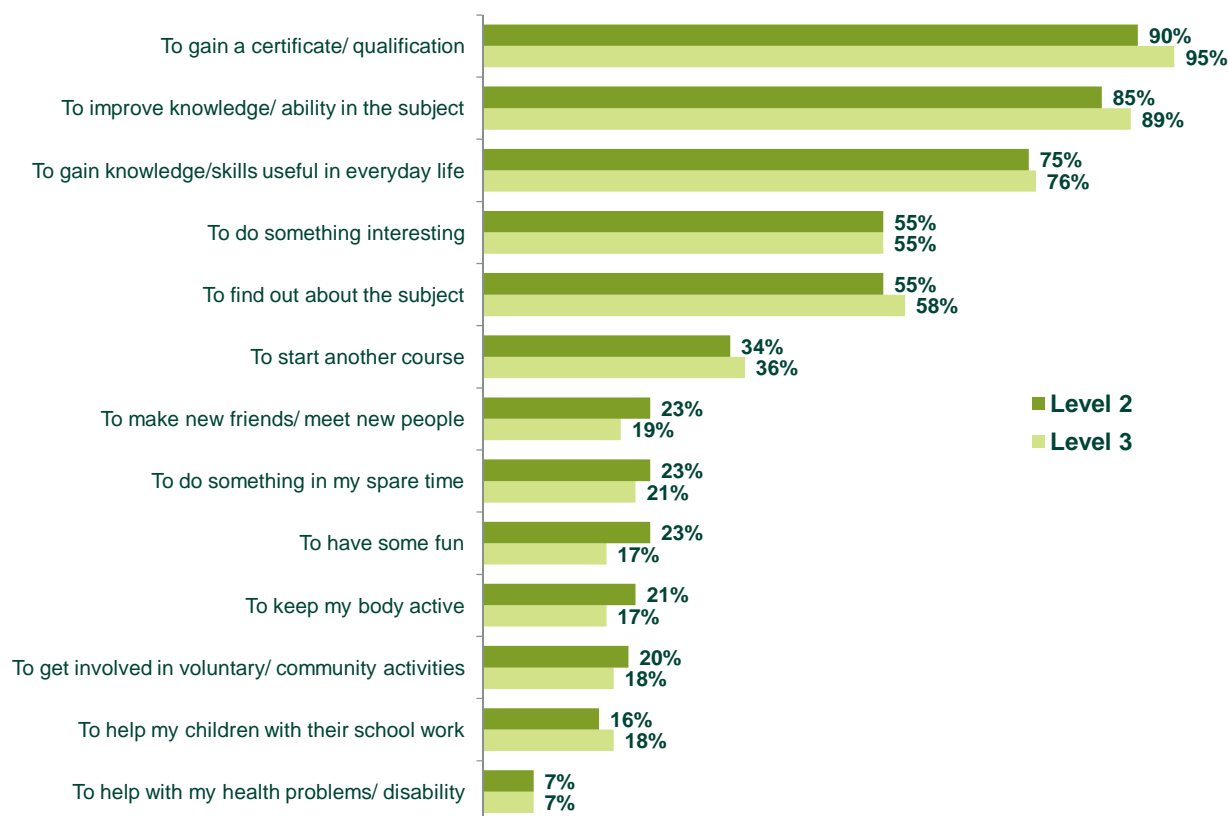
The following figures (Figure 3.1 and 3.2) show reasons why people said they undertook their course. These were prompted questions, where respondents were read a series of potential career and job-related factors, followed by a list of other factors relating to their own skills and personal development, and asked which had motivated them to undertake their course. The figures below show the proportion of learners agreeing with each job-related factor (Figure 3.1) and each factor relating to their own skills and personal development (Figure 3.2), separately for Level 2 and Level 3 learners

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



Base= All learners - Level 2 Learners (1,502); Level 3 Learners (1,502)

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



Base= All learners - Level 2 Learners (1,502); Level 3 Learners (1,502)

The vast majority of learners indicated that at least part of the reason for undertaking their course was to gain new skills for their job at the time (84% of Level 2 learners and 87% of Level 3 learners) and/or to develop their career (81% Level 2, 91% for Level 3). Two-thirds of Level 2 learners (66%) felt that they would also get more satisfaction out of their work as a result of undertaking the course. Level 3 learners were significantly more likely to agree that they were motivated to undertake learning to achieve greater job satisfaction (75%).

Achieving a recognised certificate or qualification at the end of the course, was an important motivating factor for the vast majority of both Level 2 and Level 3 learners, but with the figure still significantly higher for Level 3 learners (95% vs. 90% of Level 2 learners).

The vast majority of both Level 2 and Level 3 learners said that improving their knowledge and abilities was an important motivating factor (85% and 89% respectively). Interestingly, three-quarters also felt that doing the course would give them knowledge and skills applicable more widely in their everyday life (75% for Level 2, 76% for Level 3).

A smaller, but still substantial, proportion of learners were motivated by the expectation that the course would help them to achieve concrete benefits in terms of a pay-rise or a promotion. Level 3 learners were significantly more likely to be motivated to do the course

to boost their chances of a pay rise; one third (32%) did so, compared with less than one quarter of Level 2 learners (23%). An even bigger difference was evident when asking whether learners were motivated to do the course in order to help them achieve a promotion; approaching two fifths of Level 3 learners gave this as a motivation (37%) compared to one quarter (25%) of Level 2 learners.

Equal proportions of Level 2 and Level 3 learners (32%) saw learning as a route to greater job security, agreeing that doing the course meant that they could progress in a job that they would have been at risk of losing otherwise.

For many learners, the decision to undertake learning was at least partly influenced by the hope that it would change their employment situation, either to move to a new job (37% for Level 2, 38% for Level 3), change to a different type or sector of work (30% for Level 2, 28% for Level 3) or to set up their own business (8% Level 2, 11% Level 3).

Over half of both Level 2 and Level 3 learner cohorts agreed that they had wanted to do the course because they wanted to do something interesting (55% in each case). One third felt the course would be a good progression option following completion of another course (34% of Level 2 learners, 36% of Level 3 learners).

Level 2 learners were more likely than Level 3 learners to have done the course to meet new people (23% vs. 19%), to have fun (23% vs. 17%) and to keep active (21% vs. 17%).

The survey found that motivations differed by age of the learner. Adult learners under 45 years were more likely to have wanted to do the course for reasons such as: gaining a qualification (93% vs. 88% of older learners), to start another course (38% vs. 27% of older learners) and to help children with their school work (18% vs. 13% of older learners). Older learners, on the other hand, were more likely to have undertaken the course to help their health problems/ disability (this trend increased with age with 14% of learners over retirement age undertaking the course at least partly for this reason).

Women were more likely than men to undertake the course in order:

- to develop their career (86% vs. 81%) and to gain new skills for their job (88% vs. 80%);
- to get more satisfaction out of their work (73% vs. 62%);
- to get a new job (41% vs. 32%), and
- to change to a different type of work (31% vs. 27%).

Non-white adult learners³ were more likely than white adult learners to have undertaken the course for most of the job-related reasons shown in Figure 3.1. In particular, non-white adult learners were more likely to cite the following as motivations:

³ Note there is no inter-relation of gender and ethnicity factors in the survey data. The gender profile of white and non-white learners was almost identical, with 58% and 60% male learners respectively. The age profiles

- to change to a different type of work (50% vs. 27% of white learners);
- to get a pay-rise (41% vs. 23%);
- to get a promotion (44% vs. 26%);
- to help with work problems which were related to their health problem or disability (26% vs. 7%).

Non-white learners were also more likely than white learners to have undertaken the course to:

- to make new friends/ meet new people (47% vs. 18%);
- to do something with their spare time (47% vs. 19%);
- to get involved in voluntary or community activities (46% vs. 16%);
- or to keep their body active (43% vs. 16%).

of both groups were also very similar. Therefore, these findings for the two ethnicity groups cannot be attributed to differences by age and gender

The prior qualification level of learners

In this chapter we present findings on the prior qualification level of adult Train to Gain learners, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 qualification.

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

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

Determining the level of highest prior qualification

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

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

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

using the results of those that do have such qualifications as their highest and assigning the proportion of learners at each level.

