



Department
for Business
Innovation & Skills

BIS RESEARCH PAPER NUMBER 82

Prior Qualifications of adults
undertaking classroom-based
courses in Further Education
2010/11

NOVEMBER 2012

RESEARCH

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Business, Innovation and Skills.

Department for Business, Innovation and Skills

1 Victoria Street

London SW1H 0ET

www.bis.gov.uk

Research paper number 82

November 2012

Contents

Contents	2
Executive Summary	5
Determining the level of highest prior qualification.....	5
Levels of prior attainment of adult learners	7
Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time.....	9
Comparison of ILR and survey measures of prior attainment.....	9
Introduction	11
Research background and objectives	11
Methodology.....	12
The profile of adult learners.....	13
The demographic profile of learners	13
Economic indicators	17
Motivations for learning	22
The prior qualification level of learners.....	28
Determining the level of highest prior qualification.....	28
Levels of prior attainment of adult learners	29
The incidence of first Full Level 2 learning – differences by age of learner	31
The profile of learners undertaking their first Full Level 2 or Level 3 qualification	32
Prior qualifications held by adults undertaking classroom-based courses in Further Education	35
Prior attainment in English and Maths GCSE or O Level.....	39
Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time.....	42
Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)	48

The Individual Learner Record and prior attainment level	48
Comparing Individual Learner Record and survey measures of prior attainment	51
Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’	53
Prior qualifications held by learners recorded as first Full Level 2 or 3 learners on the ILR	55
Appendices.....	59
A – Quotas and weighting	59
B - Sample outcomes and response rate.....	60
C – Statistical confidence associated with data on the incidence of first Full Level 2 and first Full Level 3 learning.....	60
D – Additional data on personal income of learners	63
E - Questionnaire	67

Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education in 2010/2011. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research.

The research covers adult learners (aged 19 plus) undertaking Full Level 2 and Full Level 3 courses classified as 'Adult Learner Responsive' (ALR) provision by the Skills Funding Agency. These courses are largely classroom-based. The vast majority of learners covered by this research were undertaking courses with a vocational focus, including NVQ, BTEC and City and Guild qualifications. Substantial numbers were undertaking Access courses for entry to nursing, social work or other Higher Education.

The research was undertaken to understand the extent to which investment in ALR learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking such courses 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 looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2010. The survey was conducted in October-December 2011, and covered 3,000 learners.

Determining the level of highest prior qualification

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

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

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

From this list of qualifications achieved, and answers to supplementary questions regarding the number and level of each qualification attained, a highest level of prior

attainment was assigned to each respondent. Appendix E gives the full survey questionnaire for reference.

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

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

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

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

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

comparability with the prior attainment field on the ILR and previous research in this series.¹

Levels of prior attainment of adult learners

Figure 1.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2010, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 learners with different levels of prior qualifications before starting their course, according to the survey data.

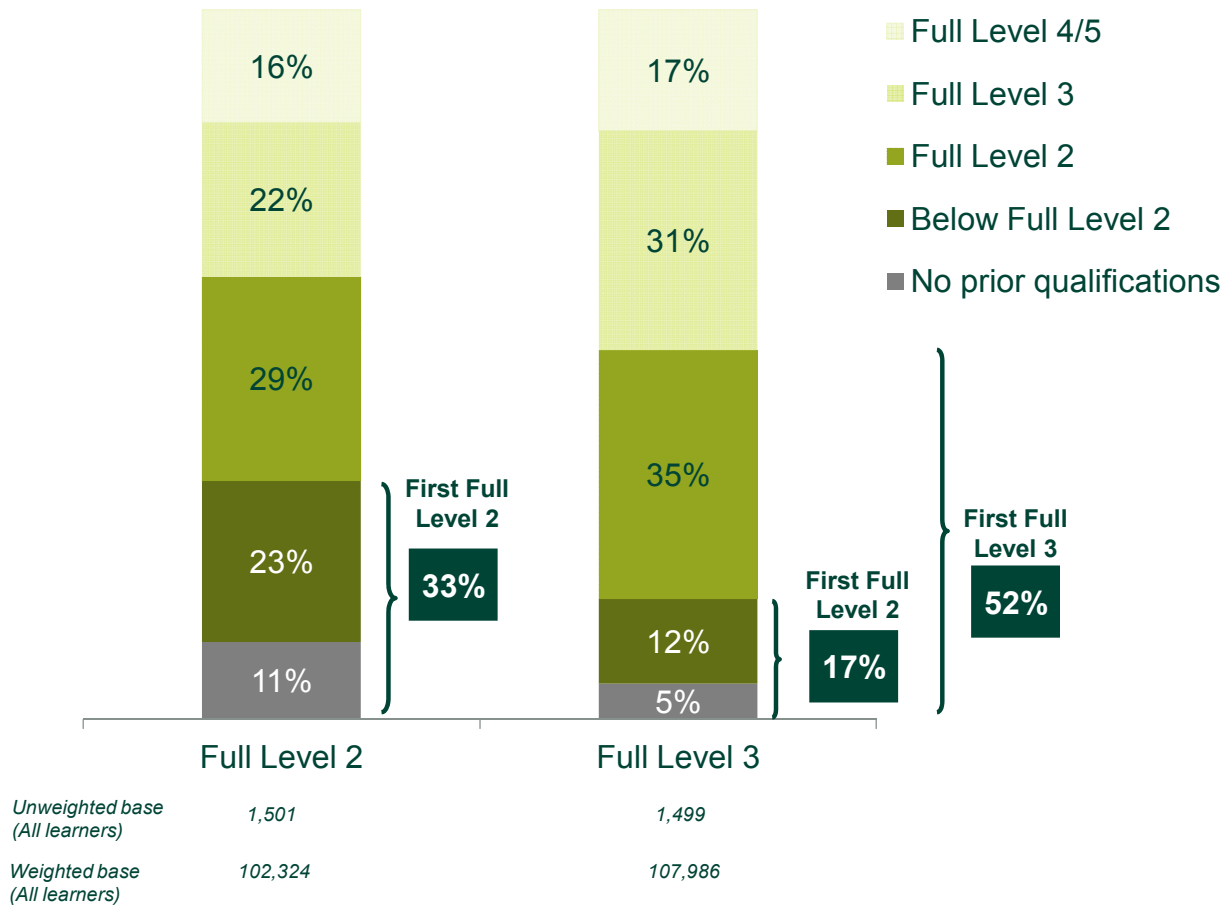
The survey results indicate that among the estimated 102,300 adult learners enrolled on a Full Level 2 ALR course in November 2010; one third (33%) were studying for their first Full Level 2 qualification.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 17%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course; most Level 3 NVQ or Access courses require entrants to have achieved reasonable standards in numeracy and literacy. The incidence of first Full Level 3 learning amongst Level 3 learners is 52%.

One third of learners overall (34%) 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 (38% vs. 29%).

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

Figure 1.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2010



Level 2 learners undertaking their first Full Level 2 qualification are on average slightly younger than other Level 2 learners (e.g. 11% are aged 45 plus vs. 16% of those with prior qualifications at Level 2). Similarly among Level 3 learners, those doing their first Level 3 course were younger than other learners on Level 3 provision, with a more marked bias towards the youngest age band; more than half (53%) of first Full Level 3 learners were aged 19 to 24, compared to close to two-fifths of 'repeat' Level 3 learners (43%).

The key motivations for undertaking classroom-based courses in FE were the same across both 'first' and 'non-first' Level 2 and Level 3 learners namely to gain a certificate or qualification, to develop their career, and to improve their knowledge and ability in subject (each cited by around nine in ten learners overall). Compared to first Full Level 3 learners, 'repeat' Level 3 learners were slightly more likely to be motivated by gaining new skills for their job (76% vs. 73%), getting more satisfaction out of their work (59% vs. 53%) and getting a promotion (21% vs. 16%).

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

A series of six surveys have been undertaken to measure the prior attainment profile of adult learners since 2005. Each survey questioned learners who were on eligible provision in the November prior to the survey fieldwork. For instance, the 2005/06 survey covered adults who were in learning in November 2005, and the latest 2010/11 survey has focused on those on provision in November 2010.

In 2010/11 there has been a statistically significant decrease in the proportion of adult learners undertaking their first Level 2 qualification compared with 2009/10, either at Level 2 (33%, down from 39%) or Level 3 (17%, down from 20%). In previous surveys there had been little or no change in levels of firstness since 2005/06: historically among Full Level 2 learners the figure had been within the range 37% to 39%, among Level 3 learners, it had ranged from 19% to 22%. In line with the decreasing Level 2 firstness rates, **the proportion of Level 3 learners undertaking their first Full Level 3 qualification has also reduced significantly since 2009/10 (from 56% to 52%).**

Comparing the two cohorts of Level 2 learners shows that whilst the proportion of learners with **no prior qualifications** has stayed more or less the same (11% in 2010/11 vs. 12% in 2009/10) there has been a significant fall in the proportion of learners who had prior qualifications but only below Level 2 (23% in 2010/11 vs. 27% in 2009/10). Conversely, there has been a significant increase in the proportion of Level 2 learners whose highest prior qualification was at Level 2 (29% in 2010/11 vs. 26% in 2009/10) or at Level 3 (22% in 2010/11 vs. 17% in 2009/10).

Across both Level 2 and Level 3 provision, it would seem that the 25 to 44 year old group is key to the change in firstness rates seen in this year's survey. Whilst there has been a fall in firstness across the two surveys for all age groups of Level 2 learners, there has been a particularly large fall amongst the 25 to 44 year old learner group (from 44% to 34%).

There has not been substantial change in the overall numbers of 25 to 44 year olds undertaking Level 2 or Level 3 classroom-based learning in FE (101,000 learners of this age 'in scope' in November 2010, compared to 97,000 in November 2009). Rather it seems that there has been a shift in the profile of people of this age deciding to engage with this type of learning, towards those with higher qualification levels. It seems that these changes cannot be explained with reference to any shifts in the profile of learners in terms of demographics or work status. It is, however, difficult to draw conclusions from this data on work status, given that the survey asked people about their main activity at the point of survey, rather than asking them to look back on their situation when they decided to start their course.

Comparison of ILR and survey measures of prior attainment

The measure of prior attainment derived from the detailed questioning in the survey can be compared with the data held on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls. Previous surveys in the Prior Qualifications series have indicated that the ILR may not be a reliable estimate of the exact prior qualification

level of 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 course. For instance, for Level 2 learners, the ILR indicates that around one fifth of learners interviewed for the survey (22%) had a prior qualification at Level 3, 4 or 5 (therefore above the level of their course). The survey data for the same learners indicate that approaching twice as many (39%) had these high level qualifications when starting their course. 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 two fifths of cases (42%).

Compared to the situation in 2009/10, there has been a small shift in the Individual Learner Record (ILR) for the population of eligible learners, in terms of the prior achievement information recorded. Fitting with the changes in firstness in the survey data, where the ILR gave a prior achievement level for the learner, this was on average slightly higher in the November 2010 cohort as compared to the equivalent November 2009 population. Although the series of surveys has called into question the reliability of the ILR for measuring prior attainment, the two sources support each other, in that the 'direction' of change in firstness is the same in both measures.

Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education in 2010/2011. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research.

The research covers adult learners (aged 19 plus) undertaking Full Level 2 and Full Level 3 courses classified as 'Adult Learner Responsive' (ALR) provision by the Skills Funding Agency. These courses are largely classroom-based. The vast majority of learners covered by this research were undertaking courses with a vocational focus, including NVQ, BTEC and City and Guild qualifications. Substantial numbers were undertaking Access courses for entry to nursing, social work or other Higher Education.

The research was undertaken to understand the extent to which investment in ALR learning has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of learners undertaking such courses 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 looked specifically at the highest prior qualifications of adult learners (aged 19 plus) who were undertaking Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2010. The survey was conducted in October-December 2011, and covered 3,000 learners.

Research background and objectives

The Coalition Government's strategy for skills was set out in Skills for Sustainable Growth, and Investing in Skills for Sustainable Growth (both published in late 2010). 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, six surveys have been undertaken to gain insight into the prior qualification levels of individuals entering classroom-based FE learning at Level 2 and 3. Each of these surveys have revealed that a substantial proportion of this learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2009/10 survey found that three-fifths (61%) of those

undertaking Level 2 learning in November 2009 already held a qualification at Full Level 2 when they enrolled.

It should be noted, however, that these courses are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Many courses provide a route for individuals to develop specific vocational skills, and thus can provide significant opportunities for new skill development even where an individual has previous attainment at Level 2. The value may be particularly great where an individual's prior qualifications are restricted to one subject or field, or to broadly academic qualifications (like GCSEs), if they then undertake vocational training that is of direct relevance to their job role or intended career. Furthermore, a basic standard of numeracy and literacy is a pre-requisite for entry to many of the courses covered, for instance, Access to HE.

Methodology

A total of 3,000 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2010.

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

- Learners enrolled on eligible 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, quota targets 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. Further details on the quotas are appended (Appendix A).

To allow estimates to be made from the survey results for the whole adult learner population, the survey results were grossed up at the analysis stage to the full profile of eligible adult learners falling within the scope of the research. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables.

The report compares findings with previous studies conducted by IFF Research in 2005/6, 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 learners

This chapter outlines the profile of adult learners (aged 19 plus) who were enrolled on Full Level 2 or Full Level 3 classroom-based ALR courses in FE in November 2010. The focus is on the demographic profile of learners (gender, age and ethnicity), their work status and income, and their reasons for 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 eligible provision in November 2010.

The demographic profile of learners

Table 3.1 shows the age, gender and ethnicity profiles of eligible learners on provision in November 2010². This demographic information is drawn from the Individual Learner Record (ILR).

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 learners

	All learners 3,000 %	Level of course	
		Full Level 2 1,501 %	Full Level 3 1,499 %
Gender			
Male	37	41	34
Female	63	59	66
Age			
19-24	41	33	48
25-44	48	53	43
45 – retirement	11	13	9
Over retirement age	1	1	*
Ethnicity			
White	73	74	72
Non-white	26	25	27
Asian	10	11	10
Black	10	10	11
Mixed / other	5	5	5
Not stated	1	1	1

*= <0.5% but >0%

Learners aged 25-44 make up almost half of eligible adult learners on provision in November 2010 (48%). Almost one in eight learners are aged 45 plus (12%).

Within the weighted survey figures a majority of learners are female (63%), with the figure particularly high for Full Level 3 courses (66% female). The survey findings suggest that the majority of ALR learners are White (73%).

There have been some statistically significant changes in the profile of the learner group in comparison to when the last Prior Qualifications survey was undertaken. Table 3.2 compares the age, gender and ethnicity profile of the adult learner cohort in scope for the research, for the November 2010 group surveyed for this year's survey, and those enrolled on the same types of provision in November 2009.

Table 3.2: Demographic profile of learners - comparison between 2009/10 and 2010/11 cohorts

	All learners		Level of course			
	2010/11	2009/10	Full Level 2		Full Level 3	
			2010/11	2009/10	2010/11	2009/10
Base:	3,000 %	3,004 %	1,501 %	1,505 %	1,499 %	1,499 %
Gender						
Male	37	42	41	45	34	38
Female	63	58	59	55	66	62
Age						
19-24	41	45	33	37	48	52
25-44	48	46	53	51	43	41
45 – retirement	11	9	13	11	9	6
Over retirement age	1	*	1	1	*	*
Ethnicity						
White	73	76	74	78	72	74
Non-white	26	22	25	20	27	24
Asian	10	9	11	8	10	9
Black	10	8	10	7	11	9
Mixed/ other	5	6	5	5	5	6
Not stated	1	2	1	2	1	2

*= <0.5% but >0%

Table 3.2 shows that there has been a slight shift away from younger learners in this cohort, with the 19 to 24 age group making up 41% of the population of eligible learners, compared to 45% in the 2009/10 population. Conversely, the proportions of adult learners on these courses aged 25-44 and 45-retirement age have increased. This pattern holds for both Level 2 and Level 3 courses.

Compared to the 2009/10 survey, female learners now make up a higher proportion of the weighted sample (63% vs. 58%), and the same trend is evident at both Level 2 and Level 3. In terms of ethnicity, at the overall level, there has been a small but statistically significant rise in the proportion of non-white learners in the weighted sample, as compared to 2009/10 (26% vs. 22%). Within the Level 3 group, there has been no

statistically significant change in this regard. Chapter 4 returns to these profile changes in discussing changes in the survey findings since 2009/10.

Table 3.3 shows the proportion of learners born outside of the UK. Almost one quarter (23%) of both Level 2 and Level 3 learners were born outside the UK, with these learners typically having moved to the UK more than five years ago.

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

	All learners	Level of course	
		Full Level 2	Full Level 3
<i>Base: All learners</i>	3,000 %	1,501 %	1,499 %
Born in UK	77	77	77
Born outside the UK	23	23	23
<i>When arrived in UK?</i>			
Within the last 2 years	*	*	*
3 to 5 years ago	5	4	5
6 to 10 years ago	8	8	8
11 to 20 years ago	6	6	6
More than 20 years ago	3	3	3
Can't remember / Refused	1	1	1

*= <0.5% but >0%

Table 3.4 shows the regional split within the weighted population of learners. Whilst the regional profile is very similar for the Level 2 and Level 3 groups, Greater London has a greater share of all Level 2 learners (22%) than Level 3 (19%).

Table 3.4: Region of learners

	Level of course		
	All learners	Full 2	Full 3
Base: All learners	3,000	1,501	1,499
	%	%	%
East of England	8	8	9
East Midlands	8	8	7
Greater London	20	22	19
North East	6	6	6
North West	13	12	13
South East	12	11	14
South West	8	9	8
West Midlands	14	15	14
Yorkshire and Humberside	10	9	10

Economic indicators

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

Table 3.5 provides an overview of the employment status of adult learners, including a summary of whether the learner would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in October to December 2011. At this point, some of the learners were still undertaking the same course that they were engaged with a year before in November 2010, but others had moved on – in total, one sixth of all adult learners surveyed were still undertaking their course at the time of interview (16%).

The figures in the final three columns of Table 3.5 are based just on those that had completed their course or left the course by the time of the interview.

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

	All learners			Those who had completed or left Nov 10 course		
	All 3,000 %	Full 2 1,501 %	Full 3 1,499 %	All 2,513 %	Full 2 1,285 %	Full 3 1,288 %
Base: All learners						
Still studying on Nov. 2010 course	16	14	18	-	-	-
Economically active	69	73	65	82	85	80
Employed full-time	22	23	22	27	27	27
Employed part-time	21	20	23	26	23	28
Self-employed	5	6	3	5	7	4
On a government-supported training and employment programme	1	1	2	2	1	2
Unemployed though looking and available for work	18	21	15	21	25	18
Doing unpaid family work	2	2	1	2	2	1
Economically inactive	15	13	17	18	15	20
Retired	*	1	*	1	1	*
Unemployed but not looking or not available for work	8	9	7	10	10	9
None of the above	6	4	9	8	5	11

*= <0.5% but >0%

- = zero

When looking at those who had left their course by the time of interview, the economic activity rate is over eight in ten (82%), including 27% in full-time employment, and 26% working part-time. The rate of unemployment was quite high, with one fifth of those who had left their course looking for work (21%). Learners from Level 3 courses were significantly more likely than Level 2 learners to be in part-time employment (28% vs. 23%), and were less likely to be unemployed and looking for work (18% vs. 25%).

Around one in five learners who had completed or left their course (18%) were economically inactive at the time of interview. One in ten were not looking or available for work at the time of the survey (10%). As shown in Table 3.6 below, over half (59%) of these learners envisage that they will be available for work again within the next 2 years. Just 4% of those unavailable and not looking for work do not expect to become available for work again.

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

	All Learners	Level of course	
		Full Level 2	Full Level 3
Base: All learners not looking or available for work	290	150	140
	%	%	%
Within the next 2 years	59	61	56
Within the next 5 years	24	13	36
Within the next 10 years	2	3	1
More than 10 years	1	2	-
Do not expect to be available for work again	4	5	3
Not sure	9	15	4

- = zero

Reflecting the quite high rates of unemployment among learners, one third (34%) were receiving some form of benefit or credit at the time of the survey. As shown in Table 3.7, those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (49%, compared to 22% of those who left the course and were working, and 33% of those still studying on the same course).

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

	All learners	Still on Nov 2010 course	Completed or left course – in work	Completed or left course – not in work
Base:	3,000 %	487 %	1,449 %	1,064 %
Receiving benefits or credits	34	33	22	49
Tax Credits	12	15	10	14
Housing Benefit	9	7	6	15
Income Support (IS)	9	7	4	17
Job Seekers Allowance (JSA)	8	8	5	13
Council Tax Benefit	3	2	2	4
Incapacity Benefit	2	1	*	4
Disability Living Allowance (DLA)	2	2	*	4
ESA / Incapacity Benefit	2	1	*	2
	1	1	*	1
Carer's Allowance				
Not receiving any benefits or credits	66	67	78	51

*= <0.5% but >0%

- = zero

Table 3.8 shows the personal annual income of those individuals who had completed or left their original course by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £21,000 per year (in 90% of cases). Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course (24% earning £21,000 or more).

Table 3.8: Personal income (annual) amongst those who had completed or left November 2010 course by the time of interview

	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base:					
All answering**	1,875	556	509	106	379
	%	%	%	%	%
Less than £6,000	39	4	49	29	59
£6,000 - £10,999	26	17	36	28	29
£11,000 - £12,999	9	18	5	9	6
£13,000 - £14,999	6	11	4	7	2
£15,000 - £17,999	6	14	3	6	2
£18,000 to £20,999	5	11	1	4	1
£21,000 to £24,999	3	9	1	3	1
£25,000 to £29,999	3	7	*	4	-
£30,000 to £32,999	1	3	-	2	-
£33,000 to £35,999	1	1	-	2	-
£36,000 to £45,999	1	2	-	5	*
£46,000 plus a year	1	2	*	2	*
Summary: £21,000 plus	10	24	1	17	1
Mean income***	£11,200	£16,900	£8,300	£13,600	£7,900

*= <0.5% but >0%

- = zero

**Excludes those refusing (7% for all who completed course) and those responding 'Don't know' (3%)

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

Personal income is highest where the individual was in full-time work after leaving their course (24% earning £21,000 or more) or where they were working on a self-employed basis (17% earning £21,000 or more).

