Department for Business Innovation & Skills

RESEARCH

Contents

Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus taking Community Learning courses in 2012/2013.

The research was undertaken to understand the background of those deciding to take these courses, in terms of the qualifications they held before embarking on these courses and their motivations for learning.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults on Community Learning courses in November 2012. These courses are funded through the Government's Community Learning budget. This survey included learners undertaking Maths and English courses through the Family, Literacy, Language and Numeracy (FLLN) programmes[1], as a key interest was the extent to which these learners already had Maths and English qualifications.

The survey was conducted in January-March 2014, and involved interviews with 1,600 Community Learning learners, most of whom were taking subjects *other* than FLLN Maths and English (1,347).

Community Learning: policy context

BIS contributes £210m per annum to support non-formal, mostly unaccredited, community learning. The spend is underpinned by Community Learning objectives - introduced in August 2012 following a review and national consultation - which prioritise the use of this public funding to support:

- adults who are unemployed, low-skilled or have few qualifications, enabling them to develop the skills and motivation to progress towards formal training and employment

- individuals, families and communities who are socially disadvantaged, in order to improve their confidence, resilience, community engagement and mental/physical health

- local adult education infrastructures across England, so that adults of all ages and backgrounds can take part in non-formal learning, paying according to their means.

These three priorities mean that community learning attracts people from a wide range of social and economic backgrounds, including people who are low skilled, people who are highly skilled, people who are poor and those who are affluent.

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[1] At the time the survey respondents were in learning (November 2012) these programmes were known as the Family Literacy, Language and Numeracy (FLLN). They are currently known as Family, English, Maths and Language (FEML) Community Learning programmes.

Learning is delivered in every Local Authority area across England through adult education services, FE colleges and voluntary sector organisations, using both educational premises and accessible local venues such as libraries, children's centres, community centres and museums. Since August 2013, Community Learning providers must work in partnership with other learning providers and local people, services and organisations to agree a relevant, customised community learning offer. They must also maximise value for money by using their public funding allocation to:

- lever-in additional funding, e.g. through fee income, sponsorship, grants, funding from other government departments and/or commercial sales

- secure savings, e.g. from contributions in kind, volunteer activities, sharing services and/or pooling resources

- use income and cost savings to increase the availability of learning for the most disadvantaged people in their communities.

Levels of prior attainment amongst Community Learning learners

The difference between FLLN Maths and English learners and other Community Learning (CL) learners in terms of levels of prior qualifications is quite marked, with other CL learners being much more highly qualified. Over half (56%) of other CL learners had qualifications at Levels 4/5 compared with just 15% of FLLN Maths and English learners, whilst FLLN Maths and English learners were more likely to have had no prior qualifications (21% vs. 9% of other CL learners). Given that FLLN Maths and English courses are focused on improving literacy and numeracy skills, it is perhaps unsurprising that these courses attract those with no, or lower level, qualifications.

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

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.

FLLN Maths and English learners were much less likely than other CL learners to have already held qualifications in English: Three in ten (30%)[2] of all FLLN Maths and English learners had an English qualification at Level 2 before they enrolled on their course, significantly less than the comparative figure found among other CL learners (51%). Furthermore, among learners who held GCSEs or O Levels, FLLN Maths and English learners were much less likely to have achieved a Level 2 English qualification than their other CL counterparts (58% vs. 70% respectively).

A similar pattern was found when looking at prior Maths qualifications held. Just over one half (51%) of all FLLN Maths and English learners did not have any qualifications in

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[2] 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.

Maths. Among those that did have GCSEs/ O Levels, similar proportions held a Level 2 qualification in Maths (49%) and a Level 1 qualification in Maths (42%). In contrast, a higher proportion of other CL learners (67%) held a qualification in Maths, and among those who had GCSEs/O Levels, a higher proportion had a Level 2 qualification in Maths (58%).

Looking specifically at prior qualifications held in Basic Skills (Maths, English or IT), almost one in five FLLN Maths and English learners (19%) had this type of qualification when they enrolled on their course in November 2012, compared with 11% of other CL learners.

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 enrols 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 other CL learners the ILR is more likely to record learners as having lower level qualifications (16% learners were recorded on the ILR as having qualifications below Level 2 compared with just 5% according to the survey) and less likely to record learners as having the higher level 4 or 5 with the ILR implying that around four in ten (43%) have qualifications at these levels but the survey data suggesting it is closer to six in ten (55%). The findings also suggest that the ILR data under-reports prior attainment levels of FLLN Maths and English learners although due to a low base of 34 respondents, the differences are not statistically significant and any interpretation must be treated with caution.

Chapter 2: Introduction

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

The research was undertaken to understand the background of those deciding to undertake these courses, the qualifications they held before embarking on these courses and their motivations for undertaking these courses.

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

Research background and objectives

The Coalition Government's strategy for skills was set out in *Skills for Sustainable Growth*, and *Investing in Skills for Sustainable Growth* (both published in late 2010). The three key principles of these plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most (a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications). The Government's aim is to focus adult learning on this group to promote access to employment, and thereby deliver 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 hence information provided by the Prior Qualifications Survey remains relevant to current policy.

Previous Prior Qualifications surveys have been used to accurately measure the proportion of adults on Apprenticeships, Adult Learner Responsive, funded Workplace Learning courses who were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population. For the current survey, research was also undertaken with those on Community Learning courses. These courses primarily run through Local Authorities and cover a range of community-based learning and outreach programmes. Previously known as Adult Safeguarded Learning these courses are recorded on the 2012/2013 ILR under the 'ASL funding model'. This survey included learners undertaking Maths and English courses through the Family, Literacy, Language and Numeracy (FLLN) programmes: a key interest was the extent to which these learners already had Maths and English qualifications. This report looks at the differences between Community Learning learners undertaking a FLLN Maths and English courses and those that were not (referred to as other CL throughout this report).

It should be noted, that Community Learning courses are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. The range of Community courses is large and whilst some courses provide a route for individuals to develop specific skills necessary for work (mainly FLLN Maths and English courses), others are more aligned with wellbeing and personal development.

Methodology

During the academic year 2012/13, 700,000 people were enrolled on a Community Learning course, 200,000 of whom were in learning in November 2012.

A sample of 72,191 learners was drawn from the Individualised Learner Record (ILR). This included learners:

- Enrolled on Community Learning provision, including accredited and non-accredited courses;

- Who had not indicated that they were unwilling to be contacted for survey work; and

- For whom a telephone number was available.

Appendix A shows which ILR variables and values were used to select the eligible population of learners.

From this sample, a total of 1,600 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking a FLLN Maths and English or other CL course.

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.

Quotas were set by age within type of course (FLLN Maths and English vs. other CL). The majority of interviews (three-quarters) were allocated to the other CL group to reflect their much higher prevalence in the overall Community Learning population. Targets were set by age within these groups proportionate to the full eligible ILR population at FLLN Maths and English and other CL.

In order to ensure a distribution of interviews that would maximise the reliability of analysis by type of Community Learning, quotas were set on an interlocking age by type of course matrix.

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

The quotas and full profile figures of Community Learning learners, along with further information on the sampling and their response rates or the survey can be found in Appendices B and C.

The report structure

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

Chapter 4 discusses prior attainment of qualifications, specifically the attainment of Maths and English at O Level / GCSE and Basic Skills.

Chapter 5 compares the survey assessment of the prior qualification level of learners with that indicated on the ILR.

Chapter 6 explores the reasons for undertaking the Community course, specifically the job or career-related reasons that led to their enrolment.

Chapter 3: The profile of Community Learning Learners

This chapter explores the demographic and socioeconomic profile of adult learners at the time of their interview that were enrolled on a Community Learning course in November 2012. Figures are presented at an overall level and split by those who undertook a 'FLLN Maths and English' qualification and those who undertook a 'other CL' qualification. Specifically it looks at the age, gender, ethnicity, income, work status and benefits status.

