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Prior Qualifications of adults
undertaking Maths and/or English
learning in 2013/2014

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Contents

Chapter 1: Executive Summary	4
Chapter 2: Introduction	5
Research background and objectives	5
Methodology	6
The report structure	7
Chapter 3: Use of technology and perceived benefits	8
Use of technology for the English / Maths element of the course.....	8
High technology users	9
Hardware used to access technology	10
Helpfulness of technology.....	10
Ways in which technology was helpful.....	11
Chapter 4: Prior Qualifications	12
Levels of prior attainment - specifically in English and Maths	12
Determining the level of highest prior qualifications – Across all qualifications and levels.....	16
Levels of prior attainment – Across all qualifications.....	17
Chapter 5: Reasons for starting the course	19
Reasons for starting the course	19
How learners chose their standalone Maths or English course.....	20
What could have been done to help early leavers stay on the course.....	20
Appendices	22
A – Selection of eligible respondents from the ILR.....	22
B – Quotas and weighting.....	23
C - Sample outcomes and response rate.....	26
D – Learner Demographics.....	27
E – Prior Maths and / or English qualifications.....	37
F – Prior qualifications – across all qualifications	39
G – Chaid Analysis	40
H – Questionnaire.....	42

Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking Maths and/or English qualifications in 2013/14. The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest Maths and English qualifications held by learners before embarking on Maths and English learning and the use of technology within these courses.

The survey, which involved 4,342 interviews with learners on provision in 2013/14, covered those undertaking Maths and/or English as a standalone qualification as well as those who were undertaking them alongside an Apprenticeship or classroom-based course. The survey was conducted in June-July 2015.

Substantial proportions undertaking Maths qualifications and English qualifications did not previously hold qualifications in these subjects (29% and 31% respectively). As one might expect, this proportion is lower amongst apprentices and those studying level 3 and higher elsewhere. More surprisingly, around 50% of apprentices doing Maths or English had already achieved a level 2 qualification in the subject – it is likely that a good proportion of these will be older people updating their skills.

The vast majority of learners used technology in some way during their Maths and English qualifications (89%) and the majority found it very helpful (65%). Around three in four learners were 'high technology users' (defined here as those who undertake interactive exercises ask questions electronically). As one might expect, younger people and people from more affluent households were more likely to be 'high technology users' and to find technology helpful in their Maths and English studies.

The majority of people take Maths and English qualifications to help with future employment prospects. Around one-quarter (27%) of learners on standalone Maths and English courses undertook their course for non-job or career-related reasons. This was much higher among those on courses below Level 2 (42%) than among those on Level 2 courses (23%).

Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking Maths and/or English qualifications in 2013/14. The research was conducted by IFF Research on behalf of the Department for Business, Innovation and Skills (BIS).

The research looked at the highest prior qualifications of adults (aged 19 plus) who were undertaking Maths and/or English qualifications in Further Education in 2013/14 with a specific focus on prior Maths and/or English qualifications. The research also sought to understand the extent to which technology is used in Maths/English courses and the impact technology has on learning.

The survey, which involved 4,342 interviews with learners on provision in 2013/14, covered those undertaking Maths and/or English as a standalone qualification as well as those who were undertaking this subject of course alongside an Apprenticeship or a classroom-based course funded from the Adult Skills Budget (ASB) by the Skills Funding Agency¹. The survey was conducted in June-July 2015.

Research background and objectives

Skills development is essential to building sustainable growth and stronger communities. A strong skills system is fundamental for economic growth, prosperity and social mobility, allowing people to gain employment and succeed and progress in work. However, in contrast with Britain's key economic competitors, skills remain an area where Britain has performed relatively poorly. ONS estimates for 2013 show output per hour in the UK was 17 percentage points below the average for the rest of the major G7 industrialised economies, the widest productivity gap since 1992². In respect of skills more specifically, while the UK performs reasonably well in relation to higher (tertiary) skills, for low skills (below upper secondary) the UK is currently ranked 19th of 33 other OECD countries (below the OECD and EU average), and for intermediate skills (upper secondary) it is ranked 24th out of the 33 countries³.

Previous Prior Qualifications surveys (dating back to 2005) have been used to accurately measure the proportion of adults on Apprenticeships and Adult Learner Responsive provision that were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population. A key interest for this survey is the extent to which Maths/English learners already hold Maths and English qualifications.

It should be noted that FE courses are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Many courses provide a route for individuals to develop specific vocational skills, and thus can provide significant opportunities for new skill development even where an individual has previous attainment at Level 2. The value may be particularly high where an individual's prior

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

² <http://www.ons.gov.uk/ons/rel/icp/international-comparisons-of-productivity/2013---first-estimates/stb-icp1014.html>

³ UK Skills Levels and International Competitiveness 2013, UKCES, 2014

qualifications are restricted to one subject or field, or to broadly academic qualifications (like GCSEs), if they then undertake vocational training that is of direct relevance to their job role or intended career.

As well as measuring the prior qualification levels of learners, a key aim of this survey was to understand the teaching methods employed in Maths/English qualifications, specifically the use of technology within, and out of, the classroom.

Methodology

A total of 4,342 telephone interviews were conducted with adults learners (aged 19 plus) who were enrolled on a Maths and/or English qualification in November 2013.

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

- Learners enrolled on a Maths and/or English aim in November 2013; and
- Had not indicated that they were unwilling to be contacted for survey work; and
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 1st June to 21st July 2015. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a distribution of interviews that would maximise the reliability of analysis at the level of detail required, quotas were set on an interlocking age by learning level matrix. 1,250 interviews were allocated to the Maths/English standalone group – 1,027 at Level 2 and 223 below Level 2 – and 250 to the Part Level 2 classroom-based ASB group. Within these groups, interviews were assigned to age (19-24, 25-44, 45-retirement age, and over retirement age) to the exact proportion of the ILR population.

The remaining 2,842 interviews were conducted with those who were studying Maths/English alongside an Apprenticeship or a classroom-based course. These interviews were achieved within a wider evaluation of 3,500 Level 2 to Level 5 Apprentices and 4,500 learners on Foundation Learning Tier, Level 2 and Level 3 classroom-based courses funded by the ASB. Quotas were (again) set on an interlocking age by level matrix to the exact proportion of the ILR population. However, no target quotas were set as to whether learners had Maths and/or English aims. This was simply left to fall out in their natural proportion. Further details on the quotas are appended (Appendix B).

Further information on the sampling for the survey and the statistical confidence associated with the survey findings can be found in Appendices C.

The results among standalone Maths and/or English learners, and those on Part Level 2 and 3 ASB provision, were grossed up to the population of these learners on provision in November 2013 (based on ILR data). Results for Maths and/or English learners that had been interviewed as part of the main ASB and Apprenticeship studies used the weighting that had been applied to these records on those two elements of the overall research. Within the main ASB and Apprenticeship elements grossing up was done by age within level. Details of the weighting procedure are shown in Appendix B. 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 report structure

Chapter 3 discusses the use of technology in Maths/English qualifications and its perceived benefits.

Chapter 4 then presents findings on the prior qualification level of adult Maths/English learners before going on to discuss prior attainment specifically in Maths and English at O Level / GCSE and Basic Skills.

Chapter 5 explores the reasons for undertaking standalone Maths/English courses⁴, focusing on job or career related reasons for enrolment, before going on to discuss how they chose their course and what could have helped those who left the course early to complete.

⁴ Note, it does not discuss the reasons why learners undertook Maths/English alongside another course as this was not asked within this survey (those learners were only asked why they undertook their main qualification)

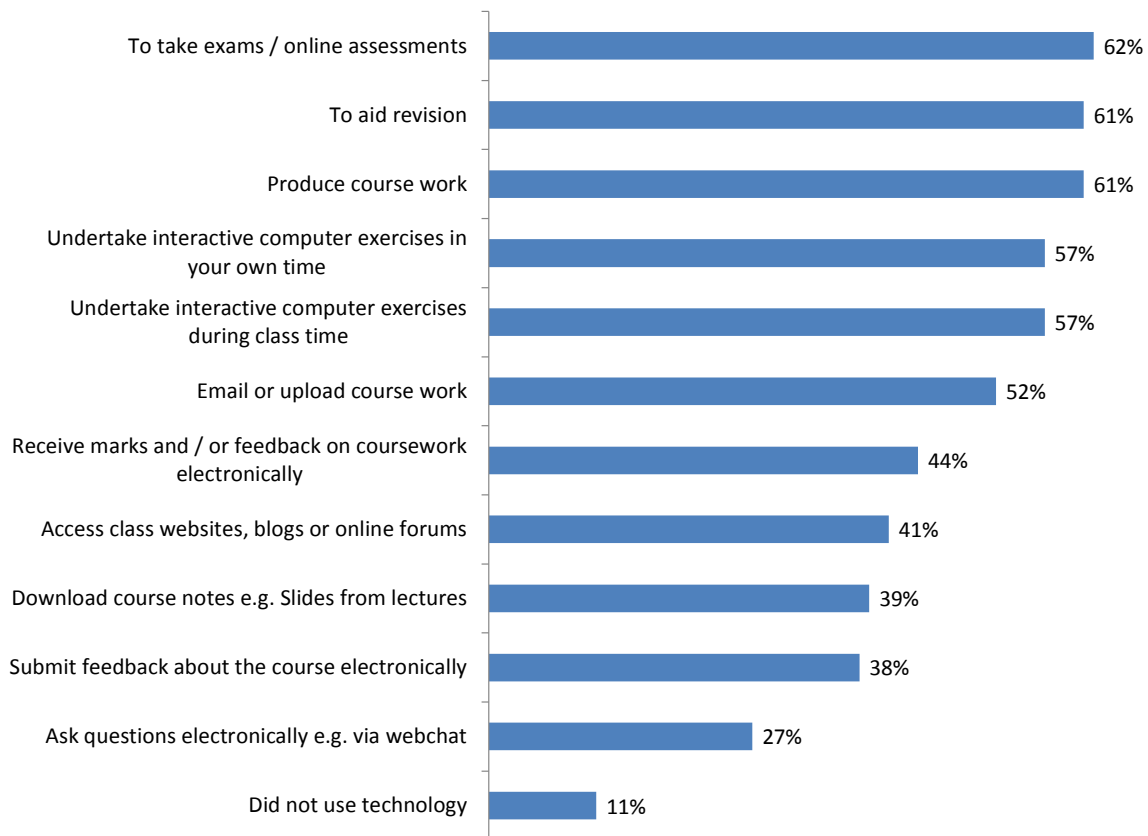
Chapter 3: Use of technology and perceived benefits

This chapter discusses the use of technology in Maths/English qualifications, looking at how technology is used, what type of technology is used (laptop, iPads etc.), and how helpful learners found the technology.