Motivations for learning

In profiling the learner cohort, it is interesting to explore 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. The most common reason given, mentioned by three in ten (31%) was that the timing had been right for the learner to take the course in terms of their personal circumstances being favourable (e.g. because they no longer had childcare responsibilities). An emerging interest in the course content or subject matter at that time was cited as a key trigger for around one quarter of learners (23%).

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

	Level of course		
	All learners	Full 2	Full 3
<i>Base: All learners</i>	3,000	1,501	1,499
	%	%	%
Personal circumstances favourable e.g. children left home	31	31	31
Interest at the time	23	24*	22*
Decided it was time to change career	19	19	18
Progression from a previous course	10	7*	13*
To enable to progress in the job was doing at the time	9	9	8
Unemployed and wanted to do the course to help find work	6	6	6
Self development / to improve skills	5	5	4
Employer suggested it	5	4*	6*
Course not available before	4	4	4
To enable to progress to further education inc. University	3	1*	5*

Note that only factors cited by at least one in twenty five learners overall or amongst Level 2 or Level 3 groups are shown in the table.

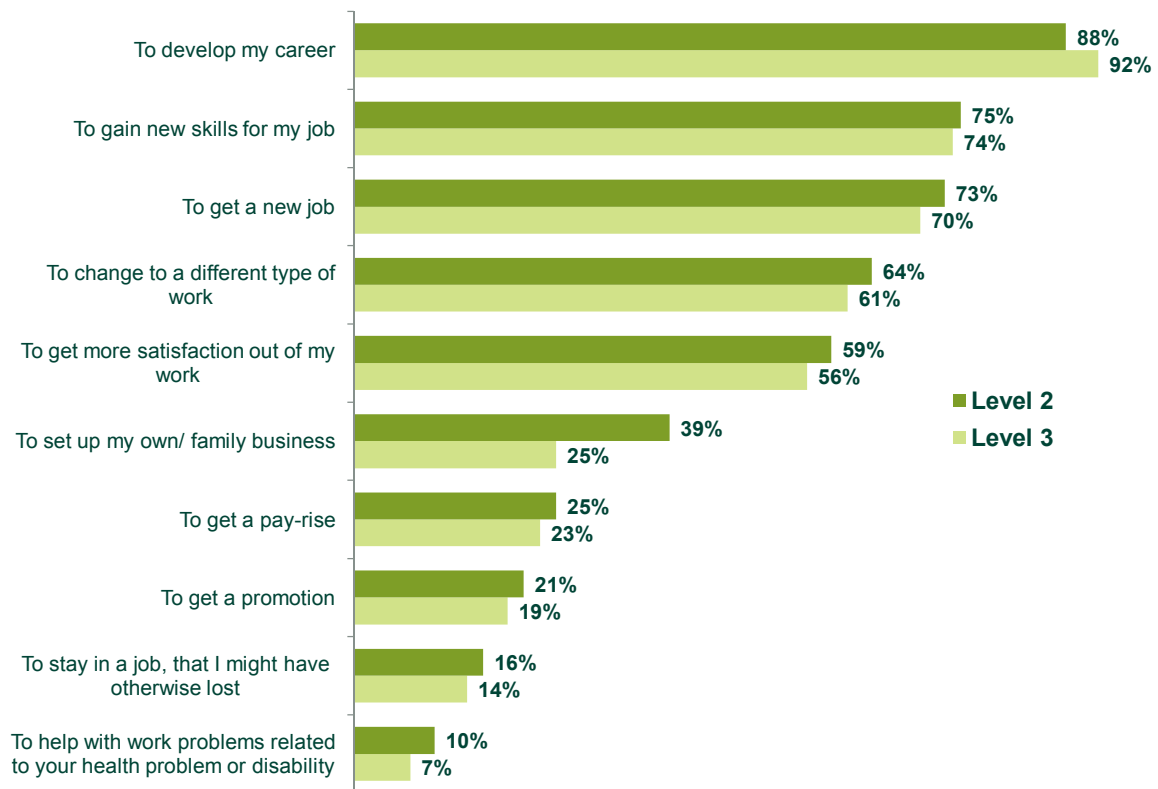
*=difference between Level 2 and Level 3 figures is statistically significant at the 95% confidence level.

Level 3 learners were significantly more likely than Level 2 learners to say that the timing of their enrolment was determined by the fact that they had completed one course and were ready to progress on to another (13% vs. 7%). They were also slightly more likely to

say that they had taken the course as a result of a suggestion from their employer (6% vs. 4%).

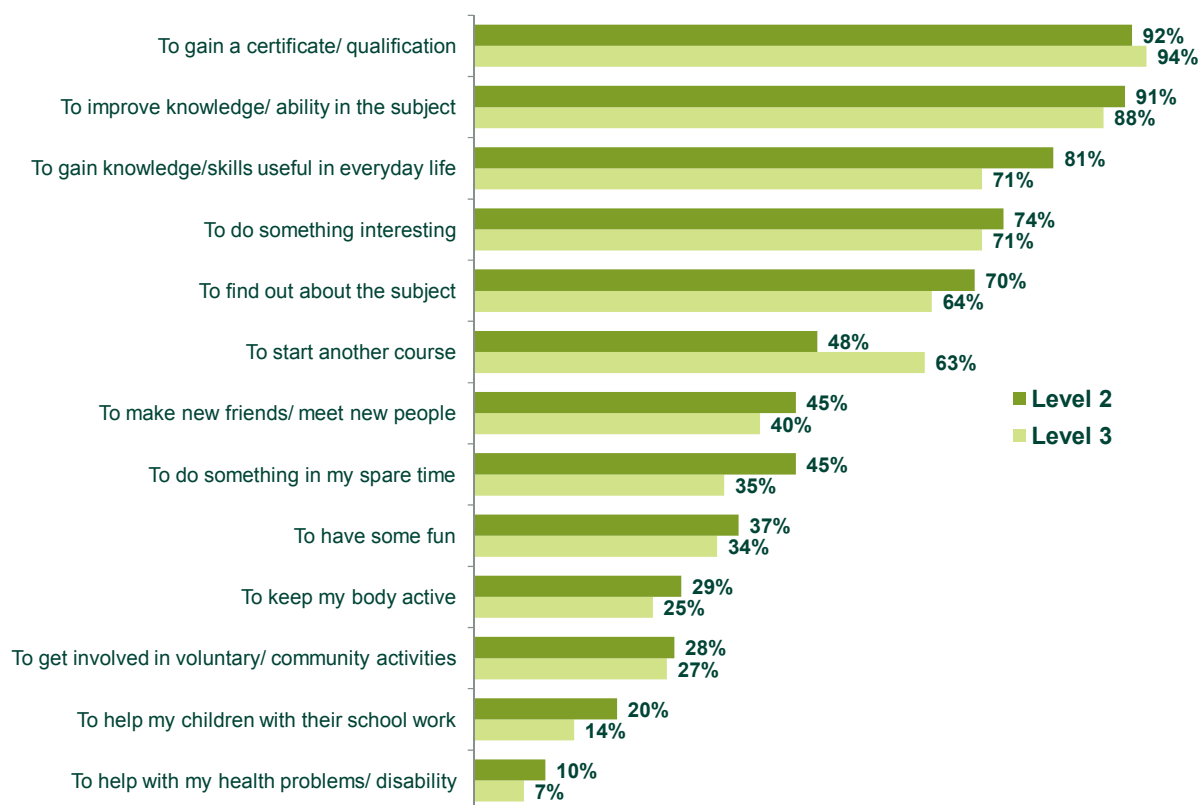
The following figures (Figure 3.1 and 3.2) show factors cited by learners as reasons for undertaking their course. These were prompted questions, where respondents were read a series of potential career and job-related factors, followed by a list of other factors relating to their own skills and personal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

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



Base= All learners - Level 2 Learners (1,501); Level 3 Learners (1,499)

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



Base= All learners - Level 2 Learners (1,501); Level 3 Learners (1,499)

The vast majority of learners indicated that at least part of the reason for undertaking their course was to develop their career, and this was even more likely to be cited by Level 3 learners (92% vs. 88% of Level 2 learners). Three-quarters of both Level 2 (75%) and Level 3 (74%) wanted to gain new skills for their job. Slightly lower proportions were more focused on taking their work in a new direction; seven in ten were looking to get a new job (73% for Level 2, 70% for Level 3) and more than three-fifths were looking to change to a different type of work (64% for Level 2, 61% for Level 3).

A smaller, but still substantial, proportion of learners were motivated by the expectation that the course would help them to achieve a pay-rise (25% for Level 2, 23% for Level 3) and a fifth hoped it would help them to achieve a promotion (21% for Level 2, 19% for Level 3).

Two fifths of those who had been working towards a Level 2 qualification were motivated by their interesting in setting up their own/family business (39%), much higher than the proportion of Level 3 learners who said this was a reason for undertaking their course.

Achieving a recognised certificate or qualification at the end of the course, and improving their knowledge and abilities were important motivating factors for the majority of learners

(93% 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 (76%). Over half of learners (56%) were keen on using their 2010 course to enable them to progress on to another course.

For a small but significant minority of learners, reasons for undertaking the 2010 course were not necessarily linked to employment outcomes or progression in learning: two-fifths were looking for something to do in their spare time (40%), two-thirds were looking to have some fun (35%) and just under three in ten took the course to keep their body active and/or to get involved with voluntary/ community activities (both 27%).

Learners who were undertaking a Level 2 course were more likely than Level 3 learners to be motivated by the opportunities their course afforded for personal and social development. For instance, Level 2 learners were more likely to say that they took the course in order to:

- to gain knowledge and skills useful in everyday life (81% vs. 71%);
- to make new friends/ meet new people (45% vs. 40%);
- to do something with their spare time (45% vs. 35%);
- and to help their children with their homework (20% vs. 14%).

Level 3 learners were more likely to have undertaken their course in order to continue their progression towards further learning, saying that they were motivated to 'start another course' (63% vs. 48% of Level 2 learners).

The survey found that motivations differed according to the gender of the learner. In terms of career motivations, male learners were more likely to have been motivated by achieving a pay-rise (30% vs. 21% of female learners) and/or a promotion (24% vs. 18%). Male learners were also more likely to have wanted to use their course to help them set up their own business (35% vs. 30%). Female learners on the other hand were more likely to have done so with the expectation that the course would help them to progress to another course that they were aspiring to for the future (57% vs. 53% of male learners).

Male learners were more likely to have taken the 2010 course to gain skills for use in everyday life (82% vs. 73% of female learners) and/or to keep their body active (30% vs. 25%); Female learners were more likely to have wanted to get involved with voluntary/ community activities (30% vs. 23%) and/or to help their children with homework (21% vs. 11%).