The data presented in this chapter is weighted and so represents the population characteristics of Community Learning learners after the survey data has been grossed up to represent the full population of adults on FLLN Maths and English and other CL Community Learning courses in November 2012.

Table 3.1 shows the demographic profile of adults undertaking Community Learning courses in November 2012[3]. This data has been drawn from the Individual Learner Record (ILR).

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[3] Note that the survey data has been weighted to represent the population in terms of age and course type (FLLN Maths and English or other CL). Gender and ethnicity figures, however, are derived from weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of FLLN Maths and English and other CL Learners.

Table 3.1: Demographic profile of adults undertaking Community Learning courses in November 2012

| | All learners | Type of course | |
		FLLN Maths and English	Other Community Learning
Base: All learners	*1,600*	*253*	*1,347*
	%	*%*	*%*
Age			
19-24	5	11	5
25-44	30	78	29
45 – retirement	29	10	29
Over retirement age	36	1	37
Gender			
Male	25	8	25
Female	75	92	75
Ethnicity			
White	83	65	83
Non-white	12	32	12
Asian	*6*	*20*	*6*
Black	*3*	*7*	*3*
Mixed / other	*2*	*5*	*2*
Not stated on the ILR	5	3	5

The vast majority of Community Learning learners interviewed were over the age of 25 (95%) this was fairly evenly split across those aged 25-44 (30%), those aged 45-retirement age (29%) and those over the retirement age (36%)[4]. As Table 3.1 shows the age profile across the two learner groups is quite different, with other CL courses having a much older profile (66% aged 45 plus vs. 11% among FLLN Maths and English learners). This might be expected given that other CL courses are more likely to be aligned with wellbeing and personal development (for example self-defence or music appreciation courses) than FLLN Maths and English courses (which are focused more on improving literacy and numeracy skills which are often aligned to employment).

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[4] Retirement age at the time of this survey was 60 years plus for women; 65 years plus for men.

Within the weighted survey figures, the vast majority of Community Learning learners interviewed were female (75%), particularly high among FLLN Maths and English learners (92%).

Community Learning learners on provision in November 2012 were most commonly White (83%). FLLN Maths and English provision had higher proportions of non-White learners (32% vs. 12% among other CL learners) particularly noticeable when looking at those of Asian ethnicity (accounting for 20% of FLLN Maths and English learners compared with 6% of other CL learners). The gender and ethnicity profile of the weighted survey results was similar to the profile of all the sample in scope for the survey. A full comparison of the two profiles can be found in Appendix F.

The regional split within the weighted population of Community Learning learners is shown in Table 3.2 below.

Table 3.2: Region of learners

| | All learners | Type of course | |
		FLLN Maths and English	Other Community Learning
Base: All learners	*1,600* %	*253* %	*1,347* %
East of England	9	24	9
East Midlands	7	13	7
Greater London	18	6	18
North East	6	6	6
North West	13	6	14
South East	19	11	20
South West	11	7	11
West Midlands	11	9	11
Yorkshire and Humberside	6	19	6

NB: The survey data and the ILR are not compared here as the region profile for all learners in scope of the survey cannot be accurately determined for the ILR: only approximately one third of in-scope learners on the ILR had a postcode recorded on the database.

Economic indicators

Table 3.3 outlines the economic status of the Community Learning learners at the time of their interview in January to March 2014. Figures in bold summarise whether the learner would be considered economically 'active' or 'inactive' (not available for work).

At the time of their interview, some learners would not yet have completed the course they were engaged with in November 2012 (9% of FLLN Maths and English learners and 24% of other CL learners). The figures in the final three columns of Table 3.3 are

based only on those who had completed their course or had left without completing it by the time of the interview.

Table 3.3: Economic activity of learners at the time of interview

	All learners			Those who had completed or left their Nov. 12 course		
	All	FLLN Maths and English	Other Community Learning	All	FLLN Maths and English	Other Community Learning
Base: All learners	*1,600 %*	*253 %*	*1,347 %*	*1,249 %*	*230 %*	*1,019 %*
Still studying on their Nov. 2012 course	24	9	24	-	-	-
Economically active	52	82	51	57	82	57
Employed full-time	20	13	20	23	12	23
Employed part-time	15	28	15	16	29	16
Self-employed	8	2	8	8	2	8
On a government-supported training and employment programme	*	1	*	*	1	*
Unemployed though looking and available for work	6	20	6	7	20	7
Doing unpaid family work	3	17	3	3	18	3
Economically inactive	**48**	**18**	**49**	**43**	**18**	**43**
Retired	39	2	40	32	2	33
Unemployed but not looking or not available for work	6	12	6	7	12	7
None of the above	3	4	3	3	3	3

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

The economic status of those who had left their course at the time of their interview varied somewhat by course type. For example almost three in five (57%) other CL learners were economically active compared with just over four in five (82%) of FLLN Maths and English learners. Other CL learners were more likely to be self-employed (8% vs. 2% FLLN Maths and English) and employed full-time (23% vs. 12% FLLN Maths and English) while FLLN Maths and English learners were more likely to be employed part-time (29% vs. 16% other CL), unemployed but looking for work (20% vs. 7% other CL) or doing unpaid family work (18% vs. 3% other CL).

Looking at those who were economically inactive and yet had completed and left their course (43%), the majority (32% of all those who had completed or left their course)

were retired. This was particularly high for other CL learners (33% vs. 2% among those that had been on FLLN Maths and English courses).

Table 3.4 shows the proportions of learners in receipt of benefits at the time of the survey. One in five learners (20%) were receiving some form of benefit or credit, rising to 29% of those who had completed or dropped out of the course and were not working.

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

Base:	All learners 1,600 %	Still on Nov 2012 course 351 %	Completed or left course – in work 580 %	Completed or left course – not in work 669 %
Receiving benefits or credits	20	13	14	29
Housing Benefit	6	4	3	10
Tax Credits	5	2	7	5
Income Support (IS)	3	1	*	6
Job Seekers Allowance (JSA)	3	1	4	4
Disability Living Allowance (DLA)	3	3	*	6
Council Tax Benefit	2	1	1	3
Incapacity Benefit	2	1	1	3
Employment and Support Allowance	2	2	*	3
Child Benefit	2	1	3	2
Pensions Credit	2	1	-	3
Carer's Allowance	1	-	*	2
Not receiving any benefits or credits	79	86	85	70

*= <0.5% but >0%

The personal gross annual incomes of those who had completed or left their original course at the time they were interviewed (and were willing/ able to provide a figure) are shown in Table 3.5. One third (33%) were earning at least £21,000 per year. The mean income was £18,803. Earnings were highest among individuals in full-time work (mean income £27,650) and in self-employment (£19,521) and lower among those in part-time work (mean income £11,484) or claiming benefit/credit and not in work (mean income £8,845).

Table 3.5: Personal gross income (annual) amongst those who had completed or left November 2012 course by the time of interview

Base: Those not still on their 2012 course (who answered)**	All who completed or left course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
	805 %	220 %	135 %	62 %	149 %
Less than £6,000	**15**	1	16	18	44
£6,000 - £10,999	**23**	6	47	18	35
£11,000 - £12,999	**10**	5	8	5	11
£13,000 - £14,999	**6**	7	4	-	3
£15,000 - £17,999	**7**	6	11	7	1
£18,000 to £20,999	**6**	9	5	7	1
£21,000 to £24,999	**6**	6	4	17	*
£25,000 to £29,999	**9**	19	3	8	1
£30,000 to £32,999	**4**	8	1	5	2
£33,000 to £35,999	**3**	5	1	2	1
£36,000 to £45,999	**6**	16	-	7	-
£46,000 plus a year	**6**	12	1	7	-
Summary: £21,000 plus	**33**	66	10	45	5
Mean income***	**£18,803**	£27,650	£11,484	£19,521	£8,845

*= <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 Community Learning learners

This chapter explores the qualification levels of Community Learning learners prior to enrolling on their November 2012 course.