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

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

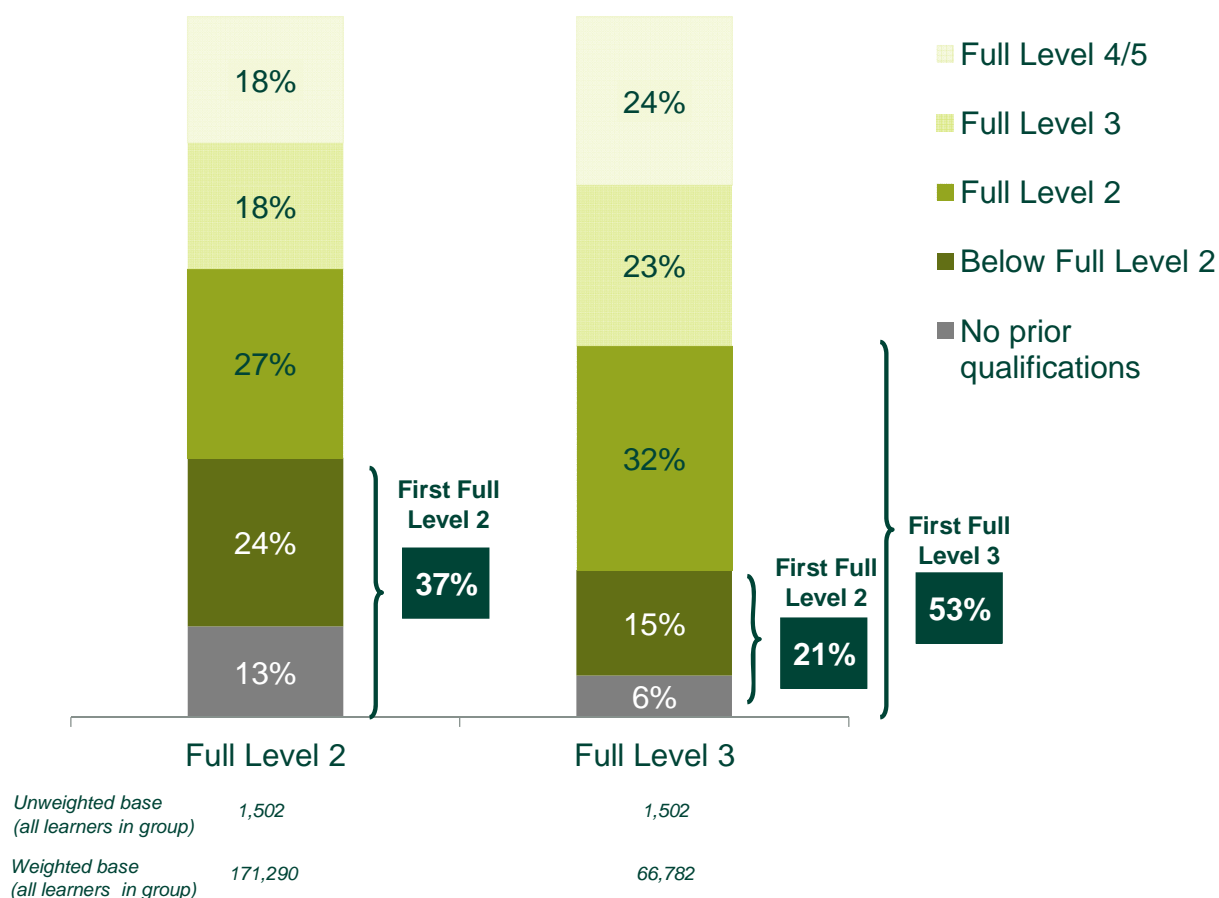
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5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

Levels of prior attainment of Train to Gain learners

The chart below shows the profile of adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses in November 2010, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 with different levels of prior qualifications before starting their course, according to the survey data.

⁴ Note also that finer gradations of learning level above Level 3 are in any case irrelevant to the key issue of firstness of Full Level 2 learning, which is the main focus of this report.

Figure 4.1: Highest level of prior attainment amongst Full Level 2 and Full Level 3 Train to Gain learners



The survey results indicate that among the estimated 171,300 adult learners enrolled on a Full Level 2 Train to Gain course in November 2010, approaching two-fifths (37%) were studying for their first Full Level 2 qualification. This represents approximately 63,300 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that more than three-fifths (63%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 21%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course. The incidence of first Level 3 learning amongst Level 3 learners is 53%. This corresponds to an estimated 35,300 learners studying towards their first Level 3 qualification as of November 2010.

Across Level 2 and Level 3 Train to Gain provision combined, the incidence of first Level 2 learning revealed by the survey was 33% (corresponding to approximately 77,500 learners).

Table 4.1 gives the statistical confidence associated with the 2010/11 findings given the number of interviews conducted. For example, for the Full Level 2 learners, we can be 95% confident that the true firstness figure lies within + or - 2.4% of the survey finding.

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

| | <i>Number of interviews</i> | No. of first Full Level 2 learners (weighted) | Proportion undertaking their first Full Level 2 | Confidence intervals associated with number of interviews conducted (95% confidence level) |
|---------|-----------------------------|--|--|---|
| Full 2 | 1,502 | 63,300 | 37.0% | +/-2.4% |
| Full 3 | 1,502 | 14,200 | 21.2% | +/- 2.1% |
| Overall | 3,004 | 77,500 | 32.5% | +/- 1.7% |

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

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

The survey highlights differences in the incidence of first Full Level 2 learning according to the age of the learner, as shown in Table 4.2. The incidence of first Full Level 2 learning is higher amongst older groups, with fewer learners aged 25 to 44 and aged over 45 having prior qualifications at Full Level 2. For instance, amongst those undertaking courses at Level 2, around two-fifths of learners aged 25 plus (39%) were undertaking their first full Level 2 qualification, compared with three in ten learners aged 19-24 (28%).

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

| | <i>Base</i> | No. of first Full Level 2 learners (weighted) | Proportion undertaking their first Full Level 2 | No. of first Full Level 3 learners (weighted) | Proportion undertaking their first Full Level 3 |
|------------------------|-------------|--|--|--|--|
| Level 2 overall | 1,502 | 63,300 | 37% | | |
| 19-24 | 227 | 7,200 | 28% | | |
| 25-44 | 811 | 33,900 | 37% | | |
| 45 plus | 464 | 22,300 | 42% | | |
| Summary: 25 plus | 1,275 | 56,200 | 39% | | |
| Level 3 overall | 1,502 | 14,200 | 21% | 35,300 | 53% |
| 19-24 | 213 | 1,100 | 11% | 4,300 | 45% |
| 25-44 | 883 | 8,400 | 21% | 20,600 | 52% |
| 45 plus | 406 | 4,700 | 26% | 10,500 | 58% |
| Summary: 25 plus | 1,289 | 13,100 | 23% | 31,000 | 54% |

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

The same pattern holds for Level 3 provision: over one-fifth (23%) of learners aged 25 plus on provision in November 2010 had no prior Full Level 2 qualification, compared to one in nine (11%) of the youngest learners (aged 19-24). Hence up-skilling is more likely to be occurring among older learners. The first Full Level 3 incidence figure for the 19-24 figure should be treated with some caution given the relatively wide confidence interval of +/- 6.7%. Full information on the statistical confidence associated with these findings can be found in Appendix C.

As well as looking at the age profile of those studying towards their first Level 2, it is interesting to look at the differences in the incidence of first Level 3 learning, for those undertaking Level 3 courses, according to the age of the learner. As shown in Table 4.2 above, the incidence of first Level 3 learning also increases with age.

A significantly higher proportion of those Level 3 learners aged 45 plus were studying for their first Full Level 3 qualification (58%) than found among those aged 19-24 (45%). More than half of 19-24 year old Train to Gain learners at Level 3 already had attainment at Level 3 or above before starting their course. Hence, regardless of whether the Train to Gain course is a Level 2 or Level 3 qualification, up-skilling is more likely to occur among older learners.

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

Prior qualifications held by Train to Gain learners

The findings show that people from a wide range of educational attainments have been undertaking Train to Gain courses, and that those with low prior qualifications make up only a minority of learners, somewhat contrary to the original aims of the service.

It should be recognised, however, that just because an individual already has a Level 2 or Level 3 qualification when starting their course, this does not necessarily imply that significant skill development cannot, or does not, occur. The value may be particularly great where an individual's prior qualifications are restricted to one subject or field, or to broadly academic qualifications (like GCSEs), if they then undertake vocational training through Train to Gain that is of direct relevance to their job role. To provide more insight into the educational history of learners, Table 4.5 and Table 4.6 show the **specific qualifications** previously attained by learners who were undertaking Level 2 or Level 3 Train to Gain courses respectively in November 2010. The figures are shown separately for those undertaking their first qualification at Level 2 (or Level 3 in the case of Level 3 learners) and those for whom the learning represents a 'repeat' of learning at that level.

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

Table 4.5: Prior qualifications of Level 2 learners engaged with Train to Gain courses as of November 2010

| | Level 2 learners | First Full Level 2 | Prior Full L2+ 'repeat' |
|--|-------------------------|---------------------------|--------------------------------|
| <i>Base: All learners</i> | 1,502 % | 497 % | 827 % |
| GCSEs | 44 | 28 | 58 |
| Below Level 2 - less than 5 A-C grades | 25 | 28 | 25 |
| Full Level 2 - at least 5 A-C grades | 18 | - | 32 |
| O or AO Levels | 20 | 11 | 26 |
| Below Level 2 - less than 5 O or AO Levels | 11 | 11 | 11 |
| Full Level 2 - at least 5 O or AO Levels | 8 | - | 14 |
| CSEs | 23 | 19 | 26 |
| Below Level 2 - less than 5 A-C grades | 19 | 19 | 20 |
| Full Level 2 - at least 5 A-C grades | 2 | - | 3 |
| AS Levels | 6 | - | 11 |
| One, two or three AS Levels - part L3 | 4 | - | 8 |
| Four or more AS Levels - Full L3 | 1 | - | 2 |
| A Levels | 14 | - | 25 |
| One A Level - part L3 | 5 | - | 8 |
| More than one A Level - Full L3 | 9 | - | 16 |
| NVQ | 30 | 8 | 46 |
| Level 1 | 4 | 6 | 3 |
| Level 2 | 17 | - | 27 |
| Level 3 | 6 | - | 11 |
| Level 4 or Level 5 | 1 | - | 2 |
| City and Guilds | 24 | 11 | 31 |
| Level 1 – Foundation | 6 | 5 | 6 |
| Level 2 – Craft | 5 | - | 7 |
| Level 3 - Advanced Craft | 5 | - | 9 |
| BTEC | 12 | 2 | 21 |
| Below Level 2 – First Certificate or General Certificate | 2 | 1 | 2 |
| Level 2 – First Diploma or General Diploma | 3 | - | 5 |
| Level 3 – National Certificate or National Diploma | 4 | - | 8 |
| Level 4 – Advanced Certificate or Diploma | 1 | - | 1 |
| Apprenticeship | 10 | - | 10 |
| HNC/HND | 4 | - | 8 |
| Degree | 6 | - | 11 |