The survey found that motivations differed by age of the learner. Learners in the youngest age bracket (aged 19 to 24) were less likely to have been motivated to take the course to boost their work satisfaction (53% compared to 61% of those aged 25 plus) or to change to a different type of work (57% vs. 67%). Instead, they were more focused on using the course to help them:

- develop their career (93% vs. 88% of learners aged 25 plus);
- progress onto another course (60% vs. 53%);
- to make friends and meet new people (50% vs. 37%); and
- to have fun (42% vs. 31%).

The older learners surveyed (those aged upwards of 45) were slightly more likely to have been motivated by gaining skills that would be helpful in their everyday life, perhaps such as IT skills; 81% cited this as a motivating factor, compared to 75% of adult learners aged under 45. Older learners were also more likely to be looking to their study as a way of helping them with problems at work related to their health or disability (13% vs. 8% of those aged under 45).

Irrespective of the age difference between the two groups³, Non-White adult learners 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:

- To get a new job (75% vs. 70% of White learners);
- to learn new skills for a job (78% vs. 74%);
- to stay in a job that might otherwise lose (23% vs. 12%);
- to receive a pay-rise (37% vs. 20%);
- to achieve a promotion (34% vs. 15%).

Non-White learners were also more likely to have been motivated by achieving a qualification or certificate (96% vs. 92% of white learners) and progressing on to a further course of learning (64% vs. 53%).

³ A higher proportion of the non-white adult learner cohort were aged under 25 (48%, compared to 38% of the white group).

The prior qualification level of learners

In this chapter we present findings on the prior qualification level of adult learners, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 or first Full Level 3 qualification.

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

Determining the level of highest prior qualification

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

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

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

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

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

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

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

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

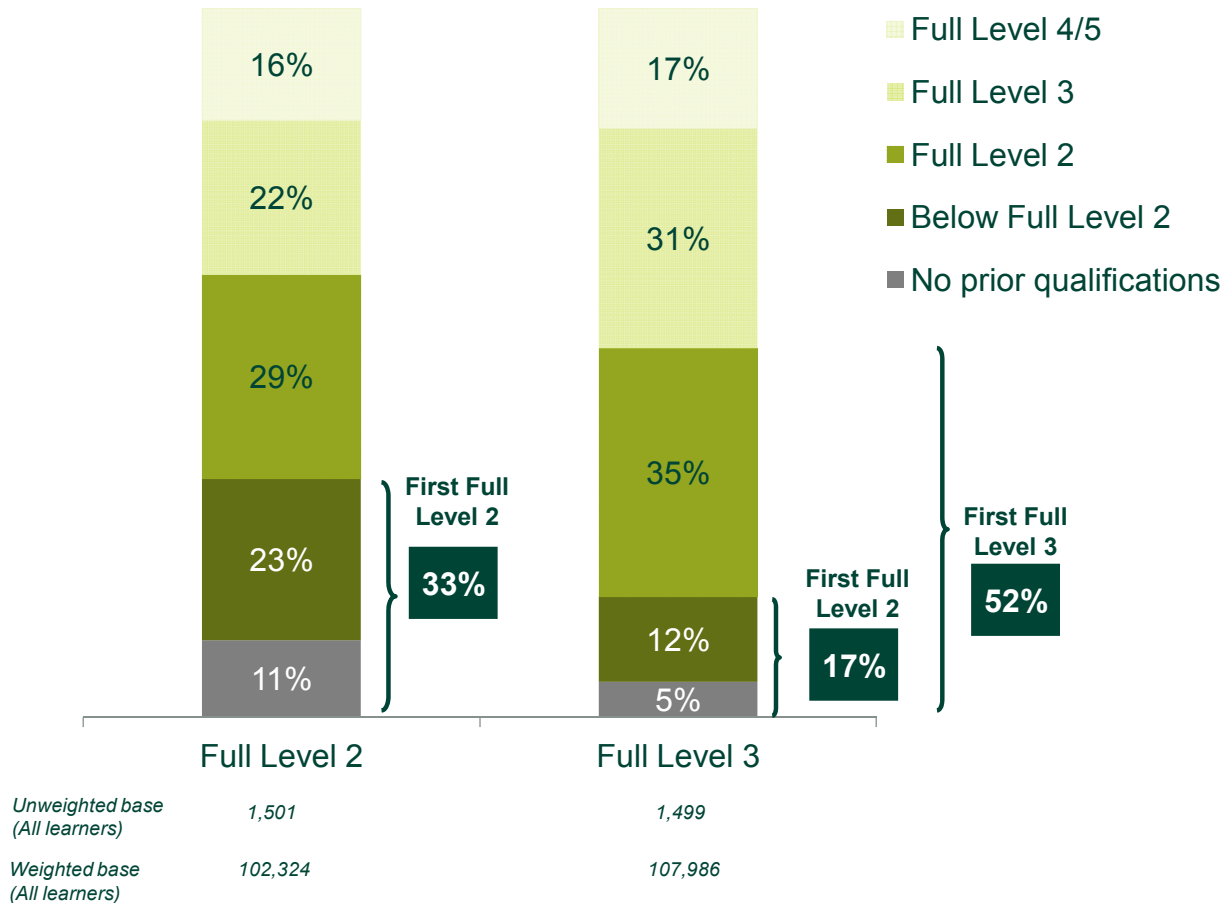
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 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 adult learners

Figure 4.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2010, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 learners with different levels of prior qualifications before starting their course, according to the survey data.

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 adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2010



The survey results indicate that among the estimated 102,300 adult learners enrolled on a Full Level 2 class-room based course in FE in November 2010, one third (33%) were studying for their first Full Level 2 qualification. This represents approximately 33,800 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that two thirds (67%) 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 17%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course; most Level 3 NVQ or Access courses require entrants to have achieved reasonable standards in numeracy and literacy.

The incidence of first **Full Level 3 learning** amongst Level 3 learners is 52%. This corresponds to an estimated 55,700 learners studying towards their first Level 3 qualification as of November 2010.

Across Level 2 and Level 3 provision combined, the incidence of first Level 2 learning revealed by the survey was 25% (corresponding to approximately 52,200 learners).

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

	Number of interviews	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	1,501	33,800	33.05%	+/-2.4%
Full 3	1,499	18,400	17.02%	+/- 1.9%
Overall	3,000	52,200	24.82%	+/- 1.6%

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

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

Table 4.2 highlights differences in the incidence of first Full Level 2 learning according to the age of the learner.

Amongst **Level 2 learners**, the incidence of first Full Level 2 learning is similar for learners aged 19 to 24 and aged 25-44 (each 34%), but lower amongst those aged 45 plus (28%).

Among **Full Level 3 learners**, incidence of first Full Level 2 learning is higher among learners aged 25-44 (21%) than learners aged 19-24 and 45 plus (14% and 15% respectively). This pattern of Level 2 firstness by age for Level 3 learners is very similar to that seen in the 2009/10 survey.

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. Here the pattern reverts to a simple trend of firstness decreasing with age – older learners aged 45 plus are more likely to come to their course already having achieved a Level 3 qualification and therefore show a lower rate of first Level 3 learning (37%, compared to 56% of those aged 19 to 24 and 50% of those aged 25 to 44).

This data shows that in general, up-skilling is more likely to be occurring in younger adult 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 4.2: 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	1,501	33,800	33.05%		
19-24	499	11,400	33.55%		
25-44	790	18,400	34.22%		
45 plus	212	4,000	27.52%		
Summary: 25 plus	1,002	22,400	32.80%		
Level 3 overall	1,499	18,400	17.02%	55,700	52%
19-24	713	7,200	14.11%	28,600	56%
25-44	651	9,800	20.88%	23,400	50%
45 plus	135	1,400	14.53%	3,600	37%
Summary: 25 plus	786	11,200	19.78%	27,100	48%

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

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

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

The pattern by age described is reflected in Table 4.3, which compares the profile of learners undertaking their first Full Level 2 or their first Full Level 3 qualification with learners that already have qualifications at these levels.

Level 2 learners undertaking their first Full Level 2 qualification are on average slightly younger than other Level 2 learners (e.g. 11% are aged 45 plus vs. 16% of those with prior qualifications at Level 2).

Similarly among Level 3 learners, those doing their first Level 3 course were younger than other learners on Level 3 provision, with a more marked bias towards the youngest age band; more than half (53%) of first Full Level 3 learners were aged 19 to 24, compared to close to two-fifths of 'repeat' Level 3 learners (43%).

Table 4.3 shows that whilst there are no differences in the gender profile of first and repeat learners. In terms of ethnicity, Level 3 learners studying at Level 3 for the first time were

more likely to be from a non-white ethnic group, compared to those who already had a qualification at this level before starting their course (31% vs 24%).

Table 4.3: Profile of adult learners undertaking classroom-based course in Further Education in November 2010 – comparison of ‘first’ and ‘repeat’ learners

	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
Base	1,501	453	907	1,499	231	1,158	698	691
	%	%	%	%	%	%	%	%
Age								
19-24	33	35	34	48	41	50	53	43
25-44	53	54	51	43	52	41	41	45
45 – retirement	13	11	15	9	6	9	5	11
Over retirement age	1	*	1	1	1	*	*	*
Gender								
Male	41	40	41	34	32	34	33	34
Female	59	60	59	66	68	66	67	66
Ethnicity								
White	74	74	75	72	67	73	69	75
Non-white	25	23	24	27	32	27	31	24
Not stated	1	1	1	1	1	1	1	1

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

**= <0.5% but >0%*

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. Amongst those who had completed or left their November 2010 course, those engaging with Full Level 2 learning for the first time were less likely to be employed full time (17% vs. 26%) or part time (16% vs. 22%). More than a quarter (27%) of those first Level 2 learners who had completed or left their November 2010 course were unemployed and looking for work at the time of survey, compared to under one fifth of the equivalent group with previous Level 2 qualifications (18%). Fewer first Full Level 2 learners had an annual income of upwards of £21,000, compared to of those who already had a prior qualification of Level 2 or above (6% vs. 11%).

A very similar pattern was seen amongst Level 3 learners. Looking at those who had completed or left their 2010 course by the time of the survey, those who were studying at Level 3 for the first time were less likely to be employed full time or part-time (37% vs. 52% of those with prior Level 3 attainment) and less likely to have an income of £21,000 or more per year (7% vs. 12%).

The survey data allows us to describe the key motivations for the group of more qualified 'repeat' learners at Level 2 or Level 3 in November 2010. The key motivations for these 'repeat' learner groups were the same as those for the cohort as a whole (see Figure 3.1 and Figure 3.2), that is:

- To gain a certificate or qualification (90% of repeat Level 2 learners, 94% of repeat Level 3 learners);
- To develop their career (87%, 92%);
- To improve knowledge/ability in subject (91%, 89%)
- To gain knowledge and skills useful for everyday life (79%, 70%); and
- To gain new skills for their job (75%, 76%).

Compared to first Full Level 3 learners, 'repeat' Level 3 learners were slightly more likely to be motivated by gaining new skills for their job (76% vs. 73%), getting more satisfaction out of their work (59% vs. 53%) and getting a promotion (21% vs. 16%).