Determining the level of highest prior qualification

It is important to take into account the survey method used to determine highest prior qualification levels, both when assessing the implications of the research findings regarding prior achievement and when comparing these findings with alternative data sources and management information.

The survey collated information on the qualifications learners had obtained prior to their November 2012 course by:

- Firstly asking respondents to indicate whether they had achieved any qualifications from school, college, university or from an Apprenticeship or through work or government schemes or any other sources;

- Secondly reading a list of qualification to those who confirmed that they had achieved a prior qualification from one or more of the above sources and asking them to confirm whether or not they had achieved each of these. Respondents were also asked to provide details about any other qualifications they may have achieved (including international qualifications) that were not part of the original list

- Finally, asking follow up questions in relation to those qualifications respondents had achieved regarding the number and level they had.

From this questioning a highest level of prior attainment was assigned to each respondent. Appendix G gives the full survey questionnaire for reference.

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

Levels of prior attainment of Community Learning learners

The figure overleaf shows the highest level of prior attainment amongst adults undertaking FLLN Maths and English courses and other CL courses in November 2012.

Figure 4.1: Highest level of prior attainment amongst adults undertaking Community Learning courses in November 2012

Base: Learners with definite prior achievement level from the survey measure
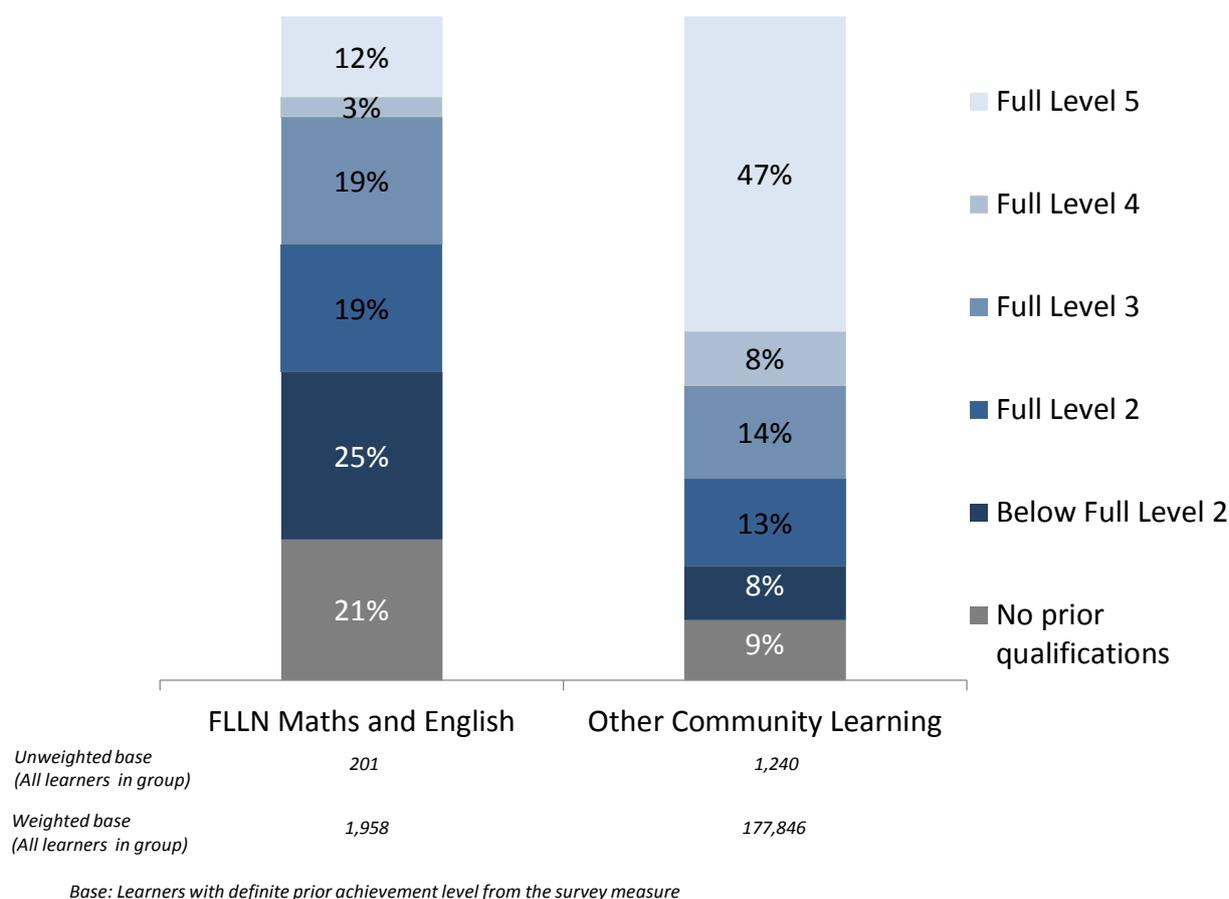
As shown in Figure 4.1 the difference between FLLN Maths and English and other CL learners in terms of levels of prior qualifications is quite marked with other CL learners being much more highly qualified: Almost half (47%) of other CL learners had qualifications at Level 5 compared with just 12% of FLLN Maths and English learners, whilst FLLN Maths and English learners were more likely to have had no prior qualifications (21% vs. 9% of other CL learners). Given that FLLN Maths and English courses are focused on improving literacy and numeracy skills, it is perhaps unsurprising that these courses attract those with lower level qualifications.

The actual prior qualifications held by Community Learning learners - differences by FLLN Maths and English and other learners

As Figure 4.1 shows, learners undertaking Community Learning courses were quite varied in terms of the level of the prior qualifications they had achieved, particularly when split by FLLN Maths and English and other CL courses.

This is to be expected, because two of the three priorities for the BIS contribution to community learning are focused on tackling low skills and social disadvantage and the third is about supporting local adult education infrastructures across England, to enable adults of all ages and backgrounds to take part in non-formal learning, paying according to their means. Community learning therefore brings together people from different

social and economic backgrounds, including people who are low skilled, people who are highly skilled, people who are poor and those who are affluent.

Table 4.1 provides further insight into the educational history of these learners by exploring the specific qualifications these learners had previously attained. To note, individuals will appear in the table more than once if they have more than one **different** prior qualification; individuals with more than one of the same qualification will only appear in that qualification once. For example, if an individual has six GCSEs and one A Level they will only appear in the GCSE category once but will also appear in the A-Level category.

The list of qualifications shown in Table 4.1 is not fully comprehensive – It only includes qualifications held by more than 5% of learners.

Table 4.1 Prior qualifications held by learners undertaking a Community Learning course in November 2012

	All	FLLN Maths and English	Other CL
Base:	1,600	253	1347
	%	%	%
O or AO Levels	**50**	**7**	**51**
Below Level 2 - less than 5 O/AO Levels	11	4	11
Full Level 2 - at least 5 O/AO Levels	9	3	40
A Levels	**45**	**8**	**46**
One A Level – Part L3	7	1	7
More than one A Level – Full L3	37	7	38
Degree	**39**	**8**	**40**
GCSEs	**28**	**40**	**28**
Below Level 2 - less than 5 A-C grades	12	26	12
Full Level 2 - at least 5 A-C grades	16	14	16
City and Guilds	**19**	**16**	**19**
Foundation part 1 – Level 1	5	7	5
Craft part 2 – Level 2	3	1	3
Advanced Craft part 3 – Level 3	4	2	4
CSE	**18**	**6**	**18**
Below Level 2 - less than 5 A-C grades	15	6	15
Full Level 2 - at least 5 A-C grades	1	-	1
RSA or OCR	**17**	**11**	**17**
A higher diploma - Full level 4	*	*	*
An advanced diploma or advanced certificate - Full level 3	1	-	1
A diploma - Full level 2	1	*	1
Other - Full level 1	9	8	9
NVQ	**16**	**24**	**15**
Level 1	1	2	1
Level 2	5	11	5
Level 3	5	9	5
Level 4 or Level 5	2	-	2
Basic Skills	**12**	**19**	**11**
Entry	2	3	2
Level 1	3	10	3