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

Table 4.6: Prior qualifications of Level 3 learners engaged with Train to Gain courses as of November 2010

| | Level 3 learners | First Full Level 3 | Prior Full L3+ 'repeat' |
|--|-------------------------|---------------------------|--------------------------------|
| <i>Base: All learners</i> | 1,502 % | 692 % | 657 % |
| GCSEs | 48 | 41 | 59 |
| Below Level 2 - less than 5 A-C grades | 24 | 25 | 25 |
| Full Level 2 - at least 5 A-C grades | 22 | 15 | 32 |
| O or AO Levels | 24 | 22 | 30 |
| Below Level 2 - less than 5 O or AO Levels | 14 | 15 | 15 |
| Full Level 2 - at least 5 O or AO Levels | 9 | 7 | 14 |
| CSEs | 28 | 30 | 26 |
| Below Level 2 - less than 5 A-C grades | 22 | 26 | 21 |
| Full Level 2 - at least 5 A-C grades | 2 | 2 | 2 |
| AS Levels | 7 | 3 | 13 |
| One, two or three AS Levels - part L3 | 6 | 3 | 10 |
| Four or more AS Levels - Full L3 | 1 | - | 2 |
| A Levels | 18 | 4 | 36 |
| One A Level - part L3 | 5 | 4 | 7 |
| More than one A Level - Full L3 | 12 | - | 27 |
| NVQ | 49 | 43 | 58 |
| Level 1 | 1 | 1 | 1 |
| Level 2 | 32 | 41 | 22 |
| Level 3 | 14 | - | 32 |
| Level 4 or Level 5 | 1 | - | 1 |
| City and Guilds | 28 | 22 | 35 |
| Level 1 – Foundation | 7 | 7 | 7 |
| Level 2 – Craft | 6 | 5 | 5 |
| Level 3 - Advanced Craft | 5 | - | 12 |
| BTEC | 14 | 6 | 24 |
| Below Level 2 – First Certificate or General Certificate | 2 | 2 | 2 |
| Level 2 – First Diploma or General Diploma | 3 | 2 | 4 |
| Level 3 – National Certificate or National Diploma | 5 | - | 12 |
| Level 4 – Advanced Certificate or Diploma | 2 | - | 3 |
| Apprenticeship | 12 | - | 14 |
| HNC/HND | 5 | - | 12 |
| Degree | 8 | - | 18 |

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

Looking first at Level 2 learners, Table 4.5 shows that more than two fifths (44%) had attained at least one GCSE. In total, around two thirds of Level 2 learners had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs). Amongst learners undertaking their first Full Level 2 qualification, half (49%) had GCSEs, O/AO levels or CSEs at below Level 2. Amongst those holding a prior Full Level 2 qualification,

in approaching half of cases, they had attained this through attaining the Full Level 2 standard at GCSE, O/AO level or CSE. Around one in ten 'repeat' Level 2 learners (11%) had attained at least one AS level qualification, and one quarter (25%) had at least one A Level, most often (in 16% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, three in ten Level 2 Train to Gain learners from November 2010 had previously attained a NVQ (30%), with this most commonly at Level 2 (held by 17% of all Level 2 Train to Gain learners). Two fifths (40%) of repeat Level 2 learners had previously attained a NVQ at Level 2, 3, 4 or 5 before starting their course. This again demonstrates the unexpected pattern of learners dropping down levels to undertake Train to Gain courses.

One in three (31%) repeat Level 2 learners had previously attained a City and Guilds qualification, and one in ten (10%) had completed an Apprenticeship. A small proportion had completed higher-level vocational qualifications such as Higher National Diplomas or Certificates (8%) and BTEC Highers (1%).

Table 4.6 shows the equivalent data for Level 3 learners. Focusing first on those undertaking their first Full Level 3 qualification through Train to Gain, two fifths (41%) were building on a prior NVQ at Level 2. Relatively few had attainment at Full Level 2 at GCSE (15%), although two fifths (41%) had attained at least one GCSE.

Where Level 3 learners had prior attainment at Level 3 or above, this was often through having attained multiple A Levels (in 27% of cases) or through an NVQ at Level 3 (32%). Approaching one fifth said they had a degree (18%).

Prior attainment in English and Maths GCSE or O Level

Achievement of English and Maths GCSEs at grade C or above is often cited as a benchmark indicating that someone has the basic level of skills that most employers look for. This survey therefore asked learners if they had achieved GCSEs (or equivalent) in these subjects.

Table 4.7 shows the grades achieved in English by those learners who had prior GCSEs or the older equivalent, O Levels. Approaching three-fifths of these learners (57%, equivalent to 40% of all learners) had achieved a Grade A*, A, B or C in English (looking across English taken as a single subject, as English Language or English Literature). This attainment tended to be at grades B or C - only a small proportion of all learners (4%) had attainment at A* or A in English GCSE or O Level.

Table 4.7: Prior English GCSE/O Level qualifications of Level 2 and Level 3 learners engaged with Train to Gain courses as of November 2010

| | | % all with GCSEs/ O Levels | % all learners | % all Level 2 learners | % all Level 3 learners |
|--|---------|---|---------------------------|-----------------------------------|-----------------------------------|
| | | 2,147 % | 3,004 % | 1,502 % | 1,502 % |
| Base: Unweighted | | | | | |
| GCSE English – single subject | A*/A | 1 | 1 | 1 | * |
| | B | 3 | 2 | 2 | 3 |
| | C | 7 | 5 | 5 | 5 |
| | D | 4 | 3 | 3 | 2 |
| | E/F/G/U | 2 | 1 | 1 | 1 |
| GCSE English Language | A*/A | 3 | 2 | 2 | 2 |
| | B | 10 | 7 | 7 | 7 |
| | C | 16 | 11 | 11 | 11 |
| | D | 5 | 4 | 4 | 5 |
| | E/F/G/U | 2 | 2 | 2 | 1 |
| GCSE English Literature | A*/A | 2 | 2 | 2 | 2 |
| | B | 2 | 6 | 6 | 7 |
| | C | 14 | 10 | 10 | 10 |
| | D | 6 | 4 | 4 | 5 |
| | E/F/G/U | 3 | 2 | 2 | 2 |
| O Level – English Language | A | 2 | 2 | 1 | 2 |
| | B | 7 | 5 | 5 | 5 |
| | C | 8 | 6 | 5 | 7 |
| | D | 1 | 1 | 1 | 1 |
| | E/F/G/U | 1 | * | * | 1 |
| A-C at either GCSE or O Level | A* - C | 57 | 40 | 38 | 43 |

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

*= <0.5% but >0%

Table 4.8 shows the grades achieved in Maths. Three in ten learners overall (30%) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. Level 3 learners were more likely to have attained this (34% vs. 29% of Level 2 learners).

One quarter of learners overall (26%) had GCSE or O Level at Grade A-C in both English and Maths, with Level 3 learners more likely than Level 2 learners to hold qualifications at this level (29% vs. 25%).

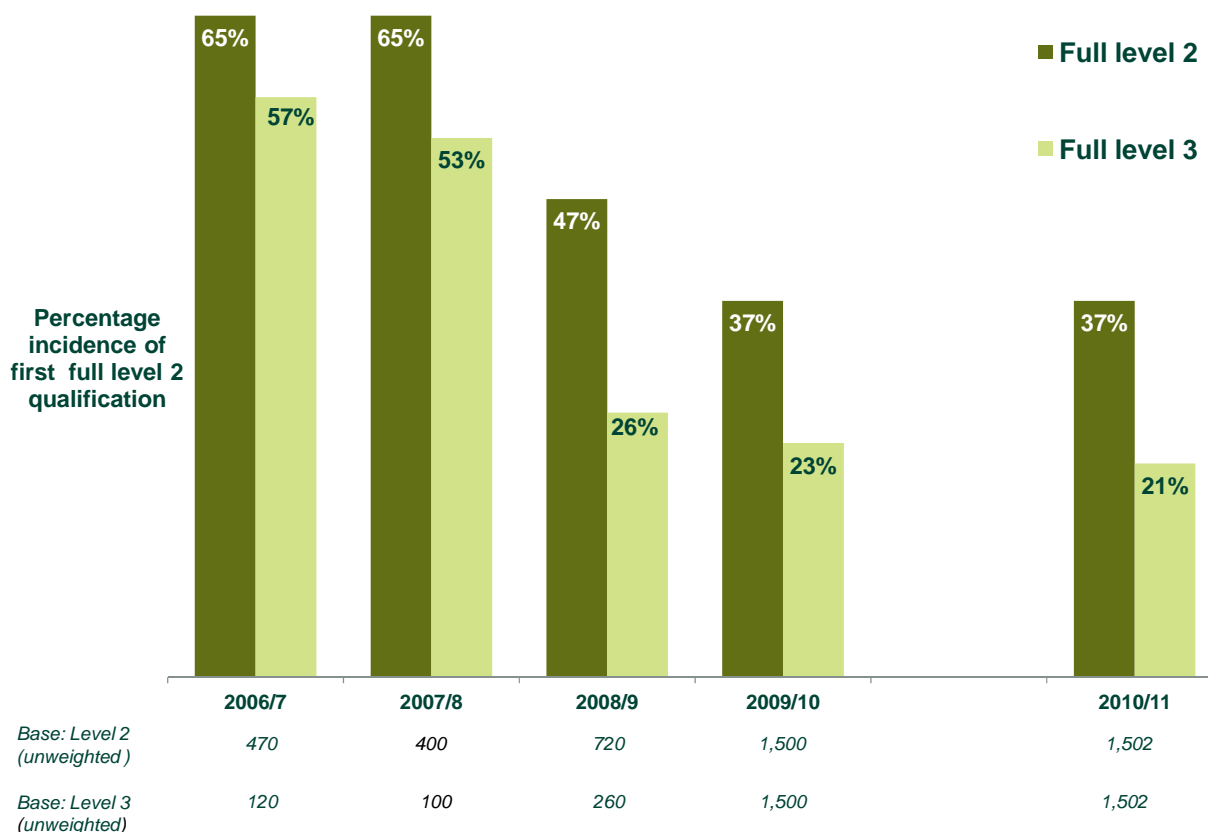
Table 4.8: Prior Maths GCSE/O Level qualifications of Level 2 and Level 3 learners engaged with Train to Gain courses as of November 2010

