



Department
for Business
Innovation & Skills

BIS RESEARCH PAPER NUMBER 197

**Prior Qualifications of adults
undertaking classroom-based
courses in Further Education
2012/13**

DECEMBER 2014

RESEARCH

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Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education (FE) in 2012/2013. The research was commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, and sought to understand the qualifications learners held before embarking on these courses and their motivations for learning.

The survey was conducted in January-March 2014, and involved interviews with 4,001 learners enrolled on classroom-based courses in FE in November 2012. It covered those enrolled on Full Level 2 provision (1,500 interviews), learners on Full Level 3 courses (1,500 interviews), those on Foundation Learning Tier Maths and English courses (568 interviews) and those on Other Foundation Learning Tier provision (433 interviews).

Levels of prior attainment FE learners

Among those on Full Level 2 provision, just over a quarter (28%) were aiming to achieve their first full Level 2 qualification (8% of Level 2 learners had no prior qualifications and 20% had qualifications at below Level 2). In contrast over two-fifths (43%) of those on full Level 2 courses had prior qualifications at Level 3 or higher.

Among those on Level 3 provision a fifth (19%) were seeking to achieve their first full Level 2 qualification (3% had no prior qualifications and 16% had qualifications at below Level 2), and just over half (54%) were aiming to achieve their first full Level 3 qualification.

Across Level 2 and Level 3 FE provision combined, the incidence of first Level 2 learning shown by the survey was 24%, corresponding to approximately 53,800 learners who, if successful, would pass the Level 2 threshold.

Among adults on Foundation Learning Tier FE provision, a high proportion of those on Maths and English courses had no prior qualifications (31%) or qualifications below Level 2 (31%). In comparison, those on other (non-Maths and English) Foundation Learning Tier FE provision were higher qualified, though still 14% had no prior qualifications and 25% had qualifications at below Level 2.

A detailed explanation on how the highest level of prior qualification was determined can be found in Chapter 4.

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

A series of eight surveys have been undertaken to measure the prior attainment profile of adult learners since 2005. All have used similar sample sizes and methodologies and hence allow comparisons to be made over time.

In the current study of 2012/13 learners the proportion of Level 3 learners undertaking their first full Level 2 (19%) and first full Level 3 qualification (54%) was exactly as found among 2011/12 learners on Adult Learner Responsive provision. Indeed the proportion of Level 3

learners undertaking their first full Level 2 or first full Level 3 qualification has changed little over recent years. Over the last eight surveys the proportion of Level 3 learners seeking their first Level 2 qualification has been in the 17% - 22% range, and the proportion seeking their first Level 3 qualification has been in the 52% - 57% range.

However the proportion of Level 2 learners in the current study aiming to achieve their first full Level 2 qualification (28%) was lower than among 2011/12 learners (34%), indeed the proportion is at the lowest level found over the last eight surveys (when it has been in the 33% - 39% range).

Prior Maths and English qualifications held

The survey asked learners specifically about whether they had O levels, GCSEs, CSEs or Basic Skills qualifications in Maths and/or English.

Among Level 2 learners, approaching half (45%) had A*-C GCSE (or equivalent) in English, while a quarter (26%) had no English qualifications. They were less likely to have an A*-C GCSE or equivalent in maths (38%), but a similar proportion had no maths qualifications (28%) as was the case with English.

Compared with Level 2 learners, Level 3 FE learners were more likely to have A*-Cs in English (52%) or maths (49%). For both subjects 17% of Level 3 learners had no qualifications.

Among both Level 2 and Level 3 learners those aged 19-24 were more likely to have GCSE in maths and English grade A*-C (and less likely to have no qualifications in those subjects).

Comparison of ILR and survey measures of prior attainment

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

Consistent with the findings from previous studies the ILR data appears to under-report prior attainment levels. Among Level 2 learners interviewed for the survey where the ILR records a definite prior level and where the survey information enables a definite level of prior attainment to be assessed, the ILR gives the incidence of first Full Level 2 learning as 44%, while the survey data suggests this is 26%.

The discrepancy is greater for Level 3 learners, with the survey findings indicating that almost half (47%) of Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to just 25% indicated by the ILR.

Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education in 2012/2013. 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 classroom-based Full Level 2, Full Level 3 and Foundation Learning Tier courses funded from the Adult Skills budget by the Skills Funding Agency¹. 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 to (other) Higher Education.

The research was undertaken to understand the background of those deciding to undertake these courses, in terms of the qualifications they held before embarking on these courses and their motivations for undertaking these courses. Specifically the research sought to understand the extent to which investment in classroom-based learning has been directed towards up-skilling individuals with lower skill levels, 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.

This research looked specifically at the highest prior qualifications of adult learners aged 19 plus who were undertaking Full Level 2, Full Level 3 or Foundation Learning Tier classroom-based courses in FE in November 2012 and involved a survey of 4,001 learners conducted in January-March 2014.

Research background and objectives

The Coalition Government's strategy for skills was set out in *Skills for Sustainable Growth* and in *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 looks mainly on the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most, especially those with few or no qualifications, thereby promoting access to employment and maximising the return on investment in terms of social mobility and economic benefits.

The previous government set targets for the proportion of working age adults to be qualified to particular levels by particular dates. Although these targets were not continued by the Coalition government, it maintains an interest in upskilling the population, and

¹ These courses were previously funded from the 'Adult Learner Responsive' provision by the Skills Funding Agency.

hence information provided by the Prior Qualifications Survey remains relevant to current policy.

Previous Prior Qualifications surveys (dating back to 2005) have been used to accurately measure the proportion of adults on Adult Learner Responsive (and also Apprenticeships and funded Workplace Learning) that were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population. This survey also includes those enrolled on Foundation Learning Tier courses which cover both Entry Level and Level 1 courses as well as unaccredited courses. These courses can be defined by whether they are Maths and English courses or not: a key interest was the extent to which Maths and English learners already had Maths and English qualifications. Thus, this report discusses the analysis of four main groups: Level 2, Level 3, Foundation Learning Tier Maths and English and Other Foundation Learning Tier courses.

In defining 'those who need it most', a key priority group is adults 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, eight surveys (dating back to 2005) 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 has revealed that a considerable proportion of this learning was being undertaken by people who were already qualified to at least Level 2. For instance, the 2011/12 survey found that two thirds (66%) of those undertaking Level 2 learning in November 2011 already held a qualification at Full Level 2 when they enrolled.

It should be noted that FE 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.

Methodology

During the academic year 2012/13, 3,280,600 people were enrolled on an FE course, 475,000 of which were in learning in November 2012.

A sample of 172,469 learners was drawn from the Individualised Learner Record (ILR). This included Learners:

- Enrolled on eligible courses funded by the Adult Skills budget at Full Level 2, Full Level 3 or Foundation Learning Tier (including accredited and non-accredited courses) in November 2012;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

From this sample, a total of 4,001 telephone interviews were conducted with adult learners (aged 19 plus) who were enrolled on Full Level 2, Full Level 3 or Foundation Learning Tier classroom-based courses in FE in November 2012.

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 23rd January to 8th March 2014. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a distribution of interviews that would maximise the reliability of analysis at the level of detail required, quota targets were set. Of the total 4,000 interview target, 1,500 interviews were allocated to each of Level 2 and Level 3 learners whilst a smaller proportion (1,000 interviews) was allocated to Foundation Learning Tier learners. Within each of these three groups (Level 2, Level 3 and Foundation Learning Tier), targets were set by age band to ensure a representative spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR. Further details on the quotas are appended (Appendix B).

To allow estimates to be made from the survey results for the whole adult learner population at the analysis stage, the survey data were grossed up 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. More details are provided in Table B2 in Appendix B.

The report compares findings with previous studies conducted by IFF Research in 2005/6, 2006/7, 2007/8, 2008/9, 2009/10, 2010/11 and 2011/12. In each case, the survey consisted of those on provision in November in the first of the two years.

The report structure

Chapter 3 briefly discusses the profile of Level 2, Level 3, Foundation Learning Tier Maths and English and Other Foundation Learning Tier courses in terms of demographics (age, gender, ethnicity, and region), economic activity at the time of the survey and the proportion receiving benefits / tax credits, and personal income level.

Chapter 4 then presents findings on the prior qualification level of adult FE learners, discussing the number, proportion and profile of those undertaking their first Full Level 2 qualification, and also, for Level 3 learners, those undertaking their first Full Level 3 qualification. This chapter also discusses prior attainment in Maths and English at O Level / GCSE. Time series data on Level 2 and Level 3 firstness from Prior Qualifications Surveys going back to 2005/6 is also presented.

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

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

Chapter 3: The profile of adult learners

This chapter explores the profile of those enrolled on Full Level 2, Full Level 3, Foundation Learning Tier Maths and English or Other Foundation Learning Tier classroom-based courses in FE in November 2012. Information about gender, age and ethnicity is drawn from the Individual Learner Record (ILR) and information about the work status, income and benefits profile of learners is drawn from the detailed survey questioning.

Data is weighted to represent the full population characteristics of adult learners on eligible provision in November 2012.

The age, gender and ethnicity profiles of eligible learners on provision in November 2012² are shown in Table 3.1.

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 these 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.

The demographic profile of learners

Table 3.1: Demographic profile of adult FE learners

	All learners	Foundation Learning Tier Maths and English	Other Foundation Learning Tier	Full Level 2	Full Level 3
Base: All learners	4,001	568	433	1,500	1,500
	%	%	%	%	%
Age					
19-24	29	17	24	30	52
25-44	50	63	38	51	41
45 – retirement	17	18	27	18	7
Over retirement age	4	3	11	1	*
Gender					
Male	34	27	41	34	37
Female	66	73	59	66	63
Ethnicity					
White	62	38	75	74	71
Non-white	36	60	22	25	28
Asian	16	28	9	10	14
Black	12	20	7	9	10
Mixed / other	7	11	6	5	4
Not stated	2	2	3	1	1

*= <0.5% but >0%

Learners aged 25-44 made up half (50%) of eligible adult learners on provision in November 2012 whilst younger learners aged 19-24 made up almost three in ten (29%). A fifth of adult learners were aged 45-retirement age (17%) or over retirement age (4%; aged 60 plus for women; 65 plus for men).

Level 3 learners were younger than their Level 2 counterparts (52% aged under 25 compared with 30% of Level 2 learners), who in turn were younger than those undertaking Foundation Learning Tier level courses. The Foundation Learning Tier Maths and English learners were quite concentrated in the 25-44 age category (63%), Other Foundation Learning Tier were quite evenly spread though were the most likely (out of all four groups of learners) to be aged 45 plus (38%).

Within the weighted survey figures the majority of learners were female (66%). Whilst the proportion of Level 2 and Level 3 were similar (66% and 63% respectively), this figure is quite different among Maths and English and Other Foundation Learning Tier learners (73% among the former and 59% among the latter).

The weighted figures suggest that just under two thirds of learners were White (62%), although this was much lower among Foundation Learning Tier Maths and English learners (38%) than Maths and English, Level 2 and Level 3 learners (ranging from 71% to 75%).

The gender and ethnicity profiles of those interviewed was very similar to that of all learners in scope of the survey (i.e. all adults on the ILR on a classroom-based course in November 2012) although the learners interviewed for Foundation Learning Tier Maths and English were *slightly* more skewed towards females and non-White learners (73% and 60% respectively) than all Maths and English learners in scope of the survey (69% and 51% respectively) (see Appendix H).

Table 3.2 looks at the age and gender profile of adult classroom-based learners on provision in November 2012 and compares it with those enrolled on the same type of provision in November 2011. This table just focuses on Level 2 and Level 3 learners as Foundation Learning Tier learners were not included in the 2011/12 survey. The figures (which come from the weighted survey data) show that there is little variation in either age or gender profile among Level 2 or Level 3 learners across the two surveys.

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

	All Level 2 and Level 3 learners		Level of course			
			Full Level 2		Full Level 3	
	2011/12	2011/12	2011/12	2012/13	2011/12	2012/13
Base:	3,021	3,021	1,505	1,500	1,506	1,500
	%	%	%	%	%	%
Age						
19-24	40	40	31	30	49	52
25-44	47	47	52	51	43	41
45–retirement	12	12	16	18	8	7
Over retirement age	1	1	1	1	*	*
Gender						
Male	34	34	32	34	36	37
Female	66	66	68	66	64	63

*= <0.5% but >0%

As shown in Table 3.3 the regional split within the weighted population of survey learners is similar across all levels although a higher proportion of Maths and English learners were

in Greater London (33% vs. 23% among Other Foundation Learning Tier learners and 20% of Level 2 learners and Level 3 learners).

Table 3.3: Region of learners

	All learners	Level of course			
		Foundation Learning Tier Maths and English	Other Foundation Learning Tier	Full 2	Full 3
<i>Base: All learners</i>	4,001 %	568 %	433 %	1,500 %	1,500 %
East of England	8	6	7	10	10
East Midlands	8	9	8	7	7
Greater London	24	33	23	20	20
North East	5	2	8	7	7
North West	14	14	13	14	16
South East	8	5	7	12	10
South West	8	5	11	8	9
West Midlands	14	17	12	14	14
Yorkshire and Humberside	9	9	12	9	8

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

Economic indicators

The remainder of the chapter looks at the work status and income levels of adult FE learners, based on the weighted survey findings.

Table 3.4 outlines the employment status of adult learners. The 'active' or 'inactive' summary codes show whether the learner would be considered available for work or not at the time of their interview in early 2014. As the table shows, 16% were still undertaking the course they were on in November 2012. The proportion still on their course was highest among Foundation Learning Tier courses (20%, rising to 24% among Maths and English learners specifically) and was higher among Level 3 learners than Level 2 learners (13% vs. 10% Level 2 learners).

Table 3.4: Economic activity of learners at the time of interview

	All learners					Those who had completed or left Nov. 12 course				
	All	FLT Maths and English	Other FLT	Full 2	Full 3	All	FLT Maths and English	Other FLT	Full 2	Full 3
Base: All learners	4,001	568	433	1,500	1,500	3,449	434	370	1,347	1,298
	%	%	%	%	%	%	%	%	%	%
Still studying on Nov. 2012 course	16	24	15	10	13	-	-	-	-	-
Economically active	76	75	67	85	78	77	75	69	86	78
Employed full-time	20	15	17	28	23	22	17	18	29	23
Employed part-time	23	20	17	27	28	23	20	18	27	28
Self-employed	5	4	6	7	6	6	4	7	7	6
On a government-supported training and employment programme	1	1	1	2	1	1	1	1	1	1
Unemployed though looking and available for work	24	31	23	20	19	23	29	23	20	18
Doing unpaid family work	3	4	2	2	2	2	4	2	2	1
Economically inactive	24	25	33	15	22	23	25	31	14	22
Retired	4	3	13	2	*	4	3	11	2	*
Unemployed but not looking or not available for work	12	15	14	8	10	12	15	13	8	10
None of the above	7	6	7	5	11	7	7	6	4	12

*= <0.5% but >0%

- = zero

The final three columns of Table 3.4 show figures based just on those that had completed their course or left the course by the time of the interview. Looking at this group, the vast majority (77%) were economically active (highest among Level 2 learners (86% vs. 78%

Level 3 and 72% Foundation Learning Tier). This includes 22% in full-time employment, 23% in part-time employment and 23% unemployed but looking for work.

Approaching one in five (23%) of all learners was economically inactive at the time of interview. This group were asked to provide a time period in which they envisaged being available for work again. Results are shown in Table 3.5 below.

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

	All learners	Level of course			
		Foundation Learning Tier Maths and English	Other Foundation Learning Tier	Full 2	Full 3
Base: All learners not looking or available for work	420	86	59	127	148
	%	%	%	%	%
Within the next 2 years	45	38	31	65	59
Within the next 5 years	19	13	21	13	35
Within the next 10 years	3	5	3	2	1
More than 10 years	*	-	-	1	-
Do not expect to be available for work again	13	18	16	9	-
Not sure	21	27	29	12	5

* = <0.5% but >0%, and '-' = zero

Just under half (45%) reported that they would be available for work again within the next 2 years (higher among Level 2 (65%) than Level 3 learners (59%) both of which were higher than Foundation Learning Tier learners (38% among Maths and English learners and 31% among Other Foundation Learning Tier)). Around one in seven (13%) did not expect to be available for work again. The incidence of this was highest among those on Foundation Learning Tier courses (17% compared with 9% of Level 2 learners and none of the Level 3 learners).