Prior qualifications held by adults undertaking classroom-based courses in Further Education

It is clear from the findings discussed thus far that adults undertaking these courses are a diverse group in terms of their level of prior educational attainment. To provide more insight into the educational history of learners, the following tables show the specific qualifications previously attained by adults who were undertaking Level 2 or Level 3 classroom-based courses in Further Education in November 2010. This helps to clarify the

academic and vocational qualification routes that lead up to individuals enrolling on these FE courses.

Tables 4.4 and 4.5 give the proportion of eligible adult 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, e.g. against their highest NVQ or City and Guilds qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 4.4 and 4.5 is not fully comprehensive – only qualifications held by more than one in twenty five learners are included.

Table 4.4: Prior qualifications of Level 2 learners

	All Level 2 learners	First Full Level 2	Prior Full L2+ 'repeat'
Base: All Level 2 learners	1,501	453	905
	%	%	%
GCSEs	54	38	65
Below Level 2 - less than 5 A-C grades	27	38	24
Full Level 2 - at least 5 A-C grades	25	-	40
O or AO Levels	14	7	19
Below Level 2 - less than 5 O or AO Levels	6	7	6
Full Level 2 - at least 5 O or AO Levels	8	-	13
CSEs	13	12	14
Below Level 2 - less than 5 A-C grades	9	12	11
Full Level 2 - at least 5 A-C grades	2	-	2
AS Levels	9	1	15
One, two or three AS Levels - part L3	4	-	3
Four or more AS Levels - Full L3	1	-	12
A Levels	19	-	31
One A Level - part L3	4	-	7
More than one A Level - Full L3	14	-	24
NVQ	29	10	38
Level 1	5	8	3
Level 2	14	-	19
Level 3	7	-	12
Level 4 or Level 5	1	-	1
City and Guilds	26	15	32
Level 1 – Foundation	7	8	7
Level 2 – Craft	6	-	9

	All Level 2 learners	First Full Level 2	Prior Full L2+ 'repeat'
Base: All Level 2 learners	1,501	453	905
	%	%	%
Level 3 - Advanced Craft	3	-	5
BTEC	18	5	26
Below Level 2 – First Certificate or General Certificate	3	4	2
Level 2 – First Diploma or General Diploma	6	-	10
Level 3 – National Certificate or National Diploma	6	-	9
Level 4 – Advanced Certificate or Diploma	1	-	2
Apprenticeship	8	-	5
HNC/HND	4	-	7
Degree	10	-	16

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

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

Looking first at Level 2 learners, Table 4.4 shows that more than half (54%) had attained at least one GCSE before starting their course. In total, seven in ten Level 2 adult learners on class-room based FE courses (69%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst learners undertaking their first Full Level 2 qualification, half (50%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, half (53%), they had attained GCSEs, O/AO levels or CSEs at Level 2. One in seven 'repeat' Level 2 learners (15%) had attained at least one AS level qualification, and three in ten (31%) had at least one A Level, most often (in 24% of cases) having achieved more than one A Level and therefore having prior attainment at Full Level 3. One in six (16%) had a degree before starting their course.

In terms of vocational qualifications, three in ten Level 2 learners had previously attained a NVQ (29%), most commonly at Level 2 (held by 14% of all Level 2 learners). One in four (26%) had previously attained a City and Guilds qualification, and a minority (8%) had completed an Apprenticeship. A small proportion had completed higher-level vocational qualifications such as Higher National Diplomas or Certificates (4%) and BTEC qualifications at Level 3 and 4 (7%).

Table 4.5 below shows the equivalent data for Level 3 learners. Focusing first on those for whom the course represented their first Full Level 3 qualification, two thirds (68%) had attained at least one GCSE, although only in one third of cases (33%) had they attained the benchmark for Full Level 2 (5 GCSEs at A*-C). A small minority had achieved a part Level 3 qualification before starting their Level 3 course, through achieving one, two or three AS Levels (8%) or one single A Level (8%). In terms of Level 2 qualifications which

these learners had progressed from, one quarter were building on an NVQ Level 2 (23%), and smaller proportions held a BTEC First or General Diploma (12%) City and Guilds Craft level qualification (8%).

Amongst Level 3 learners who did have prior attainment at Level 3 or above before starting their course, they had most often achieved this through attaining:

- Two or more A Level passes (in 38% of cases);
- An NVQ at Level 3, 4 or 5 (29%);
- A BTEC qualification at Level 3 or 4 (23%).

Approaching one fifth of these repeat Level 3 learners had attained in the past a foundation, undergraduate or postgraduate degree (18%, equivalent to 8% of all Level 3 learners).

Table 4.5: Prior qualifications of Level 3 learners

	All Level 3 learners	First Full Level 3	Prior Full L3+ 'repeat'
Base: All Level 3 learners	1,499	698	691
	%	%	%
GCSEs	68	68	72
Below Level 2 - less than 5 A-C grades	30	34	27
Full Level 2 - at least 5 A-C grades	37	33	44
O or AO Levels	13	8	18
Below Level 2 - less than 5 O or AO Levels	5	5	12
Full Level 2 - at least 5 O or AO Levels	7	3	6
CSEs	9	7	12
Below Level 2 - less than 5 A-C grades	8	*	11
Full Level 2 - at least 5 A-C grades	2	6	1
AS Levels	15	9	23
One, two or three AS Levels - part L3	6	8	17
Four or more AS Levels - Full L3	1	-	5
A Levels	25	8	44
One A Level - part L3	6	8	5
More than one A Level - Full L3	17	-	38
NVQ	35	27	44
Level 1	2	3	2
Level 2	18	23	10

	All Level 3 learners	First Full Level 3	Prior Full L3+ 'repeat'
Base: All Level 3 learners	1,499	698	691
	%	%	%
Level 3	12	-	26
Level 4 or Level 5	1	-	3
City and Guilds	24	18	30
Level 1 – Foundation	5	4	5
Level 2 – Craft	5	6	5
Level 3 - Advanced Craft	4	-	9
BTEC	24	18	33
Below Level 2 – First Certificate or General Certificate	1	2	1
Level 2 – First Diploma or General Diploma	9	12	7
Level 3 – National Certificate or National Diploma	10	-	20
Level 4 – Advanced Certificate or Diploma	1	-	3
Apprenticeship	7	*	9
HNC/HND	5	-	12
Degree	8	-	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. To better understand the profile of adult learners, the survey asked respondents if they had achieved GCSEs (or equivalent) in Maths and English, and at what grade.

Table 4.6 shows the grades achieved in Maths by those learners who had prior GCSEs or the older equivalent, O Level. The first column of findings in the table includes those learners who had prior GCSEs or O Levels, and shows that over half of these learners (52%) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. The second column shows the data for all learners in the survey sample, showing that a Maths GCSE or O Level at grade A* to C. The third and fourth columns in Table 4.6 show the equivalent findings for all Level 2 and all Level 3 learners respectively. Level 3 learners were more likely to have attained the A*-C benchmark in GCSE or O Level Maths (43% vs. 34% of Level 2 learners).

Table 4.6 Prior Maths GCSE/O Level qualifications of Level 2 and Level 3 learners

		% all with GCSEs/ O Levels	% all learners	% all Level 2 learners	% all Level 3 learners
Base:		2,225 %	3,000 %	1,501 %	1,499 %
GCSE Maths	A*/A	4	3	2	4
	B	13	10	8	11
	C	28	21	17	24
	D	17	13	11	14
	E/F/G/U	12	9	8	9
O Level Maths	A	1	1	1	1
	B	3	2	3	2
	C	5	3	4	3
	D	1	1	1	1
	E/F	1	1	1	1
A*-C at either GCSE or O Level	A* - C	52	39	34	43

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

Table 4.7 Prior English GCSE/O Level qualifications of Level 2 and Level 3 learners

		% of all learners with GCSEs/ O Levels	% all learners	% all Level 2 learners	% all Level 3 learners
Base:		2,225 %	3,000 %	1,501 %	1,499 %
GCSE English – single subject	A*/A	1	1	3	1
	B	4	3	2	4
	C	8	6	5	7
	D	4	3	3	3
	E/F/G/U	3	2	2	2
GCSE English Language	A*/A	4	3	3	4
	B	13	10	8	11
	C	23	17	14	20
	D	8	6	5	6
	E/F/G/U	3	2	3	2
GCSE English Literature	A*/A	4	3	3	3
	B	12	9	7	11
	C	22	16	13	19
	D	9	6	6	6
	E/F/G/U	4	3	3	3
O Level – English Language	A	2	2	1	2
	B	5	4	4	4
	C	5	4	4	3
	D	2	1	2	2
	E/F/G/U	*	*	*	*
A*-C at either GCSE or O Level	A* - C	66	49	41	57

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

*= <0.5% but >0%

The first column of findings in Table 4.7 shows the grades achieved by all those holding at least one GCSE or O Level. Two-thirds of these learners (66%) had achieved a Grade A*, A, B or C in at least one of the qualifications listed. This equates to half of all learners in the survey (49%), as shown in the second column of findings. This attainment tended to be at grades B or C - only a small proportion of all learners (6%) had attainment at A* or A in English GCSE or O Level. As shown in the third and fourth column of findings in Table

4.7, Level 3 learners were significantly more likely to have achieved an A*-C grade in English at GCSE or O Level (57% vs. 41% of Level 2 learners).

One third of learners overall (34%) 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 (38% vs. 29%).

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

A series of six surveys have been undertaken to measure the prior attainment profile of adult learners since 2005. Each survey questioned learners who were on eligible provision in the November prior to the survey fieldwork. For instance, the 2005/06 survey covered adults who were in learning in November 2005, and the latest 2010/11 survey has focused on those on provision in November 2010. Figure 4.2 shows how the percentage incidence of first Full Level 2 learning has changed over the course of the six surveys, separately for adult learners undertaking Full Level 2 and Full Level 3 courses.

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



In 2010/11 there has been a statistically significant decrease in the proportion of adult learners undertaking their first Level 2 qualification compared with 2009/10, either at Level 2 (33% down from 39%) or Level 3 (17% down from 20%). In previous surveys there had been little or no change in levels of firstness since 2005/06: historically among Full Level 2 learners the figure had been within the range 37% to 39%, among Level 3 learners it had ranged from 19% to 22%.