Use of technology for the English / Maths element of the course

The vast majority of learners used technology during their Maths/English qualification (89%), most commonly for taking exams / online assessment (62%), revision (61%) and to produce course work (61%).

Figure 3.1: How technology was used during Maths / English course (prompted)



Base: All Maths / English learners and answering (3,970)

Technology tends to be used in multiple ways. From the list of activities shown in Figure 3.1, overall 6% of learners used technology for just one activity, 23% for 2-4 activities, 28% for 5-7 activities and 33% for 8 plus activities.

Technology was more widely used for at least one of the learning activities by the following groups:

- Younger learners aged 19-24 (92% compared to 88% of those aged 25-44, 85% of those aged 45-retirement age and 81% of those aged over retirement age).
- Those with a prior qualification at Level 2 (91% compared to 84% of those without a prior qualification at Level 2).
- Those with high household income of over £50,000 a year (96% compared to 89% of those with a household income up to £50,000 per year).

The type of course learners were studying also had an impact on whether (and to what extent) technology was used, with those studying both Maths and English more likely to have used technology during their course (91%) than those studying Maths only (86%) or English only (86%).

There is a particular policy interest in the use of technologies in and outside of the classroom. As shown in Figure 3.1, the same proportions of learners undertook interactive computer exercises in class-time as in their own time (each 57%). Further analysis shows that it was more common for learners to use technology both in class time *and* at home (42%) than to use it only in class-time (15%) or only at home (15%).

High technology users

A key group of interest are 'high technology users'. This group has been defined in this survey as those who used technology to undertake interactive exercises in the classroom or at home or to ask questions electronically (e.g. webchat). Defined in this way, around three in four Maths / English learners (74%) were high technology users. Perhaps unsurprisingly, those groups who were more likely to have used technology for at least one activity were also among those more likely to be defined as a 'high technology user':

- Younger learners (77% of those aged 19-24 vs. 74% of those aged 25-44 and 69% of those age 45 plus);
- Those studying courses that include both Maths and English elements (76%);
- Those with a higher household income (85% of those with an income of £50,000 or more vs. 74% of those with an income of less than £50,000).

In order to unpick the main influences on being a high technology user, a CHAID (CHI-squared Automatic Interaction Detector) analysis was conducted on the data. This is a form of analysis that identifies variables that have the strongest interactions to maximise the extent to which the dependent variable (in this case being a high technology user) can be explained.

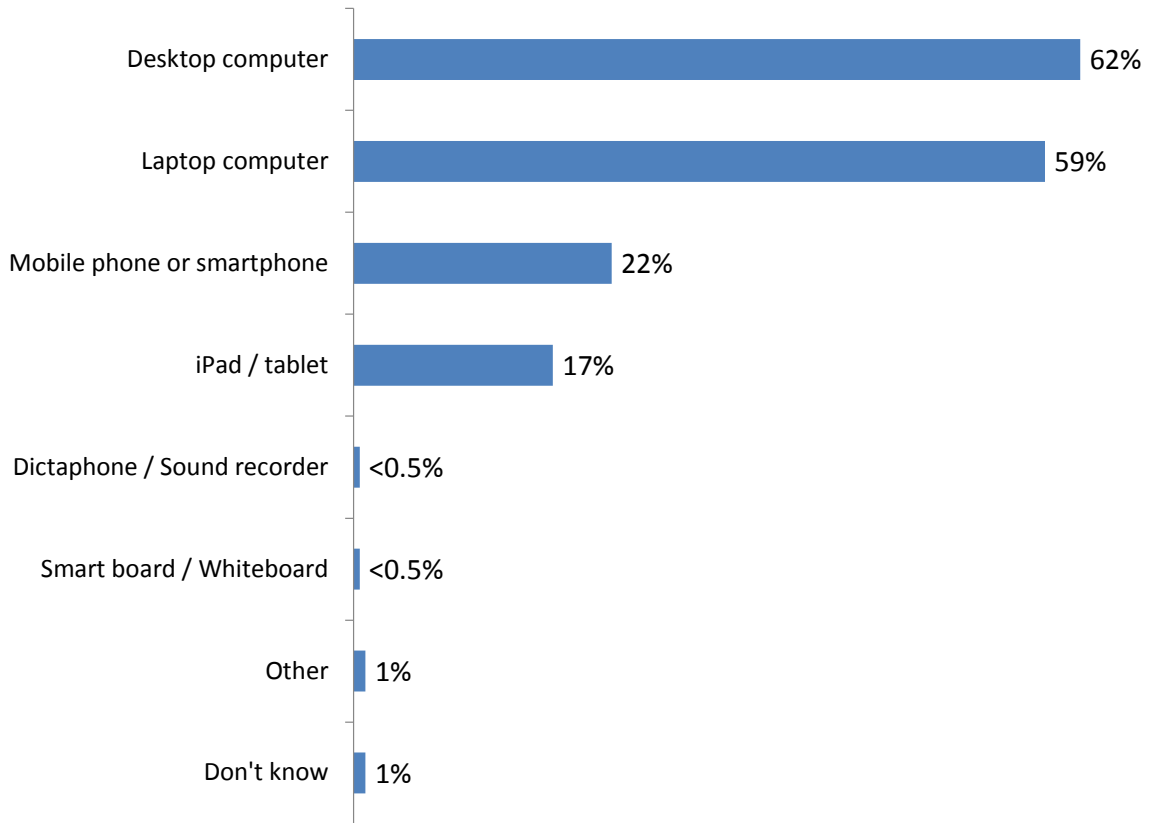
For a fuller explanation of CHAID please see Appendix G, where the full outputs from the model can be viewed.

The CHAID analysis allows us to identify characteristics where being a high technology user is particularly prevalent. The analysis shows us that age is the strongest predictor of being a high technology user, with likelihood decreasing with age.

Hardware used to access technology

Learners who reported using technology in the Maths / English element of their course were asked what type of technology they used. As shown in Figure 3.2 the majority of these learners said they used desktop computers (62%) and / or laptops (59%). Mobile smartphones and iPads / tablets were far less commonly used (22% and 17% respectively).

Figure 3.2: Type of technologies used in Maths / English course (spontaneous)



Base: All learners who used technology in their Maths and / or English course (3,557)

Over half (55%) of those who used technology during their course used just one technological device; 40% used 2-3 different technologies and 4% used 4 or more.

Helpfulness of technology

The vast majority of those who used technology during their course found it very (65%) or quite (26%) helpful, compared with 3% that had not found it had helped.

The perceived helpfulness of technology increased the more ways it was used:

- 71% of those who used technology for one activity found it helpful compared to 84% of those who used it for 2-4 activities, 93% of those who had used it for 5-7 activities and 99% of those who have used it for 8 or more activities.
- 96% of those who used 2 or more technological devices found the technology helpful compared to 88% of those who used one technological device.

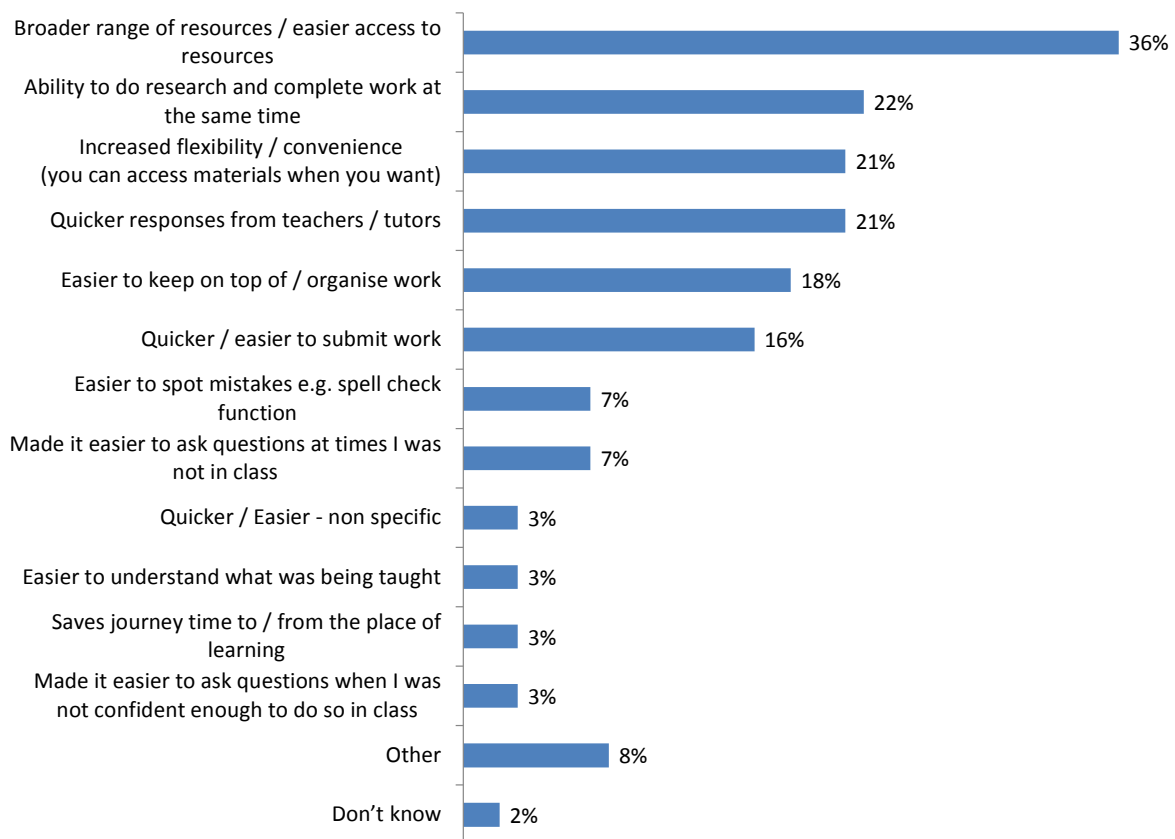
Although the vast majority of all age groups that had used technology had found it useful, those aged under 45 were more likely to have found it helpful than older learners (92% of those aged 19-24 and 92% of those aged 25-44 vs. 87% of those aged 45 to retirement age and 79% of those over retirement age).