As Table 3.6 shows, approaching two in five (39%) of learners were receiving some form of benefit or credit at the time of their interview (rising to 46% of those still on their course and 52% of those who had completed or left their course and were not in work).

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

	All learners	Still on Nov 2012 course	Completed or left course – in work	Completed or left course – not in work
Base: All learners	4,001 %	552 %	1,918 %	1,531 %
Receiving benefits or credits	39	46	24	52
Housing Benefit	16	20	9	20
Job Seekers Allowance (JSA)	14	14	9	20
Tax Credits	12	19	10	11
Income Support (IS)	6	6	2	11
Disability Living Allowance (DLA)	4	5	1	8
Council Tax Benefit	4	5	2	6
Employment and Support Allowance	4	4	1	7
Incapacity Benefit	2	2	1	3
Carer's Allowance	1	1	*	2
Not receiving any benefits or credits	57	50	74	43

*= <0.5% but >0%

The personal annual income of individuals who had either completed or left their November 2012 course by the time of the interview is presented in Table 3.7. As shown, in the vast majority of cases, classroom-based learners typically reported earning less than £21,000 per year (90%). Predictably, income is highest where individuals secured or sustained full-time work after leaving their course (22% earning £21,000 or more) or where they were self-employed (18% earning £21,000 or more).

Table 3.7: Personal gross income (annual) amongst those who had completed or left November 2012 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**	2,223	678	570	146	479
	%	%	%	%	%
Less than £6,000	30	3	25	28	51
£6,000 - £10,999	33	22	51	34	35
£11,000 - £12,999	9	12	10	13	5
£13,000 - £14,999	7	16	4	2	4
£15,000 - £17,999	7	14	4	3	3
£18,000 to £20,999	5	12	2	3	1
£21,000 to £24,999	3	8	1	5	*
£25,000 to £29,999	3	6	1	5	*
£30,000 to £32,999	1	2	1	1	-
£33,000 to £35,999	1	1	*	2	-
£36,000 to £45,999	1	3	*	1	*
£46,000 plus a year	1	2	1	4	-
Summary: £21,000 plus	10	22	5	18	1
Mean income***	£11,400	£16,700	£9,500	£12,800	£7,800

*= <0.5% but >0%

- = zero

**Excludes those refusing (1% 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.

Chapter 4: The prior qualification level of learners

This chapter presents findings on the prior qualification level of adult FE learners, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 or first Full Level 3 qualification. The type of qualifications previously held by those on Level 2, Level 3 or Foundation Learning Tier courses are also discussed, with particular emphasis on prior qualifications in Maths and English.

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 look separately at 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 or through an Apprenticeship, work or government schemes or 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 one on the list, and to give details of any other qualifications they might have (including those achieved outside of the UK) not appearing on this list.

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

Slightly different figures result depending on how ‘other’ qualifications are dealt with. The method used replicates the approach taken in the Labour Force Survey; it ignores ‘other’ qualifications (including all those attained outside the UK) when determining the highest prior qualification level for those who hold such qualifications. 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 but the learner is unsure whether it is Level 2 or Level 3, half of these learners are assigned as having achieved a Level 2 qualification and half a Level 3.
- If a Certificate of Sixth Year Studies (CSYS) is the highest qualification then 67% are allocated as a Level 2 and 33% a Level 3.
- If A levels, AS levels or O levels are the highest qualification but the learner is unsure how many that they have, then proportions are applied to each level using the results of those that do have such qualifications.

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).

An important aim of this research is to determine 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 because randomly allocating a level for 'other' qualifications may lead to a derived level which might differ from the level of the ILR and therefore suggest a discrepancy that does not necessarily exist. 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: these are clearly cases where even though the assignment method produces no single, definite level for the learner, the survey result still produces a different level to that shown by the ILR.

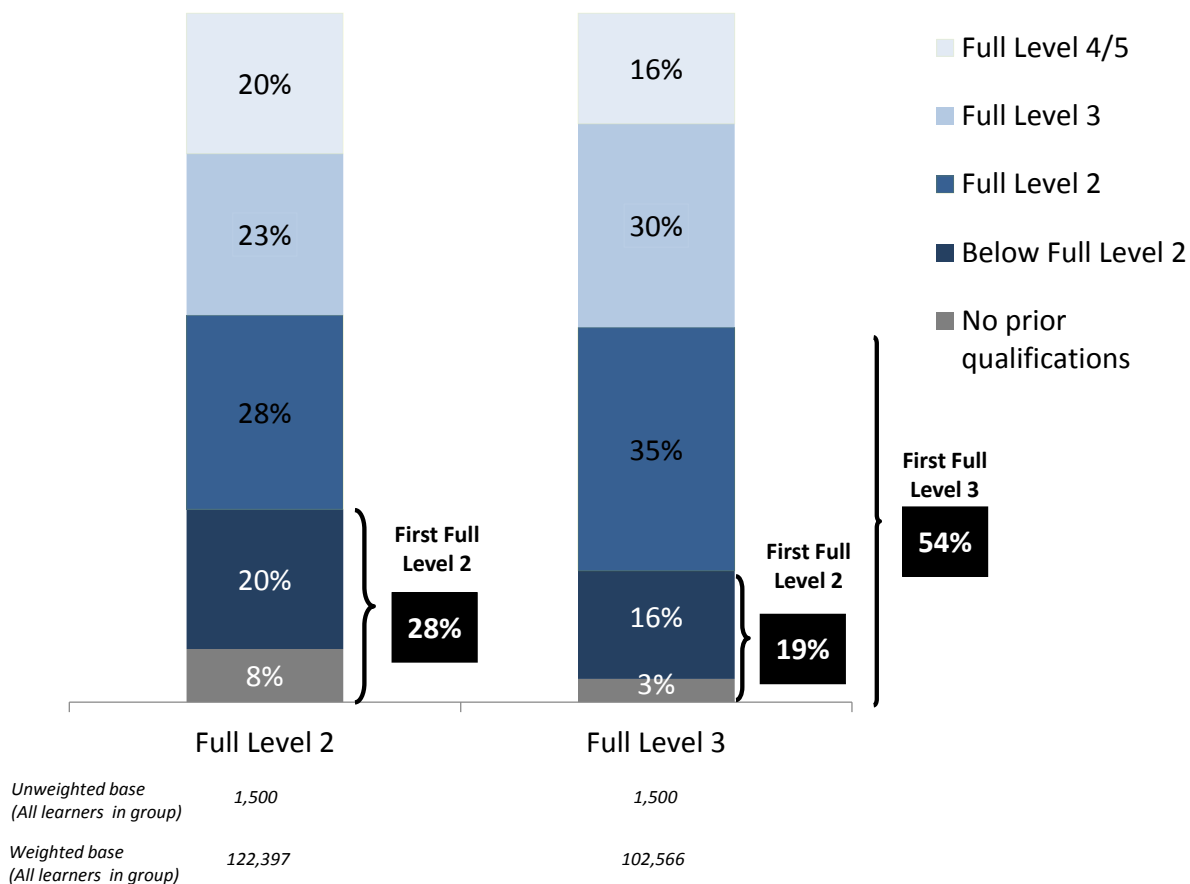
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.³

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

Levels of prior attainment of adult 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 2012, 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.

Figure 4.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in FE in November 2012



The survey results indicate that among the approximate 122,400 adult learners enrolled on a Full Level 2 class-room based course in FE in November 2012, 28% were studying for their first Full Level 2 qualification. This represents approximately 34,200 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that almost three quarters of Level 2 learners (72%) already had a Full Level 2 qualification or higher before enrolling on their course.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 19%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

The incidence of first *Full Level 3 learning* amongst Level 3 learners is 54%. This corresponds to an estimated 55,800 learners studying towards their first Level 3 qualification as of November 2012.

Across Level 2 and Level 3 FE provision combined, the incidence of first Level 2 learning revealed by the survey was 24% (corresponding to approximately 53,800 learners).

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

	<i>Number of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full 2 learners	1,500	34,200	27.98%	+/-2.3%
Full 3 learners	1,500	19,600	19.08%	+/- 2.0%
Overall	3,000	53,800	23.90%	+/- 1.4%

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

Table 4.1 gives the statistical confidence associated with the findings given the number of interviews conducted. For example, for the Full Level 2 learners, given the base of 1,500 respondents, we can be 95% confident that the true firstness figure lies within + or – 2.3% of the survey finding of 28%.

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

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

Amongst **Full Level 2 learners**, the incidence of first Full Level 2 learning is similar for learners aged 19-24 (29%), aged 25-44 (28%) and aged 45 plus (25%). The pattern was similar among **Full Level 3 learners** - the incidence of first Full Level 3 learning among younger learners aged 19-24 (56%) was broadly similar to that among those aged 25-44 (54%) but statistically significantly higher than the rate of firstness among those aged 45 plus (43%). This pattern reflects that found in the previous survey among Level 3 learners.

As well as undertaking their first Level 3 qualification, Full Level 3 learners can also be undertaking their first Full Level 2 qualification. The incidence of first Full Level 2 learning among Full Level 3 learners revealed a reversal of the age pattern found for first Full Level 3 learning: Among **Full Level 3 learners**, the incidence of first Full Level 2 learning was lower among younger learners aged 19-24 (17%) than those aged 25 plus (22%). There was little difference between those aged 25-44 (22%) and those aged 45 plus (21%). This

pattern of Level 2 firstness among Level 3 learners was similar to 2011/12 which found firstness to increase by age although the differences were not statistically significant.

Table 4.2: Incidence of first Full Level 2 and Level 3 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	1,500	34,200	28%		
19-24	447	10,700	29%		
25-44	769	17,800	28%		
45 plus	284	5,800	25%		
Summary: 25 plus	1,053	23,600	27%		
Level 3 overall	1,500	19,600	19%	55,800	54%
19-24	780	8,900	17%	29,800	56%
25-44	614	9,100	22%	22,800	54%
45 plus	106	1,600	21%	3,100	43%
Summary: 25 plus	720	10,600	22%	25,900	53%

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

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

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

There were no differences found by gender in the incidence of first Full Level 2 or first Full Level 3 learning by Level 2 or Level 3 learners, with men and women broadly as likely as each other to be undertaking their first Full Level 2 or Level 3.

The incidence of first Full Level 2 learning, however, revealed a statistically significant difference by ethnicity: White learners were more likely to come to their course already having achieved a Level 2 qualification and therefore show a lower rate of first Level 2 learning (24% White vs. 40% Non-White among Level 2 learners, and 18% White vs. 23% Non-White among Level 3 learners). White learners were also more likely to enrol on their Level 3 course having already achieved a qualification at Level 3 and hence were less likely to be undertaking their first Full Level 3 (52% vs. 60%).

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

	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	34,200	28%		
Male	508	12,200	29%		
Female	992	22,000	27%		
White	1,106	21,600	24%		
Non-white	377	12,300	40%		
Level 3 overall	1,500	19,600	19%	55,800	54%
Male	555	6,900	18%	21,100	56%
Female	945	12,000	19%	34,400	53%
White	1,106	12,600	17%	37,900	52%
Non-white	423	6,700	23%	17,300	60%

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

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

Table 4.4 presents another way of looking at the pattern of firstness by demographic groups, and compares the profile of learners undertaking their first Full Level 2 or their first Full Level 3 qualification with learners that already had qualifications at these levels.

There was little variation in the age profile of first Full Level 2 learners and repeat Level 2 learners among those undertaking a Level 2 or a Level 3 course. However, within Level 3 learners, there was a slightly higher proportion of learners aged 19-24 among those who were undertaking their first Full Level 3 than those with prior qualifications at this level (56% vs. 50% respectively) and a lower proportion aged 45+ (5% vs. 9% respectively).

The gender profile of first and repeat Level 2 and Level 3 learners were similar.

Looking at ethnicity, Level 2 learners undertaking their first Full Level 2 were more likely to be from a Non-White ethnic group (35%) than those with a prior qualification at this level already (20%). The same pattern exists among Level 3 learners with 30% of those taking a Level 3 course for the first time of Non-White ethnicity compared with 25% of those with one or more prior qualifications at this level.

Table 4.4: Profile of adult learners undertaking classroom-based course in Further Education in November 2012 – 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	1,500	374	1,007	1,500	253	1,153	743	663
	%	%	%	%	%	%	%	%
Age								
19-24	30	32	30	52	50	54	56	50
25-44	51	51	51	41	42	39	38	41
45 +	19	17	18	7	8	7	5	9
Gender								
Male	34	36	33	37	40	37	39	35
Female	66	64	67	63	60	63	61	65
Ethnicity								
White	74	64	79	71	67	72	69	74
Non-white	25	35	20	28	32	27	30	25
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, hence the sum of the bases e.g. ‘1st Full L2’ and ‘L2+ Prior Qualification’ is less than the total number of learners.

Actual prior qualifications held

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, Level 3 or Foundation Learning Tier classroom-based courses in FE in November 2012. This helps to clarify the academic and vocational qualification routes that lead up to individuals enrolling on these FE courses.

Tables 4.5 to 4.7 give the proportion of 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 with both GCSEs and A Levels would be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in these tables is not fully comprehensive – only qualifications held by more than one in twenty five learners are included.

Looking first at Level 2 learners, Table 4.5 shows that more than half (56%) had attained at least one GCSE before starting their course. Seven in ten Level 2 adult learners on class-room based FE courses (70%) 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, almost half (48%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, half (51%) 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 a third (34%) had at least one A Level, most often (in 26% of cases) having achieved more than one A Level and therefore having prior attainment at Full Level 3 via the A level route. One in five Level 2 learners who already held at least a Level 2 qualification had a degree (20%, equating to 13% of all Level 2 learners).

In terms of vocational qualifications, a third of Level 2 learners had previously attained an NVQ (34%), most commonly at Level 2 (held by 17% of all Level 2 learners). One in four (26%) had previously attained a City and Guilds qualification, and one in seven (13%) had achieved an RSA or OCR qualification. A small minority had completed higher-level vocational qualifications such as BTEC qualifications at Level 3 and 4 (8%), and 6% had completed an Apprenticeship.

Table 4.5: Prior qualifications of Level 2 learners

	All Level 2 learners	First Full Level 2	Prior Full L2+ 'repeat'
Base: All Level 2 learners	1,500	374	1,007
	%	%	%
GCSEs	56	37	66
Below Level 2 - less than 5 A-C grades	27	37	26
Full Level 2 - at least 5 A-C grades	27	-	39
O or AO Levels	14	7	17
Below Level 2 - less than 5 O or AO Levels	5	7	4
Full Level 2 - at least 5 O or AO Levels	9	-	13
CSEs	13	13	12
Below Level 2 - less than 5 A-C grades	10	13	10
Full Level 2 - at least 5 A-C grades	1	-	1
A Levels	23	-	34
One A Level - part L3	5	-	7
More than one A Level - Full L3	18	-	26
AS Levels	10	*	15
One, two or three AS Levels - part L3	8	*	12
Four or more AS Levels - Full L3	2	-	3
NVQ	34	7	46
Level 1	3	6	2
Level 2	17	-	24
Level 3	11	-	16
Level 4 or Level 5	2	-	2
Basic Skills	29	29	31
Entry	6	10	4
Level 1	10	19	5
Level 2	15	-	18
City and Guilds	26	14	32
Level 1 – Foundation	3	6	4
Level 2 – Craft	5	-	7
Level 3 - Advanced Craft	9	-	10
BTEC	21	9	27
Below Level 2 – First Certificate or General Certificate	3	6	2
Level 2 – First Diploma or General Diploma	6	-	9
Level 3 – National Certificate or National Diploma	7	-	11
Level 4 – Advanced Certificate or Diploma	1	-	1
RSA or OCR	13	9	16
Degree	13	-	20
Apprenticeship	6	-	7
GNVQ	5	1	7
No Prior Qualifications	8	31	-

- = zero.

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

Table 4.6 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, with almost a third (31%) having attained the benchmark for Full Level 2 (5 GCSEs at A*-C). In terms of Level 2 qualifications which these learners had progressed from, around one fifth was building on an NVQ Level 2 (20%), a BTEC First or General Diploma (18%) or a Basic Skills course at Level 2 (17%).