| | | % all with GCSEs/ O Levels | % all learners | % all Level 2 learners | % all Level 3 learners |
|--|---------------|---|---------------------------|-----------------------------------|-----------------------------------|
| | | 2,147 % | 3,004 % | 1,502 % | 1,502 % |
| Base: Unweighted | | | | | |
| GCSE Maths | A*/A | 3 | 2 | 2 | 2 |
| | B | 9 | 7 | 6 | 8 |
| | C | 21 | 15 | 14 | 16 |
| | D | 11 | 8 | 8 | 8 |
| | E/F/G/U | 10 | 7 | 7 | 7 |
| O Level - Maths | A | 1 | 1 | 1 | 1 |
| | B | 4 | 3 | 3 | 3 |
| | C | 7 | 5 | 4 | 6 |
| | D | 1 | 1 | 1 | 1 |
| | E/F | 1 | 1 | 1 | 1 |
| A-C at either GCSE or O Level | A* - C | 44 | 30 | 29 | 34 |

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

A series of five surveys have been undertaken to measure the prior attainment profile of Train to Gain learners since 2006. The figure below shows the percentage incidence of first Full Level 2 learning separately for adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses, referring to cohorts from November 2006 to November 2010. This clearly shows the decrease in the Full Level 2 firstness rates in the period from 2006 to 2010, and the arrest in this decline in the latest survey.

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



There has been no change in the proportion of Level 2 learners undertaking their first full Level 2 qualification since the previous survey (37% of learners on provision in 2009 and 2010). For Level 3 learners there has been a slight decrease in firstness (from 23% to 21%) but this is not statistically significant.

The time-series data paints a picture of Train to Gain courses increasingly being undertaken by better qualified individuals. In 2008/09 around half of Level 2 Train to Gain learners had a prior qualification at this level (53%); in 2010/11, the figure has risen to approaching two-thirds (approx 63%).⁵

⁵ Caution should be taken when comparing findings from the 2006/07 and 2007/08 surveys with those from later surveys. This is because there were significant changes in the recording of details of work-based learners impacting on definitions of the survey population. Provision that in 2007/08 was being delivered as National Vocational Qualifications (NVQs) delivered wholly or partially in the workplace within mainstream Further Education - and which was therefore not falling within Train to Gain - was, by the 2009 survey, included in the Employer-Responsive, Train to Gain ILR data collection. It is likely that this contributed to the increase since 2007/08 in the proportion of Train to Gain learners recorded on the ILR as having a prior Level 2 on the ILR, and found to have a prior Full Level 2 qualification in the survey.

The changing incidence of firstness seen between the previous 2008/2009 and 2009/2010 surveys had been attributed to the 'opening up' and increased flexibility implemented in Train to Gain funding rules throughout 2009. Contributions were made available through Train to Gain for individuals with prior attainment at Level 2 who wished to take particular types of additional Level 2 qualifications deemed priorities for their particular industry sector. The latest findings suggest that the profile of learners in terms of prior qualifications remained constant as Train to Gain was coming to an end. It should be noted that the overall number of individuals in scope for the survey (engaged in Train to Gain funded learning at Level 2 or 3 as of November 2010) is much lower than in 2009/10 (238,000 vs. 311,500), reflecting the winding down of the service.

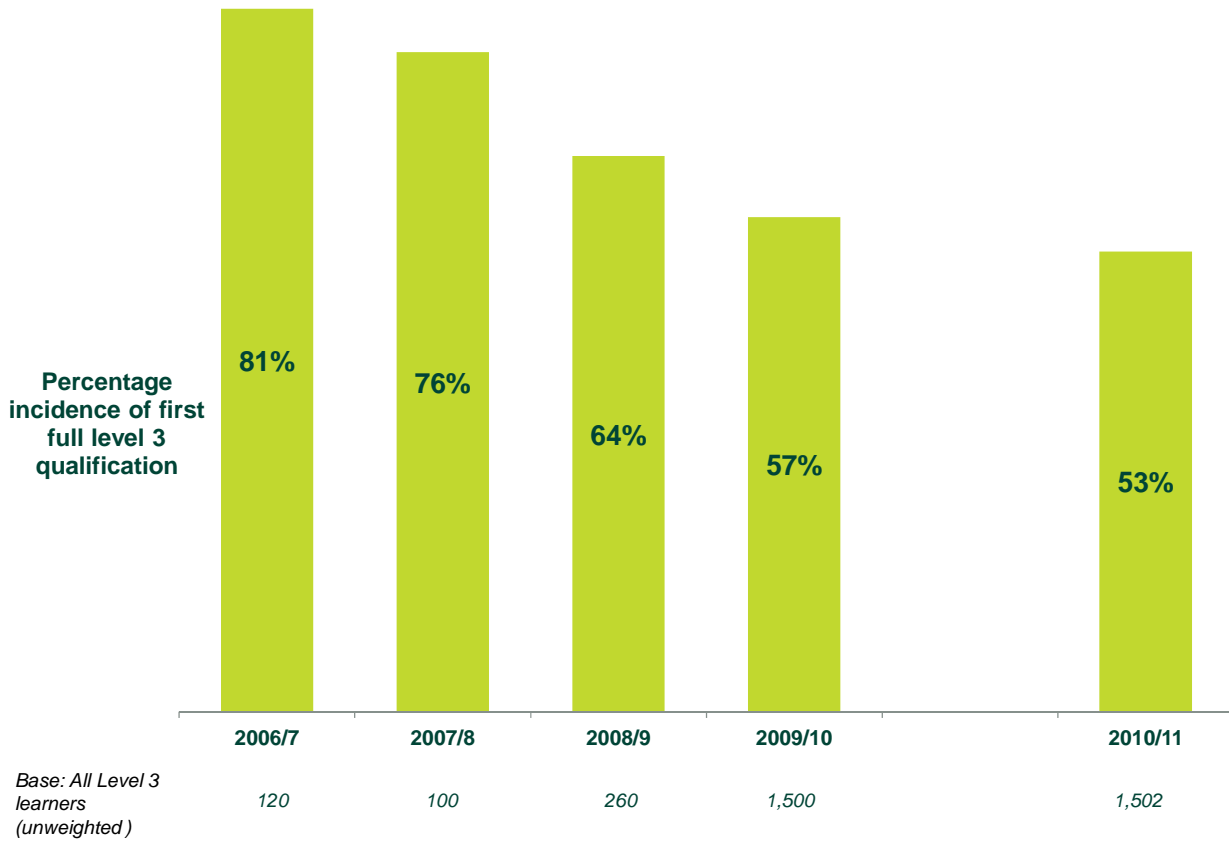
The 2009/2010 survey gave an estimate of 238,000 first Full Level 2 learners engaged with Train to Gain learning in November 2009 – for November 2010, the figure stands at 78,000.

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

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 – the extent to which entrants to Level 3 courses are new to learning at this level.

Figure 4.3 below shows the trends in the percentage incidence of first Full Level 3 learning. In contrast to the findings for Level 2 firstness, there has been no halt in the decline in Level 3 firstness seen across the research series. The proportion of Train to Gain Level 3 learners undertaking their first Full Level 3 qualification (53%) has reduced significantly since 2009/10 (57%).

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



Profile of Train to Gain learners undertaking their first Full Level 2 or Level 3

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

Level 2 learners undertaking their first Full Level 2 qualification are older than other Level 2 learners (e.g. 33% are aged 45 plus vs. 26% of those with prior qualifications at Level 2).

Similarly among Level 3 learners, those with prior qualifications at Level 3 or Level 2 were younger than other learners on Level 3 provision.

Table 4.9: Profile of Train to Gain learners in November 2010

| | Full Level 2 course | | | Full Level 3 course | | | | |
|---------------------|---------------------|-------------------------|-------------------------|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | All | 1 st Full L2 | L2+ Prior Qualification | All | 1 st Full L2 | L2+ Prior Qualification | 1 st Full L3 | L3+ Prior Qualification |
| | 1,502 | 497 | 827 | 1,502 | 284 | 1,065 | 692 | 657 |
| | % | % | % | % | | | % | % |
| Base | | | | | | | | |
| Age | | | | | | | | |
| 19-24 | 15 | 12 | 18 | 14 | 8 | 16 | 12 | 16 |
| 25-44 | 54 | 53 | 55 | 59 | 58 | 59 | 58 | 60 |
| 45 – retirement | 30 | 33 | 26 | 27 | 32 | 25 | 29 | 23 |
| Over retirement age | 1 | 2 | 1 | * | 1 | * | * | 1 |
| Gender | | | | | | | | |
| Male | 47 | 45 | 46 | 28 | 25 | 28 | 22 | 33 |
| Female | 53 | 55 | 54 | 72 | 75 | 72 | 78 | 67 |
| Ethnicity | | | | | | | | |
| White | 88 | 89 | 88 | 86 | 89 | 87 | 90 | 84 |
| Non-white | 12 | 10 | 12 | 13 | 9 | 12 | 9 | 14 |
| Not stated | 1 | 1 | * | 1 | 2 | 1 | 1 | 1 |