Ways in which technology was helpful

Learners who found technology helpful in their learning were asked why this was the case. The most common response was technology giving easier access to (a broader range of) resources (36%). Other key benefits of technology included having the ability to do research and complete work at the same time (22%), increased flexibility/convenience (21%) and receiving quicker responses from tutors (21%).

Figure 3.4 lists all the reasons given by 3% or more of these learners.

Figure 3.4: Ways in which technology was helpful (spontaneous)



Base: All Maths / English learners who found technology helpful

Broadly speaking the key benefits of technology relate to access, convenience and flexibility. It is interesting that users of portable devices including iPads/Tablets and/or mobile phones/smartphones were slightly more likely to feel the benefit of their use of technology was increased flexibility and convenience (24% each compared to 20% of desktop users), and were more likely to describe the technology as having been very: 97% tablets and 96% mobile phones compared to 88% of those who only used a desktop device.

Chapter 4: Prior Qualifications

This chapter presents findings on the prior qualification levels of learners with Maths and / or English aims. It starts by looking at prior qualification in English and Maths courses specifically – up to the level of GCSE at grade C or equivalent – and then looks at prior qualification levels across all subjects and levels.

Levels of prior attainment - specifically in English and Maths

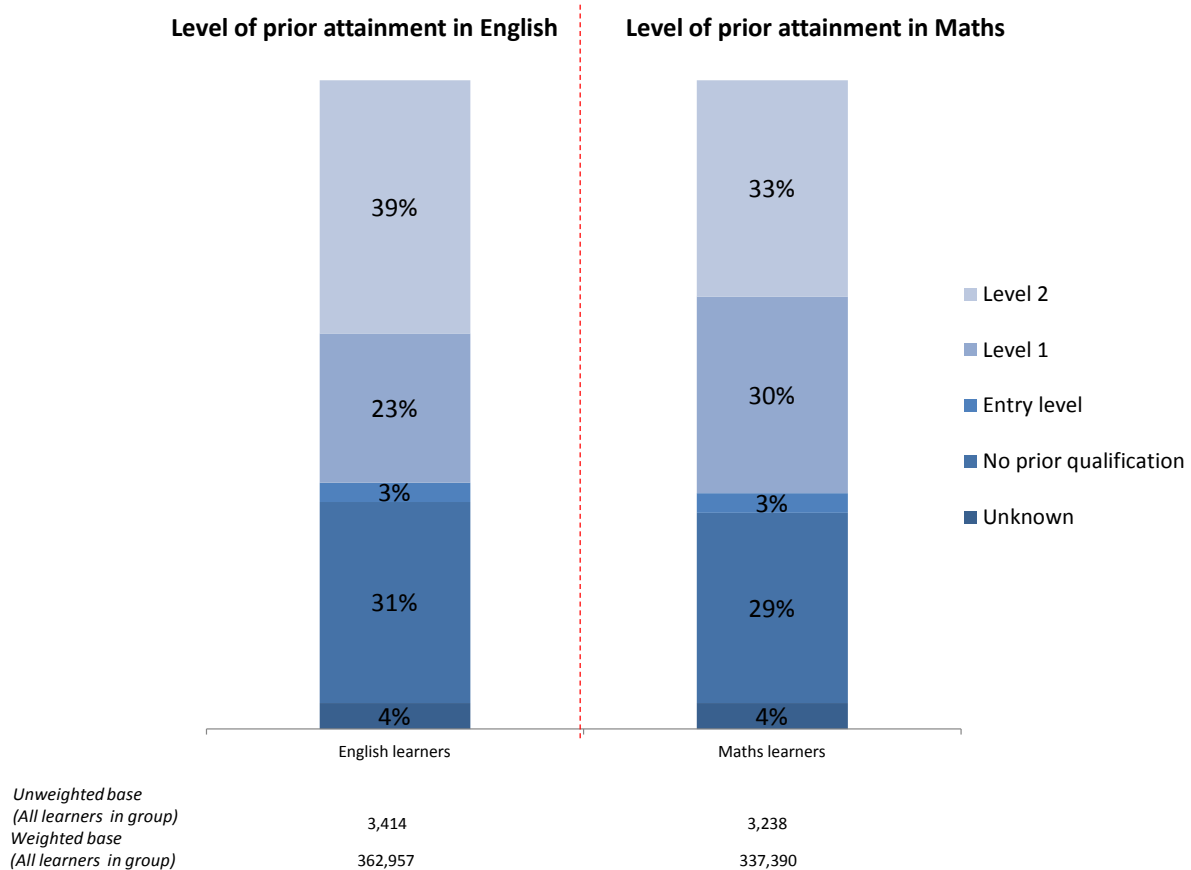
Attainment of English and Maths GCSEs at grade C or above is often used as a benchmark by employers to determine whether someone has a sufficient level of basic skills. To better understand the profile of adult learners, the survey asked if respondents had achieved GCSEs (or equivalent) in Maths and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

Survey results show that substantial proportions of adult learners enrolled on Maths and/or English qualifications in November 2013 did not previously hold such qualifications:

- Among adult learners undertaking a Maths qualification (either Maths-only courses or Maths and English courses), 29% have no prior attainment in Maths.
- Among adult learners undertaking an English qualification (either English-only courses or Maths and English courses) 31% have no prior attainment in English.

Figure 4.1 shows the levels of prior English qualifications (up to the level of GCSE at grade C or above, or equivalent) among those on English courses and the levels of prior Maths qualifications (up to the level of GCSE at grade C or above, or equivalent) among those on Maths courses.

Figure 4.1 Levels of prior English and Maths qualification up to the level of GCSE at grade C or above



Levels of prior attainment in English and Maths were broadly similar, although prior attainment in English was slightly higher, with English learners more likely to have a Level 2 qualification in English than Maths learners were to have a Level 2 qualification in Maths (39% compared to 33%).

Those without prior qualifications in English were more likely to be female (33% compared to 29% males), older (35% aged 25 and over compared to 23% aged under 25) and of Non-White ethnicity (43% compared to 26% of White ethnicity). The same pattern is evident among those without prior qualifications in Maths. Tables showing the level of prior Maths qualifications and the level of prior English qualifications by gender, age and ethnicity can be found in Appendix F.

Maths and English learners on Apprenticeships were the most highly qualified learners with regard to Maths/English qualifications. For example 80% of Apprentices on courses with an English element had prior qualifications in English compared to 57% of adults on FE courses and 64% of those on standalone English courses. Similarly 80% of Apprentices on courses with a Maths element had a prior Maths qualification compared to 61% of adults on FE courses and 67% of those on standalone Maths courses.

As might be expected, it is generally those on higher level courses who have higher levels of prior attainment in Maths / English. This is demonstrated in Figure 4.2 which looks at prior Maths qualifications among Maths learners by qualification type, and

Figure 4.3 which looks at prior English qualifications among learners on English courses by qualification type.