Amongst Level 3 learners who had 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 39% of cases);
- A BTEC qualification at Level 3 or 4 (29%);
- An NVQ at Level 3, 4 or 5 (23%);
- A degree (17%).

Table 4.6: Prior qualifications of Level 3 learners

	All Level 3 learners	1st Full L3	L3+ Prior Qualification
Base: All Level 3 learners	1,500	743	663
	%	%	%
GCSEs	70	68	78
Below Level 2 - less than 5 A-C grades	30	37	25
Full Level 2 - at least 5 A-C grades	39	31	52
O or AO Levels	8	6	11
Below Level 2 - less than 5 O or AO Levels	3	3	4
Full Level 2 - at least 5 O or AO Levels	4	2	7
CSEs	7	6	7
Below Level 2 - less than 5 A-C grades	5	6	5
Full Level 2 - at least 5 A-C grades	*	*	*
A Levels	23	7	44
One A Level - part L3	5	7	4
More than one A Level - Full L3	17	-	39
AS Levels	16	8	26
One, two or three AS Levels - part L3	13	8	19
Four or more AS Levels - Full L3	3	-	6
NVQ	31	26	39
Level 1	3	4	2
Level 2	16	20	11
Level 3	9	-	21
Level 4 or Level 5	1	-	2
Basic Skills	31	32	33
Entry	5	3	2
Level 1	9	7	6
Level 2	18	17	21
City and Guilds	28	26	33
Level 1 – Foundation	8	9	8
Level 2 – Craft	5	5	6
Level 3 - Advanced Craft	3	-	6
BTEC	32	27	40
Below Level 2 – First Certificate or General Certificate	3	4	2
Level 2 – First Diploma or General Diploma	12	18	7
Level 3 – National Certificate or National Diploma	12	-	25
Level 4 – Advanced Certificate or Diploma	1	-	3
RSA or OCR	12	12	14
Degree	7	-	17
Apprenticeship	7	2	8
GNVQ	5	5	6
No Prior Qualifications	3	7	-

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

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

Table 4.7 presents the prior qualifications of learners enrolled on a Foundation Learning Tier FE course. Those on Maths and English courses were more likely to have enrolled on the course without any previous qualification (31% of Maths and English learners did not have a prior qualification at any level compared with 14% of Other Foundation Learning Tier learners).

The most common type of qualifications held by Other Foundation Learning Tier learners was GCSEs/ O Levels / CSEs (60% whilst only 19% of Maths and English learners held these). Other common qualifications held by over one in five Other Foundation Learning Tier learners included: Basic Skills (27%), City and Guilds (27%), A Levels (25%), NVQs (21%) and a degree (21%). Other Foundation Learning Tier learners were more likely than Maths and English learners to hold each of these qualifications with the exception of Basic Skills which were also held by 27% of Maths and English learners (the most commonly held qualification among this group).

Like Figure 4.1, Figure 4.2 looks at levels of prior attainment amongst adult learners. Specifically it shows the qualification profile of those undertaking Foundation Learning Tier Maths and English courses or other Foundation Learning Tier courses in November 2012. As shown, around three-fifths (59%) on an FLT Maths and English course had some form of prior qualification. The same is true for 86% of those taking other FLT courses, 29% of these qualifications at Level 4 or above.

Figure 4.2: Highest level of prior attainment amongst adult learners undertaking Foundation Learning Tier Maths and English and Other Foundation Learning Tier classroom-based courses in FE in November 2012

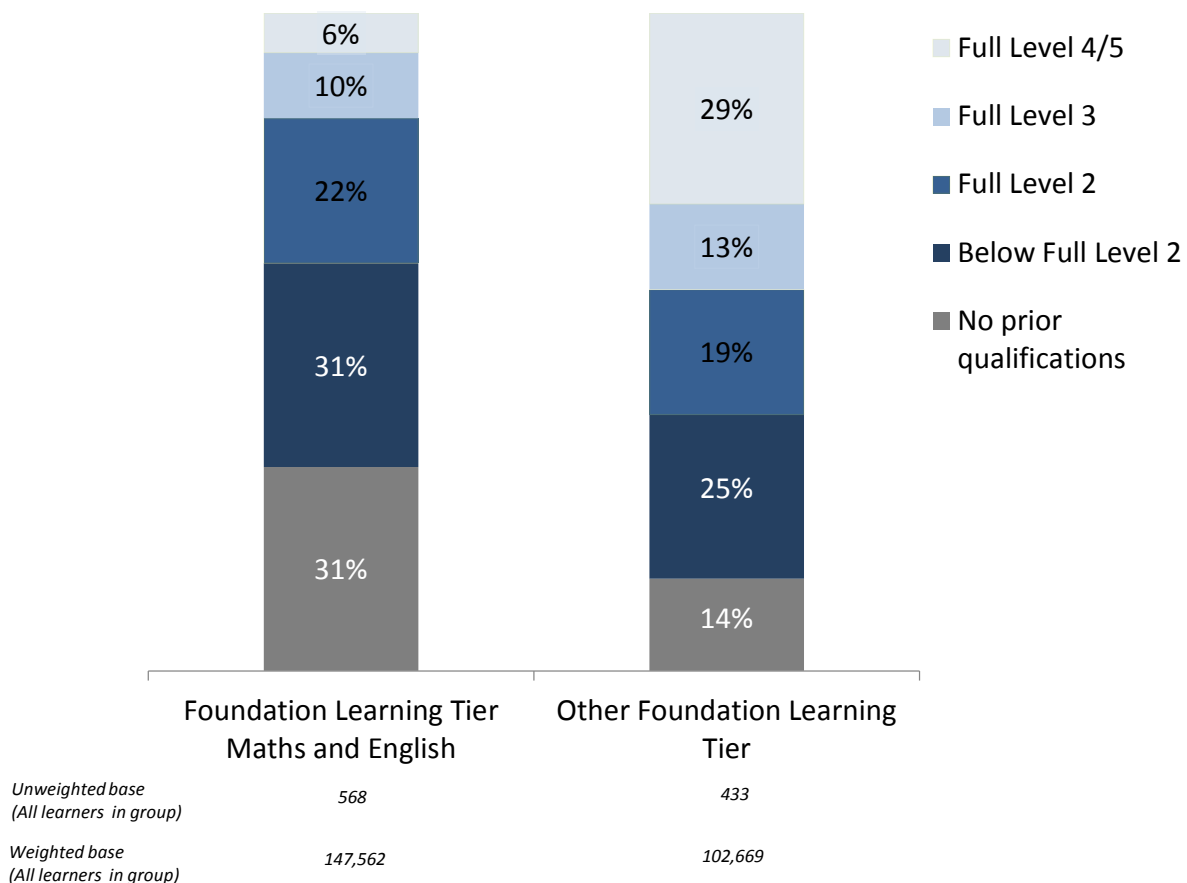


Table 4.7: Prior qualifications of Foundation Learning Tier learners

	All FLT Maths and English	All Other FLT
<i>Base: All Foundation Learning Tier learners</i>	568 %	433 %
GCSEs	13	39
Below Level 2 - less than 5 A-C grades	10	20
Full Level 2 - at least 5 A-C grades	2	17
O or AO Levels	3	21
Below Level 2 - less than 5 O or AO Levels	2	5
Full Level 2 - at least 5 O or AO Levels	1	15
CSEs	3	11
Below Level 2 - less than 5 A-C grades	3	9
Full Level 2 - at least 5 A-C grades	*	1
AS Levels	1	8
One, two or three AS Levels - part L3	1	6
Four or more AS Levels - Full L3	-	1
A Levels	3	25
One A Level - part L3	2	6
More than one A Level - Full L3	1	19
NVQ	13	21
Level 1	3	4
Level 2	6	7
Level 3	3	6
Level 4 or Level 5	-	1
Basic Skills	27	27
Entry	13	9
Level 1	10	11
Level 2	9	11
City and Guilds	16	27
Level 1 – Foundation	6	8
Level 2 – Craft	2	4
Level 3 - Advanced Craft	1	3
BTEC	7	17
Below Level 2 – First Certificate or General Certificate	2	3
Level 2 – First Diploma or General Diploma	3	4
Level 3 – National Certificate or National Diploma	2	5
Level 4 – Advanced Certificate or Diploma	-	1
RSA or OCR	5	11
Degree	3	21
No Prior Qualifications	31	14

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

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

Prior attainment in English and Maths

Attainment of English and Maths GCSEs at grade C or above is often used as a benchmark by employers to determine whether someone has the basic level of skills. To better understand the profile of adult FE learners, the survey asked if respondents had achieved GCSEs (or equivalent) in Maths and English, and at what grade.

Table 4.8 shows the grades achieved in English by learners undertaking a Level 2 FE course. The first three columns of data show results among those with any prior GCSEs or the older equivalent, O Levels (in any subject), while the final three columns show results among all Level 2 learners. This is repeated for Level 3 learners in table 4.9 and tables 4.10 and 4.11 show the grades achieved in Maths. Equivalent Foundation Learning Tier tables can be found in Appendix G.

Table 4.8: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 FE course in November 2012

		Level 2 learners with GCSEs / O Levels in any subject			Level 2 learners		
		All	19-24	25+	All	19-24	25+
Base: All learners		988	352	636	1,500	447	1,053
		%	%	%	%	%	%
GCSE English-Single Subject	A*/A	2	1	2	1	1	1
	B	4	2	5	3	2	3
	C	9	11	8	6	9	5
	D	4	7	3	3	6	2
	E/F/ G	3	6	1	2	4	1
GCSE English Language	A*/A	5	6	4	3	5	2
	B	11	15	9	7	12	6
	C	22	23	21	14	18	13
	D	8	10	7	5	8	4
	E/F/G	3	5	2	2	4	1
O Level – English Language	A	3	-	5	2	-	3
	B	5	-	8	3	-	5
	C	7	-	10	4	-	6
	D	*	-	*	*	-	*
	E	*	-	*	*	-	*
CSE English	Grade 1	3	-	5	3	-	4
	Not Grade 1	6	-	9	5	-	7
Basic Skills / English	Level 2	11	13	9	10	12	10
	Below Level 2	7	14	3	9	16	7
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	68	61	72	45	48	44
Level 2 Basic Skills or Maths and English	Level 2	5	7	3	7	7	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	18	26	13	15	23	12
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	1	1	-	2	4	2
No English qualification	None	3	2	4	26	16	30
English qualification but unknown level	Unknown Level	6	2	8	5	2	6

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English).

*= <0.5% but >0%

Almost three-quarters of Level 2 learners with GCSEs or O Levels had achieved a Level 2 English qualification (73%)⁴; 68% with A*- C in either GCSEs or O Levels and a further 6% who did not have a Level 2 in English at either GCSE, O Level or CSE but had achieved a Basic Skills / Maths and English qualification at the equivalent level. This measure was statistically significantly higher for older learners (75% aged 25 plus compared with 68% aged 19-24). Across all Level 2 learners three-fifths (60%) had achieved a Level 2 qualification in English with no significant differences across the different age groups.

Much smaller proportions had only achieved a Level 1 English qualification (18% of Level 2 learners with prior GCSEs or O Levels and 15% of all Level 2 learners). These figures were significantly higher among those aged 19-24 (26% of Level 2 learners with GCSEs or O levels and 23% of Level 2 learners overall).

Very few Level 2 learners with prior GCSEs or O Levels did not have an English qualification at all (3%). However, as many as one quarter (26%) of all Level 2 learners did not have an English qualification, highest for those aged 25 plus (30% compared with 16% of those aged 19-24).

English grades achieved by Learners undertaking a Level 3 course are shown in Table 4.9.

⁴ Note: This figure takes into account English as a single subject or English Language as a separate subject, but excludes English Literature as a separate subject.

Table 4.9: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 FE course in November 2012

		Level 3 learners with GCSEs / O Levels in any subject			Level 3 learners		
		All	19-24	25+	All	19-24	25+
Base:		1,146	680	466	1,500	780	720
		%	%	%	%	%	%
GCSE English-Single Subject	A*/A	1	1	2	1	1	1
	B	3	3	3	3	3	2
	C	10	11	9	8	10	6
	D	6	8	3	4	7	2
	E/F/ G	3	5	1	3	4	1
GCSE English Language	A*/A	4	4	5	3	4	3
	B	15	16	13	11	14	9
	C	26	28	24	20	25	15
	D	9	11	7	7	9	4
	E/F/G	3	4	1	2	4	1
O Level – English Language	A	1	-	2	1	-	1
	B	3	-	8	3	-	5
	C	2	-	6	2	-	4
	D	*	-	1	*	-	1
	E	*	-	*	*	-	*
CSE English	Grade 1	1	*	3	1	*	2
	Not Grade 1	3	-	8	3	-	6
Basic Skills / English	Level 2	13	13	12	13	14	13
	Below Level 2	5	7	3	7	8	6
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	68	66	72	52	57	47
Level 2 Basic Skills or Maths and English	Level 2	5	5	5	8	7	9
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	21	25	15	19	23	13
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	*	-	*	1	1	1
No English qualification	None	2	2	2	17	10	25
English qualification but unknown level	Unknown Level	3	2	5	3	2	5

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English).

*= <0.5% but >0%

As found among Level 2 learners, approaching three-quarters (73%) of Level 3 learners with GCSEs or O Levels had a prior Level 2 English qualification; 68% with A*- C GCSE or O Level or the equivalent Grade 1 CSE qualifications and 5% who had achieved Level 2 through Basic skills or Maths and English qualifications. Overall, 44% of all Level 3 learners had a prior English qualification at Level 2.

Just over one in five (21%) of Level 3 learners who had GCSEs or O Levels held just a Level 1 in English, equating to 19% of all Level 3 Learners. Around one in six (17%) of all Level 3 learners did not have a qualification in English.

Among all Level 3 learners, younger learners are more likely to hold a Level 2 qualification in English (64% aged 19-24 compared with 56% aged 25 and over). However, looking solely at those who have prior GCSEs/O Levels reveals that older learners who have these qualifications are more likely to hold a Level 2 in English (77% aged 24 plus vs. 71% aged 19-24). This shows that whilst older learners are less likely to hold English qualifications, those that do so are more likely to have achieved the higher level in English.

Table 4.10 moves on to focus on grades achieved in Maths by Level 2 learners.

Table 4.10 Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 FE course as of November 2012

		Level 2 learners with GCSEs / O Levels in any subject			Level 2 learners		
		All	19-24	25+	All	19-24	25+
Base:		988	352	636	1,500	447	1,053
		%	%	%	%	%	%
GCSE Maths	A*/A	4	5	4	3	4	2
	B	13	18	10	9	14	6
	C	27	31	25	18	24	15
	D	16	17	15	10	13	9
	E/F/G	10	15	7	6	12	4
O Level Maths	A	2	-	3	1	-	2
	B	4	-	6	2	-	3
	C	7	-	10	4	-	6
	D	*	-	1	*	-	*
	E	*	-	*	*	-	*
CSE Maths	Grade 1	3	-	4	2	-	3
	Not Grade 1	7	-	10	6	-	8
Basic Skills / Maths	Level 2	11	13	10	10	11	9
	Below Level 2	8	15	4	10	17	7
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	57	55	57	38	44	35
Level 2 Basic Skills or Maths and English	Level 2	5	6	5	6	6	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	28	31	26	22	27	20
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	1	2	-	2	4	1
No maths or numeracy qualification	None	4	2	5	28	16	33
Maths or numeracy qualification but unknown level	Unknown Level	6	3	7	5	3	5

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English).

*= <0.5% but >0%

Just over three in five (62%) of Level 2 learners with any prior GCSEs or O levels had achieved a Level 2 qualification in Maths; 57% with Maths A* - C GCSEs or O Levels or a Grade 1 CSE and a further 5% with Maths Basic Skills qualification at Level 2. Across all Level 2 learners the proportion with a Level 2 qualification was significantly higher for those aged 19-24 (50% compared to 41% of those aged 25 and over).

A significant minority of Level 2 Learners with GCSEs or O Levels held a Level 1 qualification in Maths (28%). Among all Level 2 learners 22% held a Level 1 Maths qualification, higher among those aged 19-24 (26% vs. 19% aged 25 plus).

While a small proportion (4%) of those with GCSEs or O Levels did not have a qualification in Maths, across all Level 2 Learners this rises to 28% and is particularly high among the older cohort (33% of those aged 25 plus compared with 16% aged 19-24).