	All	FLLN Maths and English	Other CL
Base:	1,600	253	1347
	%	%	%
Level 2	5	8	5
AS Levels	**10**	**4**	**10**
One, two or three AS Levels – part L3	7	3	7
Four or more AS Levels – Full L3	2	*	2
BTEC	**9**	**8**	**9**
A Diploma in Higher Education	**8**	**2**	**8**
Higher National Certificate / Higher National Diploma	**7**	**2**	**7**
Teaching qualification other than PGCE	**6**	*	**6**
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	**6**	**2**	**6**
Ordinary National Certificate / Ordinary National Diploma	**5**	**1**	**5**

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

The main differences between FLLN Maths and English and other CL learners are the proportions with a degree (8% of all FLLN Maths and English learners compared with 40% of all other CL learners) and the proportions with A levels (8% of FLLN Maths and English learners compared with 46% of other CL learners). While the variation between the proportions with O levels (the older version of GCSEs) and GCSEs can in part be explained by the younger age profile of FLLN Maths and English learners, FLLN Maths and English learners are still less likely to have either GCSEs **or** O levels (44% compared to 71% of other CL learners). What's more, among those learners who had either O Levels or GCSEs, other CL learners were more likely to hold them at Level 2 or higher (76%) than their FLLN Maths and English counterparts (38%).

Prior attainment in English and Maths

Employers often look at the attainment levels of English and Maths GCSEs in order to benchmark their prospective employees, seeing those with the qualifications at Grade C or above as having a minimum basic level of skills.

Table 4.2 shows the grades achieved in English by those enrolled on a FLLN Maths and English Community course. Results among those with any prior GCSEs or O Levels in any subject are shown in the first two columns (overall and specifically among those aged 25+; those aged 19-24 are not shown because of low base sizes). The final two columns look at results among all FLLN Maths and English learners.

Table 4.2: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with FLLN Maths and English course as of November 2012

		FLLN Maths and English learners with GCSEs / O Levels in any subject		FLLN Maths and English learners	
		All	**25+**	**All**	**25+**
Base:		*111* %	*97* %	*253* %	*229* %
GCSE English- Single Subject	A*/A	-	-	-	-
	B	1	1	*	*
	C	6	6	3	3
	D	6	6	3	3
	E/F/ G	4	4	2	2
GCSE English Language	A*/A	4	3	2	1
	B	10	11	4	5
	C	22	22	10	9
	D	9	8	4	4
	E/F/G	6	6	3	3
O Level – English Language	A	1	1	*	*
	B	3	3	1	1
	C	3	4	2	2
	D	-	-	-	-
	E	-	-	-	-
CSE English	Grade 1	4	4	2	3
	Not Grade 1	5	6	2	2
Basic Skills / Skills for Life English	Level 2	5	6	6	7
	Below Level 2	2	3	6	7
A*-C at either GCSE/ O Level or Grade 1 CSE	**Level 2**	**56**	**57**	**26**	**25**
Level 2 Basic Skills or Skills for Life	**Level 2**	**2**	**2**	**4**	**5**
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Skills for Life)	**Level 1**	**31**	**30**	**18**	**17**
Entry level (1,2,3) Basic Skills / Skills for Life	**Entry Level**	**-**	**-**	**1**	**1**
No English qualification	**None**	**6**	**6**	**49**	**50**
English qualification but unknown level	**Unknown Level**	**5**	**5**	**2**	**2**

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 Skills for Life).

*= <0.5% but >0%

Around three in five (58%)[5] of FLLN Maths and English learners who had either GCSEs or O Levels prior to their November 2012 course had an English qualification at Level 2. This figure is mainly made up of the 56% who had grades A*-C at either GCSE or O Level or a grade 1 CSE. It also includes the 2% who did not have a Level 2 at either GCSE, O Level or CSE but had achieved a Basic Skills or Skills for Life at the equivalent level. This 58% is equivalent to 30% of all FLLN Maths and English learners having an English qualification at Level 2.

Just over three in ten (31%) of those with either GCSEs or O levels had only achieved a Level 1 qualification in English (18% of all FLLN Maths and English learners) and just under half (49%) of all FLLN Maths and English learners did not have an English qualification at all.

Table 4.3 looks at the grades achieved in English by other CL learners.

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[5] 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 4.3: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with other Community Learning courses as of November 2012

		Other CL learners with GCSEs / O Levels in any subject			Other CL learners		
		All *954*	19-24 *49*	25+ *905*	All *347*	19-24 *61*	25+ *1286*
Base:		%	%	%	%	%	%
GCSE English- Single Subject	A*/A	2	4	1	1	3	1
	B	3	10	2	2	8	2
	C	3	6	2	2	5	2
	D	1	2	1	1	2	1
	E/F/ G	*	2	*	*	2	*
GCSE English Language	A*/A	6	20	5	4	13	4
	B	7	16	6	5	13	4
	C	6	18	5	4	15	4
	D	2	10	1	1	8	1
	E/F/G	*	4	*	*	3	*
O Level – English Language	A	15	-	16	10	-	22
	B	16	-	16	11	-	12
	C	10	-	10	7	-	7
	D	*	-	*	*	-	*
	E	*	-	*	*	-	*
CSE English	Grade 1	4	-	4	4	-	4
	Not Grade 1	11	-	12	8	-	9
Basic Skills / Skills for Life English	Level 2	3	4	3	3	5	3
	Below Level 2	2	10	1	2	8	2
A*-C at either GCSE/ O Level or Grade 1 CSE	**Level 2**	**69**	**78**	**68**	**49**	**62**	**49**
Level 2 Basic Skills or Skills for Life	**Level 2**	**1**	**-**	**1**	**2**	**2**	**2**
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Skills for Life)	**Level 1**	**6**	**20**	**6**	**5**	**16**	**5**
Entry level (1,2,3) Basic Skills / Skills for Life	**Entry Level**	*	**-**	*	**1**	**-**	**1**
No English qualification	**None**	**3**	**2**	**3**	**27**	**20**	**28**
English qualification but unknown level	**Unknown Level**	**22**	**-**	**23**	**16**	**-**	**17**

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 Skills for Life).

*= <0.5% but >0%

A larger majority (70%) of other CL learners with prior GCSEs / O Levels had achieved a Level 2 English qualification than their FLLN Maths and English counterparts (58%). This consists of 69% who had A*-C grades at GCSE or O Level or a grade 1 CSE and 1% who had a Level 2 Basic Skills qualification.

The proportion with a Level 2 English qualification was highest among the younger age category (19-24) both for those with prior GCSEs / O Levels and across all other CL learners (78% with prior GCSEs / O Levels compared with 69% of the same group aged 25 and over, and 64% of all other CL learners aged 19-24 compared with 50% aged 25 and over).

The proportion of those with GCSEs or O Levels with only a Level 1 qualification in English was much higher among younger learners (20% aged 19-24 compared with 6% aged over 25). Results should be interpreted with caution however as almost a quarter (23%) of those aged 25 and over who had GCSEs / O Levels could not remember the level of English they had attained.

Just under three in ten (27%) of all other CL learners did not have an English qualification. This was higher among those aged over 25 (28% compared with 20% of those aged 19-24).

Tables 4.4 and 4.5 looks at the grades achieved in Maths by Community Learning learners first for those on FLLN Maths and English provision.