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

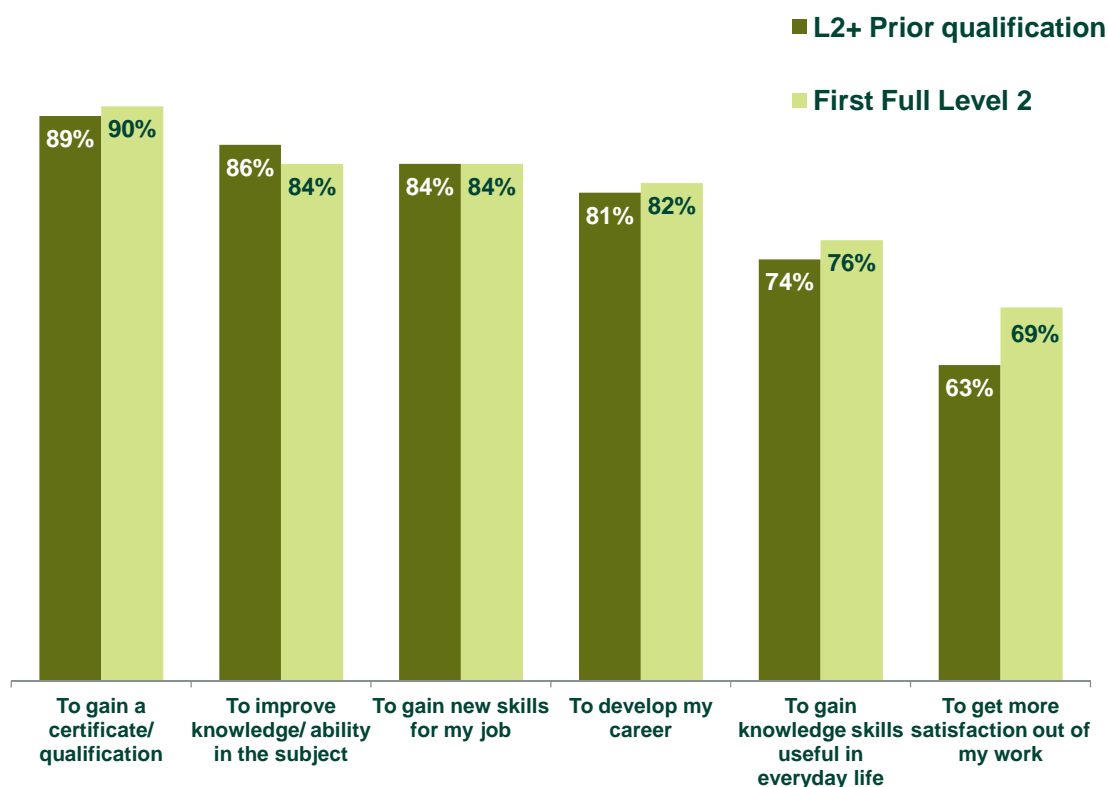
*= <0.5% but >0%

Taking a more detailed look at economic activity and income, Level 2 learners who were undertaking their first full Level 2 differed from Level 2 learners who already had at least a Level 2 qualification prior to starting the course. Those engaging with Full Level 2 learning for the first time were less likely to be employed full time (54% vs. 63%) but more likely to be self-employed (9% vs. 5%). Around one in ten first Full Level 2 learners had an annual income of upwards of £21,000 (11%), compared to one fifth of those who already had a prior qualification of Level 2 or above (21%).

A very similar pattern was seen amongst Level 3 learners. Those who were studying at Level 3 for the first time were less likely to be employed full time (59% vs. 66% of those with prior Level 3 attainment) and less likely to have an income of £21,000 or more per year (11% vs. 24%).

It is interesting to look at the reasons for study given by people that already had a qualification at the level of their course, compared against those studying at a higher level than attained previously. Broadly speaking the main reasons given are very similar between 'repeat level' learners and those doing their first learning at a particular level. Looking specifically at Level 2 learners, for example, among both groups the main reasons focus on gaining a qualification, improving their knowledge and ability, gaining new skills and developing their career. Results showing the main reasons for study are shown in Figure 4.4, which presents differences between first Level 2 learners (the front bars) and those that already had qualifications at Level 2 or higher (the rear bars). The main difference is that those studying for their first Level 2 qualification are more likely to be studying to increase job satisfaction.

Figure 4.4: Reasons for Level 2 learners undertaking a Train to Gain course (prompted)



Base: Learners with L2+ Prior Qualifications (827)

First Full Level 2 learners (497)

Some differences in motivations are evident for some of the more secondary reasons. Comparing the motivations of Level 2 learners who were undertaking their first Full Level 2 qualification to those that already had at least a Level 2 qualification, reveals that the former group are more likely to have wanted to do the Level 2 course:

- To stay in a job that they might have lost without doing this course (36% vs. 29%);
- To have some fun (28% vs.21%);
- To keep active (24% vs. 18%);
- To help with work problems which were related to a health problem or disability (14% vs. 7%)

At Level 3, differences in the key reasons again tended to be relatively slight, though Train to Gain learners who were undertaking their first Full Level 3, as opposed to Level 3 learners who already had a Level 3 qualification, were more likely to have done their course to gain knowledge and skills that would be useful in their everyday life (78% vs. 72%), to get more satisfaction out of their work (77% vs. 72%) and as a means of getting a new job (41% vs. 35%).

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

Between 2006 and 2011, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with Train to Gain provision. A consistent finding across these studies has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR under reports the proportion of learners with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR for Train to Gain learners enrolled as of November 2010.

The Individual Learner Record and prior attainment level

For the vast majority of adult Train to Gain 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 Train to Gain course in November 2010), almost all (99%) had a prior qualification level indicated on the ILR. This is in line with the situation seen for the 2009/10 eligible cohort sample, where only 2% of records were missing ILR information on prior attainment.

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

- all sample provided that fell within the scope of the survey (adults on Level 2 or Level 3 Train to Gain provision in November 2010);
- all sample in scope which was useable for the survey, i.e. where a telephone number was listed and where the learner had not opted out of being contacted for research purposes;
- all those where an interview was achieved.

Table 5.1: ILR information on prior achievement

| | All sample in scope | Available to contact | Achieved sample |
|--------------------------------------|------------------------|-------------------------|--------------------|
| | % | % | % |
| No qualifications | 37 | 34 | 27 |
| Entry Level and below Level 1 | 4 | 3 | 3 |
| Level 1 | 21 | 22 | 23 |
| Level 2 | 25 | 27 | 33 |
| Level 3 | 7 | 8 | 8 |
| Level 4/5 | 5 | 5 | 5 |
| Other qualification, level not known | 1 | * | * |
| Not known | 1 | 1 | 1 |

*= <0.5% but >0%

In the original sample of learners in scope for the survey, the ILR indicated that well over one third (37%) had no prior qualifications at all before they started their course. The same proportion (37%) were recorded on the ILR as being already qualified to Level 2 or above before starting their course (as shown in the boxed cells in Table 5.1). When records without useable telephone numbers or who had opted out from research were removed, the profile of the sample changed slightly, with a fall in the proportion without any prior qualifications (34%) and a concurrent increase in the proportion qualified to at least Level 2 (40%).

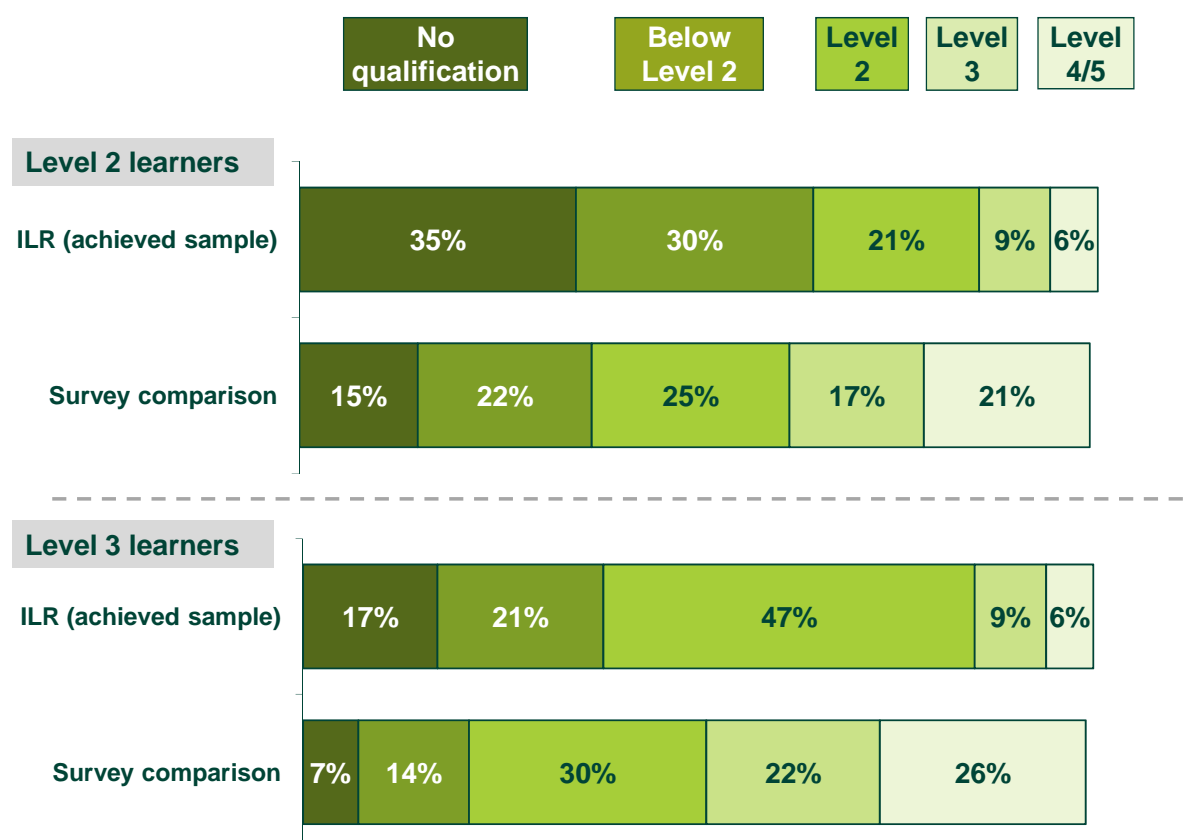
The profile of the group of learners interviewed was reasonably in line with the available sample, but learners for whom the ILR gave a prior qualification level of Level 2 or above were slightly over-represented (46% of the achieved interviews, compared to 40% of the available sample). Both figures are, however, lower than the equivalent figure of 67% 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.