Figure 4.2 Highest level of prior attainment in Maths amongst adult learners undertaking Maths courses in November 2013 by type of qualification

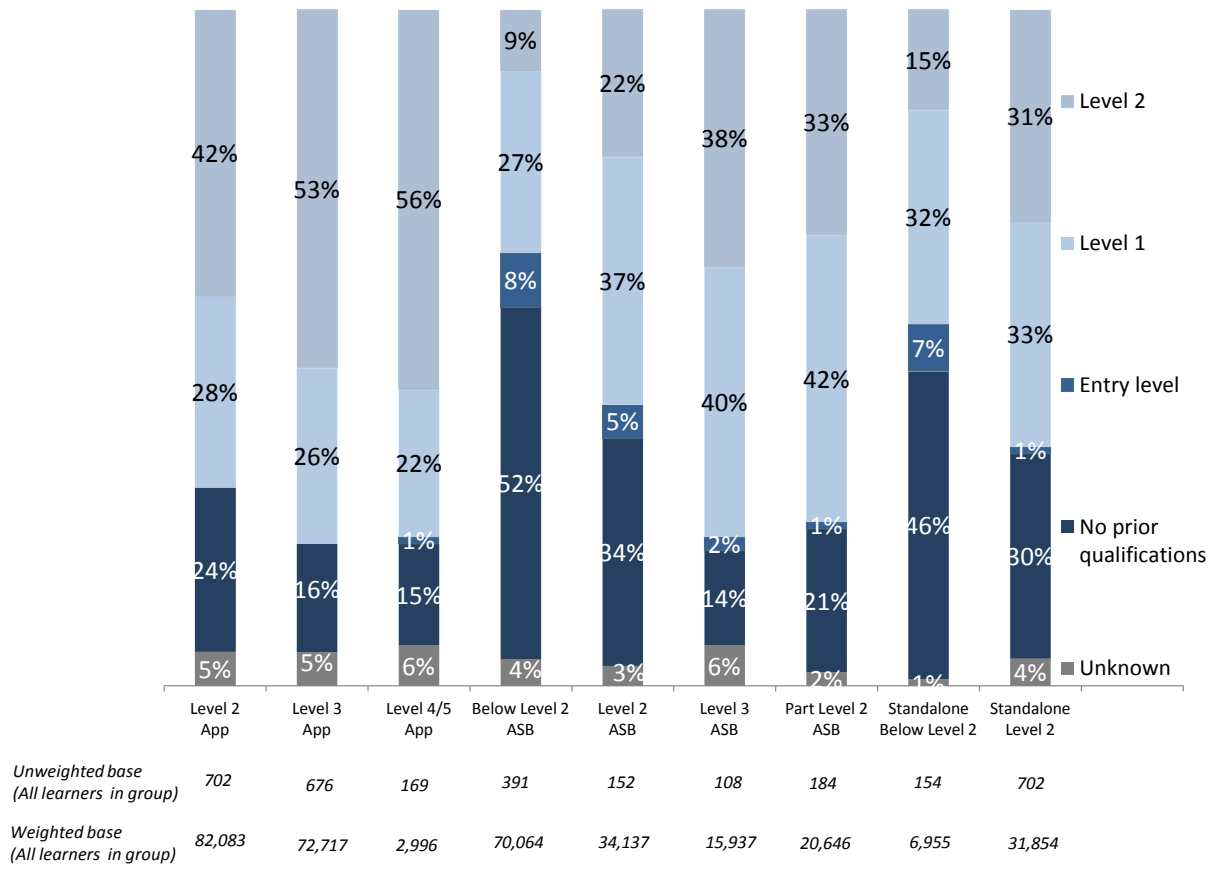
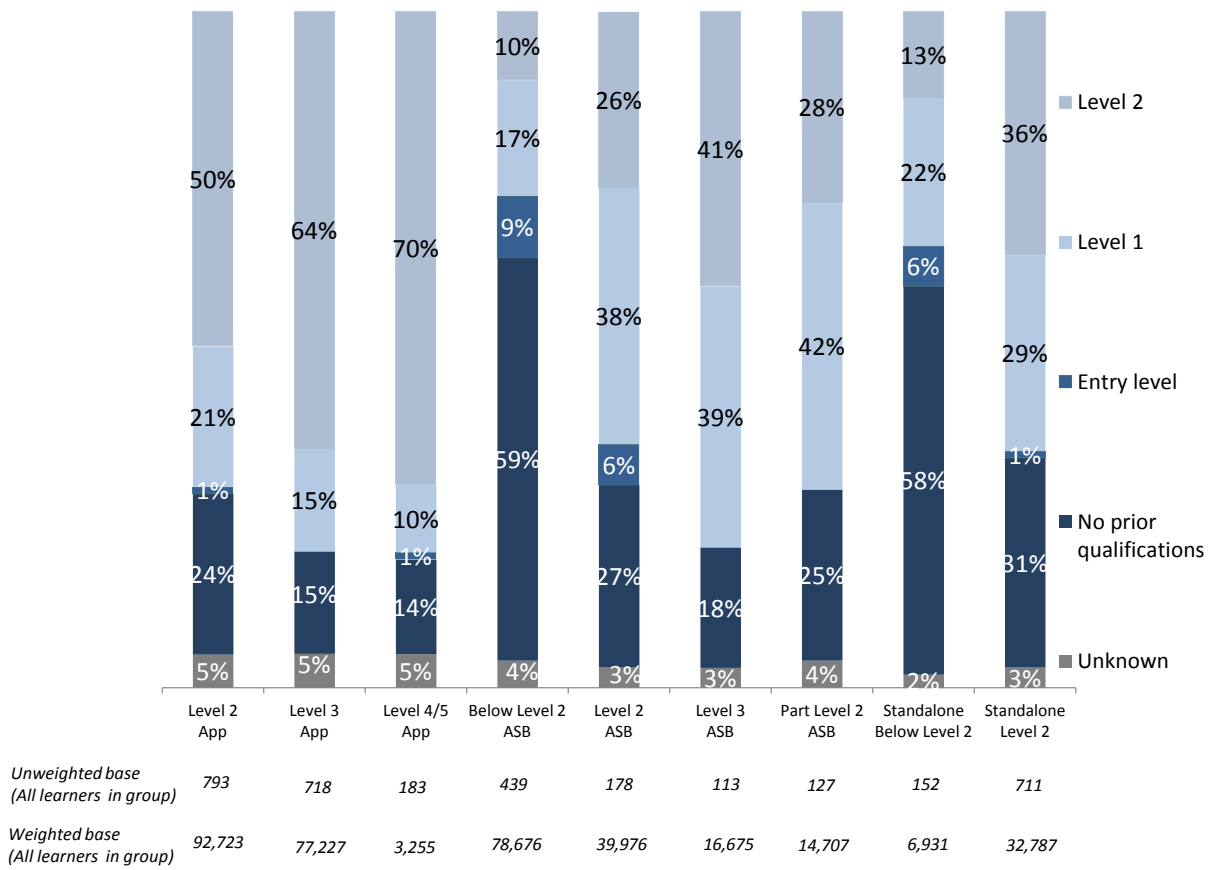


Figure 4.3 Highest level of prior attainment in English amongst adult learners undertaking English courses in November 2013 by type of qualification



As shown in Figure 4.2 and Figure 4.3, those on FE courses below Level 2 and those on standalone Maths/English courses below Level 2 have much lower levels of prior attainment in both English qualifications (among English learners) and Maths qualifications (among Maths learners).

Looking at the Level of Maths and English qualification among those on courses below Level 2 in November 2013 – perhaps unsurprisingly – nearly all were studying Maths/English qualifications below Level 2:

- 99% of those on FE courses below Level 2 involving an element of Maths were studying Maths below Level 2.
- 99% of those on FE courses below Level 2 involving an element of English were studying English below Level 2.
- 98% of those on Maths standalone courses below Level 2 were on Maths courses below L2.
- 94% of those on English standalone courses below Level 2 were on English courses below Level 2.

Determining the level of highest prior qualifications – Across all qualifications and levels

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

Information on all of the qualifications that people had attained prior to the course they were on in November 2013 was collected through the following steps:

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

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

The approach to determining the highest prior qualification of each individual replicates the method used in the Labour Force Survey: it ignores 'other' qualifications (including all those attained outside the UK) if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios, as follows:

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

This approach is used for the purposes of deriving information on the highest prior qualification of learners across all possible subjects (e.g. Figure 4.3 and Figure 4.4).

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.

Levels of prior attainment – Across all qualifications

Figure 4.4 outlines the highest levels of prior attainment across all qualifications (i.e. Maths and English subjects as well as other subjects) amongst those undertaking Maths and English courses in November 2013. As shown, prior qualification levels across these subject groups are fairly similar.

Figure 4.4: Highest level of prior attainment amongst adult learners undertaking Maths / English courses in November 2013 by subject studied

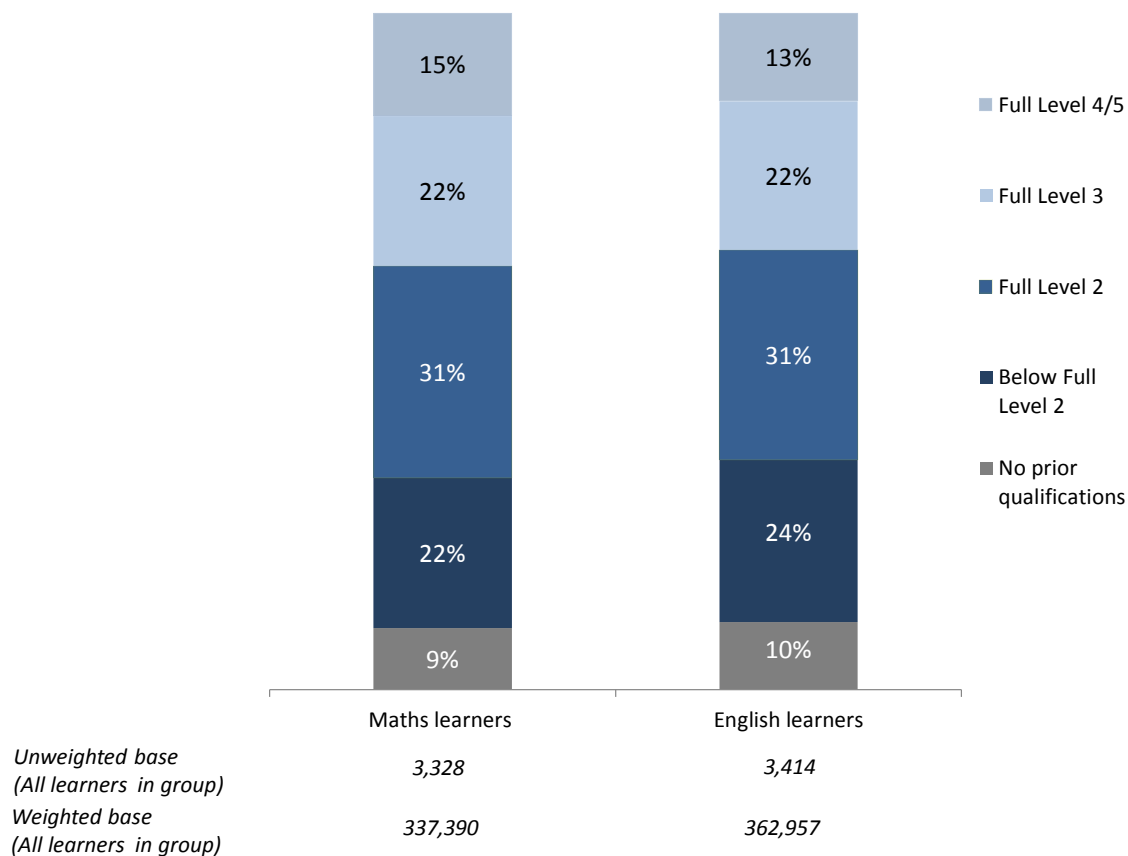


Figure 4.5 outlines the highest levels of prior attainment among those studying Maths/English alongside another qualification (i.e. an Apprenticeship or an FE course funded by Adult Skills Budget) as well as those who were only studying Maths / English (labelled as ‘ME standalone’).