Table 4.4 Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults

		FLLN Maths and English learners with GCSEs / O Levels in any subject		FLLN Maths and English learners	
		All	**25+**	**All**	**25+**
Base:		*111 %*	*97 %*	*253 %*	*229 %*
GCSE Maths	A*/A	3	3	1	1
	B	10	10	4	5
	C	24	27	11	12
	D	19	14	8	6
	E/F/G	17	15	7	7
O Level Maths	A	1	1	*	*
	B	3	3	1	1
	C	1	1	*	*
	D	-	-	-	-
	E	-	-	-	-
CSE Maths	Grade 1	2	2	1	1
	Not Grade 1	7	8	3	4
Basic Skills / Skills for Life Maths	Level 2	5	6	5	6
	Below Level 2	6	3	7	6
A*-C at either GCSE/ O Level or Grade 1 CSE	**Level 2**	**44**	**46**	**20**	**20**
Level 2 Basic Skills or Skills for Life	**Level 2**	**5**	**5**	**4**	**5**
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Skills for Life)	**Level 1**	**42**	**38**	**22**	**21**
Entry level (1,2,3) Basic Skills or Skills for Life	**Entry Level**	**-**	**-**	*****	*****
No maths or numeracy qualification	**None**	**6**	**7**	**51**	**52**
Maths or numeracy qualification but unknown level	**Unknown Level**	**4**	**4**	**2**	**2**

engaged with a FLLN Maths and English as of November 2012

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 Skills for Life).
*= <0.5% but >0%

As shown in Table 4.4, just over one half (51%) of all FLLN Maths and English learners did not have any qualifications in Maths (similar to the proportion who did not have an English qualification (49%)). Similar proportions held a Level 2 qualification (24%) and a Level 1 qualification (22%).

The levels of Maths qualifications held by other CL learners is shown in Table 4.5. As with English qualifications, the proportion of other CL learners with prior GCSEs or O Levels with a Level 2 qualification in Maths is higher than their FLLN Maths and English counterparts (58% compared to 49%).

Across all other CL learners 33% did not have a Maths qualification. This incidence is slightly higher than the proportions with no English qualifications (27%).

Table 4.5: Prior Maths GCSE/O Level qualifications of adults engaged with other Community Learning courses as of November 2012

		Other CL learners with GCSEs / O Levels in any subject			Other CL learners		
		All	**19-24**	**25+**	**All**	**19-24**	**25+**
Base:		*954* %	*49* %	*905* %	*1,1347* %	*61* %	*1286* %
GCSE Maths	A*/A	6	18	5	4	15	4
	B	6	18	6	4	15	4
	C	10	39	9	7	31	6
	D	4	14	4	3	12	3
	E/F/G	1	2	1	1	2	1
O Level Maths	A	8	-	8	6	-	6
	B	10	-	11	7	-	8
	C	13	-	14	9	-	10
	D	1	-	1	1	-	1
	E	1	-	1	1	-	3
CSE Maths	Grade 1	6	-	6	5	-	5
	Not Grade 1	10	-	10	8	-	8
Basic Skills / Skills for Life Maths	Level 2	3	4	3	3	3	3
	Below Level 2	1	6	*	2	5	2
A*-C at either GCSE/ O Level or Grade 1 CSE	**Level 2**	**57**	**76**	**56**	**41**	**61**	**40**
Level 2 Basic Skills or Skills for Life	**Level 2**	**1**	**-**	**1**	**2**	**-**	**2**
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Skills for Life)	**Level 1**	**12**	**20**	**12**	**10**	**16**	**9**
Entry level (1,2,3) Basic Skills or Skills for Life	**Entry Level**	**-**	**-**	**-**	*****	**-**	*****
No maths or numeracy qualification	**None**	**11**	**4**	**11**	**33**	**23**	**34**
Maths or numeracy qualification but unknown level	**Unknown Level**	**20**	**-**	**21**	**15**	**-**	**15**

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 Skills for Life).

*= <0.5% but >0%

- = zero

The prior attainment of Basic Skills qualifications for FLLN Maths and English and other CL learners is shown in Table 4.6.

Table 4.6 Prior Basic Skills qualifications of adults engaged with a community course November 2012

Base:		FLLN Maths and English		Other CL		
		All *253* %	25+ *299* %	All *1347* %	19-24 *61* %	25+ *1286* %
Basic Skills Maths	Level 2	5	6	3	3	3
	Level 1	6	6	1	5	1
	Entry Level	*	*	1	-	1
	Not sure	1	1	2	2	2
Basic Skills English	Level 2	6	7	3	5	3
	Level 1	5	5	1	7	1
	Entry Level	1	1	1	2	1
	Not sure	1	1	2	2	2
Basic Skills IT or other	Level 2	2	2	3	7	3
	Level 1	4	4	2	3	2
	Entry Level	2	2	2	3	1
	Not sure	2	1	2	3	2
Level 2 in Basic Skills	Level 2 in any subject	**9**	**10**	**5**	**12**	**5**
Below Level 2 in Basic Skills	Only Level 1 or Entry Level across all subjects	**10**	**7**	**4**	**7**	**4**
Unknown	Unknown in all subjects taken	**1**	**2**	**3**	**3**	**3**
No Basic Skills	No Basic Skills	**81**	**83**	**89**	**79**	**89**

The final four rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Basic Skills qualification at Level 2 and another below Level 2 would only be included in the first row (Level 3 in Basic Skills), whilst those who only hold a Basic Skills qualification below Level 2 would be included in the second row (Below Level 2 in Basic Skills).
*= <0.5% but >0%
- = zero

Looking at FLLN Maths and English learners, around one in five (19%) had a prior Basic Skills qualification when they enrolled on their course in November 2012. The comparative figure among other CL learners was lower at 11%.

As Table 4.6 shows, the younger other CL learners had a slightly higher level Basic Skills profile than their older counterparts; 21% aged 19-24 had a Basic Skills qualification compared with 11% of those aged 25 and over; and 12% of those aged 19-24 had Basic Skills at Level 2 compared with 5% of those aged 25 and over.

Table 4.7 looks at levels of prior attainment in Basic Skills qualification against four different groups defined by their Maths and English attainment at GCSE or O Level. As shown, those who have GCSEs or O Levels in Maths and English at grade A*-C were the least likely to also have prior basic skills qualifications (9% compared with 13% of those with A*-C in GCSE or O Level Maths only, 16% of those with A*-C in GCSE or O Level English only and 12% of those with neither Maths nor English GCSE/ O Level at A*-C). The tables in Appendix E show the basic skills qualifications of Community Learning learners, separately for FLLN Maths and English learners and other CL learners.

Table 4.7: Basic Skills qualifications of Community Learning learners.

Row %s	Base		Basic Skills (including Skills for Life)					Total
			Entry	Level 1	Level 2	Don't know	No basic skills	
Maths GCSE/O Level A*-C but NOT English A*-C	44	%	5	-	8	-	87	100%
English GCSE/O Level A*-C but NOT Maths A*-C	174	%	4	3	6	3	84	100%
Maths and English GCSE/O Level A*-C	526	%	1	1	4	3	91	100%
Neither Maths nor English GCSE/O Level A*-C	856	%	2	3	6	2	88	100%

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

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

A series of studies have been carried out since 2006 as part of the 'Prior Qualifications' programme of research. Throughout the research a discrepancy has existed between the ILR data and the information learners provide when reporting on the qualifications they had before starting their course (when answering the detailed survey questionnaire). The results have suggested that data held on the ILR under-report the proportions of learners with any prior attainment and prior attainment at Full Level 2 or above specifically.

This chapter compares the level of prior qualification recorded on the ILR and in the survey data for adults undertaking FLLN Maths and English and other CL courses in November 2012. This analysis, which involves direct comparison between ILR and survey data, focuses just on survey respondents where a definite level of prior attainment was recorded on the ILR and through the survey.