Table 4.11 shows the grades achieved in Maths by Level 3 learners. As with Level 2 Learners, the majority (69%) of Level 3 Learners with GCSEs or O levels had a Level 2 qualification in Maths. Overall 57% of all Level 3 Learners had a prior Level 2 qualification in Maths and this is highest among those aged 19-24 (61% compared to 50% of those aged 25 and over). Approaching one in five (17%) of all Level 3 learners did not have any qualifications in Maths. Consistent with Level 2 learners, this was highest among those aged 25 and over (26% compared with 9% aged 19-24).

Table 4.11: Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 FE course as of November 2012

		Level 3 learners with GCSEs / O Levels in any subject			Level 3 learners		
		All	19-24	25+	All	19-24	25+
Base: All learners		1,146	680	466	1,500	780	720
		%	%	%	%	%	%
GCSE Maths	A*/A	4	4	3	3	4	2
	B	16	18	13	13	16	9
	C	37	39	33	28	34	22
	D	17	20	13	13	17	8
	E/F/G	11	13	7	8	12	5
O Level Maths	A	1	-	2	1	-	1
	B	2	-	6	2	-	4
	C	3	-	7	2	-	5
	D	*	-	2	1	-	1
	E	*	-	*	*	-	*
CSE Maths	Grade 1	2	*	4	1	*	3
	Not Grade 1	3	-	7	3	-	6
Basic Skills / Maths	Level 2	13	14	12	13	14	12
	Below Level 2	7	8	4	8	9	5
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	63	63	64	49	54	42
Level 2 Basic Skills or Maths and English	Level 2	6	5	6	8	7	8
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	26	29	23	23	26	19
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	*	*	-	1	1	1
No maths or numeracy qualification	None	1	*	2	17	9	26
Maths or numeracy qualification but unknown level	Unknown Level	3	2	5	3	2	4

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English). *= <0.5% but >0%

The prior attainment of Basic Skills, in terms of the subject and level achieved, for Foundation Learning Tier, Level 2 and Level 3 learners are shown in Table 4.12. Around three in ten FE learners had achieved a qualification in Basic Skills regardless of the level of FE course they were undertaking (27% - 31%). The higher the level of FE course the learner was enrolled on though, the more likely they were to hold the higher level (Level 2) Basic Skills (18% among Level 3 learners vs. 15% of Level 2 provision compared with 11% among Other Foundation Learning Tier and 9% Foundation Learning Tier Maths and English learners).

Level 2 and Level 3 learners (who were more likely to hold Level 2 Basic Skills) were more likely to have gained Level 2 in Basic Skills through Maths (10% Level 2; 13% Level 3) or English (10% Level 2; 13% Level 3) than IT or another subject (6% Level 2; 8% Level 3).

Younger learners were generally more likely to hold a Level 2 Basic Skills qualification than older learners (e.g. among Level 2 learners, 18% aged 19-24 held a Level 2 vs. 14% aged 25+).

Table 4.12 Prior Basic Skills qualifications of adults learners on an FE course in November 2012

		Level of FE course											
		Foundation Learning Tier Maths and English			Other Foundation Learning Tier			Level 2 learners			Level 3 learners		
		All	19-24	25+	All	19-24	25+	All	19-24	25+	All	19-24	25+
Base:		1,500	96	472	1,500	76	285	1,500	447	1,053	1,500	780	720
		%	%	%	%	%	%	%	%	%	%	%	%
Basic Skills Maths	Level 2	6	9	5	7	11	6	10	11	9	13	14	12
	Level 1	5	7	4	6	8	6	6	10	4	5	6	5
	Entry Level	7	12	6	5	11	3	4	7	2	3	3	2
	Not sure	1	2	1	1	3	1	2	3	2	3	3	2
Basic Skills English	Level 2	6	9	6	8	10	7	10	12	10	13	14	13
	Level 1	7	14	5	6	8	5	6	9	4	6	6	5
	Entry Level	8	7	8	5	9	4	4	7	2	2	2	2
	Not sure	1	1	1	1	2	1	2	3	1	3	3	2
Basic Skills IT or other	Level 2	4	6	3	5	11	3	6	7	6	8	10	7
	Level 1	3	6	3	6	7	6	4	7	3	4	5	3
	Entry Level	4	6	3	4	7	2	3	5	3	3	4	2
	Not sure	1	2	1	2	2	2	2	2	2	2	3	2
Level 2 in Basic Skills	Level 2 in any subject	9	11	9	11	13	10	15	18	14	18	20	17
Below Level 2 in Basic Skills	Only Level 1 or Entry Level across all subjects	17	14	7	13	11	8	11	16	8	9	10	7
Unknown	Unknown in all subjects taken	1	10	9	2	8	4	3	5	2	4	6	3
No Basic Skills	No Basic Skills	73	3	1	73	4	2	71	61	76	69	64	73

Table 4.13 examines the level of attainment of Basic Skills against four different categories of adult FE learners depending on their Maths and English attainment at GCSE or O Level. As shown, the most common Basic Skills / Maths and English qualifications are at Level 2. Those with Maths *and* English GCSE or O Level at grades A*-C were the least likely to

have basic skills qualifications (23%) and those with Maths but not English were the most likely (35%).

Annex F provides further details of Basic Skills qualifications split by the age and Level of the FE course being undertaken.

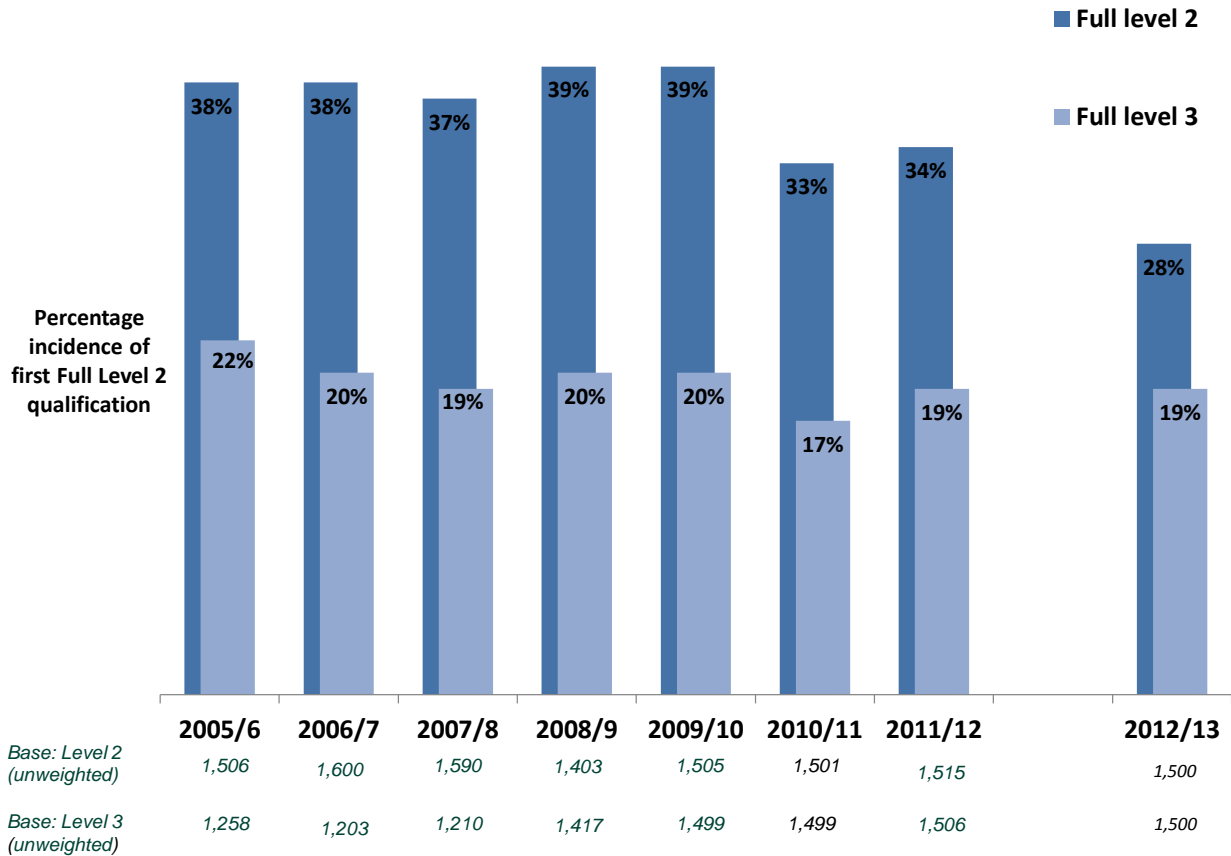
Table 4.13: Basic Skills qualifications of adults on an FE course

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C but NOT English A*-C	194	%	4	11	20	1	65	100%
English GCSE/O Level A*-C but NOT Maths A*-C	397	%	3	4	17	3	73	100%
Maths and English GCSE/O Level A*-C	1,226	%	2	4	14	4	77	100%
Neither Maths nor English GCSE/O Level A*-C	2,184	%	7	9	12	2	70	100%

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

A series of eight surveys have been undertaken to measure the prior attainment profile of adult learners on Level 2 and Level 3 provision 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 2012/13 survey has focused on those on provision in November 2012. Figure 4.3 shows how the percentage incidence of first Full Level 2 learning has changed over the course of the eight surveys, separately for adult learners undertaking Full Level 2 and Full Level 3 courses.

Figure 4.3: Incidence of first Full Level 2 learning by level of learning and survey year



The incidence of first Full Level 2 firstness is statistically significantly lower among those who undertook a Level 2 classroom-based course in November 2012 (28% in the 2012/13 survey) than November 2011 (34% in the 2011/12 survey). The firstness rate among Level 3 learners however, is the same as it was in the previous year (both 19%), remaining in line with the results found from 2005/06 when the figure each year has been in the 17% to 22% range.

Figure 4.4 shows the trends in the percentage incidence of first Full Level 3 learning. As with the Level 2 firstness rates of the Level 3 learners described above, the proportion of Level 3 learners undertaking their first Full Level 3 qualification is the same as it was in 2011/12 (at 54%), remaining at the mid-point of Level 3 firstness rates found in earlier surveys (from 52% to 57%).

Figure 4.4: Incidence of first Full Level 3 learning by year of survey

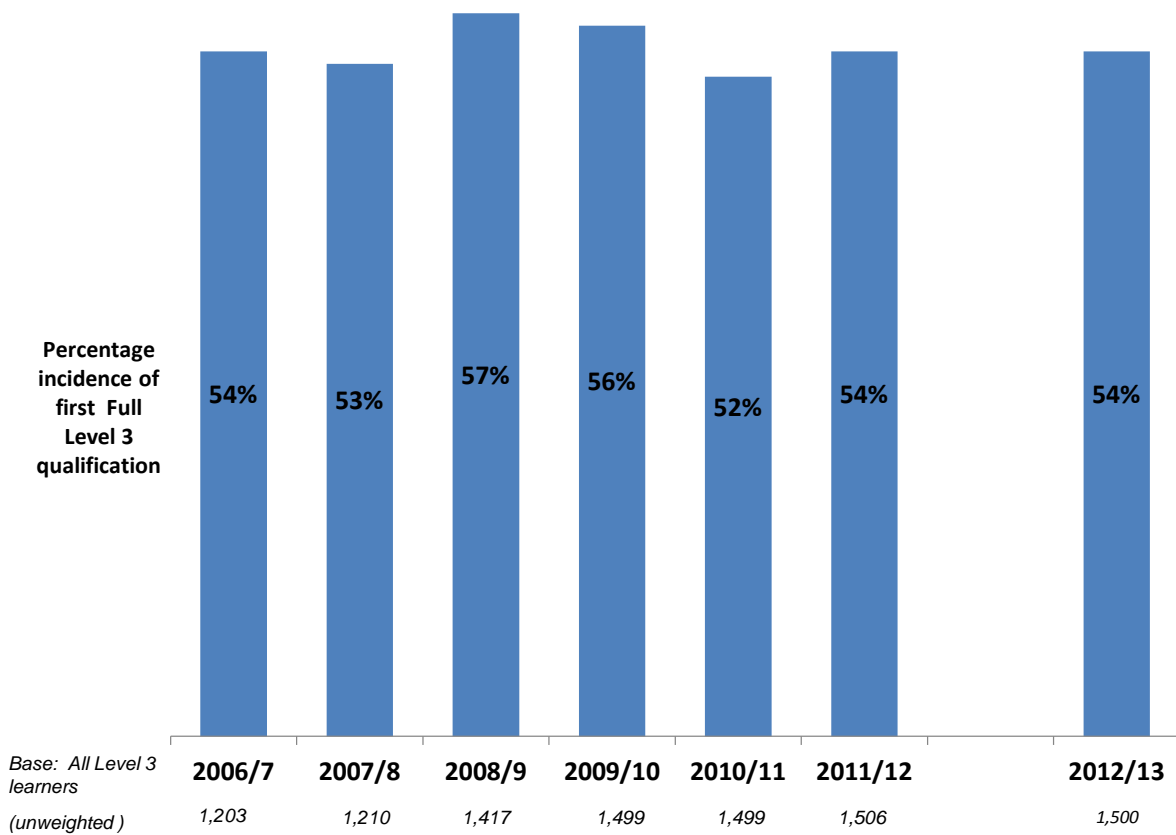


Table 4.14 shows the incidence of first Full Level 2 learning figures for the 2011/12 and 2012/13 groups of learners, overall and by age group. The incidence among Level 2 learners has decreased among those aged 19-24 (from 33% to 29%) and those aged 25-44 (from 36% to 28%), although only the latter fall was statistically significant at the 95% confidence interval, but remained statistically unchanged among those aged 45 plus. Thus the overall fall in Level 2 firstness among Level 2 learners was driven by a reduction in the proportion of younger learners who were studying for their first Full Level 2, partially those aged 25-44.

The incidences in Level 2 firstness across the three age groups among those undertaking a Level 3 FE course were similar to those found in the previous survey.

Table 4.14: Incidence of first Full Level 2 learning by age and level of learning – comparison of 2011/12 and 2012/13 cohorts

	2011/12		2012/13	
	<i>Base (unweighted / weighted)</i>	<i>Proportion undertaking their first Full Level 2 %</i>	<i>Base (unweighted / weighted)</i>	<i>Proportion undertaking their first Full Level 2 %</i>
Level 2 learners	1,515 / 107,185	34	1,500 / 122,397	28
19-24	464 / 33,054	33	447 / 36,467	29
25-44	790 / 55,431	36	769 / 62,755	28
45 plus	261 / 18,700	26	284 / 23,175	25
Level 3 learners	1,506 / 106,768	19	1,500 / 102,566	19
19-24	732 / 52,507	17	780 / 53,327	17
25-44	650 / 45,462	21	614 / 41,972	22
45 plus	124 / 8,799	23	106 / 7,267	21

Table 4.15 sets out how the incidence of first Full Level 3 learning was split by age in the two most recent Prior Qualification surveys. The incidences across the younger age groups (aged 19-24 and aged 25-44) for Level 3 are very similar to those found among the 2011/12 survey. Although the incidence of first Full Level 3 learning has dropped among those aged 45 plus (from 49% in 2011/12 to 43% in 2012/13) the difference was not statistically significant due to the relatively low base sizes.

Table 4.15: Incidence of first Full Level 3 learning by age – comparison of 2011/12 and 2012/13 cohorts

	2011/12		2012/13	
	<i>Base (unweighted / weighted)</i>	<i>Proportion undertaking their first Full Level 3 %</i>	<i>Base (unweighted / weighted)</i>	<i>Proportion undertaking their first Full Level 3 %</i>
Level 3 learners	1,506 / 106,768	54	1,500 / 102,566	54
19-24	732 / 52,507	54	780 / 53,327	56
25-44	650 / 45,462	54	614 / 41,972	54
45 plus	124 / 8,799	49	106 / 7,267	43

Vocational firstness

It is also interesting to consider firstness in the context of whether learner qualifications are vocational or academic. The last section of this chapter therefore looks at the extent of repeat level learning among those in current employment. Learners who were undertaking a repeat Full Level qualification can be classified into the following three mutually exclusive types:

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

Table 4.16: Proportions of Level 2 and Level 3 learners undertaking a repeat Full Level qualification

	<i>All level 2 learners in current employment</i>	<i>All level 3 learners in current employment</i>
Base:	770	747
	%	
1st Full Level	21	49
Repeat Full Level: first vocational Level, previously achieved Level academic	22	16
Repeat Full Level: first vocational Level related to current job, previous Level in an unrelated area*	12	8
Repeat Full Level: other**	45	26

* *Self-declared*

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

As shown in Table 4.16, 21% of Level 2 learners in current employment were undertaking their first full Level 2 as were almost half of the equivalent group of Level 3 learners (49%). Around one-fifth (22%) of Level 2 learners were undertaking their first vocational level 2 qualification as were 16% of the equivalent Level 3 group. Smaller proportions of Level 2

and Level 3 learners had a previous vocational qualification in an area unrelated to their job (12% and 8% respectively). The remainder of Level 2 and Level 3 learners fell into the 'other' repeat level learner category (45% and 26% respectively).