As shown, the majority of those studying Maths or English had a prior qualification, regardless of whether they were studying this as a standalone course or as part of another qualification.

Prior qualification levels vary by level of learning. For example:

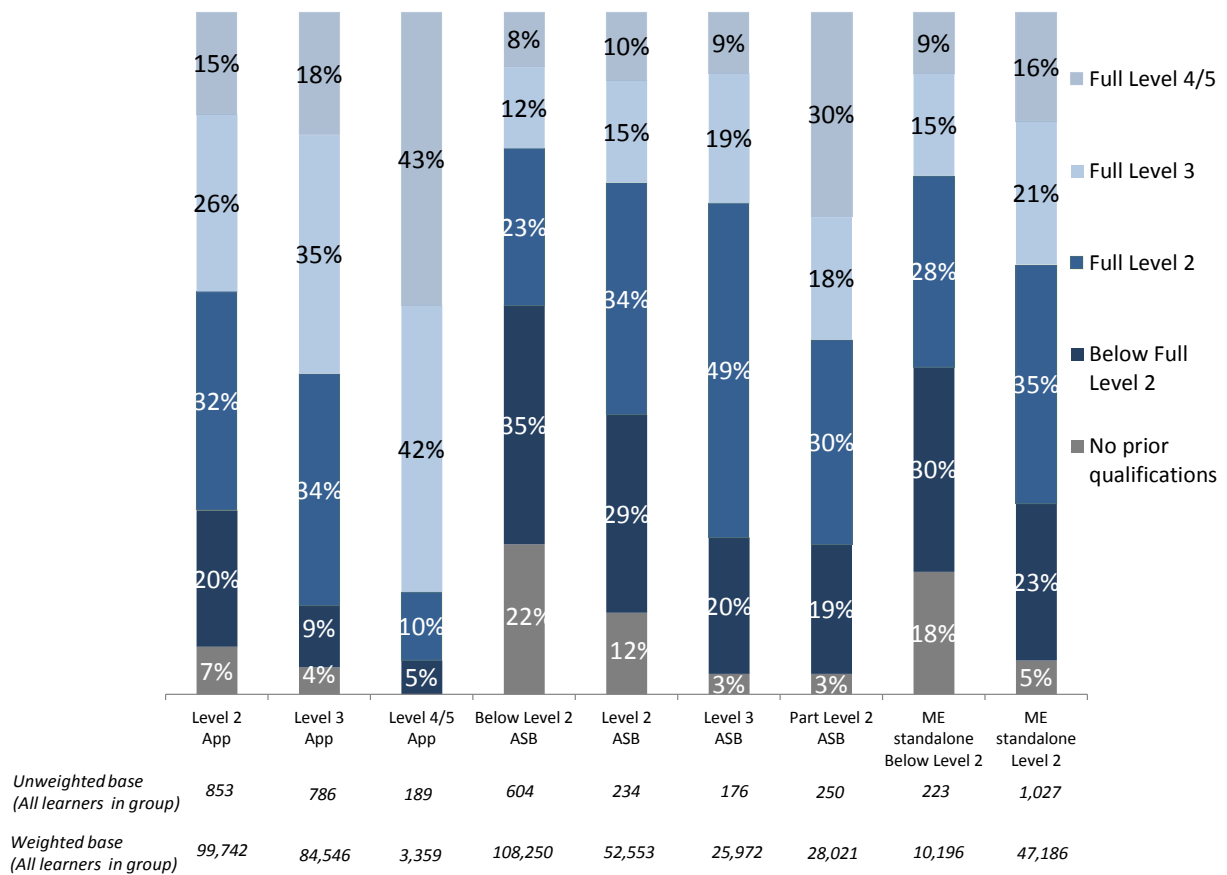
- Those who were studying for a qualification below Level 2 were less likely to have already have a qualification: around four-fifths of those studying Maths/English standalone at below Level 2 (82%) or alongside a Foundation Learning Tier FE

course (78%) had a prior qualification compared with 88% - 97% of those studying higher level (Level 2 or higher) qualifications.

- Those studying higher levels of qualifications had higher levels of prior qualifications. For example 95% of Higher Apprentices studying a Maths/English qualification already held a Level 2 or higher qualification compared with 87% of Level 3 Apprentices and 73% of Level 2 Apprentices. The same is true among those studying FE courses (i.e. Level 3 learners were more highly qualified than Level 2 learners).

There were also differences by the type of courses learners were on, with FE learners less qualified than those undertaking Apprenticeships or standalone Maths/English courses. For example, among Level 2 learners, around three in five (59%) FE learners held a prior Level 2 or higher qualification compared with almost three in four Apprentices (73%) or standalone Maths / English learners (72%).

Figure 4.5: Highest level of prior attainment amongst adult learners undertaking Maths / English courses in November 2013 by type of qualification



Around a fifth of those on courses below Level 2 had no prior qualification: 22% for those studying Maths / English within a wider ASB-funded below Level 2 course and 18% among those undertaking a standalone Maths / English course below Level 2.

Prior attainment by age within qualification type can be found in Appendix F.

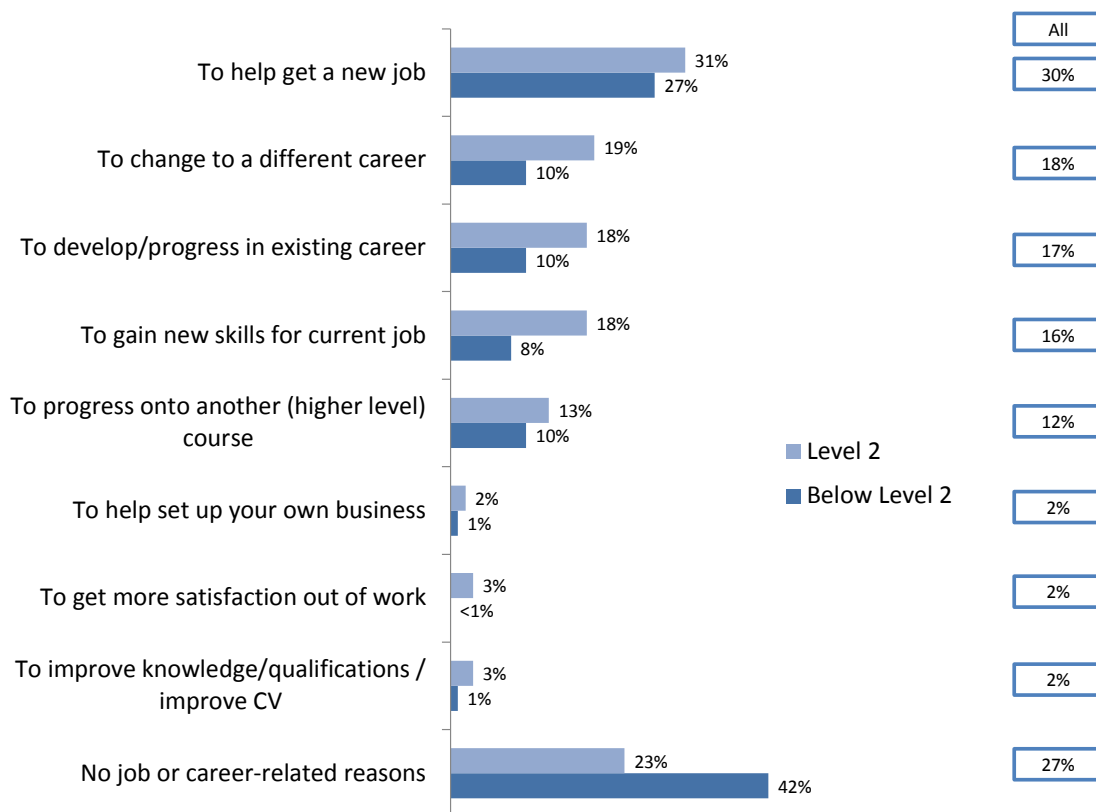
Chapter 5: Reasons for starting the course

This chapter looks at reasons for undertaking learning among those who were studying a standalone Maths and English course, and the extent that they were motivated by job or career-related reasons. It also looks at how learners chose their course and what could have helped those who did not complete the course to stay on and do so.

Reasons for starting the course

The most common job or career-related reasons for starting standalone Maths and / or English courses are shown in Figure 5.1 split by whether learners were on a Level 2 Maths and English course or one below Level 2. The proportion not motivated to start the course by any job or career-related reasons are shown in the bottom two bars.