Comparing Individual Learner Record and survey measures of prior attainment

Figure 5.1 looks at how the prior qualification levels of *the same groups of learners* recorded on the ILR compare with the levels collated in the survey. It looks specifically at learners who have a definite prior qualification level recorded both on the ILR and through survey questioning. The low base size for FLLN Maths and English leaners (34) should be noted and results for this group interpreted with caution.

Figure 5.1: Comparison of ILR and survey data on the highest level of prior attainment
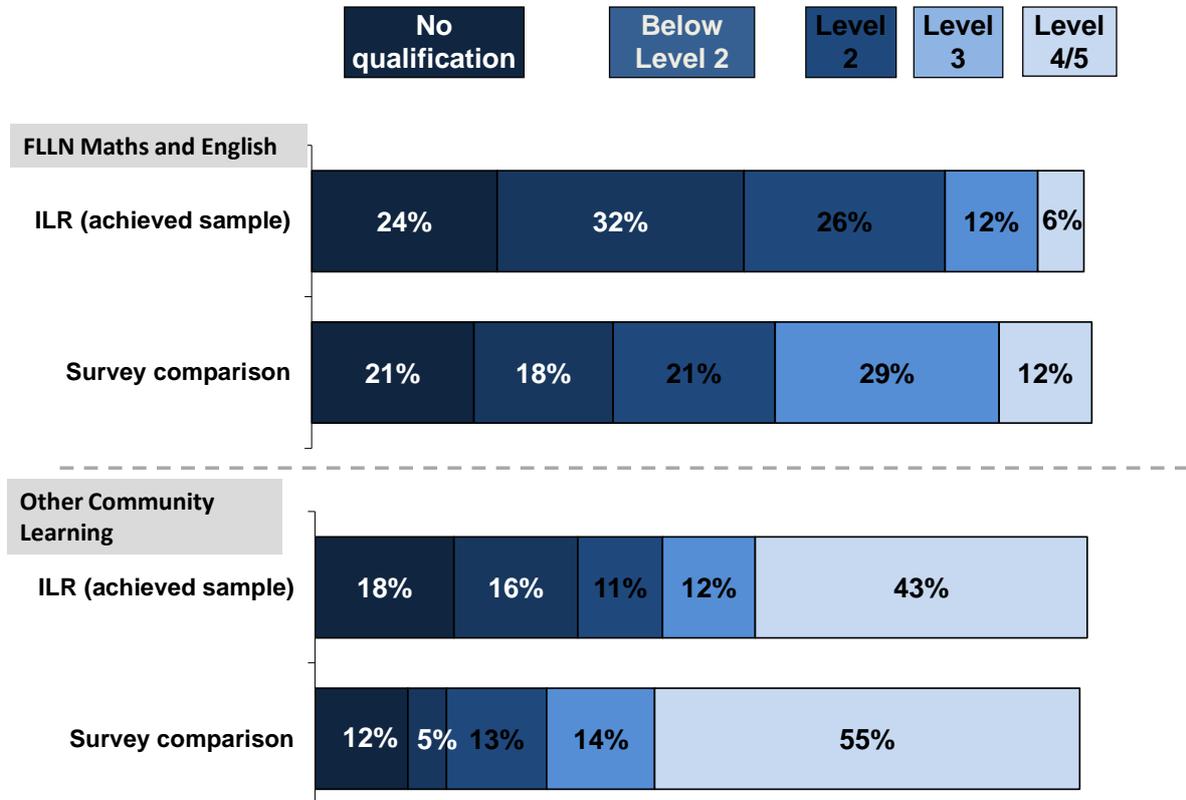
Base: Learners with definite prior achievement level from both the ILR and survey measures (FLLN Maths and English: 34; Other Community Learning: 282)
Figures are unweighted

Consistent with the findings from previous studies the ILR data appears to under-report prior attainment levels: Among other CL learners the ILR is more likely to record learners as having lower level qualifications (16% learners were recorded on the ILR as having qualifications below Level 2 compared with just 5% according to the survey) and less likely to record learners as having the higher level 4 or 5 with the ILR implying that around four in ten (43%) have qualifications at these levels but the survey data suggesting it is closer to six in ten (55%). The findings also suggest that the ILR data under-reports prior attainment levels of FLLN Maths and English learners although due to a low base of 34 respondents, the differences are not statistically significant and any interpretation must be treated with caution.

Chapter 6: Reasons for starting the Community Learning Course

This chapter looks at the extent to which learners undertook their Community Learning course for career-related reasons and what these reasons were.

The vast majority (78%) of other CL learners indicated that they did not undertake their course for any career-related reasons. This is perhaps unsurprising given the point raised in Chapter 3 that well over a third (37%) of these learners were over retirement age. In comparison, fewer FLLN Maths and English learners, though still a slight majority (52%), did not have job or career-related reasons for undertaking their course. Learners undertaking FLLN Maths and English courses were as equally motivated by job or career-related reasons.

The most common job or career-related reasons given are shown in Figure 6.1.

Figure 6.1: Job or career-related reasons given by learners for starting their Community Learning course when they did (spontaneous)
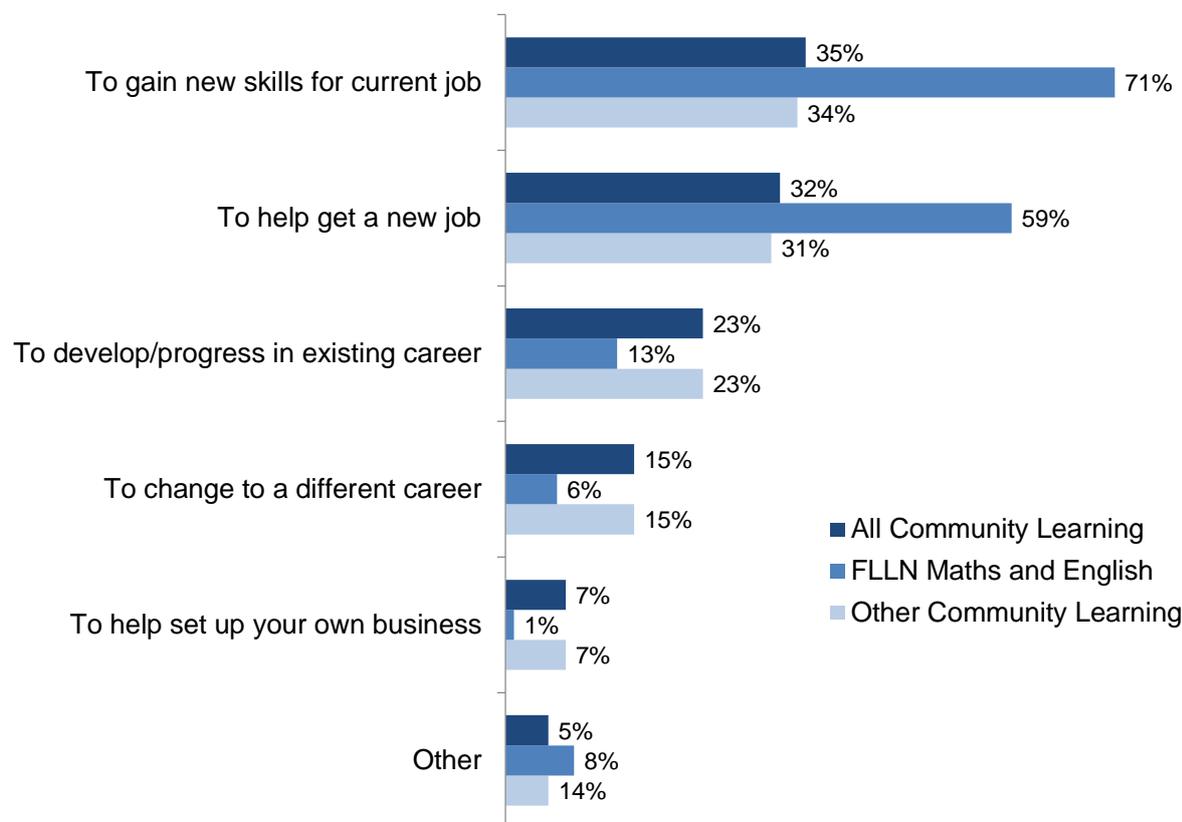
Base: All CL learners who enrolled on their course for career-related reasons (409); FLLN Maths and English learners (120); Other CL learners (289)

At an overall level the most common job/ career motivators include the desire to gain new skills for an existing job role (35%), to help get a new job (32%), to develop/progress in an existing career (23%), to change to a different career (15%) and to help set up a business (7%).