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

Between 2006 and 2013 a series of studies have been carried out as part of the 'Prior Qualifications programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. A consistent finding has been a discrepancy between the data held on the ILR and learners' own reports of the qualifications they had before starting their course, garnered by the detailed questioning in the survey. This discrepancy has suggested the proportion of adult learners with no prior attainment is over-reported on the ILR while the proportion with prior attainment at Full Level 2 or above is under-reported.

This chapter looks at the similarities and differences between the ILR and the survey results with the prior attainment levels they show for adults engaged with classroom-based FE provision as of November 2012. It focuses on adults undertaking Full Level 2 and Level 3 classroom-based courses only; learners undertaking Foundation Learning Tier course are excluded from this section of analysis.

Firstly this chapter compares the level of prior qualification recorded on the ILR for all adults undertaking Full Level 2 and Level 3 classroom-based courses in November 2012 with the ILR data for these survey respondents. This reveals that the ILR profile for survey respondents mirrors the ILR profile for the population meaning that subsequent analysis of discrepancies between the ILR and the survey can be generalised to the population with confidence. The chapter then focuses on survey respondents where a definite level of prior attainment was recorded on the ILR and through the survey, comparing the prior attainment level on the ILR with that found through the survey questioning. Following this, analyses focuses on learners who are doing a first Full Level 2 as reported on the ILR, including those on Full Level 2 and Level 3 provision. Finally, the chapter will examine the types of prior Level 2 or higher qualifications reported on the survey for those respondents found to have a prior Level 2 attainment from the survey but recorded on the ILR as undertaking their first Full Level 2.

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. In the cohort of Level 2 and Level 3 learners falling within the scope of the survey (those aged 19+ in FE in November 2012), over nine in ten (94%) had a prior qualification level marked on the ILR, leaving 6% where the qualification level was 'not known'. The proportion of learners with a prior qualification level marked on the ILR was similar among those undertaking a Level 2 or a Level 3 course (94% and 96% respectively).

Over time the proportion of Level 2 and Level 3 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, to 92% in 2010/11, to 94% in 2011/12 and 2012/13. The continuation of the high rates among Level 2 and Level 3 learners reflects the greater emphasis on encouraging providers to collect prior qualification information for learners to allow better monitoring of Level 2 attainment levels.

Although the actual volume of data collected is relatively high, there have been on-going questions around the accuracy of this data.

Information on highest prior attainment recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 classroom-based provision in November 2012) is outlined in Table 5.1. This is compared with the equivalent profile data from the survey undertaken last year (i.e. individuals on similar provision in November 2011).

Table 5.1: ILR information on prior achievement – comparison of 2011/12 and 2012/13 cohorts

	All sample in scope		Excluding 'not known'	
	2011/12	2012/13	2011/12	2012/13
	%	%	%	%
No qualifications	9	9	10	10
Entry Level and below Level 1	5	3	3	3
Level 1	23	20	24	21
Level 2	35	35	37	37
Level 3	14	16	15	17
Level 4/5	9	10	9	10
Other qualification, level not known	1	1	1	1
Not known	6	6		

The final two columns of data are re-based to exclude unknown/missing data. This indicates that, where the ILR had a prior achievement level for the learner, this was slightly higher on average among the November 2012/13 cohort than the 2011/2012 cohort. For example, the boxed area in these columns shows that 65% of 2012/2013 learners with a known level of prior achievement were recorded as having a prior qualification at Level 2 or above compared to 61% of 2011/2012 learners.

Table 5.2 shows the level of prior achievement on the ILR for:

- all sample provided within the scope of the survey (adults on Level 2 or Level 3 classroom-based provision in November 2012);
- all useable sample in scope 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 sample that resulted in an achieved interview.

Table 5.2: ILR information on prior achievement

	All sample in scope %	Available to contact %	Achieved sample %
No qualifications	9	10	9
Entry Level and below Level 1	3	3	4
Level 1	20	20	21
Level 2	35	36	34
Level 3	16	15	16
Level 4/5	10	10	11
Other qualification, level not known	1	1	1
Not known	6	5	5

*= <0.5% but >0%

As Table 5.2 demonstrates there is minimal difference across the three sample groups. For example, 61% of all Level 2 / Level 3 FE learners on the ILR are recorded as having prior qualifications at Level 2 or higher (the boxed area), the same percentage as the entire sample in scope and for the achieved sample. This provides reassurance that the interviewing process did not result in a 'skew' towards learners with a particular ILR profile.

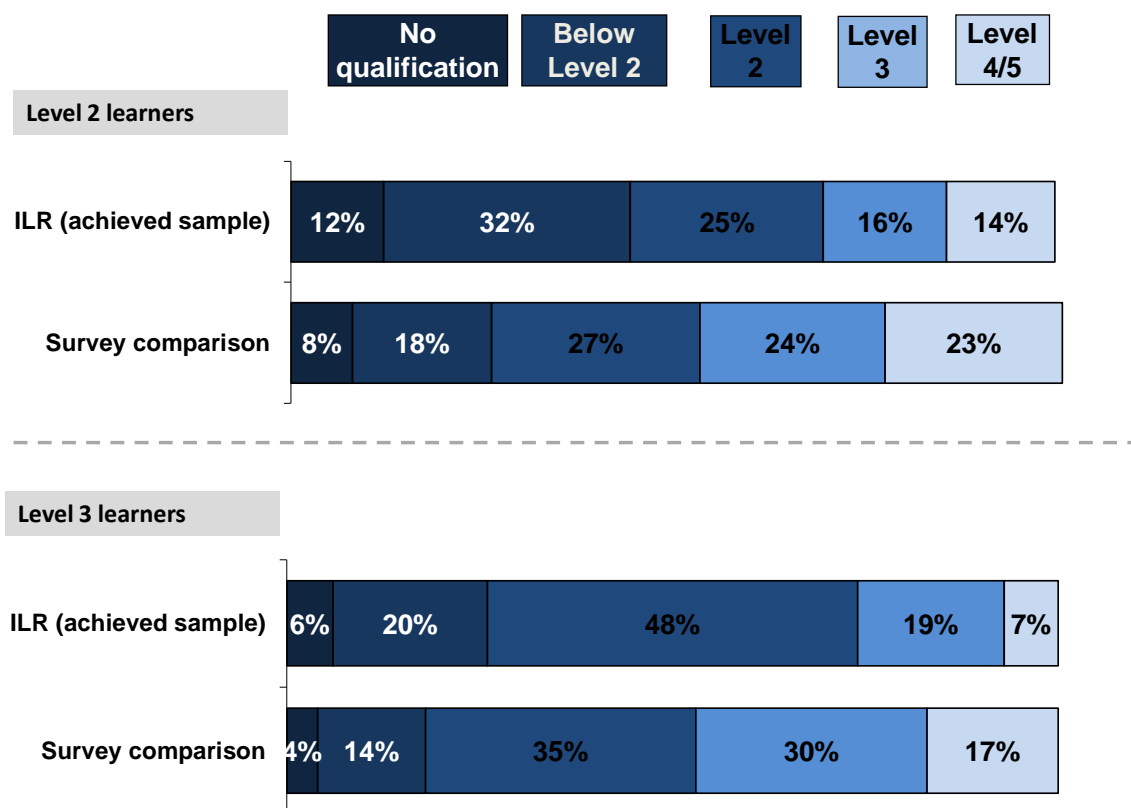
Survey results outlined in Table 4.1 (in chapter 4) showed that 24% of Level 2 and Level 3 learners combined were undertaking their first Full Level 2. This indicates that 76% were already qualified to Level 2 or higher, a much higher proportion than the 61% recorded by the ILR. This might suggest that the ILR continues to under report on the qualification levels of learners, an issue discussed in the rest of this chapter.

Comparing Individual Learner Record and survey measures of prior attainment

The following section takes a closer look at the relationship between the ILR and the survey data, looking at how the suggested prior qualification levels compare *for the same learners* across the two datasets.

The discrepancies between the survey data and the data on the ILR are shown in Figure 5.1. Data is only shown for those learners with a definite prior qualification level recorded both on the ILR *and* through the survey questioning (2,630 out of the 3,000 Level 2 and Level 3 learners interviewed) resulting in slightly different ILR figures of prior qualifications (shown in the top bars) to those shown in Table 4.2. Similarly, the survey comparison figures in the bottom bars differ a little to those discussed in Chapter 4, the latter including 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: 1,292 Level 3: 1,338) Figures are unweighted

In the above figure the top two bars show the data for Level 2 learners. They show the ILR gives the incidence of first Full Level 2 learning as 44% and the survey data giving it as 26%.

Looking at the top two bars still, the ILR data suggests that three in ten (31%) Level 2 learners had a prior qualification at Level 3 or higher (i.e. above the level of their November 2012 course) while the survey data indicates that a much higher proportion (47%) had these higher level qualifications when starting their course. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the previous survey.

The same pattern is evident for Level 3 learners, as shown by the bottom two bars. In fact, the discrepancy is greater than that for the Level 2 cohort, with the survey findings indicating that almost half (47%) of Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to just 25% indicated by the ILR.

Table 5.3 further explores the discrepancy between the ILR and survey measures of prior attainment by looking at the extent of agreement between the two data sets (based only on records which have a level of prior attainment on the ILR). While 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 any variation between the two data collection methods 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 this does not change firstness as, in both instances, the individual would be correctly recorded as undertaking their first Full Level 2. This is therefore much less critical from a policy angle than cases where the ILR might record a learner as having prior qualifications below Level 2 while the survey suggests they have qualifications at Level 2 or higher (i.e. they are not undertaking their first Level 2 qualification).

Table 5.3: Comparison of the survey and ILR measures of prior qualification level

<i>Row percentages</i>	<i>Base*</i>		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive**
All Level 2 and Level 3 learners 2011/12	2,815	%	45	13	36	6
All Level 2 and Level 3 learners 2012/13	2,821	%	44	12	38	5
Level of study						
Full Level 2	1,398	%	44	12	38	5
Full Level 3	1,423	%	44	12	38	5
Age						
19 – 24	1,184	%	44	12	40	4
25 – 44	1,284	%	42	12	39	7
45 plus	353	%	50	13	31	6

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

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

Results 2012/13 unless stated.

Across all Level 2 and Level 3 learners interviewed where the ILR recorded a prior qualification level, the ILR and survey measure on prior achievement level agree in fewer than half (44%) of cases. Where the two measures differed, the survey was more likely to suggest a higher level of prior qualification than the ILR: in almost two in five cases (38%) the survey measure was higher compared with 12% of instances where the ILR was higher. The survey measure of highest prior attainment was inconclusive for the remaining 5% of cases. These findings mirror those found in 2011/12, implying that the ILR continues to under-report the prior qualification levels of adult learners.

Broadly speaking the degree of discrepancy across the age bands is similar although the ILR and survey measure were more likely to be consistent for older learners (50% among

those aged 45 plus compared with 42% among 25-44 year olds and 44% among those aged 19-24).

The rate of discrepancy between the ILR and survey measures of prior attainment for Level 2 and 3 FE learners has remained consistent over time. Since 2005/06, when the Prior Qualification survey first began, the ILR and the survey data have agreed between 42%-46% of cases every year.

Table 5.4 provides a comparison of the levels of prior qualifications between the ILR and the survey data in cases where a definite level of prior qualification was given on **both** datasets.

The highest incidence of agreement between the ILR and the survey occurs when the learner's highest prior qualification from the survey data was one level below the qualification they were studying (for example for learners on Level 3 provision, the ILR and survey were most likely to agree in relation to prior attainment being Level 2 specifically). In cases in which learners' highest prior qualification recorded by the survey was equal or higher to the one they were studying in November 2012, the ILR was more likely to record a lower level of prior qualification than the survey. For example, 60% of Level 3 learners found through the survey to have prior attainment of Level 3 had been recorded on the ILR as achieving a prior qualification of Level 2 or lower.

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

Row percentages	Base*	None	ILR measure					ILR lower	ILR higher
			Below Level 2	Level 2	Level 3	Level 4/5	None		
Survey Measure									
Level 2 learners									
None	107	%	33	46	16	3	3	-	67
Below Level 2	235	%	12	62	19	5	2	12	26
Level 2	349	%	11	36	44	7	2	47	9
Level 3	308	%	10	20	26	41	3	56	3
Level 4/5	293	%	7	11	11	16	55	45	-
Level 3 learners									
None	49	%	27	29	37	8	-	-	73
Below Level 2	193	%	7	43	44	5	2	7	50
Level 2	471	%	4	22	65	7	1	27	8
Level 3	401	%	5	13	43	38	1	60	1
Level 4/5	224	%	5	8	29	23	36	64	-

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

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

The following section examines the survey assessment of prior attainment among Level 2 and Level 3 learners recorded on the ILR as undertaking their first Full Level 2. This is to help fully understand the likelihood that a particular claim of Level 2 firstness on the ILR will be accurate.

As shown in Table 5.5, the survey agrees with the ILR first Level 2 assessment in almost two-fifths (38%) of cases. In almost three-fifths (59%) of cases however, the survey indicates that the learners already held a prior qualification at Full Level 2 (up from 53% in the 2011/12 survey).

Table 5.5: 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 Level 2 and Level 3 recorded on the ILR as first Level 2 2011/12	1,085	%	42	53	4
All Level 2 and Level 3 recorded on the ILR as first Level 2 2012/13	1,006	%	38	59	3
Level of study					
Full Level 2	626	%	41	55	3
Full Level 3	380	%	33	66	2
Age					
19 – 24	389	%	40	59	1
25 – 44	504	%	36	60	3
45 plus	113	%	43	52	5

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

Results 2012/13 unless stated

The level of disagreement between the ILR and the survey (where the ILR says first Level 2 but the survey findings do not) is significantly higher for Level 3 learners (66%) than Level 2 learners (55%). This pattern might be expected given presupposed requirements to undertake a course at any given level (for example it is usual that a Level 2 qualification is required to undertake a Level 3 course). Therefore it seems logical 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 incorrect than if a learner was starting a Level 2 course. As noted however, the survey still indicates that the ILR overstates the rate of Level 2 firstness for Level 2 learners on a fairly large scale (over half of cases for Level 2 learners (55%)).

The way prior attainment is recorded for those who have previously studied with any given provider may go some way to explain the reason for the varied proportions of Level 2 firstness reported by the survey compared to the ILR: *A requirement of the ILR 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. This means that a learner who enrolls at a provider with prior qualifications below Level 2, undertakes a Full Level 2 qualification with that provider and then progresses with them to a Level 3 qualification is recorded on the ILR for the Level 3 course as undertaking their first Full Level 2 qualification, despite having attained a Full Level 2 with the provider when they went on to start the Level 3 course. Unlike the ILR, the survey asks more directly about a learner's qualifications at the time they started the course. Consequently, some of the incidences of disagreement between the survey and the ILR (specifically among learners that had studied with the provider previously) are 'genuine'; the ILR is recording what is intended to record which is slightly different to what the survey is recording.

Prior qualifications held by learners recorded as first Full Level 2 or 3 learners on the ILR, but where the survey shows Level 2 prior attainment

The following section looks at the type of prior qualifications apparently missed, omitted or miscoded to level on the ILR and therefore which qualifications are likely to be contributing to differences in reported firstness.

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, but recorded as having either no qualifications or qualifications below Level 2 on the ILR.

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

- GCSEs or O Levels amounting to a Full Level 2 qualification (38%);
- A Levels (25%);
- NVQ Level 2 (23%).