Comparing Individual Learner Record and survey measures of prior attainment

In order to assess in more detail the relationship between the ILR and the survey data, 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 (2,656 out of the 3,004 Level 2 and Level 3 learners interviewed). Hence, the 'ILR achieved' figures differ slightly to

those shown in Table 5.1, and the ‘survey comparison’ figures are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

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



Base: Learners with definite prior achievement level from both the ILR and survey measures (Level 2: 1,316; Level 3 1,340)

Figure 5.1 first shows the data for Level 2 Train to Gain learners. For this group, compared to the survey findings, the ILR suggests a higher proportion of Full Level 2 Train to Gain learners with no prior qualifications (35% v 15%), and a much lower proportion with prior qualifications at Full Level 3 or above (15% v 38%). The ILR indicates that only 6% of Level 2 learners interviewed for the survey has a prior qualification at Level 4 or 5, while the survey reports one fifth (21%) of the same learners as having these high level qualifications.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 learners as 65%, compared to the survey data, which indicates that only 38% are studying for their first Full Level 2 qualification. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the 2009/10 survey.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. Here the discrepancy is even greater than for the Level 2 group, in particular at the higher

end, with the survey findings indicating that one quarter (26%) of Level 3 learners were already qualified to Level 4 or above before undertaking their course, compared to the ILR figure of just 6%. The ILR gives the incidence of first Full Level 3 learning for these Level 3 learners as 85%, compared to the survey data, which indicates that just half (51%) are studying for their first Full Level 3 qualification.

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

| Row percentages | Base* | | ILR and survey measure the same | ILR higher | Survey measure higher | Survey inconclusive** |
|------------------------|--------------|---|--|-------------------|------------------------------|------------------------------|
| All learners | 2,983 | % | 35 | 9 | 52 | 5 |
| Level of study | | | | | | |
| Full Level 2 | 1,490 | % | 34 | 9 | 52 | 5 |
| Full Level 3 | 1,493 | % | 35 | 9 | 50 | 6 |
| Age | | | | | | |
| 19 – 24 | 438 | % | 35 | 7 | 52 | 6 |
| 25 – 44 | 1,680 | % | 34 | 9 | 52 | 6 |
| 45 plus | 865 | % | 35 | 9 | 51 | 4 |

*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).

Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around one third of cases (35%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: overall for half of all learners (52%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in eleven learners (in 9% of cases the ILR appeared to over-state the prior achievement of learners). In a further 5% cases the survey measure of highest prior attainment was inconclusive (see note at paragraph 4.8). Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult Train to Gain learners. This is in line with previous

studies in the research series; for instance, the 2009/10 survey found that the ILR and survey measures agreed in less than two-fifths of cases (37%) in line with the figure for this year as shown in Table 5.2 above (35%).

There are no significant differences in the degree of discrepancy according to the age of learner or level of learner, as shown in Table 5.2.

Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’

In order to fully understand the likelihood that a particular claim of firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,566 respondents. This is shown in Table 5.3.

As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in around two-fifths (42%) of cases. In over half of cases (56%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course – as shown in the shaded column in the table below. Again, these figures are very consistent with those derived from the previous 2009/10 survey, where the ILR and survey agreed on first Full Level 2 status in just over two-fifths of cases (43% vs. 42% this year).

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 | 1,566 | % | 42 | 56 | 2 |
| Level of study | | | | | |
| Full Level 2 | 974 | % | 44 | 54 | 2 |
| Full Level 3 | 592 | % | 33 | 64 | 3 |
| Age | | | | | |
| 19 – 24 | 182 | % | 37 | 62 | 1 |
| 25 – 44 | 883 | % | 41 | 56 | 3 |
| 45 plus | 501 | % | 45 | 53 | 2 |

The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals a different pattern than the overall analysis shown in Table 5.2 in terms of level of learning. The incidence of the key 'error' on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (64%) than for Level 2 learners (54%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to indicate this as erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

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

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR (not that this is always understood or followed by providers) is that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course. Hence a learner arriving at a provider with a highest qualification below Level 2 who undertakes a Full Level 2 qualification with the provider and progresses with them to a Level 3 qualification, should be recorded on the ILR for this latter course as undertaking their first Full Level 2 qualification, despite their having attained a Full Level 2 when they start the Level 3 course. For the survey, the questioning asks simply about the qualifications at the time they start the course. For this reason, among Level 3 learners that had studied with the provider previously, some of the cases where the ILR shows no prior Level 2 qualifications and the survey indicates they have a prior Level 2 may be 'legitimate' in that the ILR is recording what it is intended to record.

The survey data suggests that this requirement may lead to at least some of the discrepancy between ILR and survey measures, although not all. Focusing on Level 3 learners specifically, in one in seven cases (14%) where the survey disagreed with the ILR's assessment of that person as a first Level 2 learner, the individual had been studying at the provider immediately before starting their Level 3 course (see Table 5.4 below).

Table 5.4: Whether learner had studied with provider before

| | Full Level 2 learners | | Full Level 3 learners | |
|--|-----------------------|--|-----------------------|--|
| | All learners | All where ILR gives as first Full Level 2 learner, survey does not | All learners | All where ILR gives as first Full Level 2 learner, survey does not |
| Base | 1,502 | 526 | 1,502 | 380 |
| | % | % | % | % |
| Not studied with the provider before | 82 | 81 | 70 | 77 |
| Studying with provider immediately before starting course | 9 | 10 | 15 | 14 |
| Studied with provider at any point before starting course | 18 | 19 | 30 | 23 |

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

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

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

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

- NVQ Level 2 (28%);
- A Level or equivalent (20%);
- GCSEs/O levels at Full Level 2 (14%).

Those recorded on the ILR as having a Level 1 qualification, but found by the survey to have had a prior qualification at Level 2 or higher, most commonly held:

- NVQ Level 2 (28%);
- GCSEs/O levels at Full Level 2 (17%);
- A Level or equivalent (13%).

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

| Prior qualifications held | ILR stated highest prior attainment | |
|---|-------------------------------------|---------|
| | No qualifications | Level 1 |
| | 205 | 220 |
| | % | % |
| NVQ Level 2 | 28 | 28 |
| A Level or equivalent | 20 | 13 |
| GCSE/O level grade A-C or equivalent (L2) | 14 | 17 |
| Diploma in higher education | 11 | 12 |
| City & Guilds advanced craft | 11 | 9 |
| Apprenticeship | 11 | 5 |
| Degree | 10 | 6 |
| NVQ Level 3 | 10 | 6 |
| OND,ONC,BTEC etc, national | 8 | 10 |
| City & Guilds craft | 8 | 9 |
| HNC,HND,BTEC etc higher | 6 | 5 |

Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 2 and survey indicates prior attainment at Full Level 2 or above.

Note only most common qualification types shown.

Data shown unweighted.

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

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

| | ILR stated highest prior | | Level 2 |
|----------------------------------|--------------------------|------------|------------|
| | No qualifications | Level 1 | |
| Prior qualifications held | 85 | 107 | 278 |
| | % | % | % |
| NVQ Level 3, 4 or 5 | 36 | 26 | 35 |
| A Level or equivalent | 24 | 33 | 30 |
| Diploma in higher education | 21 | 15 | 20 |
| Degree | 15 | 12 | 8 |
| Apprenticeship | 14 | 14 | 17 |
| City & Guilds advanced craft | 14 | 17 | 10 |
| HNC,HND,BTEC etc higher | 14 | 7 | 12 |
| AS Levels | 6 | 7 | 14 |
| OND,ONC,BTEC etc, national | 7 | 14 | 20 |

Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 3 and survey indicates prior attainment at Full Level 3 or above.
 Note only most common qualification types shown.
 Data shown unweighted.

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

- NVQ Level 3, 4 or 5 (35%);
- A Level or equivalent (24%);
- Diploma in higher education (21%).

There is a similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications (as shown in Table 5.6). Where the ILR gave the highest qualification as Level 2 for these learners, the additional qualifications revealed by the survey commonly included OND, ONC or BTEC national qualifications at Level 3 (20%) and Apprenticeships (17%).

Appendices

A – Quotas and weighting

The quota targets for the Train to Gain element 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.