Understandably, likelihood to enrol on the course for career-related reasons decreased with age from 44% of those aged 19-24 and 39% of those aged 25-44 to 21% of those aged 45-retirement age. Those of non-White ethnicity were also more likely to have undertaken the course for career-related reasons (43% compared with 18% of those of White ethnicity).

Looking more closely at the specific reasons for enrolling on the course (shown in Figure 6.1), those who enrolled on a FLLN Maths and English course were particularly focused on gaining new skills or a new job:

- To gain new skills for their job (71% compared with 34% of other CL learners)
- To help get a new job (59% compared with 31% of other CL learners)

Those on other CL courses most frequently cited gaining new skills for their then current job as the reason for undertaking their course. They also tended to be more likely to be looking to build upon their existing skills and experience than their FLLN Maths and English counterparts:

- To develop / progress in existing career (23% compared with 13% of FLLN Maths and English learners)
- To change to a different career (15% compared with 6% among FLLN Maths and English learners)

They were also more likely to be seeking help with setting up a business (7% compared with 1% among FLLN Maths and English learners).

Younger adults were slightly more likely to enrol on the course to change to a different career (26% compared with the 15% average) while those of non-White ethnicity were more likely to be looking to get a new job in the same career (46% compared with 27% of White respondents).

Appendices

A – Selection of eligible respondents from the ILR

During the academic year 2012/13, around 700,000 people were enrolled on a Community Learning course, 200,000 of which were in learning in November 2012. A sample of 72,191 learners was drawn from the Individualised Learner Record (ILR). This included learners:

- Enrolled on Community Learning provision, including accredited and non-accredited courses (A10=10);

- 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 following table shows the quota targets specified.

Table B1: Quota targets

	19-24	25-44	45 to retirement age	Over retirement age	*Total*
FLLN Maths and English	43	313	38	6	*400*
Other Community Learning	54	352	353	441	*1,200*
Total	*97*	*665*	*391*	*447*	*1,600*

The final achieved interview figures are shown in the table below. These are more heavily skewed towards other CL learners than the quota targets initially set: 16% of all achieved interviews were FLLN Maths and English compared with 25% of initial target.

This was due to the relatively low number of FLLN Maths and English records available to be contacted: Of the 2,471 eligible FLLN Maths and English learners on the ILR only 788 were contactable i.e. had valid phone numbers were willing to be contacted for research purposes.

Table B2: Final achieved interviews

	19-24	25-44	45 to retirement age	Over retirement age	*Total*
FLLN Maths and English	24	196	28	5	*253*
Other Community Learning	61	395	396	495	*1,347*
Total	*85*	*591*	*424*	*500*	*1,600*

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on FLLN Maths and English and other CL courses in Further Education as of November 1st 2012. The grossing-up process was designed so that the profile of learners by learning level and age matches the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling approximately 195,700 learners.

Table B3: Population figures – Eligible adults undertaking a FLLN Maths and English or other Community Learning course in November 2012

	19-24	25-44	45 to retirement age	Over retirement age	*Total*
FLLN Maths and English	267	1,932	236	36	*2,471*
Other Community Learning	8,770	56,658	56,840	70,924	*193,192*
Total	*9,037*	*58,590*	*57,076*	*70,960*	*195,663*

C - Sample outcomes and response rate

In total, c.8,200 adult learners were called at least once for the survey, resulting in 1,600 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 defined as the number of completed interviews (1,600) as a proportion of all definite outcomes in scope (i.e. excluding wrong numbers or those not recalling the course detailed on the ILR), using the following calculation:

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

The response rate for this survey was 52**%.**

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

Table D1: Annual personal income amongst those who had left November 2012 provision by the time of interview – FLLN Maths and English

Base: All answering**	All who completed or left community learning course 143 %	In full-time work DATA NOT SHOWN AS BASE <25	In part-time work 34 %	Self-employed DATA NOT SHOWN AS BASE <25	Claiming benefit/ credit and not in work 60 %
Less than £6,000	37		32		41
£6,000 - £10,999	38		50		43
£11,000 - £12,999	9		3		3
£13,000 - £14,999	4		3		5
£15,000 - £17,999	3		6		2
£18,000 to £20,999	3		3		-
£21,000 to £24,999	2		-		5
£25,000 to £29,999	2		3		-
£30,000 to £32,999	1		-		-
£33,000 plus a year	1		-		-
Summary: £21,000 plus	6		3		5
Mean income***	£9,500		£8,800		£8,300

*= <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 D2: Annual personal income amongst those who had left November 2012 provision by the time of interview – Other Community Learning

Base: All answering**	All who completed or left community learning course 662 %	In full time work 196 %	In part-time work 101 %	Self-employed 60 %	Claiming benefit/ credit and not in work 89 %
Less than £6,000	15	1	16	18	44
£6,000 - £10,999	22	6	47	18	35
£11,000 - £12,999	10	5	8	5	11
£13,000 - £14,999	6	7	4	-	3
£15,000 - £17,999	7	6	11	7	1
£18,000 to £20,999	6	9	5	7	1
£21,000 to £24,999	6	6	4	17	-
£25,000 to £29,999	9	19	3	8	1
£30,000 to £32,999	4	8	1	5	2
£33,000 plus a year	15	32	2	15	1
Summary: £21,000 plus	33	66	10	45	4
Mean income***	£18,200	£27,800	£11,500	£20,000	£8,900

*= <0.5% but >0%
 - = zero
**Excludes those refusing and those responding 'Don't know'
***Mean income calculated using mid-points of income ranges and values of £6,000 and £46,000 for lowest and highest bands respectively. Figures rounded to nearest £100.

Table D3: Housing Tenure

	All	FLLN Maths and English	Other Community Learning
*Base: All answering**	*1,514* *%*	*248* *%*	*1,266* *%*
Live alone	**20**	4	20
Live with partner/ wife only & Main Earner in household	**17**	2	18
Live with partner/ wife only & NOT Main Earner in household	**41**	3	42
Live with dependents under 16 & Main Earner in household	**14**	28	14
Live with dependants under 16 NOT Main Earner in household	**24**	60	23
Live with adult dependents & Main Earner in household	**9**	4	9
Live with adult dependants & NOT Main Earner in household	**15**	5	16
Live with parents & Main Earner in household	**2**	1	2
Live with parents & NOT Main Earner in household	**8**	4	8
Live with other relatives - Main Earner in household	**1**	2	1
Live with other relatives- NOT Main Earner in household	**4**	4	4
Live with friends or other non-relatives- Main Earner in household	**1**	1	1
Live with friends or other non-relatives- NOT Main Earner in household	**2**	2	2

*= <0.5% but >0%

- = zero

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

E – Basic Skills / Skills for Life qualifications by Level and age of Learner

Table 4.7 showed how the proportion of Community Learning learners with different levels of Basic Skills (including FLLN Maths and English) qualifications varied by their prior attainment in Maths and English at GCSE/ O levels. Tables E1 – E2 repeat this earlier table based on FLLN Maths and English learners and other CL learners.