These were among the most common qualifications for those recorded on the ILR as having a *Level 1 qualification*:

- GCSEs or O Levels amounting to a Full Level 2 qualification (43%);
- NVQ Level 2 (31%);
- Basic Skills Level 2 (24%);
- A Levels (20%).

Table 5.6: Prior qualifications of Level 2 learners where the survey indicates a prior Full Level 2 or higher and where the ILR stated highest prior qualification as below Full Level 2

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held (survey data)	87 %	172 %
GCSE/O level grade A-C or equivalent (L2)	38	43
A Levels	25	20
NVQ Level 2	23	31
NVQ Level 3	17	12
Basic Skills Level 2	17	24
OND,ONC,BTEC etc. national	12	13
Degree	10	9
City & Guilds craft	9	6
Diploma in Higher Education	8	2
Apprenticeship	7	3
BTEC Level 2	6	17
City & Guilds advanced craft	6	4
HNC,HND,BTEC etc. higher	6	5

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

Note only most common qualification types at Level 2 and above shown.

Data shown unweighted.

Table 5.7 presents a similar analysis for Level 3 learners who were found in the survey to be doing a 'repeat' qualification, that is, those with prior attainment at Level 3 or above. The table shows the prior qualifications of these learners where the ILR records show '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 (survey data)	31 %	57 %	232 %
NVQ Level 3, 4 or 5	45	19	23
A Levels (more than one)	32	25	30
OND, ONC, BTEC etc. national	32	37	35
Degree	19	11	8
HNC, HND, BTEC etc. higher	16	16	9
City & Guilds advanced craft	13	7	5
Diploma in higher education	10	4	8
Advanced or Higher Apprenticeship	-	-	2

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 this cohort of learners recorded as having no prior qualifications on the ILR were most commonly (though note a low base of 31 respondents):

- NVQ Level 3, 4 or 5 (45%);
- Multiple A Levels (32%);
- OND, ONC or BTEC national qualifications at Level 3 (32%).

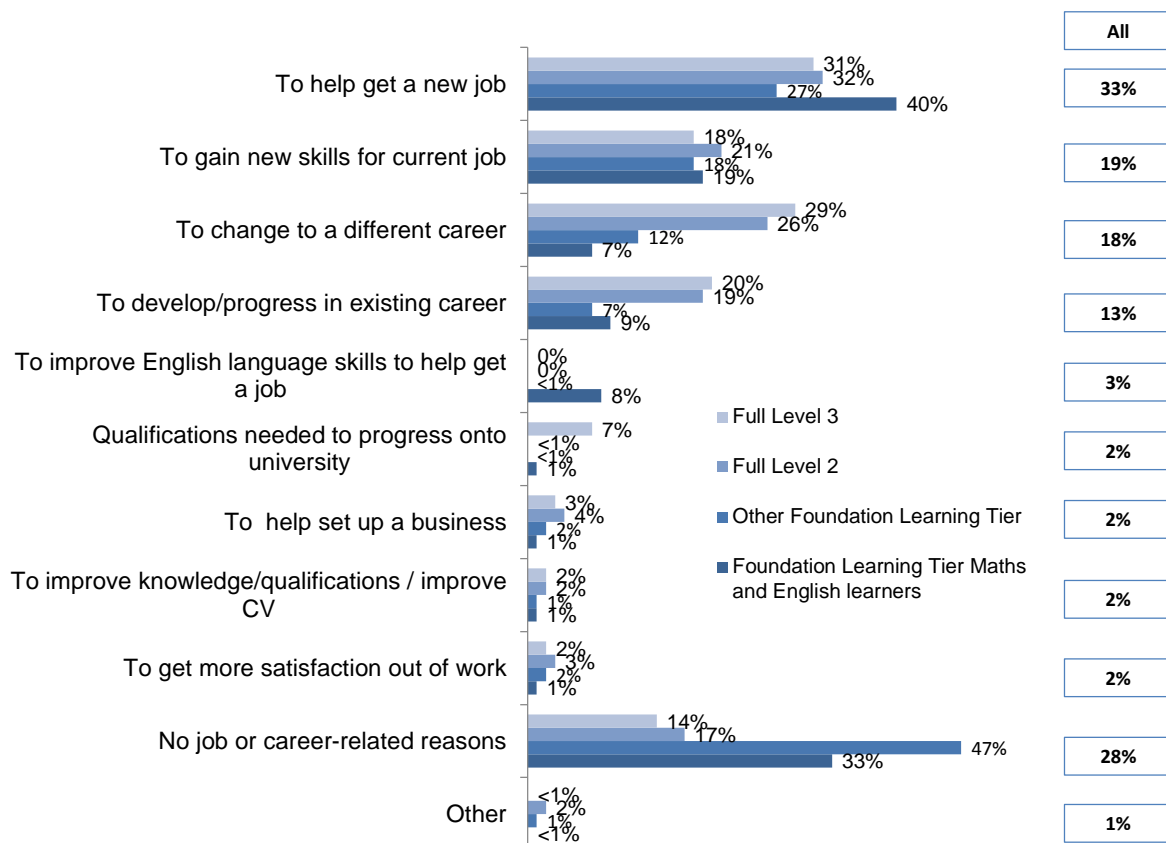
The additional qualifications most often revealed by the survey as lacking in the ILR for 'repeat' Level 3 learners who were recorded on the ILR as having Level 2 or lower qualifications only, are similar to those who were recorded as having none, most commonly NVQ Level 3-5, A Levels and ONC, ONDs, BTEC national.

Chapter 6: Reasons for undertaking classroom-based courses

This chapter looks at the various reasons learners had for deciding to undertake their course. First it looks at their job or career related reasons for enrolling, which offers a useful insight in to learners' motivations at the outset of enrolment. It also looks at whether the course was at the level they originally wanted to undertake.

Figure 6.1 shows the most common job or career related reasons given for starting the course.

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



Base: All ALR learners (4001), FLT Maths and English learners (568), Other FLT learners (433), Level 2 learners (1500), Level 3 learners (1500)

A little over one quarter (28%) of classroom-based learners undertook their course for career-related reasons.

Looking by level of course, almost one half (47%) of Other Foundation Learning Tier courses and around one third (33%) of Foundation Learning Tier Maths and English learners did not have career-related reasons for enrolling on their course. This compares to 14% of Level 3 Learners and 17% of Level 2 Learners. This difference might be explained by the older age profile of both Maths and English and other Foundation Learning Tier learners. Maths and English learners were also more likely to be White while Other Foundation Learning Tier learners were more likely to be male. Each of these three groups was more likely to have enrolled for reasons not related to their career:

- Male learners (31% vs. 26% of female learners)
- Older learners (93% of those over retirement age and 34% of those aged 45 Retirement age vs. 22% of those aged 25-44 and 26% aged 19-24)
- Those of White ethnicity (29% vs. 25% of those of White ethnicity)

Most commonly, learners undertook their course to help get a new job (33%). This was followed by a desire to gain new skills for a current job (19%), to change to a different career (18%) and to develop and progress in an existing career (13%).

The job or career-related motivators differed by the level of course undertaken: FLT Maths and English Learners were most likely to be looking to improve their English Language skills to help get a new job (7% vs. 3% of learners on average) while Level 3 learners were most likely to be aiming to progress on to university (7% vs. 2% on average).

Female learners, younger learners and those of non-White ethnicity were more likely to have enrolled to help get a new job while male learners, older learners and those of White ethnicity were more likely to have enrolled to progress in their existing career.

To help get a new job:

- Female learners (35% vs. 29% of male learners)
- Younger learners (34% aged 19-24 and 37% aged 25-44 vs. 27% aged 45 – retirement age and 1% above retirement age)
- Those of Non-White ethnicity (43% vs. 23% of those of White ethnicity)

To progress in existing career:

- Males (15% vs. 13% of female learners)
- Those aged 25-44 and 45-retirement age (each 21% vs. 16% of those aged 19-24)
- Those of White ethnicity (15% vs. 11% of those of non-White ethnicity)

Those not working at the time of the call were looking to get a new job out of their course (36% vs. 30% of those in work) or to improve their employment prospects by improving their English language skills (4% vs. 2%) while those in work were more likely to be aiming for new skills for their existing job (22% vs. 15% of those not in work), to progress in their existing career (18% vs. 8%) or change to a different career (20% vs. 15%).

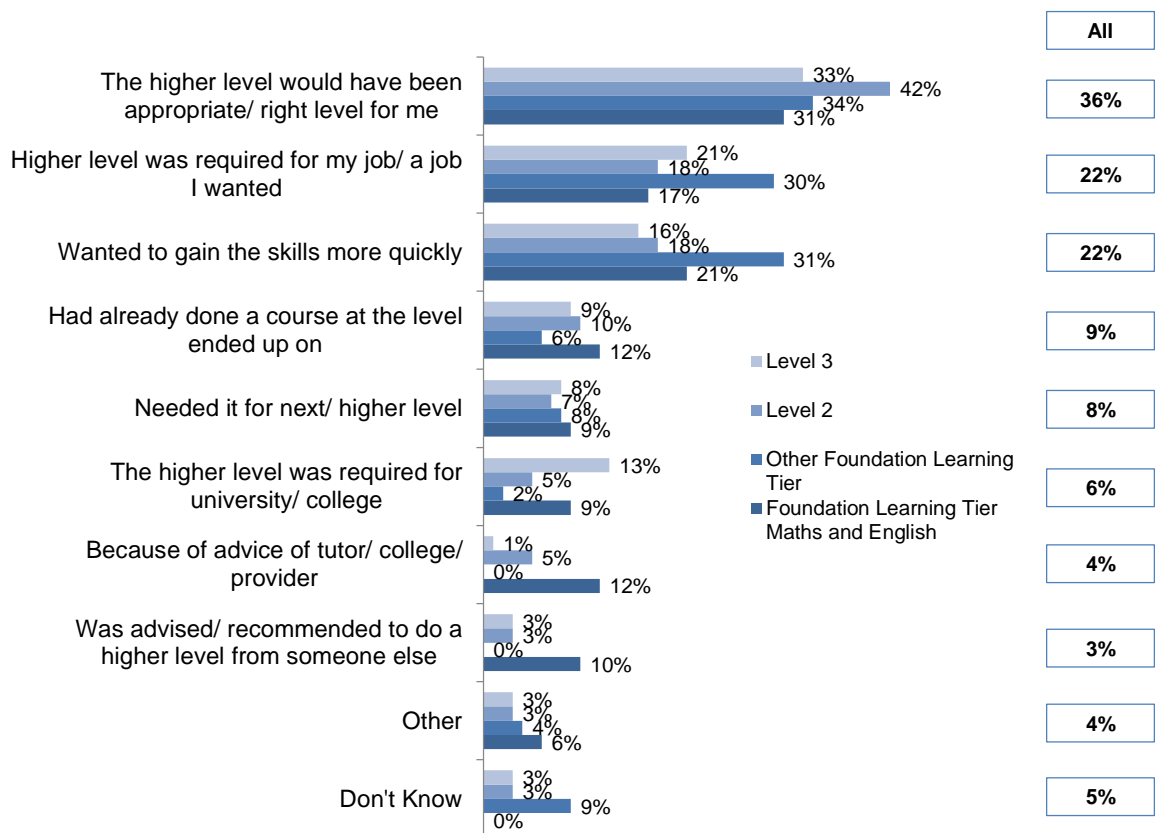
Original intention of level of Course

The vast majority of learners had enrolled on the course level they had originally wanted to undertake (87%). Just under one in ten (8%) had originally wanted to do a higher level course and 2% had originally wanted to do a lower level course. Those undertaking a Level 3 course (91%) were more likely to have enrolled on the level they originally set out to do than those undertaking Level 2 (86%) or Foundation Learning Tier (87%) whilst these lower level groups of learners were more likely to have originally wanted to undertake a higher level course (10% Level 2 and 8% Foundation Learning Tier vs. 6% Level 3). This suggests that there may be more scope for providers and employers to encourage learners to take higher levels, particularly those who initially enquire about Level 2 or lower qualifications.

There were minimal demographic differences in the incidence of originally wanting to do a higher level course.

A variety of reasons for wanting to study a higher level Apprenticeship than they ended up taking were cited by the 8% who had originally wanted to do so, as shown in Figure 6.2 below.

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



Base: All ALR learners originally wanting to study at a higher level (320), FLT Maths and English learners (46), other FLT learners (33), Level 2 learners (154), Level 3 learners (87)

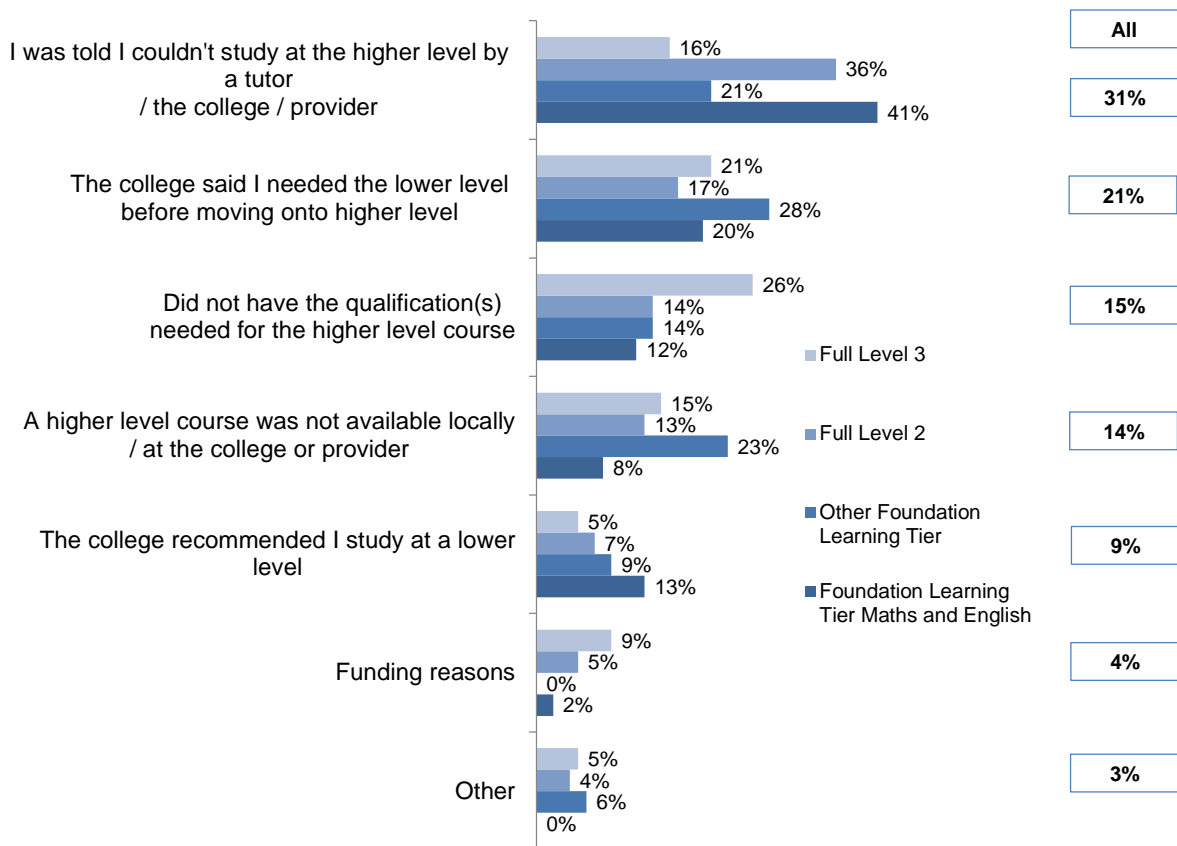
Most commonly Learners wanted to do a higher level course because they felt it was the right level for them (36%). For around one in five the higher level was required for their job or a job they wanted (22%). The same proportion (22%) wanted to gain skills more quickly.

Looking by level, Level 3 learners were more likely to have wanted to do a higher level course to get in to university or college (13% vs. 6% of learners on average) while Foundation Learning Tier Maths and English learners were advised by their education provider that they should do a higher level course (12% vs. 4% of learners on average)

Other demographic differences include female learners stating that the higher level was required for a job or career they wanted (27% vs. 13% of males learners). Non-White learners were more likely to feel that they needed the higher level to progress onto the next higher level on (11% vs. 4% of those of White ethnicity). Finally, those in work at the time of the call were more likely to believe that the higher level was more appropriate / right for them (42% vs. 28% of those out of work at the time of the call).