Figure 4.3 below shows the trends in the percentage incidence of first Full Level 3 learning. In line with the decreasing Level 2 firstness rates described above, **the proportion of Level 3 learners undertaking their first Full Level 3 qualification has also reduced significantly since 2009/10 (from 56% to 52%).**

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

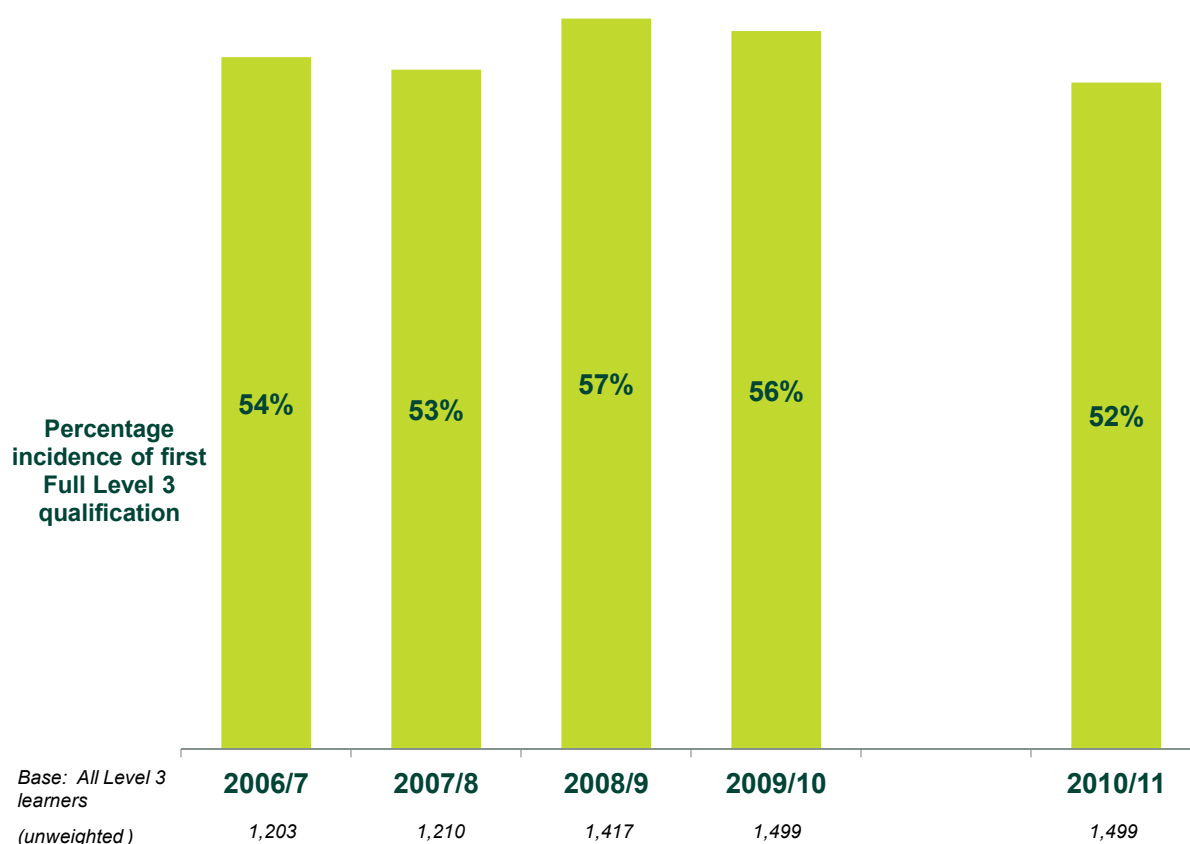
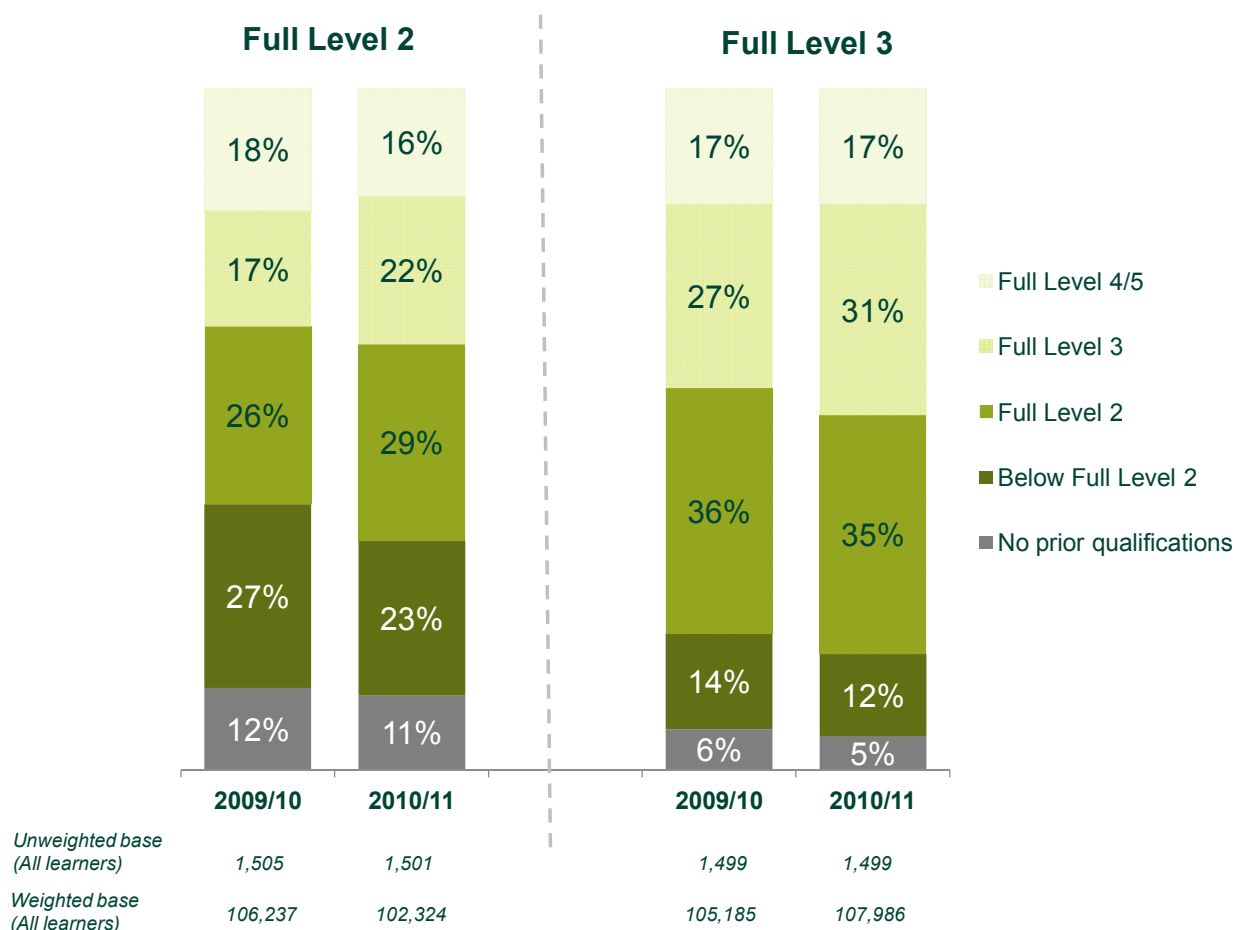


Figure 4.4 shows the profile of the 2009/10 and 2010/11 surveyed learners in terms of their highest level of prior attainment. The left hand side of the graph shows how the prior qualifications of Level 2 learners have changed since last year, and the right hand side shows the change for the Level 3 groups. The two bars in each case represent learners on provision in November 2009 and November 2010.

Figure 4.4: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education – by level of learning and year of survey



Comparing the two cohorts of Level 2 learners shows that whilst the proportion of learners with **no prior qualifications** has stayed more or less the same (11% in 2010/11 vs. 12% in 2009/10) there has been a significant fall in the proportion of learners who had prior qualifications but only below Level 2 (23% in 2010/11 vs. 27% in 2009/10). Conversely, there has been a significant increase in the proportion of Level 2 learners whose highest prior qualification was at Level 2 (29% in 2010/11 vs. 26% in 2009/10) or at Level 3 (22% in 2010/11 vs. 17% in 2009/10).

As shown on the right hand side of Figure 4.4, amongst Level 3 learners, the main change between the two surveys has been the increase in the proportion of learners whose highest prior qualification was at Level 3 (31% in 2010/11 vs. 27% in 2009/10).

The following section looks at which factors might have contributed to the change in the prior qualifications profile of the surveyed groups of learners over time.

Table 4.8 shows the incidence of first Full Level 2 learning figures for the 2009/10 and 2010/11 cohorts, overall and by age group. Whilst there has been a fall across the two

surveys for all age groups, amongst Level 2 learners, there has been a particularly large fall in Level 2 firstness amongst the 25 to 44 year old learner group (from 44% to 34%).

Table 4.8: Incidence of first Full Level 2 learning by age and level of learning – comparison of 2009/10 and 2010/11 cohorts

	2009/10		2010/11	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 2 %	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 2 %
Level 2 learners	1,505 / 106,237	39	1,501 / 102,324	33
19 – 24	562 / 39,571	36	499 / 34,105	34
25 – 44	762 / 53,934	44	790 / 53,855	34
45 plus	169 / 12,732	30	212 / 14,454	28
Level 3 learners	1,499 / 105,185	20	1,499 / 107,986	17
19 – 24	784 / 55,161	16	713 / 51,384	14
25 – 44	617 / 43,280	25	651 / 46,844	21
45 plus	95 / 6,744	18	135 / 9,758	15

As shown in Table 4.9, a similar pattern is evident with regards to the incidence of first Full Level 3 learning, with the biggest decrease in firstness evident for the 25 to 44 year old group (falling from 56% in 2009/10 to 50% for 2010/11).

Table 4.9: Incidence of first Full Level 3 learning by age – comparison of 2009/10 and 2010/11 cohorts

	2009/10		2010/11	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %
Level 3 learners	1,499 / 105,185	56	1,499 / 107,986	52
19 – 24	784 / 55,161	58	713 / 51,384	56
25 – 44	617 / 43,280	56	651 / 46,844	50
45 plus	95 / 6,744	40	135 / 9,758	37

Therefore, across both Level 2 and Level 3 provision, it would seem that the 25 to 44 year old group is driving the change in firstness rates seen in this year's survey. There has not been substantial change in the overall numbers of 25 to 44 year olds undertaking Level 2 or Level 3 classroom-based learning in FE (101,000 learners of this age 'in scope' in November 2010, compared to 97,000 in November 2009). Rather it seems that there has been a shift in the profile of people of this age deciding to engage with this type of learning, towards those with higher qualification levels.

One hypothesis might be that the economic downturn has led to a different profile of 25 to 44 year olds undertaking courses, in particular those with high qualifications that have lost their job and are re-training⁵.

The survey data does not seem to support this hypothesis. As shown in Table 4.10, in 2010/11 there are, in fact, fewer 25 to 44 year old learners unemployed and looking for work, as compared to 2009/10; the second and fourth columns in Table 4.10 show that the proportion of this age group unemployed and available for work at the time of interview has gone down from 22% in 2009/10 to 18% in 2010/11. It is, however, difficult to draw conclusions from this data, given that the survey asked people about their main activity at the point of survey, rather than asking them to look back on their situation when they decided to start their course.

As shown in Table 4.10, the gender profile of adult learners aged 25 to 44 has shifted slightly since the previous survey, with female learners making up 70% of the 2010/11 25 to 44 year old group, compared to 67% in 2009/10. Again, however, this profile change does not seem to explain the change in the incidence of firstness, with the prior qualification levels of males and females aged 25 to 44 being very similar. There has been no shift in the ethnicity profile of the 25 to 44 year old group.