Figure 5.1: Job or career related reasons given by standalone Maths or English learners for starting their course when they did (spontaneous)



Base: All Maths and English standalone learners (1,250); ME stand. Level 2 (1,027); ME stand. Below Level 2 (223)

As shown in Figure 5.1, the most common job or career-related reasons for starting the course among Maths and English standalone learners included a desire to get a new job (30%), to change career (18%), to develop or progress in their existing career (17%), to gain new skills for their current job (16%) or to progress onto another (higher level) course (12%).

Just over a quarter (27%) did not have job or career-related reasons for starting the course. This was much more common among those who were studying a standalone Maths or English course below Level 2 (42%).

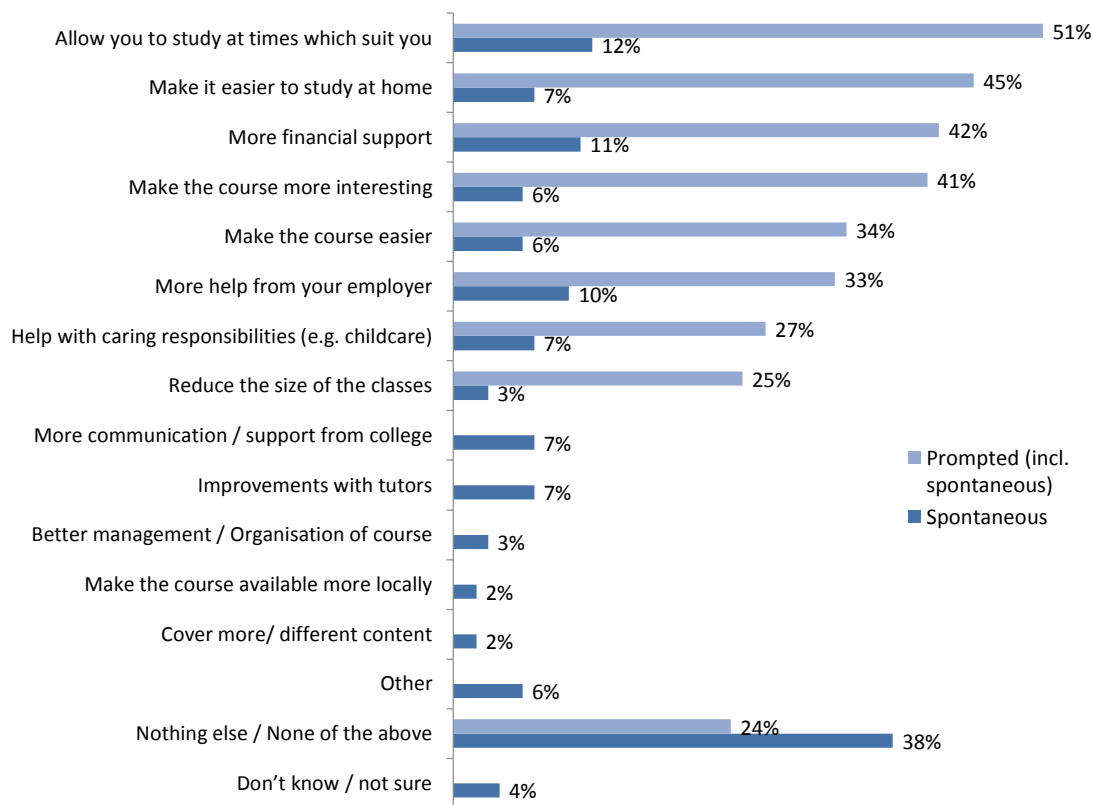
How learners chose their standalone Maths or English course

Learners were asked whether they chose the course before the place of learning or vice versa. It was slightly more common to identify the course before choosing the institution / provider (45%) than the other way round (38%), though quite often both aspects were chosen at the same time (7%), or someone else, such as an employer, made the decision.

What could have been done to help early leavers stay on the course

One in nine of Maths and English standalone learners left their course early (11%). This group were asked what could have been done to help them stay on their course. Learners were first asked for spontaneous thoughts and then prompted with a list of options. Both are shown in Figure 5.2.

Figure 5.2: Aspects of the course that could have been improved to help early leavers stay on the course (spontaneous and prompted)



Base: All learners who left their course early (139)

The majority of early leavers felt that there were things that could have been done to help them to stay on the course – spontaneously just over three-fifths had suggestions

for what might have helped, and when prompted with a list of possible options⁵ three-quarters felt some of these possible actions might have encouraged them to remain on the course.

Most commonly learners desired more flexibility with study times and location: prompted 51% felt they would have stayed on the course if they were able to study at times which suited them (12% spontaneously mentioned this) and 45% would have liked it to have been easier to study at home (7% spontaneously mentioned this).

Common issues related to the course itself including making the course more interesting (41% mentioning this prompted, 6% unprompted), making the course easier (34% mentioning this, 6% unprompted) and reducing the size of the class (25% mentioning this, 3% unprompted).

There was also a desire for additional support either through more financial help (42% mentioning this, 11% unprompted), more assistance from the employer (33% prompted, 10% unprompted) or help with caring responsibilities such as childcare (27% prompted, 7% unprompted).

Other fairly common issues that were raised spontaneously by early leavers include a desire for more communication or support from the provider (7%) and tutor-related improvements such as improved tutor quality or less staff turnover (7%).

⁵ The prompted list included: More financial support; more help from employer; help with caring responsibilities; make the course easier; make the course more interesting; make it easier to study at home; allow you to study at times which suit you; and, reduce size of classes.

Appendices

A – Selection of eligible respondents from the ILR

The research involved interviews with various cohorts of Maths/English learners including:

- Those undertaking **standalone Maths and/or English qualifications** (57,382 learners were enrolled on a standalone Maths and/or English qualification in November 2013);
- Those undertaking **Maths and/or English alongside part Level 2 classroom-based courses funded by the Adult Skills Budget** (28,021 learners were enrolled on this combination of courses in November 2013);
- Those undertaking **Maths and/or English alongside a Level 2, Level 3 or Foundation Learning Tier classroom-based course funded by Adult Skills Budget** (827,104 learners were enrolled on ASB FE course in November 2013, of which 330,058 were also enrolled on a Maths/English qualification); and
- Those undertaking **Maths and/or English alongside a Level 2, Level 3 or Higher Level (Level 4/5) Apprenticeship** (345,291 learners were enrolled on an Apprenticeship of these levels in November 2013, of which 223,579 were also enrolled on a Maths/English qualification).

Of those enrolled on these Maths/English qualifications, those eligible for the survey:

- Were on a Maths or English learning aim (LARS_BasicSkillsType= 1, 2, 11, 12, 13, 14, 19, 20, 21, 23, 24, 25, 29, 30, 31 OR 32)
- Were aged 19+ as of the start of their course (D_AgeAimStart >18)
- Were enrolled on this course in November 2013 (D_ACTIVENOV =1)
- Had not indicated that they were unwilling to be contacted for survey work or unwilling to be contacted by telephone ((L_RUI= NOT 1 or 2 or 4) and (L_PMC= NOT 2 or 4 or 6 or 7)).
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

B – Quotas and weighting

In order to ensure a distribution of interviews that would maximise the reliability of analysis at the level of detail required, quotas were set on an interlocking age by learning level matrix. 1,250 interviews were allocated to the Maths/English standalone group and 250 to the Part Level 2 classroom-based ASB group (these groups were split between non achievers and other (i.e. not non-achievers)). Within these groups, interviews were assigned to age (19-24, 25-44, 45-retirement age, and over retirement age) to the exact proportion of the ILR population. The final achieved interviews matched the quota targets specified. For each learner type (part Level 2 undertaking Maths and/or English as part of ASB and non-achiever, part Level 2 undertaking Maths and/or English as part of ASB and not non-achiever, standalone Maths and/or English non-achiever, standalone Maths and/or English not non-achiever) results were grossed up to the population of these learners (from the ILR). This was done by age band within each learner type.

As for the other two groups of Maths/English learners (i.e. those who were studying Maths/English alongside an Apprenticeship or a classroom-based course), these interviews were achieved within a wider evaluation of 3,500 Level 2 to Level 5 Apprentices and 4,500 learners on Foundation Learning Tier, Level 2 and Level 3 classroom-based courses funded by the Adult Skills Budget. Quotas were set on an interlocking age by level matrix to the exact proportion of the ILR population of Apprentices and ASB learners. The Maths/English interviews achieved within these cohorts were left to 'fall out naturally' without specific quotas being set. In total, 2,842 interviews with Maths/English learners were achieved from the 8,000 Apprenticeship and ASB interviews. The weight used for these ASB and Apprenticeship Maths and English learners within this report was simply the weight used in the individual ASB and Apprenticeship surveys. No correction was made to ensure the balance between Maths and English learners on Apprenticeships, ASB or studying these subjects on a standalone basis was made.

The profile of Maths and English learners in this report is somewhat different to the full population on the ILR, and over represents Apprenticeship learners (they comprise 41% of the sample as opposed to 35% of the full population). Also within ASB Maths and English learners the proportion of Foundation Learning Tier level learners in the sample is overrepresented (58% vs. 29% on the ILR).

Table B1 shows the final achieved interviews.