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

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



Base: All ALR learners originally wanting to study at a higher level (320), FLT Maths and English learners (46), Other FLT learners (33), Level 2 learners (154), Level 3 learners (87)

The main reasons cited by learners for studying at a lower level include being told by the college / education provider that they could not study at the higher level (31%) or that they needed to study at the lower level first (21%). Just under one-sixth of learners (15%) did not have the necessary qualifications to undertake the higher level course while for 14% of learners the higher level course was not available, either locally or at the college / education provider. Smaller proportions of learners stated that the college recommended they studied at a lower level (9%) or that they struggled with funding (4%).

There was some variation by level: Foundation Tier Maths and English Learners and Level 2 Learners were more likely than Level 3 learners to have been told they couldn't study at a higher level by their provider (41% and 36% vs. 16% respectively) while Level 3 learners were more likely than Level 2 learners to say that they did not have the qualifications needed for the higher level course (26% vs. 15%). Those who did not complete the course were more likely to cite funding issues (12% vs. 4% of learners on average).

Other demographic differences include female learners more likely to be told that they couldn't study at a higher level by their education provider (35% vs. 25% of male learners) and those aged 19-24 being more likely to have had insufficient qualifications than those aged over 45 (21% vs. 4%). Those of non-White ethnicity were more likely to have reported that their college recommended they do the lower level (13% vs. 5% of White learners) or that their college said they needed to lower level first (25% vs. 15% of White learners). Finally, those aged 45-retirement age more were likely to cite funding issues than those aged 19-24 (10% vs. 2% respectively).

Reasons for originally wanting to do a lower level course

Only 2% of learners originally wanted to undertake a lower level course than the course they eventually undertook. These learners were asked why they originally wanted to study a lower level course and why they eventually ended out on a higher level course. (Due to a relatively low base size (70 respondents) results should be taken as indicative only.)

Thinking about why they originally wanted to do a lower level course, three-fifths of learners (60%) simply felt the lower level initially looked right for them, one third (33%) wanted to start at the bottom and work up and 7% wanted to ease back into learning due to being out of education for a long time. Just 2% didn't think they would have the time to do a higher level course and 1% explained they were advised by their education provider to take the lower level course.

Mostly commonly the reason for studying at a higher level than originally intended was the recommendation of the learners' education provider (34%). For around one quarter (24%), a lower level course was not available locally or at their education establishment. Around one-fifth (17%) decided the lower level qualification would not be of any benefit to them and a further 5% said the college felt the lower level course would not benefit them. For a small proportion (5%) the college had persuaded them to do the higher level course because it was free.

Appendices

A – Selection of eligible respondents from the ILR

During the academic year 2012/13, 3,280,600 people were enrolled on an FE course, 475,000 of which were in learning in November 2012. A sample of 172,469 learners was drawn from the Individualised Learner Record (ILR). This included learners:

- Enrolled on courses funded by the Adult Skills budget funded by YPLA/SFA, excluding UFI ((A10=22) AND (L_FUNDINGSOURCE=1 OR 2 OR 3 OR 4 OR 5 OR 6) AND (L01 <> 112390))
- Enrolled on a course at Level 2, Level 3, or Foundation Learning Tier (A_L2WID=100 OR A_L3WID=100 OR A_NOTIONLEV=0 OR A_NOTIONLEV=1 OR A_NOTIONLEV=9 (but exclude Level 'M' as determined by A09_title) (i.e. Levels 2 or 3 or Entry or Level 1 or Levels U/X).
- Were aged 19+ as of the start of their course (A_AGEST>18)
- Were enrolled on this course in November 2012 (A_NOV=1)
- Had not indicated that they were unwilling to be contacted for survey work or unwilling to be contacted by telephone ((L27= NOT 1,2 or 4) and (L57 = NOT 2,4,6 or 7))
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

B – Quotas and weighting

The quota targets for 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. The final achieved interviews matched the quota targets specified although an additional interview was achieved in the FLT (below Level 1) aged 25-44 quota cell.

Table B1: Final achieved interviews - Adult learners on FE courses

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of FE course</i>					
Full Level 2	447	769	264	20	1,500
Full Level 3	780	614	102	4	1,500
Foundation Learning Tier (Level 1)	117	248	102	33	500

	19-24	25-44	45 to retirement age	Over retirement age	Total
Foundation Learning Tier (below Level 1)	83	275	110	33	501
Total	1,427	1,906	578	90	4,001

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2, Full Level 3, Foundation Learning Tier (Level 1) and Foundation Learning Tier (below Level 1) classroom-based courses in Further Education as of November 1st 2012, based on ILR data. 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 475,200 learners.

Table B2: Population figures – Eligible adults undertaking a Full L2 or Full L3 FE course funded by the Adult Skills budget in November 2012

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of course</i>					
Full Level 2	36,467	62,755	21,513	1,662	122,397
Full Level 3	53,327	41,972	7,008	259	102,566
Foundation Learning Tier (Level 1)	25,263	53,496	22,049	7,101	107,909
Foundation Learning Tier (below Level 1)	23,626	78,028	31,354	9,314	142,322
Total	138,683	236,251	81,924	18,336	475,194

C - Sample outcomes and response rate

In total, c.24,000 adult learners were called at least once for the survey, resulting in 4,001 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 (4,001) 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:

$$\text{Completed interviews} / (\text{Completed interviews} + \text{Quit during interview} + \text{Refused} + \text{Other dead outcome})$$

The response rate for this survey was **64%**.

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

Table D1 gives the statistical confidence associated with the first Full Level 2 incidence rates derived from the survey, 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 – 4.2% of the survey finding. For Level 2 learners aged 45 plus, the base number of interviews is smaller, and the confidence interval rises to +/- 5.0% (i.e. the range of results within which we can be 95% confident that the true result lies increases).

Table D1: 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 the number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,500	27.98%	+/-2.3%
	19-24	447	29.22%	+/-4.2%
	25-44	769	28.35%	+/-3.2%
	45 plus	284	24.99%	+/-5.0%
	25 plus	1,053	27.45%	+/-2.7%
Full Level 3	<i>All</i>	1,500	19.08%	+/-2.0%
	19-24	780	16.78%	+/-2.6%
	25-44	614	21.60%	+/-3.2%
	45 plus	106	21.39%	+/-7.8%
	25 plus	720	21.58%	+/-3.0%
Overall	<i>All</i>	3,000	23.89%	+/-1.5%

Table D2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 54.38% has a confidence interval of +/- 2.5% based on the sample of 1,500 learners surveyed. The incidence figure for the 45 plus age group should be treated with caution given the relatively wide confidence interval of +/-9.4%.

Table D2: 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>1,500</i>	54.38%	+/-2.5%
	<i>19-24</i>	<i>780</i>	55.95%	+/-3.5%
Full Level 3	<i>25-44</i>	<i>614</i>	54.35%	+/-3.9%
	<i>45 plus</i>	<i>106</i>	43.00%	+/-9.4%
	<i>25 plus</i>	<i>720</i>	52.68%	+/-3.6%

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

Table E1: Personal income (annual) amongst those who had completed November 2012 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
<i>Base: All answering**</i>	447 %	121 %	116 %	DATA NOT SHOWN AS BASE <25	79 %
Less than £6,000	35	7	41		62
£6,000 - £10,999	21	26	35		9
£11,000 - £12,999	6	14	6		1
£13,000 - £14,999	5	13	1		1
£15,000 - £17,999	5	15	1		1
£18,000 to £20,999	3	9	-		-
£21,000 to £24,999	2	5	1		-
£25,000 to £29,999	1	2	-		-
£30,000 to £32,999	*	-	-		1
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	1	1	-		-
£46,000 plus a year	-	-	-		-
Summary: £21,000 plus	3	7	1		1
Mean income***	£9,400	£13,200	£7,400		£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 E2: Personal income (annual) amongst those who had completed November 2012 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:	1,053	297	282	86	234
All answering**	%	%	%	%	%
Less than £6,000	23	2	28	17	39
£6,000 - £10,999	21	9	37	27	23
£11,000 - £12,999	7	10	7	8	6
£13,000 - £14,999	5	12	2	1	2
£15,000 - £17,999	5	10	3	3	2
£18,000 to £20,999	5	12	2	3	1
£21,000 to £24,999	4	12	1	5	-
£25,000 to £29,999	3	8	1	2	1
£30,000 to £32,999	1	3	*	2	-
£33,000 to £35,999	1	1	-	1	-
£36,000 to £45,999	1	3	*	1	1
£46,000 plus a year	1	2	-	5	*
Summary: £21,000 plus	12	30	3	16	2
Mean income***	£12,700	£19,200	£9,000	£14,200	£8,500

*= <0.5% but >0%

- = zero

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

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

Table E3: Personal income (annual) amongst those who had completed November 2012 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**	780 %	163 %	232 %	DATA NOT SHOWN AS BASE <25	107 %
Less than £6,000	39	9	47		50
£6,000 - £10,999	21	24	33		21
£11,000 - £12,999	3	11	3		2
£13,000 - £14,999	4	14	*		1
£15,000 - £17,999	4	17	-		4
£18,000 to £20,999	2	6	*		1
£21,000 to £24,999	2	6	1		-
£25,000 to £29,999	*	2	-		-
£30,000 to £32,999	*	1	-		-
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	*	1	-		-
£46,000 plus a year	*	-	-		-
Summary: £21,000 plus	3	9	1		-
Mean income***	£8,700	£13,200	£7,100		£7,300

*= <0.5% but >0%

- = zero

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

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

Table E4: Personal income (annual) amongst those who had completed November 2012 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
<i>Base: All answering**</i>	720 %	179 %	193 %	68 %	158 %
Less than £6,000	21	2	28	21	30
£6,000 - £10,999	24	9	38	24	28
£11,000 - £12,999	7	9	7	10	6
£13,000 - £14,999	5	10	4	7	4
£15,000 - £17,999	6	12	3	4	4
£18,000 to £20,999	4	11	3	1	-
£21,000 to £24,999	4	13	1	-	1
£25,000 to £29,999	2	6	1	4	1
£30,000 to £32,999	1	3	-	1	-
£33,000 to £35,999	*	1	-	-	-
£36,000 to £45,999	1	2	1	1	-
£46,000 plus a year	1	1	-	1	-
Summary: £21,000 plus	9	26	2	9	2
Mean income***	£11,700	£18,600	£8,900	£12,100	£8,500

*= <0.5% but >0%

- = zero

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

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

Table E5: Personal income (annual) amongst those who had completed November 2012 course by the time of interview – Foundation Learning Tier Maths and English 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
<i>Base: All answering**</i>	96 %	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>	30 %
Less than £6,000	44				58
£6,000 - £10,999	18				14
£11,000 - £12,999	6				4
£13,000 - £14,999	2				-
£15,000 - £17,999	3				4
£18,000 to £20,999	1				-
£21,000 to £24,999	-				-
£25,000 to £29,999	-				-
£30,000 to £32,999	-				-
£33,000 to £35,999	-				-
£36,000 to £45,999	-				-
£46,000 plus a year	-				-
Summary: £21,000 plus	-				-
Mean income***	£7,800				£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 E6: Personal income (annual) amongst those who had completed November 2012 course by the time of interview - Foundation Learning Tier Maths and English 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
<i>Base: All answering**</i>	472 %	70 %	92 %	DATA NOT SHOWN AS BASE <25	200 %
Less than £6,000	32	6	41		38
£6,000 - £10,999	21	28	27		19
£11,000 - £12,999	4	9	6		3
£13,000 - £14,999	4	14	2		2
£15,000 - £17,999	3	9	4		1
£18,000 to £20,999	2	8	-		1
£21,000 to £24,999	*	1	-		-
£25,000 to £29,999	1	7	1		-
£30,000 to £32,999	*	-	-		1
£33,000 to £35,999	-	-	-		-
£36,000 to £45,999	-	-	-		-
£46,000 plus a year	*	-	1		-
Summary: £21,000 plus	2	8	2		1
Mean income***	£8,800	£13,100	£8,500		£7,600

*= <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

Table E7: Personal income (annual) amongst those who had completed November 2011 course by the time of interview – Other Foundation Learning Tier courses 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
<i>Base: All answering**</i>	104 %	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>	<i>DATA NOT SHOWN AS BASE <25</i>	29 %
Less than £6,000	36				55
£6,000 - £10,999	15				13
£11,000 - £12,999	4				3
£13,000 - £14,999	6				-
£15,000 - £17,999	1				-
£18,000 to £20,999	3				-
£21,000 to £24,999	1				-
£25,000 to £29,999	1				-
£30,000 to £32,999	-				-
£33,000 to £35,999	-				-
£36,000 to £45,999	-				-
£46,000 plus a year	-				-
Summary: £21,000 plus	2				-
Mean income***	£8,800				£6,500

*= <0.5% but >0%

- = zero

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

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

Table E8: Personal income (annual) amongst those who had completed November 2012 course by the time of interview - Other Foundation Learning Tier courses 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
<i>Base: All answering**</i>	329 %	54 %	58 %	DATA NOT SHOWN AS BASE <25	115 %
Less than £6,000	25	4	29		40
£6,000 - £10,999	17	12	23		20
£11,000 - £12,999	5	7	7		-
£13,000 - £14,999	4	7	2		5
£15,000 - £17,999	5	14	3		-
£18,000 to £20,999	2	7	3		-
£21,000 to £24,999	1	2	-		-
£25,000 to £29,999	3	4	6		-
£30,000 to £32,999	2	3	2		-
£33,000 to £35,999	1	4	2		-
£36,000 to £45,999	3	12	-		-
£46,000 plus a year	2	10	2		-
Summary: £21,000 plus	13	35	11		-
Mean income***	£13,500	£23,400	£11,800		£7,100

*= <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 E9: Housing Tenure

	All	Full L2	Full L2	Full L3	Full L3	FLT Maths and English	FLT Maths and English	Other FLT	Other FLT
		19-24	25+	19-24	25+	19-24	25+	19-24	25+
Base: All answering**	3,836	434	1,011	767	693	90	432	100	309
	%	%	%	%	%	%	%	%	%
Live alone	15	8	14	7	12	19	17	10	24
Live with partner/ wife only & main earner in household	4	1	7	1	3	-	3	1	8
Live with partner/ wife only & NOT main earner in household	9	4	10	4	10	12	9	2	15
Live with dependents under 16 & main earner in household	20	6	30	5	29	7	27	5	21
Live with Dependants under 16 NOT main earner in household	21	5	31	3	35	16	31	4	20
Live with Adult Dependents & main earner in household	7	*	12	1	9	-	10	-	12
Live with Adult Dependants & NOT main earner in household	9	3	11	4	12	2	13	2	9
Live with Parents & main earner in household	3	3	2	3	2	7	1	5	3
Live with Parents & NOT main earner in household	26	71	7	74	11	49	5	63	8
Live with other relatives - main earner in household	1	1	1	1	1	3	1	3	*
Live with other relatives- NOT main earner in household	14	38	3	39	5	38	5	32	5
Live with Friends or other non-relatives- main earner in household	*	-	*	*	*	-	1	-	1
Live with Friends or other non-relatives- NOT main earner in household	4	3	1	3	2	11	4	11	3

*= <0.5% but >0% - = zero **Excludes those refusing and those responding 'Don't know' to these questions (4%)

F – Prior English and Maths tables for adults undertaking a Foundation Learning Tier course

Table F1: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Foundation Learning Tier Maths and English course as of November 2012

		FLT Maths and English learners with GCSEs / O Levels in any subject			FLT Maths and English learners		
		All	19-24	25+	All	19-24	25+
Base:		93	DATA NOT SHOWN AS BASE <25	71	568	96	472
		%		%	%	%	%
GCSE English- Single Subject	A*/A	3		2	*	1	*
	B	4		5	1	-	1
	C	6		5	1	2	1
	D	2		3	*	-	*
	E/F/ G	11		6	2	5	1
GCSE English Language	A*/A	3		4	*	-	1
	B	1		-	*	1	-
	C	11		9	2	4	1
	D	10		9	2	3	1
	E/F/G	4		4	1	1	1
O Level – English Language	A	1		1	*	-	*
	B	2		3	*	-	*
	C	3		4	*	-	1
	D	-		-	-	-	-
	E	-		-	-	-	-
CSE English	Grade 1	-		-	*	-	1
	Not Grade 1	2		2	1	-	1
Basic Skills / English	Level 2	12		9	6	9	6
	Below Level 2	20		15	15	20	13
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	35		34	6	8	5
Level 2 Basic Skills or Maths and English	Level 2	2		3	5	4	5
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	38		32	11	22	9
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	3		3	7	4	8
No English qualification	None	13		17	68	60	70
English qualification but unknown level	Unknown Level	9		12	3	1	3