Chapter 5 will describe the relationship between the survey data on prior attainment, and the equivalent information as recorded on the Individual Learner Record (ILR). Compared to the situation in 2009/10, there has been a small shift in the Individual Learner Record (ILR) for the population of eligible learners, in terms of the prior achievement information recorded. Fitting with the changes in firstness in the survey data, where the ILR gave a prior achievement level for the learner, this was on average slightly higher in the November 2010 cohort as compared to the equivalent November 2009 population. Although the series of Prior Qualifications surveys has called into question the reliability of the ILR for measuring prior attainment, the two sources support each other, in that the 'direction' of change in firstness is the same in both measures.

⁵ Due to changes in question wording, it is difficult to compare the motivations of learners between the 2009/10 and 2010/11 surveys. The 2009/10 asked an open-ended, unprompted question on why individuals undertook the course when they did, but did not cover their reasons for taking the course. In 2010/11, additional prompted questions were added to get a full picture of whether a number of key factors (including moving to a different type of work) were motivations for taking a course (as shown in Figures 3.1 and 3.2).

Table 4.10: Profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education – changes since previous survey in profile of all learners and those aged 25 to 44

	2009/10		2010/11	
	All learners	Learners aged 25 to 44	All learners	Learners aged 25 to 44
Base (unweighted)	3,004	1,379	3,000	1,441
Base (weighted)	211,422	97,214	210,310	100,699
	%	%	%	%
Gender				
Male	42	33	37	30
Female	58	67	63	70
Ethnicity				
White	76	75	73	75
Non-white	22	24	26	24
Not stated	2	1	1	1
Economic activity				
Base** (unweighted)	2,428	1,137	2,513	1,242
Base** (weighted)	170,866	80,148	176,067	86,811
Economically active	87	86	82	81
Employed full-time	27	29	27	28
Employed part-time	26	23	26	25
Self-employed	5	7	5	7
On a government-supported training and employment programme	1	1	2	2
Unemployed though looking and available for work	25	22	21	18
Doing unpaid family work	3	6	2	3
Economically inactive	12	14	18	19
Retired	*	-	1	-
Unemployed but not looking or not available for work	9	11	10	12
None of the above	3	3	8	7

*= <0.5% but >0%. - = zero. ** Base= All who had completed or left November 2009/November 2010 course.

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

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

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of learners on enrolment for their course. For the great majority of adult 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 classroom-based course in FE in November 2010), more than nine in ten (92%) had a prior qualification level marked on the ILR, leaving 8% where the qualification level was 'not known'.

Over time the proportion of adult learners in scope for whom the ILR holds prior qualification information has increased, from 62% in 2006/07, to 73% in 2007/08, to 83% level in 2008/09 and 2009/10 academic years, and now to 92% for the 2010/11 cohort. This reflects the greater emphasis on encouraging providers to collect prior qualification information for all learners to allow better monitoring of Level 2 attainment levels. However, as highlighted above, there have been on-going questions around the accuracy of this data, even as the actual volume of data collected has increased.

Table 5.1 details the information on highest prior attainment recorded on the ILR for all sample in scope for the survey, and compares this with the equivalent profile data from last year's survey, referring to individuals on similar provision in November 2009. This demonstrates the overall decrease in missing data (from 17% to 8%).

Table 5.1: ILR information on prior achievement – comparison of 2009/10 and 2010/11 cohorts

	All sample in scope		Excluding 'not known'	
	2010/11	2009/10	2010/11	2009/10
	%	%	%	%
No qualifications	10	11	11	13
Entry Level and below Level 1	4	3	4	4
Level 1	24	22	26	27
Level 2	33	30	36	36
Level 3	12	10	13	12
Level 4/5	8	5	9	6
Other qualification, level not known	1	2	1	2
Not known	8	17		

The third and fourth columns show the figures re-based to exclude the missing data. This reveals that where the ILR did give a prior achievement level for the learner, this was on average slightly higher in the November 2010 cohort as compared to the equivalent November 2009 population. For example, excluding all of the 'not known' instances, the ILR record for November 2010 gives 58% of learners with a prior qualification at Full Level 2 or above (in the boxed area) compared to the 54% in the November 2009 records.

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 classroom-based 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 5.2: ILR information on prior achievement

	All sample in scope	Available to contact	Achieved sample
	%	%	%
No qualifications	10	10	10
Entry Level and below Level 1	4	4	3
Level 1	24	24	25
Level 2	33	33	33
Level 3	12	12	12
Level 4/5	8	7	8
Other qualification, level not known	1	1	2
Not known	8	8	7

*= <0.5% but >0%

Looking at the original sample of learners in scope for the survey, the ILR indicated that one in ten (10%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR reported that just over half of learners in scope (53%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.2).

There was negligible change in the profile when records without useable telephone numbers or who had opted out from research were removed – with the overall proportion of learners recorded as having a highest qualification at Level 2 remaining constant (at 53%).

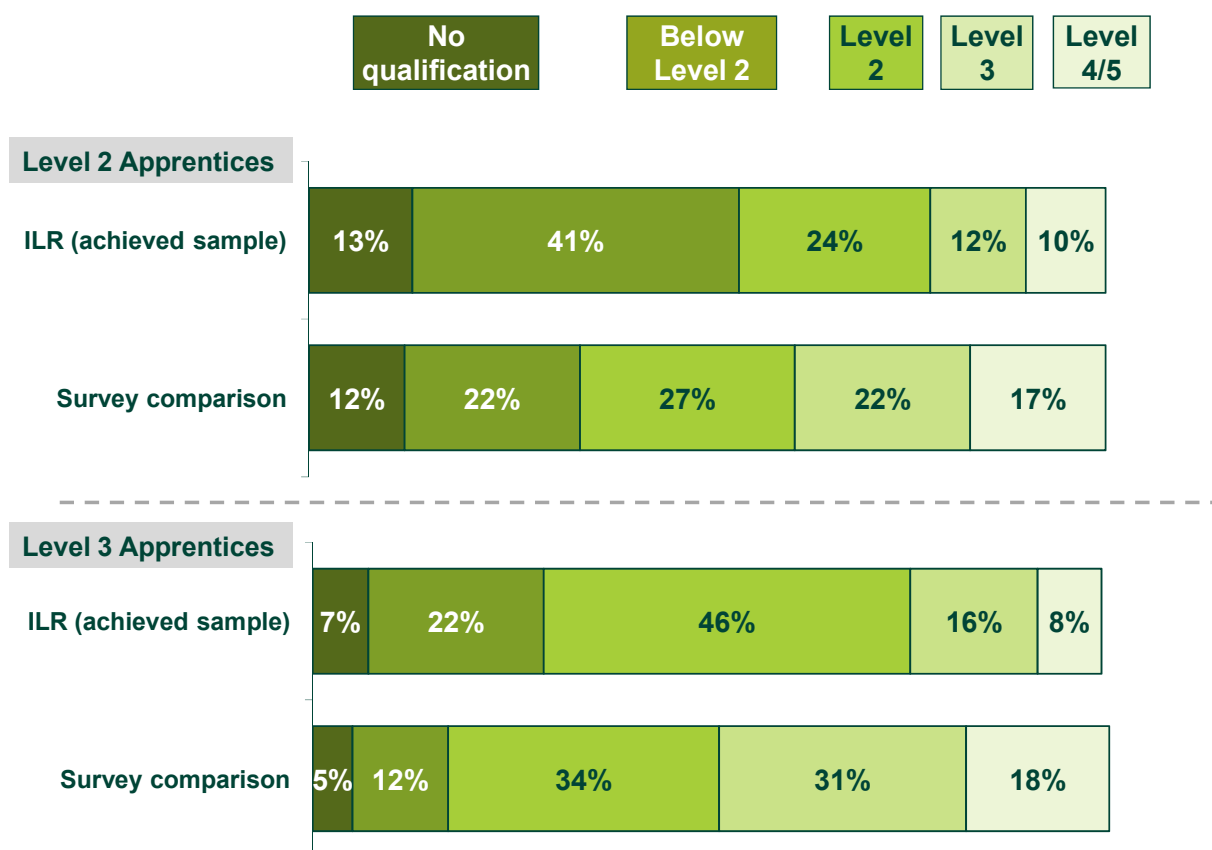
When looking at the ILR profile of the 3,000 adult learners eventually interviewed for the research, it is clear that this is very much in line with the original sample in scope. For instance, the same proportion were listed on the ILR as having no prior qualifications (10%) and the proportion for whom the ILR gave a highest prior attainment value of Level 2 or above also remained constant (53% of those interviewed). Therefore we can have confidence that there was no 'skew' in the interviewing process towards learners with a particular ILR profile.

It is clear from the figures presented in Table 5.2 that there is a discrepancy between the ILR assessment of prior attainment levels of learners, and what learners report as their attainment history in the survey. We have seen that the survey data gives the proportion of learners qualified to Level 2 or above as 75%, substantially higher than the 53% figure given by the ILR measure. This would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of 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 (2,503 out of the 3,000 learners interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.2, and the survey comparison figures in the second bar are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

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



Base: Learners with definite prior achievement level from both the ILR and survey measures (Level 2: 1,213; Level 3: 1,290)

Figure 5.1 first shows the data for Level 2 learners. The ILR indicates that around one fifth of Level 2 learners interviewed for the survey (22%) had a prior qualification at Level 3, 4 or 5 (therefore above the level of their course). The survey data for the same learners indicate that approaching twice as many (39%) had these high level qualifications when starting their course.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 learners as 54%, compared to the survey data, which indicates that only one third (34%) 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. The discrepancy is greater than for the Level 2 cohort, with the survey findings indicating that half (50%) of Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 22%.

To further explore the nature of the discrepancy between the ILR and survey measures of prior attainment, Table 5.3 shows data on the extent of agreement between the two data sets in cases where a level of prior attainment was given on the ILR. It shows the extent to which the survey and the ILR differ on the assessment of prior qualification level. It is important to note that this discrepancy may not always be critical in the sense of affecting firstness – if the ILR indicates that a person has no prior qualifications and the survey suggests that they have a qualification below Level 2, then this is much less critical from a policy angle than where the ILR records a learner as having prior qualifications below Level 2 and the survey indicates they have qualifications at Level 2 or higher.

Table 5.3: 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	2,731	%	42	12	40	6
Level of study						
Full Level 2	1,339	%	42	13	40	6
Full Level 3	1,392	%	43	11	40	6
Age						
19 – 24	1,128	%	45	4	41	4
25 – 44	1,291	%	40	15	38	7
45 plus	312	%	43	9	41	7

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

** 'Survey inconclusive' refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined (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 two fifths of cases (42%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR: for

two fifths of all learners (40%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in eight learners (in 12% of cases the ILR appeared to over-state the prior achievement of learners). In a further 6% of 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 learners. This is in line with previous studies in the research series; for instance, the 2009/10 survey of adult learners on Adult Learner Responsive provision found that the ILR and survey measures agreed in only two fifths of cases (42%), the same figure as shown in Table 5.3 above for 2010/11.

As evident in Table 5.3, there are no significant differences in the degree of discrepancy according to the level of learning. However, there are small differences according to the age of the learner, with the middle aged group (aged 25 to 44) demonstrating the least agreement between the ILR and survey measures. The level of agreement for all age groups was between 40% and 45%.