Table B1: Final achieved interviews

	19-24	25-44	45 to retirement age	Over retirement age	Total
Apprenticeship Level 2	243	428	177	5	853
Apprenticeship Level 3	164	459	159	4	786
Apprenticeship Level 4/5	13	111	64	1	189
ASB Below Level 2	165	290	137	12	604
ASB Level 2	162	63	9	-	234
ASB Level 3	161	13	2	-	176
Part Level 2 & NO ACHIEVEMENT	33	55	11	1	100
Part Level 2 & NOT NO ACHIEVEMENT	42	87	19	2	150
Maths and/or English standalone & NO ACHIEVEMENT	230	206	59	5	500
Maths and/or English standalone & NOT NO ACHIEVEMENT	279	354	110	7	750
Total	1,492	2,066	747	37	4,342

At the analysis stage, those interviewed as standalone learners and those interviewed as part Level 2 classroom based learners (i.e. those not interviewed as part of the main Apprenticeship survey or the main Adult Skills Budget survey) were grossed up to reflect the profile of Maths and English learners.

The main weight used from the wider Apprenticeship and Adult Skills Budget survey was retained for those on Apprenticeships with an element of Maths and/or English or Full Adult Skills Budget classroom-based courses with an element of Maths and/ or English.

The following table shows the population figures to which the survey data has been grossed up, totalling approximately 1,257,800 learners.

Table B2: Population figures – Eligible adults undertaking a Full L2 or Full L3 FE course funded by the Adult Skills budget in November 2013

	19-24	25-44	45 to retirement age	Over retirement age	Total
Apprenticeship Level 2	84,022	64,583	26,031	797	175,433
Apprenticeship Level 3	73,210	65,804	21,893	486	161,393
Apprenticeship Level 4/5	3,148	3,651	307	26	8,465
ASB Below Level 2	46,155	144,847	62,151	15,714	268,867
ASB Level 2	123,330	150,155	59,943	3,442	336,870
ASB Level 3	123,216	73,502	24,062	587	221,367
Part Level 2 ASB Maths and/or English & NO ACHIEVEMENT	1,968	3,199	651	54	5,872
Part Level 2 ASB Maths and/or English & NOT NO ACHIEVEMENT	6,217	12,844	2,862	226	22,149
Maths and/or English standalone & NO ACHIEVEMENT	7,712	6,898	1,983	183	16,776
Maths and/or English standalone & NOT NO ACHIEVEMENT	15,108	19,190	5,915	393	40,606
Total	484,086	544,673	205,798	21,908	1,257,798

C - Sample outcomes and response rate

In total, c.9,300 learners who were studying Maths/English as a standalone qualification or alongside a Part Level 2 ASB course were called at least once for the survey, resulting in 4,342 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 for this survey was 61%. This is derived from the following calculation:

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

D – Learner Demographics

Table D1 – Age and gender profile of Maths and English learners

	All	Level of course								
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2	M/E stand. Below Level 2	M/E stand. Level 2
Base: All learners	4,342	853	786	189	604	234	176	250	223	1027
	%	%	%	%	%	%	%	%	%	%
Age										
19-24	36	29	21	8	27	69	91	29	48	38
25-44	46	50	58	57	48	27	7	57	44	46
45 – retirement	17	21	20	34	23	4	1	13	8	15
Over retirement age	1	1	*	*	2	-	-	1	-	1
Gender										
Male	43	52	40	26	36	53	52	36	47	38
Female	57	48	60	74	64	47	48	64	53	62

*= <0.5% but >0%

- = zero

M/E = Maths and/or English;

'Stand.' = standalone.

Within the weighted survey figures just over one-third (36%) were aged 19-24, approaching half (46%) were aged 25-44 and around one-fifth (18%) were aged 45 or over. As shown, the age profile varies somewhat by type and level of course. For example, 91% of Level 3 ASB learners were aged 19-24 compared to the 36% average.

Looking at gender, 43% were male and 57% were female. Again, this profile varies somewhat by type and level of course, although less dramatically than seen in the different age profiles.

Table D2 – Ethnicity profile of Maths and English learners

	All	Level of course							M/E stand. Below Level 2	M/E stand. Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2		
Base: All learners	4,342	853	786	189	604	234	176	250	223	1027
	%	%	%	%	%	%	%	%	%	%
Ethnicity										
White	68	85	87	86	48	57	44	61	54	60
Non-white	30	14	12	13	50	42	54	36	45	37
Asian	13	6	3	4	20	16	25	15	24	17
Black	13	6	6	5	22	18	23	12	14	13
Mixed / other	5	3	2	3	8	8	6	9	8	6
Not stated	2	1	2	1	2	1	2	3	1	3

M/E = Maths and/or English; 'Stand.' = standalone'.

At the overall level the majority of learners are White (68%) although this does vary depending on type of course and level of learning. For example among those on FE course Below Level 2 the ethnicity profile is much more balanced (48% White and 50% Non-white).

Table D3 – Subject type

	All	Level of course							M/E stand. Below Level 2	M/E stand. Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2		
Base: All learners	4,342	853	786	189	604	234	176	250	223	1027
	%	%	%	%	%	%	%	%	%	%
Subject										
Maths only	21	7	9	3	27	24	36	48	32	31
English only	27	18	14	11	35	35	39	26	32	32
Maths and English	52	75	77	86	37	41	26	26	36	37

M/E = Maths and/or English; 'Stand.' = standalone.

Around half (52%) of Maths and English learners were on a Maths and English course with similar proportions on Maths only courses (21%) as English only courses (27%). This does change depending on type and level of course however. For example, 26% of Level 3 ASB learners were on a Maths and English course, 39% on an English only course and 36% on a Maths only course.

Table D4 – Economic activity of learners at the time of the interview

	Level of course									
	All	App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2	M/E stand. Below Level 2	M/E stand. Level 2
Base: All learners	4,342	853	786	189	604	234	176	250	223	1027
	%	%	%	%	%	%	%	%	%	%
Still studying on Nov. 2013 course	9	7	10	16	11	7	15	4	15	8
Economically active	87	97	98	98	76	82	80	85	71	85
Employed full-time	41	70	79	89	15	16	12	32	16	26
Employed part-time	19	16	12	3	22	24	28	25	16	25
Self-employed	3	4	3	4	3	4	3	2	4	4
Employed on a zero hours contract	3	3	2	1	2	2	5	5	3	2
On a government-supported training and employment programme	1	*	*	-	1	1	-	1	1	*
Unemployed though looking and available for work	18	4	2	1	29	33	31	17	27	24
Doing unpaid family work	2	*	*	1	4	3	1	3	6	3
Economically inactive	13	3	2	2	24	18	20	15	29	15
	*	*	-	-	*	-	-	*	-	1
Retired										
Unemployed but not looking or not available for work	8	2	1	2	17	9	12	6	15	8
None of the above	5	1	1	-	6	9	9	8	13	7

*= <0.5% but >0%

- = zero

M/E = Maths and/or English; 'Stand.' = standalone'

The majority of learners were economically active at the time of the interview (87%) with a further 9% still studying on the course. Across all course types and levels of learning this is usually as result of full or part-time employment although – in most cases – sizeable minorities were unemployed though looking at available to work with the exception of Level 4/5 Apprentices among whom almost nine-tenths were in full-time employment (89%).

Table D5 - When those not available for work expect to be available for work again

	All	Level of course							M/E stand. Below Level 2	M/E stand. Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2		
<i>Base: All learners not looking or available for work</i>	295	<i>DATA NOT SHOWN AS BASE <25</i>			101	<i>DATA NOT SHOWN AS BASE <25</i>			32	79
	%				%				%	%
Within the next 2 years	51				43				34	69
Within the next 5 years	17				15				17	19
Within the next 10 years	2				-				4	1
More than 10 years	2				3				-	-
Do not expect to be available for work again	10				15				10	6
Not sure	19				25				35	5

- = zero

M/E = Maths and/or English; 'Stand.' = standalone'

Around half (51%) of those not looking or available for work expect to be available for work again within the next two years with 17% expecting to be available within the next 5 years. Around one in ten (10%) do not expect to be available for work again at all and 19% were unsure. This pattern is broadly similar across the different course types and levels although the proportion of Level 2 standalone Maths and English learners not looking or available for work who expected to be ready within the next 2 years is more markedly common (69%) leaving just 5% unsure.

Table D6 - Proportion of learners in receipt of benefits at the time of the survey

	Level of course									
	All	App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2	M/E stand. Below Level 2	M/E stand. Level 2
<i>Base: All learners</i>	4,342	853	786	189	604	234	176	250	223	1027
	%	%	%	%	%	%	%	%	%	%
Receiving benefits or credits	23	9	5	5	44	35	19	18	39	29
Housing Benefit	9	3	2	1	17	12	7	7	12	13
Job Seekers Allowance (JSA)	7	1	1	1	13	14	5	6	13	7
Tax Credits	6	5	4	2	10	6	2	6	10	10
Income Support (IS)	4	1	*	-	7	10	6	3	7	6
Disability Living Allowance (DLA)	3	1	*	-	7	5	3	2	8	2
Council Tax Benefit	2	1	*	1	3	3	1	2	3	4
Employment and Support Allowance	2	-	-	1	5	4	-	1	4	2
Child benefit	2	2	1	1	3	2	3	2	4	3
Incapacity Benefit	1	-	-	-	2	-	-	-	1	1
Carer's Allowance	*	-	-	-	1	1	-	-	1	1
Not receiving any benefits or credits	75	90	94	95	52	63	78	80	57	70

*= <0.5% but >0%; - = zero; M/E = Maths and/or English; 'Stand.' = standalone.

Just over one-fifth (23%) of Maths and English learners were receiving benefits or credits at the time of the survey. This was particularly common for those studying a Level 2 ASB course and an ASB course below Level 2 (44% and 45% respectively) and particularly uncommon among Apprentices (9% of Level 2 Apprentices, 5% of Level 3 Apprentices and 5% of Level 4/5 Apprentices).