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C

at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English). *= <0.5% but >0%

Table F2: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with an Other Foundation Learning Tier course as of November 2012

		Other FLT learners with GCSEs / O Levels in any subject			Other FLT learners		
		All	19-24	25+	All	19-24	25+
Base:		246	69	177	433	104	329
		%	%	%	%	%	%
GCSE English- Single Subject	A*/A	1	-	2	1	-	1
	B	4	4	4	2	3	2
	C	5	10	4	3	6	2
	D	4	12	1	2	8	1
	E/F/ G	3	4	2	2	3	1
GCSE English Language	A*/A	5	3	5	3	2	3
	B	9	15	6	5	10	3
	C	14	23	11	8	15	6
	D	5	4	5	3	3	3
	E/F/G	2	7	1	1	5	2
O Level – English Language	A	7	-	10	4	-	5
	B	6	-	8	3	-	4
	C	8	-	11	4	-	6
	D	1	-	1	1	-	1
	E	-	-	-	-	-	-
CSE English	Grade 1	3	-	4	2	-	3
	Not Grade 1	6	2	8	4	1	4
Basic Skills / English	Level 2	7	10	6	8	10	7
	Below Level 2	8	17	5	11	17	9
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	61	54	64	35	35	35
Level 2 Basic Skills or Maths and English	Level 2	3	3	3	6	6	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	17	28	13	14	22	11
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	2	3	2	4	5	3
No English qualification	None	4	4	4	34	27	36
English qualification but unknown level	Unknown Level	13	7	16	8	5	9

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English). *= <0.5% but >0%

Table F3: Prior Maths GCSE/O Level qualifications of adults engaged with a Foundation Learning Tier Maths and English course as of November 2012

		FLT Maths and English learners with GCSEs / O Levels in any subject			FLT Maths and English		
		All	19-24	25+	All	19-24	25+
Base:		93 %	DATA NOT SHOWN AS BASE <25	71 %	568 %	96 %	472 %
GCSE Maths	A*/A	4		3	1	1	*
	B	2		2	*	1	*
	C	13		10	2	5	1
	D	7		6	1	2	1
	E/F/G	25		19	4	9	3
O Level Maths	A	1		2	*	-	*
	B	1		1	*	-	*
	C	2		3	*	-	*
	D	-		-	-	-	-
	E	-		-	-	-	-
CSE Maths	Grade 1	1		1	*	-	*
	Not Grade 1	1		1	1	-	1
Basic Skills / Maths	Level 2	14		12	6	9	5
	Below Level 2	17		14	12	19	10
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	23		20	4	7	3
Level 2 Basic Skills or Maths and English	Level 2	6		6	4	6	4
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	38		35	10	16	9
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	1		2	5	7	5
No maths or numeracy qualification	None	21		24	73	61	75
Maths or numeracy qualification but unknown level	Unknown Level	10		14	3	2	3

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English). *= <0.5% but >0%

Table F4: Prior Maths GCSE/O Level qualifications of adults engaged with an Other Foundation Learning Tier course as of November 2012

		Other FLT learners with GCSEs / O Levels in any subject			FLT Other Foundation Learning Tier		
		All	19-24	25+	All	19-24	25+
Base:		246	69	177	433	104	329
		%	%	%	%	%	%
GCSE Maths	A*/A	4	7	3	3	5	2
	B	10	16	7	6	11	4
	C	20	26	18	11	17	10
	D	10	21	6	6	14	3
	E/F/G	6	15	3	4	10	2
O Level Maths	A	4	-	5	2	-	3
	B	5	-	6	3	-	3
	C	8	-	11	4	-	6
	D	1	-	1	*	-	1
	E	-	-	-	-	-	-
CSE Maths	Grade 1	3	2	3	2	1	2
	Not Grade 1	6	-	8	3	-	4
Basic Skills / Maths	Level 2	7	11	5	7	11	6
	Below Level 2	9	19	5	11	19	9
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	52	51	52	30	33	28
Level 2 Basic Skills or Maths and English	Level 2	3	4	3	5	7	5
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	21	36	15	16	25	13
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	2	2	2	3	6	3
No maths or numeracy qualification	None	9	-	12	38	25	42
Maths or numeracy qualification but unknown level	Unknown Level	13	6	16	8	4	9

The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only* hold a Level 2 in Basic Skills would be included in the second row (Level 2 Basic Skills or Maths and English). *= <0.5% but >0%

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

Earlier in the report Table 5.13 showed how the proportion of learners with different levels of Basic Skills (including Maths and English) qualifications varied by their prior attainment in Maths and English at GCSE/ O levels. Tables G1 – G4 repeat this earlier table based on different groups of learners by age and the level of the course being undertaken.

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

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

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	35	%	*	*	29	*	54	100%
English GCSE/O Level A*-C NOT Maths A*-C	53	%	*	*	15	*	68	100%
Maths and English GCSE/O Level A*-C	160	%	*	6	14	8	70	100%
Neither Maths nor English GCSE/O Level A*-C	199	%	10	15	20	5	53	100%

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

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	37	%	*	*	19	*	73	100%
English GCSE/O Level A*-C NOT Maths A*-C	127	%	*	*	13	-	82	100%
Maths and English GCSE/O Level A*-C	321	%	2	3	12	4	79	100%
Neither Maths nor English GCSE/O Level A*-C	568	%	4	7	15	2	73	100%

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

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	64	%	*	11	23	*	63	100%
English GCSE/O Level A*-C NOT Maths A*-C	85	%	*	*	24	6	66	100%
Maths and English GCSE/O Level A*-C	362	%	2	4	16	6	71	100%
Neither Maths nor English GCSE/O Level A*-C	269	%	4	13	23	6	54	100%

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

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	33	%	*	*	27	*	64	100%
English GCSE/O Level A*-C NOT Maths A*-C	74	%	*	*	19	*	73	100%
Maths and English GCSE/O Level A*-C	260	%	*	*	11	*	85	100%
Neither Maths nor English GCSE/O Level A*-C	353	%	3	8	20	3	66	100%

Table G5: Basic Skills qualifications of Foundation Learning Tier Maths and English learners

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	<i>DATA NOT SHOWN AS BASE <25</i>							
English GCSE/O Level A*-C NOT Maths A*-C								
Maths and English GCSE/O Level A*-C								
Neither Maths nor English GCSE/O Level A*-C	529	%	9	8	7	1	75	100%

Table G6: Basic Skills qualifications of Other Foundation Learning Tier courses

Row %s	Base	Basic Skills (including Maths and English)					Total	
		Entry	Level 1	Level 2	Don't know	No basic skills		
Maths GCSE/O Level A*-C NOT English A*-C	DATA NOT SHOWN AS BASE <25							
English GCSE/O Level A*-C NOT Maths A*-C	40	%	*	*	18	*	73	100%
Maths and English GCSE/O Level A*-C	109	%	*	6	10	*	82	100%
Neither Maths nor English GCSE/O Level A*-C	266	%	6	11	11	3	70	100%

H – Learner demographics on the Individual Learner Record

Table H1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on Foundation Learning Tier Maths and English, Other Foundation Learning Tier, Level 2 or Level 3 classroom-based provision in November 2012), and compares this with the demographics of the weighted profile of the achieved interviews.

The gender and ethnicity profiles for all learners in scope of the survey (i.e. all adults on the ILR on a classroom-based course in November 2012) were very similar to the weighted survey figures although the learners interviewed for Foundation Learning Tier Maths and English were *slightly* more skewed towards females and non-White learners (73% and 60% respectively) than all Maths and English learners in scope of the survey (69% and 51% respectively).

Table H1: Demographic profile of adult FE learners

	Achieved Sample					All sample in scope				
	All	FLT Maths and English	FLT non-Maths and English	Full Level 2	Full Level 3	All	FLT Maths and English	FLT non-Maths and English	Full Level 2	Full Level 3
Base: All learners	4,001 %	568 %	433 %	1,500 %	1,500 %	475,194 %	129,778 %	120,453 %	122,397 %	102,566 %
Age										
19-24	29	17	24	30	52	29	16	24	30	52
25-44	50	63	38	51	41	50	63	42	51	41
45 – retirement	17	18	27	18	7	18	19	25	18	7
Over retirement age	4	3	11	1	*	3	2	10	1	*
Gender										
Male	34	27	41	34	37	36	31	42	33	37
Female	66	73	59	66	63	64	69	58	67	63
Ethnicity										
White	62	38	75	74	71	67	46	74	76	73
Non-white	36	60	22	25	28	31	51	24	22	26
Asian	16	28	9	10	14	13	24	10	8	9
Black	12	20	7	9	10	11	15	8	9	12
Mixed / other	7	11	6	5	4	7	12	5	5	6
Not stated	2	2	3	1	1	2	2	2	1	1

*= <0.5% but >0%

I - Questionnaire

Prior Achievements Questionnaire 2013

IFF Research

Screener

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

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

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

S2) Hello, my name is XXX and I'm calling from IFF Research, an independent market research company. We are conducting a survey on behalf of the Department for Business, Innovation and Skills of people who were on courses at colleges or training providers in late 2012. It is an important study for the Department, and will help them understand the qualifications that people had before starting their learning and help them design appropriate courses for future students.

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

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

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

REASSURANCES TO USE IF NECESSARY

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

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

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

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

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

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

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

- IF APPREN=1 (APPRENTICESHIP)
sq1c) Were you based with an employer when you undertook this course or programme?

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

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

sq1d) Were you already working for the employer when you started the Apprenticeship, or were you recruited specifically as an apprentice?

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

IF APPREN=1 & Q1C=1 & Q1d=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER &

ALREADY WORKING FOR THE EMPLOYER)

sq1da) How long did you work for this employer before you started doing your <INSERT COURSE NAME>? PROMPT TO CODE: Was it . . . ?

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

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

sq1db) What was your main activity BEFORE you started your apprenticeship job

PROMPT IF NECESSARY. Also if say 'in a job' ask if it provided a substantial element of training or not

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

ASK ALL

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

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

ASK ALL

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

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

IF YES (1c1=1)

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

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

ASK ALL

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

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

ASK IF DID NOT WANT TO DO THE COURSE AT THAT LEVEL (Q1DA=2)

- 1e) **Did you originally want to undertake a course that was at a higher level or a lower level than the course you did?**

READ OUT AND CODE ONE ONLY

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

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

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

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

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

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

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

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

IF LOWER (1e=2)

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

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

ASK ALL

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

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

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

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

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

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

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

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

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

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

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

	Code	Max level achievable with qualification	Vocational or Academic
A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher	1	8	A
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5	V
HNC / HND (Higher National Certificate / Higher National Diploma)	3		V
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3	V
BTEC / BEC / TEC / EdExcel/ LQL	5	7	V
<u>SCOTVEC, SCOTEC or SCOTBEC</u>	6	4	V
Teaching qualification other than PGCE	7	4	V
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4	V
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	9	4	A
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3	A
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11		A

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

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

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

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 16) IF HAVE CSEs AT Q5
How many CSEs did you have at grade 1? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

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

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

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

- 17) IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5
Was your highest National Qualification... READ OUT AND CODE FIRST THAT APPLIES?

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

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

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

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

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

- 19) IF INTERMEDIATE LEVEL 1 AT Q17
How many Scottish National Qualifications Intermediate Level 1 did you have at grade B or above ...
READ OUT AND CODE ONE ONLY

None	1	Counts as full Level 1
One	2	Counts as 20% of a Level 2
Two	3	Counts as 40% of a Level 2
Three	4	Counts as 60% of a Level 2
Four	5	Counts as 80% of a Level 2
Five or more	6	Full (100%) Level 2

(DO NOT READ OUT) not sure	7	= treat as 20% of a Level 2
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- 20) IF INTERMEDIATE LEVEL 2 AT Q17
How many Scottish National Qualifications Intermediate Level 2 did you have at grade C or above ...
READ OUT AND CODE ONE ONLY

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

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

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

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

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

- 23) IF APPRENTICESHIP AT Q2 (Q2D=1):
When did you complete your apprenticeship? Did you complete before 1995 or in 1995 or later?

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

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

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

- 24a) IF 'Welsh 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

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

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

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

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

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

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

Q27 - 30 DELETED

30a) IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK q30a (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 Q30a

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

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

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

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

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

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

OTHERS TAKE HIGHEST QUALIFICATION (S) FROM HIGHEST QUALIFICATION FROM Q5-Q26 RESPONSES (LEVEL 3 FULL HIGHER THAN A PART LEVEL 3; PART LEVEL 3 HIGHER THAN LEVEL 2 ETC ETC)

NOTE:

IF A LEVEL AND AS LEVEL SELECTED AS HIGHEST THEN ALWAYS CHOOSE A LEVEL A S HIGHEST AND ASK Q31 (ONE QUAL HIGHEST)

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

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

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

SAY TO ALL WITH QUALIFICATIONS

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

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

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

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

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

- 33a) CATI PUT ALL PEOPLE IN ONE CATEGORY:

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

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

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

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

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

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

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

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

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

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

Yes	1	ASK 33E
No	2	CHECK 33L

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

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

SOC AT CODING STAGE

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

Yes	1
No	2
Don't know	X

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

Yes	1
No	2
Don't know	X

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

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

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

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

SOC AT CODING STAGE

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

Yes	1
No	2
Don't know	X

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

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

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

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

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

SOC AT CODING STAGE

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

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

Yes	1
No	2
Don't know	X

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

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

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

Q34-38 DELETED

ALL

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

ASK ALL

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

(ONLY IF AGE=4) Retired	1
ASK EXCEPT IF 33D=2 Employed full time (30+ hours a week)	2
ASK EXCEPT IF 33D=2 Employed part time (less than 30 hours a week)	3
ASK EXCEPT IF 33D=2 Self-employed	4
On a government-supported training and employment programme ADD IF NECESSARY: This includes things like New Deal and Work Based Learning programmes, but not education courses without an employment element	5
Unemployed though looking and available for work	6
Unemployed but not looking or not available for work	7
Doing unpaid family work	8
None of the above	X

39) IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q34=7) ASK:
When, if at all, do you expect to be available for work again...READ OUT

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

ASK ALL

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

Yes	1	ASK Q41
No	2	ASK Q42
Don't know	3	
Refused	4	

IF Q40=1

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

Jobseekers Allowance (JSA)	1
Income Support (IS)	2
Incapacity Benefit (IB)	3
Employment and Support Allowance	4
Severe Disablement Allowance	5
Maternity Allowance	6
Bereavement Benefits	7
Industrial Injuries Disablement Benefit	8
Carer's Allowance	9
Tax Credits	10
Training Allowance	11
Disability Living Allowance (DLA)	12
Personal Independence Payment	13
Housing Benefit	14
Council Tax Benefit	15
Other (Please Specify)	16
None	17
Don't know / Can't remember	18
Refused	19

ASK ALL

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

INTERVIEWER NOTE: do not include expenses

Weekly	1	ASK Q43
Monthly	2	
Annual	3	
Refused	4	CHECK Q44

IF Q37=NOT 4 (NOT REF)

- 43) So into which of the following ranges does your [Q42=1: WEEKLY] / [Q42=2: MONTHLY] / [Q42=3: ANNUAL] personal income before tax come? READ OUT APPROPRIATE RANGE

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

IF ACL FROM SAMPLE:

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

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

ASK ALL

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

Yes	1	ASK Q46
No	2	GO TO 'CHECK FOR ALL'
Don't know	3	

- IF YES AT Q45
46) Who else regularly lives with you?
 PROMPT IF NECESSARY. IF 'CHILD' ASK IF AGED OVER 16 OR UNDER 16 (OR BOTH) AND CODE APPROPRIATELY

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

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

Yes	1
No	2
Don't know / refused	3

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

Yes	1
No	2
Don't know	3

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

Yes	1
No	2
Don't know	3

SAY TO ALL

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

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This publication available from www.gov.uk/bis

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BIS/14/1223