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 1,141 respondents. This is shown in Table 5.4.

As shown in Table 5.4, the survey confirms the ILR first Level 2 assessment in around two-fifths (39%) of cases. In most other cases (58%), 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. The level of agreement between the ILR and survey has declined since the previous 2009/10 survey, where the proportion of cases where both agreed on first Full Level 2 status was higher (47% vs. 39% this year).

Table 5.4: 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	1,141	%	39	58	3
Level of study					
Full Level 2	731	%	47	50	4
Full Level 3	410	%	27	71	1
Age					
19 – 24	458	%	37	61	2
25 – 44	556	%	42	54	3
45 plus	127	%	35	61	4

*‘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).

The analysis presented in Table 5.4, 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 5.3 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 (71%) than for Level 2 learners (50%). 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 third (34%) of cases 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.

Table 5.5: 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	1,501 %	364 %	1,499 %	292 %
Not studied with the provider before	61	58	52	48
Studying with provider immediately before starting course	21	24	29	34
Studied with provider at any point before starting course	39	42	48	52

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

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

Table 5.6 lists the most common prior qualifications held by those 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.

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

- GCSEs or O Levels amounting to a Full Level 2 qualification (52%);
- A Levels (32%);
- NVQ Level 2 (19%).

These were also the most common qualifications amongst those recorded on the ILR as having a Level 1 qualification, with one third having GCSEs or O Levels at Level 2 (35%), and one fifth having A Levels (19%) or an NVQ 2 (21%).

Table 5.6: Prior qualifications 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

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held	75 %	215 %
GCSE/O level grade A-C or equivalent (L2)	52	35
A Levels	32	19
NVQ Level 2	19	21
NVQ Level 3	16	8
Degree	12	10
City & Guilds craft	9	11
City & Guilds advanced craft	9	7
Apprenticeship	7	5
OND,ONC,BTEC etc, national	7	14
HNC,HND,BTEC etc higher	5	6

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 at Level 2 and above shown.

Data shown unweighted.

Table 5.7 shows a similar analysis for those Level 3 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 5.7: Prior qualifications of Level 3 learners 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 attainment level		
	No qualifications	Level 1	Level 2
Prior qualifications held	45	87	218
	%	%	%
A Levels (more than one)	31	29	28
OND, ONC, BTEC etc, national	27	31	37
NVQ Level 3, 4 or 5	27	21	29
HNC, HND, BTEC etc higher	13	11	12
Degree	7	20	7
City & Guilds advanced craft	4	7	9
AS Levels (four or more)	4	5	3
Diploma in higher education	4	1	3

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 at Full Level 3 or above shown.

Data shown unweighted.

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

- Multiple A Levels (31%);
- OND, ONC or BTEC national qualifications at Level 3 (27%);
- NVQ Level 3, 4 or 5 (27%).

There is a similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications (as shown in Table 5.7). Where the ILR gave the highest qualification as Level 2 for these learners, the additional qualifications most commonly revealed by the survey tended to be the same as above. There were instances also where the ILR had apparently failed to record prior attainment

at above Level 3, through someone having attained HNC, HND or BTEC Higher qualifications or a degree.

Appendices

A – Quotas and weighting

The quota targets for this 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

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	499	789	200	12	1,500
Full Level 3	714	651	130	5	1,500
Total	1,213	1,440	330	17	3,000

As shown in the table below, the final achieved interview figures were extremely 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

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	499	790	200	12	1,501
Full Level 3	713	651	130	5	1,499
Total	1,212	1,441	330	17	3,000

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2 or Full Level 3 classroom-based courses in Further Education 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 approximately 210,000 records.

Table A3: Population figures – Eligible adults undertaking a Full L2 or Full L3 classroom-based course in FE in November 2010

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	34,015	53,855	13,607	847	102,324
Full Level 3	51,384	46,844	9,364	394	107,986
Total	85,399	100,699	22,971	1,241	210,310

B - Sample outcomes and response rate

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

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

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

The response rate for this survey was **62%**.

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 derived from the survey, for the key age groups. For example, for the Full Level 2 learners aged 19-24, we can be 95% confident that the true firstness figure lies within + or – 4.1% of the survey finding. For the 45 year olds, the base number of interviews is smaller, and the confidence interval rises to +/- 6.0%.

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

Level of course	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>	1,501	33.05%	+/-2.4%
	<i>19-24</i>	499	33.55%	+/-4.1%
	<i>25-44</i>	790	34.22%	+/-3.3%
	<i>45 plus</i>	212	27.52%	+/-6.0%
	<i>25 plus</i>	1,002	32.80%	+/-2.9%
Full Level 3	<i>All</i>	1,499	13.71%	+/-1.9%
	<i>19-24</i>	713	11.41%	+/-2.6%
	<i>25-44</i>	651	14.98%	+/-3.1%
	<i>45 plus</i>	135	29.51%	+/-5.9%
	<i>25 plus</i>	786	17.89%	+/-2.8%
Overall	<i>All</i>	3,000	24.82%	+/-1.6%

Table C2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 51.54% has a confidence interval of 2.5% based on the sample of 1,499 learners surveyed. The incidence figure for the 45 plus age group should be treated with caution given the relatively wide confidence interval of +/-8.1%.

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

Level of course	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>1,499</i>	<i>51.54%</i>	<i>+/-2.5%</i>
	<i>19-24</i>	<i>713</i>	<i>55.64%</i>	<i>+/-3.7%</i>
Full Level 3	<i>25-44</i>	<i>651</i>	<i>50.05%</i>	<i>+/-3.8%</i>
	<i>45 plus</i>	<i>135</i>	<i>36.96%</i>	<i>+/-8.1%</i>
	<i>25 plus</i>	<i>786</i>	<i>47.81%</i>	<i>+/-3.5%</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 left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: All answering**	312 %	91 %	80 %	<i>DATA NOT SHOWN AS BASE <25</i>	68 %
Less than £6,000	52	4	75		68
£6,000 - £10,999	23	22	24		29
£11,000 - £12,999	9	25	1		1
£13,000 - £14,999	5	15	-		-
£15,000 - £17,999	5	16	-		1
£18,000 to £20,999	3	8	-		-
£21,000 to £24,999	2	5	-		-
£25,000 to £29,999	1	3	-		-
£30,000 to £32,999	-	-	-		-
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	-	-	-		-
£46,000 plus a year	-	-	-		-
Summary: £21,000 plus	3	9	-		-
Mean income***	£9,000	£13,700	£6,700		£7,000

*= <0.5% but >0%

- = zero

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

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

Table 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 left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base:	613	182	146	57	141
All answering**	%	%	%	%	%
Less than £6,000	34	6	42	25	58
£6,000 - £10,999	26	13	41	30	27
£11,000 - £12,999	9	14	6	11	6
£13,000 - £14,999	6	11	5	2	3
£15,000 - £17,999	8	15	3	9	4
£18,000 to £20,999	4	10	-	4	1
£21,000 to £24,999	4	7	3	5	1
£25,000 to £29,999	5	15	-	4	-
£30,000 to £32,999	2	4	-	4	-
£33,000 to £35,999	1	2	-	2	-
£36,000 to £45,999	1	2	-	4	1
£46,000 plus a year	1	2	-	4	-
Summary: £21,000 plus	14	31	3	21	1
Mean income***	£12,100	£18,200	£8,600	£14,600	£8,100

*= <0.5% but >0%

- = zero

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

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

Table 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 left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: All answering**	426 %	117 %	146 %	DATA NOT SHOWN AS BASE <25	51 %
Less than £6,000	49	3	58		76
£6,000 - £10,999	26	21	38		22
£11,000 - £12,999	8	25	2		2
£13,000 - £14,999	6	15	2		-
£15,000 - £17,999	4	15	-		-
£18,000 to £20,999	3	11	1		-
£21,000 to £24,999	1	3	-		-
£25,000 to £29,999	1	3	-		-
£30,000 to £32,999	*	2	-		-
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	1	2	-		-
£46,000 plus a year	-	-	-		-
Summary: £21,000 plus	4	10	-		-
Mean income***	£9,400	£14,600	£7,300		£6,700

*= <0.5% but >0%

- = zero

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

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

Table 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 left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
Base: All answering**	524 %	166 %	137 %	25 %	119 %
Less than £6,000	29	3	34	48	47
£6,000 - £10,999	27	16	37	16	34
£11,000 - £12,999	10	13	8	4	10
£13,000 - £14,999	6	7	8	12	4
£15,000 - £17,999	7	13	7	-	1
£18,000 to £20,999	7	14	4	4	2
£21,000 to £24,999	6	17	1	-	1
£25,000 to £29,999	2	5	1	4	-
£30,000 to £32,999	2	4	-	-	-
£33,000 to £35,999	1	3	-	4	-
£36,000 to £45,999	1	2	-	8	-
£46,000 plus a year	2	4	1	-	1
Summary: £21,000 plus	14	34	2	16	1
Mean income***	£12,800	£18,900	£9,900	£12,900	£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. Figures rounded to nearest £100.

E - Questionnaire

Prior Achievements Questionnaire 2011 IFF Research

Screenener

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 'sf')

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

National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications	21	4
RSA or OCR	22	4
City and Guilds	23	3
YT Certificate	24	1
Key Skills / Core Skills (Scotland)	25	2
Basic Skills including Skills for Life literacy , numeracy, ESOL or IT qualifications	26	2
<i>Welsh Baccalaureate</i>	27	Level 3

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

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

IF A LEVEL AT Q5

8) Did you have...

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

IF SCE HIGHERS AT Q5

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

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

IF NEW DIPLOMA AT Q5

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

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

IF GNVQ/GSVQ AT Q5

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

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

IF AS-LEVEL AT Q5

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

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

IF HAVE O LEVELS OR AO LEVELS

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

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

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

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

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

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

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

IF HAVE GCSEs

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

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

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

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

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

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

INTERVIEWER NOTE: IF REPENDENT 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

- 20) IF INTERMEDIATE LEVEL 2 AT Q17
How many Scottish National Qualifications Intermediate level 2 did you have at grade C or above ...
READ OUT AND CODE?

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

- 21) IF CITY AND GUILDS AT Q5
Was your highest City and Guilds qualification... READ OUT AND CODE FIRST THAT APPLIES?

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

- 22) IF RSA / OCR AT Q5
Was your highest RSA or OCR...? READ OUT AND CODE FIRST THAT APPLIES

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

- 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 Baccaulaureate' AT Q5 ASK
Is your Welsh Baccaulaureate ... READ OUT?

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

- 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

IF DON'T KNOW (OTHERS ASK Q34)

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

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

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

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

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

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

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

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

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

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

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

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

- 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>	1
<u>Retired</u>	
<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

ASK ALL

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

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

SAY TO ALL

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

© Crown copyright 2012

You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is also available on our website at www.bis.gov.uk

Any enquiries regarding this publication should be sent to:

Department for Business, Innovation and Skills
1 Victoria Street
London SW1H 0ET
Tel: 020 7215 5000

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

URN 12/P170