Table A1: Quota targets – Train to Gain Learners

| | 19-24 | 25-44 | 45 to retirement age | Over retirement age | Total |
|-----------------------|--------------|--------------|-------------------------------------|------------------------------------|--------------|
| <i>Learning type:</i> | | | | | |
| Full Level 2 | 227 | 810 | 447 | 17 | 1,501 |
| Full Level 3 | 213 | 882 | 399 | 7 | 1,501 |
| Total | 440 | 1,692 | 846 | 24 | 3,002 |

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

Table A2: Final achieved interviews – Train to Gain Learners

| | 19-24 | 25-44 | 45 to retirement age | Over retirement age | Total |
|-----------------------|--------------|--------------|-------------------------------------|------------------------------------|--------------|
| <i>Learning type:</i> | | | | | |
| Full Level 2 | 227 | 811 | 447 | 17 | 1,502 |
| Full Level 3 | 213 | 883 | 399 | 7 | 1,502 |
| Total | 440 | 1,694 | 846 | 24 | 3,004 |

At the analysis stage, the survey data was grossed up to reflect the full populations of learners (aged 19+) on Full Level 2 or Full Level 3 Train to Gain learning provision as of November 1st 2010. 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.240,000.

Table A3: Population figures – Eligible Full L2 and Full L3 Train to Gain Learners in learning November 2010

| | 19-24 | 25-44 | 45 to retirement age | Over retirement age | Total |
|-----------------------|---------------|----------------|-----------------------------|----------------------------|----------------|
| <i>Learning type:</i> | | | | | |
| Full Level 2 | 25,959 | 92,440 | 50,997 | 1,894 | 171,290 |
| Full Level 3 | 9,463 | 39,256 | 17,744 | 319 | 66,782 |
| Total | 35,422 | 131,696 | 68,741 | 2,213 | 238,072 |

B - Sample outcomes and response rate

In total, c.18,400 learners were called at least once for the survey, resulting in 3,004 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 (3,004) 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 **60%**.

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

Table C1 gives the statistical confidence associated with the first Full Level 2 incidence rates for the different age groups. For example, for the Full Level 2 learners aged 25 or over, we can be 95% confident that the true firstness figure lies within + or - 2.7% of the survey finding. For the 19 to 24 year olds, the base number of interviews is smaller, and the confidence interval rises to +/- 5.8%.

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

| Level of study | Age | Number of interviews | Proportion undertaking their first Full Level 2 | Confidence intervals associated with number of interviews conducted (95% confidence level) |
|-----------------------|----------------|-----------------------------|--|---|
| Full Level 2 | <i>All</i> | 1,502 | 36.97% | +/-2.4% |
| | <i>19-24</i> | 227 | 27.58% | +/-5.8% |
| | <i>25-44</i> | 811 | 36.67% | +/-3.3% |
| | <i>45 plus</i> | 464 | 42.16% | +/-4.5% |
| | <i>25 plus</i> | 1,275 | 38.68% | +/-2.7% |
| Full Level 3 | <i>All</i> | 1,502 | 21.19% | +/- 2.1% |
| | <i>19-24</i> | 213 | 11.22% | +/-4.2% |
| | <i>25-44</i> | 883 | 21.44% | +/-2.7% |
| | <i>45 plus</i> | 406 | 25.90% | +/-4.3% |
| | <i>25 plus</i> | 1,289 | 22.83% | +/-2.3% |
| Overall | <i>All</i> | 3,004 | 32.54% | +/- 1.7% |

Table C2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 52.86% has a confidence interval of 2.5% based on the sample of 1,502 learners surveyed. The incidence figure for the 19-24 figure should be treated with some caution given the relatively wide confidence interval of +/-6.7%.

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

| Level of study | Age | Number of interviews | Proportion undertaking their first Full Level 3 | Confidence intervals associated with number of interviews conducted (95% confidence level) |
|-----------------------|----------------|-----------------------------|--|---|
| | <i>All</i> | <i>1,502</i> | <i>52.86%</i> | <i>+/-2.5%</i> |
| | <i>19-24</i> | <i>213</i> | <i>45.02%</i> | <i>+/-6.7%</i> |
| Full Level 3 | <i>25-44</i> | <i>883</i> | <i>52.39%</i> | <i>+/-3.3%</i> |
| | <i>45 plus</i> | <i>406</i> | <i>57.92%</i> | <i>+/-4.8%</i> |
| | <i>25 plus</i> | <i>1,289</i> | <i>54.16%</i> | <i>+/-2.3%</i> |

D – Additional data on personal income of learners

Table D1: Personal income (annual) amongst those who had completed November 2010 course by the time of interview _Level 2 learners aged 19 to 24

| | All who completed or dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|--------------------------|--|-------------------|-------------------|-------------------------------|---|
| Base: | 185 | 119 | 41 | <i>DATA NOT SHOWN AS BASE</i> | |
| All answering** | % | % | % | <i><25</i> | |
| Less than £6,000 | 19 | 3 | 41 | | |
| £6,000 - £10,999 | 25 | 20 | 46 | | |
| £11,000 - £12,999 | 19 | 24 | 7 | | |
| £13,000 - £14,999 | 11 | 17 | 2 | | |
| £15,000 - £17,999 | 12 | 18 | - | | |
| £18,000 to £20,999 | 6 | 10 | - | | |
| £21,000 to £24,999 | 2 | 3 | - | | |
| £25,000 to £29,999 | 2 | 3 | - | | |
| £30,000 to £32,999 | 2 | 2 | - | | |
| £33,000 to £35,999 | 1 | - | - | | |
| £36,000 to £45,999 | 1 | - | - | | |
| £46,000 plus a year | - | - | - | | |
| Summary: £21,000 plus | 7 | 8 | 2 | | |
| Mean income*** | £12,400 | £14,200 | £8,600 | | |

*= <0.5% but >0%

- = zero

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

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

Table D2: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_Level 2 learners aged 25 plus

| | All who completed or dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|--------------------------|--|-------------------|-------------------|---------------|---|
| Base: | 978 | 604 | 222 | 65 | 40 |
| All answering** | % | % | % | % | % |
| Less than £6,000 | 13 | 1 | 35 | 11 | 48 |
| £6,000 - £10,999 | 25 | 15 | 52 | 15 | 45 |
| £11,000 - £12,999 | 12 | 15 | 7 | 12 | 2 |
| £13,000 - £14,999 | 8 | 11 | 2 | 3 | 3 |
| £15,000 - £17,999 | 10 | 14 | 1 | 9 | 2 |
| £18,000 to £20,999 | 8 | 11 | 1 | 6 | - |
| £21,000 to £24,999 | 8 | 11 | 1 | 12 | - |
| £25,000 to £29,999 | 8 | 11 | - | 11 | - |
| £30,000 to £32,999 | 3 | 4 | - | 12 | - |
| £33,000 to £35,999 | 2 | 3 | - | 2 | - |
| £36,000 to £45,999 | 3 | 4 | - | 5 | - |
| £46,000 plus a year | 1 | 1 | - | 2 | - |
| Summary: £21,000 plus | 24 | 33 | 1 | 43 | - |
| Mean income*** | £15,700 | £18,800 | £8,400 | £19,400 | £7,700 |

* = <0.5% but >0%

- = zero

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

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

Table D3: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Level 3 learners aged 19 to 24

| | All who completed or dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|--------------------------|--|-------------------|-------------------|-------------------------------|---|
| Base: | 165 | 118 | 29 | <i>DATA NOT SHOWN AS BASE</i> | |
| All answering** | % | % | % | <25 | |
| Less than £6,000 | 8 | 3 | 24 | | |
| £6,000 - £10,999 | 26 | 20 | 55 | | |
| £11,000 - £12,999 | 22 | 27 | 10 | | |
| £13,000 - £14,999 | 11 | 12 | 7 | | |
| £15,000 - £17,999 | 13 | 15 | 3 | | |
| £18,000 to £20,999 | 10 | 11 | - | | |
| £21,000 to £24,999 | 5 | 8 | - | | |
| £25,000 to £29,999 | 2 | 3 | - | | |
| £30,000 to £32,999 | 1 | - | - | | |
| £33,000 to £35,999 | 1 | 1 | - | | |
| £36,000 to £45,999 | - | - | - | | |
| £46,000 plus a year | - | - | - | | |
| Summary: £21,000 plus | 9 | 12 | - | | |
| Mean income*** | £13,400 | £14,400 | £8,900 | | |

* = <0.5% but >0%

- = zero

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

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

Table D4: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_ Level 3 learners aged 25 plus

| | All who completed or dropped out of course | In full time work | In part-time work | Self-employed | Claiming benefit/credit and not in work |
|------------------------------|--|-------------------|-------------------|----------------|--|
| <i>Base: All answering**</i> | 977 % | 608 % | 275 % | 59 % | <i>DATA NOT SHOWN AS BASE <25</i> |
| Less than £6,000 | 11 | 2 | 28 | 8 | |
| £6,000 - £10,999 | 25 | 15 | 45 | 25 | |
| £11,000 - £12,999 | 11 | 12 | 10 | 10 | |
| £13,000 - £14,999 | 11 | 14 | 5 | 7 | |
| £15,000 - £17,999 | 12 | 16 | 6 | 10 | |
| £18,000 to £20,999 | 8 | 10 | 3 | 10 | |
| £21,000 to £24,999 | 8 | 12 | 1 | 7 | |
| £25,000 to £29,999 | 6 | 9 | 1 | 7 | |
| £30,000 to £32,999 | 2 | 3 | - | 3 | |
| £33,000 to £35,999 | 2 | 3 | * | 3 | |
| £36,000 to £45,999 | 3 | 4 | * | 3 | |
| £46,000 plus a year | 1 | * | - | 5 | |
| Summary: £21,000 plus | 22 | 30 | 3 | 29 | |
| Mean income*** | £15,600 | £18,100 | £9,800 | £17,900 | |

* = <0.5% but >0%

- = zero

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

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

E - Questionnaire

Prior Achievements Questionnaire 2011 IFF Research

Screener

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

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

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

RECORD NEW PHONE NUMBER AND RE-DIAL

DP INSTRUCTION: LOOP BACK TO INT1

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

WHEN SPEAKING TO NAMED RESPONDENT

INT2) Hello, my name is XXX and I'm calling from IFF Research, an independent market research company. We are conducting a survey on behalf of the Department for Business, Innovation and Skills of people who were on [FE / Apprenticeship/ Work Based Learning] courses at colleges or training providers in late 2010 (i.e. last year). It is an important study for the Department, and will help them understand the qualifications that people had before starting their learning.