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 E1: Basic Skills qualifications of FLLN Maths and English learners

Row %s	Base		Basic Skills (including Skills for Life)					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								
Maths and English GCSE/O Level A*-C	41	%	2%	5%	2%	-	91%	100%
Neither Maths nor English GCSE/O Level A*-C	188	%	×	9%	8%	×	80%	100%

Table E2: Basic Skills qualifications of Other Community Learning learners

Row %s	Base		Basic Skills (including Skills for Life)					Total
			Entry	Level 1	Level 2	Don't know	No basic skills	
Maths GCSE/O Level A*-C NOT English A*-C	38	%	×	×	8%	×	87%	100%
English GCSE/O Level A*-C NOT Maths A*-C	156	%	4%	×	6%	×	85%	100%
Maths and English GCSE/O Level A*-C	485	%	×	×	4%	3%	91%	100%
Neither Maths nor English GCSE/O Level A*-C	668	%	2%	3%	6%	2%	88%	100%

F – Learner demographics on the Individual Learner Record

Table F1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on FLLN Maths and English or other CL provision in November 2012), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first column of data).

As shown in the table, the weighted survey data for FLLN Maths and English is more heavily skewed towards non-White learners than all FLLN Maths and English sample in scope: 32% of the achieved FLLN Maths and English sample, when weighted, is non-White compared with 23% of all FLLN Maths and English sample in scope. The weighted survey data has a similar profile to all sample in scope in terms of gender - they match for age as this was one of the criteria by which the weighting was undertaken.

Table F1: Demographic profile of adult learners

	Achieved sample			All sample in scope		
	All	**FLLN Maths and English**	**Other Community Learning**	**All**	**FLLN Maths and English**	**Other Community Learning**
	1,600 %	*253* %	*1,347* %	*195,663* %	*2,471* %	*193,192* %
Age						
19-24	5	11	5	5	11	5
25-44	30	78	29	30	78	29
45 – retirement	29	10	29	29	10	29
Over retirement age	36	1	37	36	1	37
Gender						
Male	25	8	25	26	9	26
Female	75	92	75	74	91	74
Ethnicity						
White	83	65	83	82	76	83
Non-white	12	32	12	12	23	12
Asian	6	20	6	6	14	6
Black	3	7	3	3	5	3
Mixed / other	2	5	2	3	4	3
Not stated	5	3	5	5	2	5

*= <0.5% but >0%

G - 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

ASK ALL
1) **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

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

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

ASK ALL
1b) **Which course or programme** [IF Q1A=1: **are you enrolled on**] [IF Q1A=NOT 1: **were you enrolled on in November 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

IF HIGHER AT Q1e (1e=1)

1f)   **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

IF HIGHER (1e=1)

1g)   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

IF LOWER AT Q1e (1e=2)

1h)   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

wn.

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

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

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

	Code	Max level achievable with qualification	Vocational or Academic
A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher	1	8	A
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5	V
HNC / HND (Higher National Certificate / Higher National Diploma)	3		V
ONC / OND (Ordinary National Certificate / Ordinary National Diploma)	4	3	V
BTEC / BEC / TEC / EdExcel/ LQL	5	7	V
SCOTVEC, SCOTEC or SCOTBEC	6	4	V
Teaching qualification other than PGCE	7	4	V
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4	V
Other Higher Education qualifications below degree level e.g. Certificate of Higher Education	9	4	A
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3	A
The New Diploma – this was a new qualification introduced in September 2008 designed for 14-18 year olds	11		A
NVQ / SVQ	12	8	V

GNVQ / GSVQ	13	3	V
AS-level / vocational AS-level or equivalent	14	3	A
Certificate of 6th 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
Standard/Ordinary (O) Grade/Lower (Scotland)	18	3	A
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2	A
CSEs [nb ended in 1988]	20	2	A
National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications	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 FLLN Maths and English literacy, numeracy, ESOL or IT qualifications; or basic skills in Maths or English	26	2	A
Welsh Baccalaureate	27	Level 3	A

International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3	A
Entry Level Qualifications	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 OUITSIDE THE UK EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER	31	Level derived (if highest) from next but one section	U

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

IF A LEVEL AT Q5

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8)   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

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

IF NVQ/SVQ AT Q5
10)   What was your highest level of <u>full</u> 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

IF NEW DIPLOMA AT Q5
10a)   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

IF GNVQ/GSVQ AT Q5
11)   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

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

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

IF HAVE O LEVELS OR AO LEVELS

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

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

IF HAVE O LEVELS / AO LEVELS

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

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

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

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

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

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

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

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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

IF TOOK SINGLE SUBJECT ENGLISH GCSE (Q15b=1)

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

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

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

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

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

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

IF HAVE CSEs AT Q5

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

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

IF HAVE CSE EXCEPT IF NONE AT GRADE 1 (ALL ANSWERING Q16 EXCEPT IF Q16=1)

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16a)   Did you attain a grade 1 CSE in….READ OUT

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

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

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

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

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

18)   Did you have … READ OUT AND CODE ONE 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

IF INTERMEDIATE LEVEL 1 AT Q17

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

IF INTERMEDIATE LEVEL 2 AT Q17

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

IF CITY AND GUILDS AT Q5

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

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

IF RSA / OCR AT Q5

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

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

IF APPRENTICESHIP AT Q2 (Q2D=1):

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

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

IF APPRENTICESHIP ACHIEVED AFTER 1995 (23=2):

24) 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

IF 'Welsh Baccalaureate' AT Q5 ASK

24a) Is your Welsh Baccalaureate … READ OUT?

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

IF Q5=26 (HAVE BASIC SKILLS / FLLN MATHS AND ENGLISH)

25) You mentioned having Basic Skills or FLLN Maths and English qualification before starting the course you were on in late 2012. Were these in ….READ 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

IF MATHS AT Q26

26) Was the maths Basic Skills or FLLN Maths and English qualification at...? READ OUT

IF English AT Q26
Was the English Basic Skills or FLLN Maths and English qualification at...? READ OUT

IF 'IT OR OTHER' AT Q26
Was the (IF Q26 i or ii ADD 'IT OR OTHER') Basic Skills or FLLN Maths and English qualification at...? READ OUT

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

Q27 - 30 DELETED

IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK q30a (OTHERS CHECK Q30b)

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

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

- Where you attained it
- At what age
- How long it took
- Whether you needed any qualifications to get on the course and, if so, what qualifications
- Whether it was a full or part-time course?

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

NOW CHECK Q30aii

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

Further Education	1	
Key Stage 4	2	
Key Stage 3	3	
Key Stage 2	4	
Key Stage 1	5	Now check q30b
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	
<Highest qualification 2>	2	
<Highest qualification 3>	3	ASK Q32
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

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

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

33a)   CATI PUT ALL PEOPLE IN ONE CATEGORY:

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

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

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

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

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

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

SINGLE HIGHEST VOCATIONAL QUALIFICATION	Name and level

IF ANY VOCATIONAL (33A=1):
33c)   [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	`8
Public Services	19
Media and Communication	20
Crafts, Creative Arts and Design	21
Performing Arts	22
Other	23

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

| Yes | 1 | ASK 33E |
| No | 2 | CHECK 33L |

IF ANY VOCATIONAL AND CURRENTLY EMPLOYED (33A=1 & 33D = 1)
33e)   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

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

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Yes	1
No	2
Don't know	X

IF ANY VOCATIONAL AND CURRENTLY EMPLOYED (33A+1 & 33D = 1)

33g)   And thinking about <33Bii>, was this closely related to your current occupation?

Yes	1
No	2
Don't know	X

IF HAVE VOCATIONAL QUALIFICATION (33A=1) AND CURRENTLY EMPLOYED (33D=1) AND EMPLOYED BEFORE THE COURSE (Q1c=1)

33h)   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

IF DIFFERENT (33H=3)

33i)   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 DIFFERENT (33H=3)

33j)   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

IF DIFFERENT (33H=3)

33k)   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

IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q34=7) ASK:

39)   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)

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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 CL 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

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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