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

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

REASSURANCES: USE AS NECESSARY

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

Contacts:

At IFF – Peter Hall or Laura Godwin at IFF Research on 0207 250 3035

At the Department for Business, Innovation and Skills: James Davison **on**
James.davison@skillsfundingagency.bis.gov.uk.

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

RECORD FROM SAMPLE:

S1) GENDER (sex)

| | |
|--------|---|
| Male | 1 |
| Female | 2 |

S2) AGE (agecomb)

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

S3) LEVEL (level2)

| | |
|----------------|---|
| Full Level 2 | 1 |
| Full Level 3 | 2 |
| Skill for Life | 3 |

S4) REGION

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

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

| | |
|-----|---|
| YES | 1 |
| NO | 2 |

S7) APPRENTICESHIP (appren)

| | |
|-----|---|
| YES | 1 |
| NO | 2 |

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

| | |
|-----|---|
| YES | 1 |
| NO | 2 |

S8) SKILLS FOR LIFE (DP note: new variable – label 'sfl')

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

- 1) First can I just check, in late 2010 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?
[IF ASKED ADD 'by late 2010 we mean 'November' 2010]

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

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

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

ASK ALL

- 1b) Which course or programme [IF Q1A=1:: are you enrolled on] [IF Q1A=NOT 1: were you enrolled on in November 2010] at (INSERT COLLEGE or PROVIDER)]?

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

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

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

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

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

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

| | |
|---|---|
| Already working for them when started | 1 |
| Recruited specifically as an apprentice | 2 |
| Other (SPECIFY) | 3 |
| Don't know | X |

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

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

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

ASK ALL

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

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

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

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

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

IF ANY QUALIFICATIONS:

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

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

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

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

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

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

| | | |
|---|----|---------|
| <u>Intermediate and Access qualifications</u> | | |
| RSA or OCR | 22 | 4 |
| City and Guilds | 23 | 3 |
| YT Certificate | 24 | 1 |
| Key Skills / Core Skills (Scotland) | 25 | 2 |
| Basic Skills including Skills for Life literacy , numeracy, ESOL or IT qualifications | 26 | 2 |
| <u>Welsh Baccalaureate</u> | 27 | Level 3 |

| | | |
|---|----|--|
| International Baccalaureate (acquired in the UK or elsewhere) | 28 | Level 3 |
| <u>Entry Level Qualifications</u> | 29 | 1 |
| Any other professional or vocational qualification such as HGV or first aid qualification (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE. MULTICODE OK. | 30 | Level derived (if highest) from next but one section |
| Any foreign, non-UK qualifications (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE ALL QUALIFICATIONS ACQUIRED OUTSIDE THE UK EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE | 31 | Level derived (if highest) from next but one section |
| Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT | 32 | Level derived (if highest) from next but one section |
| Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT | 33 | Level derived (if highest) from next but one section |
| Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT | 34 | Level derived (if highest) from next but one section |

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

IF A LEVEL AT Q5

- 8) Did you have...

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

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

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

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

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

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

- IF GNVQ/GSVQ AT Q5
11) Was your highest GNVQ / GSVQ at...?

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

- 12) IF AS-LEVEL AT Q5
Did you have...READ OUT AND CODE ONE ONLY

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

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

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

- 13a) IF Q15=17 (HAVE O LEVELS / AO LEVELS)
Thinking now just about O levels, what O levels grades did you achieve in the following subjects – if you didn't take this subject please say. (ONLY ASK ENGLISH LITERATURE IF ENGLISH LANGUAGE A CODE 6, 7 or X

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

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

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

IF HAVE GCSEs

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

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

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

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

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

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

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

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

IF TOOK SINGLE SUBJECT ENGLISH GCSE (Q15b=1)

15c) What grade did you achieve in your English GCSE?

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

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

IF TOOK ENGLISH LANGUAGE AND LITERATURE GCSE (Q15b=2)

15d) What grade did you achieve in your English Language GCSE?

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

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

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

IF HAVE CSEs AT Q5

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

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

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

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

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

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

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

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

IF HIGHER AT Q17

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

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

IF INTERMEDIATE LEVEL 1 AT Q17

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

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

IF INTERMEDIATE LEVEL 2 AT Q17

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

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

IF CITY AND GUILDS AT Q5

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

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

IF RSA / OCR AT Q5

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

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

IF APPRENTICESHIP AT Q2 (Q2D=1):

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

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

IF APPRENTICESHIP ACHIEVED AFTER 1995 (ZQ23=2):

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

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

- 24a) IF 'Welsh Bacculaureate' AT Q5 ASK
Is your Welsh Bacculaureate ... 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 |

- 24b) IF Q5=26 (HAVE BASIC SKILLS / SKILLS FOR LIFE)
Before starting the course you were on in 2010, was your highest Basic Skills or Skills For Life qualification at...? READ OUT

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

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

- IF 'OTHER' OR FOREIGN QUALIFICATION CODED AT Q5 (codes 30-34) AND THIS MULTICODED WITH OTHER RESPONSES (including 2 other responses, or an other and a foreign qualification) ASK Q25 (IF 30-34 AT Q5 AND THIS SINGLE CODED ASK Q26)
- 25) You've mentioned that you had a number of qualifications before starting your [INSERT TEXT FROM Q1b] course. Which of the following do you regard as the highest qualification? READ OUT. SINGLE CODE ONLY

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

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

EQUALDUM = 1 if Q25="All equal"

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

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

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

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

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

IF ENTRY REQUIREMENTS

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

| |
|--|
| |
|--|

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

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

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

IF Q29 = 3-8 OR 0

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

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

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

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

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

30a) IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK 30a (OTHERS CHECK Q30b)
 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 (1920-2010) |
| Don't know | 2 | ASK Q33 |

- 33) IF DON'T KNOW (OTHERS ASK Q34)
Roughly how many years ago would you say it was...? READ OUT

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

- 34) **ASK ALL EXCEPT THOSE SINGLE CODE AT Q5 (IF SINGLE CODED GO TO NEXT SECTION)**
Have you gained any other qualifications since your {<highest qualification> if only one highest qualification identified by CATI} OR [<highest qualification> at q31 if codes 1-3] OR ['these highest qualification' if other answer at q31]}? Please do not include the [INSERT TEXT FROM Q1b] course that you were enrolled on in November 2010.

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

- 35) **ASK ALL WITH MORE RECENT QUALIFICATIONS (ie YES AT Q34)**
What was the most recent qualification that you had before starting your [INSERT TEXT FROM Q1B] course? LIST ANSWERS FROM Q5 [PLUS AN OTHER – NOTE TO RESEARCH - WE WILL NEED TO EDIT THESE] AND PROMPT IF NECESSARY
- 36) And how many years ago did you achieve <ANSWER FROM Q35>?

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

- 37) IF DON'T KNOW (OTHERS GO TO NEXT SECTION)
Roughly how many years ago would you say it was...? READ OUT

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

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

ROTATE START

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

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

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

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

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

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

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

- 42) IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q41=7) ASK:
When, if at all, do you expect to be available for work again...READ OUT

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

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

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

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |
| Refused | 4 |

- IF Q43=1
 44) Which benefits or credits [IF Q1a=1:are] [IF Q1a=NOT 1:were] you receiving? PROMPT IF NECESSARY

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

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

INTERVIEWER NOTE: do not include expenses

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

IF Q45=NOT 4 (NOT REF)

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

| | WEEKLY | MONTHLY | ANNUAL |
|----|------------------------|-----------------------------|---------------------------|
| 1 | Less than £115 a week | Less than £500 a month | Less than £6,000 a year |
| 2 | £115 up to £210 a week | £500 up to £914 a month | £6,000 to £10,999 a year |
| 3 | £211 up to £249 a week | £915 up to £1,084 a month | £11,000 to £12,999 a year |
| 4 | £250 up to £289 a week | £1,085 up to £1,249 a month | £13,000 to £14,999 a year |
| 5 | £290 up to £344 a week | £1,250 up to £1,499 a month | £15,000 to £17,999 a year |
| 6 | £345 up to £403 a week | £1,500 up to £1,749 a month | £18,000 to £20,999 a year |
| 7 | £404 up to £479 a week | £1,750 up to £2,084 a month | £21,000 to £24,999 a year |
| 8 | £480 up to £576 a week | £2,085 up to £2,499 a month | £25,000 to £29,999 a year |
| 9 | £577 up to £634 a week | £2,500 up to £2,749 a month | £30,000 to £32,999 a year |
| 10 | £635 up to £689 a week | £2,750 up to £2,999 a month | £33,000 to £35,999 a year |
| 11 | £690 up to £884 a week | £3,000 up to £3,835 a month | £36,000 to £45,999 a year |
| 12 | More than £885 a week | More than £3,835 a month | £46,000 plus a year |
| X | Don't know | Don't know | Don't know |
| V | Refused | Refused | Refused |

- 46a) There is no q46a

- 47) There is no q47

- 48) There is no q48

ASK ALL

- 49) Were you born in the UK?

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

IF NO

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

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

- 51) ASK ALL
 Finally, can I just check, you mentioned that in late 2010 you were undertaking [INSERT TEXT AT Q1b] course at [INSERT PROVIDER NAME]. Can you tell me if any of the following apply:
[PROGRAMMER: this is the old Q49]

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

SAY TO ALL

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

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