Table D7 – Personal gross income (annual) amongst those learners in full-time work or self-employment at the time of the interview – Aged 19-24

	All	Level of course						M/E stand. Below Level 2	M/E standalone Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3		
<i>Base: All answering</i>	415	142	99	DATA NOT SHOWN AS BASE <25					76
	%	%	%					%	
Less than £10,000	19	17	7					34	
£10,000 - £19,999	67	71	70					55	
£20,000 - £29,999	12	11	21					9	
£30,000 - £49,999	2	1	2					-	
£50,000 - £79,999	*	-	-					2	
£80,000 plus a year	*	1	-					-	
Summary: £20,000 plus Mean income***	14	12	23					11	
	£15,100	£15,000	£16,900					£13,400	

*= <0.5% but >0%

- = zero

M/E = Maths and/or English; 'Stand.' = standalone'

**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 D8 – Personal gross income (annual) amongst those learners in full-time work or self-employment at the time of the interview – Aged 25+

	Level of course									
	All	App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2	M/E stand. Below Level 2	M/E standalone Level 2
Base: All answering	1,189	338	389	113	76	<i>DATA NOT SHOWN AS BASE <25</i>		54	<i>DATA NOT SHOWN AS BASE <25</i>	182
	%	%	%	%	%			%		%
Less than £10,000	9	6	4	3	18			13		16
£10,000 - £19,999	59	62	61	29	59			54		56
£20,000 - £29,999	25	28	26	38	21			27		20
£30,000 - £49,999	6	5	8	25	1			6		8
£50,000 - £79,999	*	-	*	4	-			-		*
£80,000 plus a year	*	*	-	1	-			-		-
Summary: £20,000 plus Mean income***	32	33	34	68	22			33		29
	£18,400	£18,600	£19,300	£27,300	£15,600			£18,000		£17,700

*= <0.5% but >0%

- = zero

M/E = Maths and/or English; 'Stand.' = standalone'

**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 D9 – Personal gross income (annual) amongst those learners in part-time employment at the time of the interview – Aged 19-24

	All	Level of course							M/E stand. Below Level 2	M/E standalone Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2		
Base: All answering	202 %	<i>DATA NOT SHOWN AS BASE <25</i>				27 %	28 %	<i>DATA NOT SHOWN AS BASE <25</i>		73 %
Less than £10,000	84					85	89			82
£10,000 - £19,999	14					11	11			15
£20,000 - £29,999	-					-	-			-
£30,000 - £49,999	1					-	-			2
£50,000 - £79,999	-					-	-			-
£80,000 plus a year	1					4	-			-
Summary: £20,000 plus	2					4	-			2
Mean income***	£7,500					£8,900	£6,100			£7,300

*= <0.5% but >0%

- = zero

M/E = Maths and/or English; 'Stand.' = standalone

**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 D10 – Personal gross income (annual) amongst those learners in part-time employment at the time of the interview – Aged 25+

	All	Level of course							M/E stand. Below Level 2	M/E standalone Level 2
		App Level 2	App Level 3	App Level 4/5	ASB Below L2	ASB Level 2	ASB Level 3	ASB Part Level 2		
Base: All answering	396	87	56	DATA NOT SHOWN AS BASE <25	70	DATA NOT SHOWN AS BASE <25		33	DATA NOT SHOWN AS BASE <25	107
	%	%	%		%			%		%
Less than £10,000	74	68	59		84			76		66
£10,000 - £19,999	23	29	38		13			23		34
£20,000 - £29,999	2	3	4		3			2		-
£30,000 - £49,999	-	-	-		-			-		-
£50,000 - £79,999	-	-	-		-			-		-
£80,000 plus a year	-	-	-		-			-		-
Summary: £20,000 plus	2	3	4		3			2		-
Mean income***	£7,800	£8,600	£9,500		£6,900			£7,600		£8,400

*= <0.5% but >0%

- = zero

M/E = Maths and/or English; 'Stand.' = standalone

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

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

E – Prior Maths and / or English qualifications

Table E1 shows the grades achieved in English by those studying English. This is repeated for those studying Maths in Table E2.

Table E1: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults undertaking English aims in November 2013

<i>Base: English learners</i>		All 3,414 %	19-24 1,095 %	25+ 2,319 %	Male 1,464 %	Female 1,950 %	White 2,346 %	Non-White 1,012 %
GCSE English- Single Subject	A*/A	*	*	*	*	*	*	*
	B	1	1	1	1	2	2	1
	C	6	8	5	6	5	6	5
	D	5	10	3	7	4	5	5
	E/F/ G	4	8	2	6	3	4	4
GCSE English Language	A*/A	1	1	2	1	2	2	1
	B	6	5	6	5	6	7	2
	C	13	12	13	14	11	16	6
	D	7	9	5	7	6	7	6
	E/F/G	3	5	2	5	2	4	2
Basic Skills / English	Level 2	11	13	9	10	11	10	13
	Below Level 2	12	19	8	11	12	9	18
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	32	28	34	32	32	39	16
Level 2 Basic Skills English	Level 2	7	9	6	7	7	6	10
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English	Level 1	23	32	19	26	21	23	22
Entry level (1,2,3) Basic Skills English	Entry Level	3	4	2	2	4	2	6
No English qualification	None	31	23	35	29	33	26	43
English qualification but unknown level	Unknown Level	4	4	4	4	4	5	3

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

* = 0%

Table E2: Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults undertaking English aims in November 2013

<i>Base: Maths learners</i>		All 3,328 %	19-24 1,322 %	25+ 1,916 %	Male 1,076 %	Female 2,162 %	White 2,272 %	Non-White 916 %
GCSE Maths	A*/A	2	1	2	2	1	2	1
	B	6	6	6	8	4	7	3
	C	15	18	13	19	12	17	11
	D	15	19	12	14	15	16	12
	E/F/ G	12	17	9	10	13	13	8
Basic Skills / Maths	Level 2	11	15	9	11	12	11	12
	Below Level 2	11	18	7	11	11	8	17
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	26	26	26	31	23	31	16
Level 2 Basic Skills Maths	Level 2	7	9	6	7	7	6	9
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths	Level 1	30	35	27	27	33	33	24
Entry level (1,2,3) Basic Skills Maths	Entry Level	3	5	2	3	3	2	5
No Maths qualification	None	29	22	34	27	31	25	41
Maths qualification but unknown level	Unknown Level	4	3	5	4	4	4	4

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

'-' = 0%

F – Prior qualifications – across all qualifications

Table F1 looks at the highest level of prior qualification across all subjects but qualification type and age.

Table F1: Prior Qualification levels by level and type of learning and age of learner

Row percentages	Base	Level of highest prior qualification					
		Below Level 2	Level 2	Level 3	Level 4/5	No qualifications	
Level 2 Apprentices	853	%	20	32	26	15	7
19-24	243	%	16	40	32	10	3
25-44	428	%	19	30	24	18	9
45 plus	182	%	28	27	23	15	7
Level 3 Apprentices	786	%	9	34	35	18	4
19-24	164	%	8	41	41	8	2
25-44	459	%	8	31	37	19	5
45 plus	163	%	14	37	22	25	2
Level 4/5 Apprentices	189	%	5	10	42	43	-
19-24	<25						
25-44	111	%	4	12	41	42	-
45 plus	65	%	7	9	34	49	-
Below Level 2 ASB	604	%	35	23	12	8	22
19-24	165	%	44	23	12	4	18
25-44	290	%	33	24	13	10	20
45 plus	149	%	29	22	10	10	29
Level 2 ASB	234	%	29	34	15	10	12
19-24	162	%	28	33	15	10	14
25-44	63	%	29	37	17	11	6
45 plus	<25						
Level 3 ASB	176	%	20	49	19	9	3
19-24	161	%	20	49	20	8	3
25-44	<25						
45 plus	<25						
Part Level ASB	250	%	19	30	18	30	3
19-24	75	%	15	40	24	18	3
25-44	142	%	20	29	17	32	2
45 plus	33	%	27	12	9	47	6
ME standalone Below Level 2	223	%	30	28	15	9	18
19-24	110	%	28	30	20	10	12
25-44	96	%	29	24	12	10	25
45 plus	<25						
ME standalone Level 2	1,027	%	23	35	21	16	5
19-24	399	%	18	43	23	12	4
25-44	464	%	27	32	22	15	4
45 plus	164	%	20	23	16	30	11

G – Chaid Analysis

CHAID (Chi-squared Automatic Interaction Detector) creates segments using a tree like process which interacts/crosstabs the categories of potential predictors together in order to maximise the extent to which some Dependent Variable (DV), in this case high technology user, is explained. It explores all possible splitters (other variables) within the dataset to determine which one has the strongest association with the DV. It does this using an iterative process which combines/merges the categories of each potential splitter and repeatedly performs a chi-squared test of independence with the DV, thus finding a configuration/merging of the variable's categories which optimises the significance of its chi-squared association with the DV (small value of p – which indicates high association). The optimally merged splitter with the lowest chi-squared p -value is selected in order to maximise association with the DV. The best p -values evaluated for each potentially splitter are adjusted to penalise splitters with many categories which may spuriously have more “chance” associations (due to the greater number of category configurations).

The merged categories of the first splitter form the first split in the tree. We call the first splitters in the tree the “Primary” splitters. The algorithm then repeats again looking for new sub-segments within the new tree branches formed by the primary splitter. Further splitters are selected and optimally merged which when cross-tabulated with the first splitter categories explain even greater association with the DV. The “Primary” and “Secondary” splitters are then combined/interacted/cross-tabulated to form new cells. The secondary splitters can be thought of as the secondary variables in the tree.

The process keeps repeating (we may derive third and fourth level splitters and so on) until we reach some stopping rule. A stopping rule might be that a minimum sample size is achieved for new sub-cells or that we have split down to a maximum number of levels in the tree (say 4 splitters).

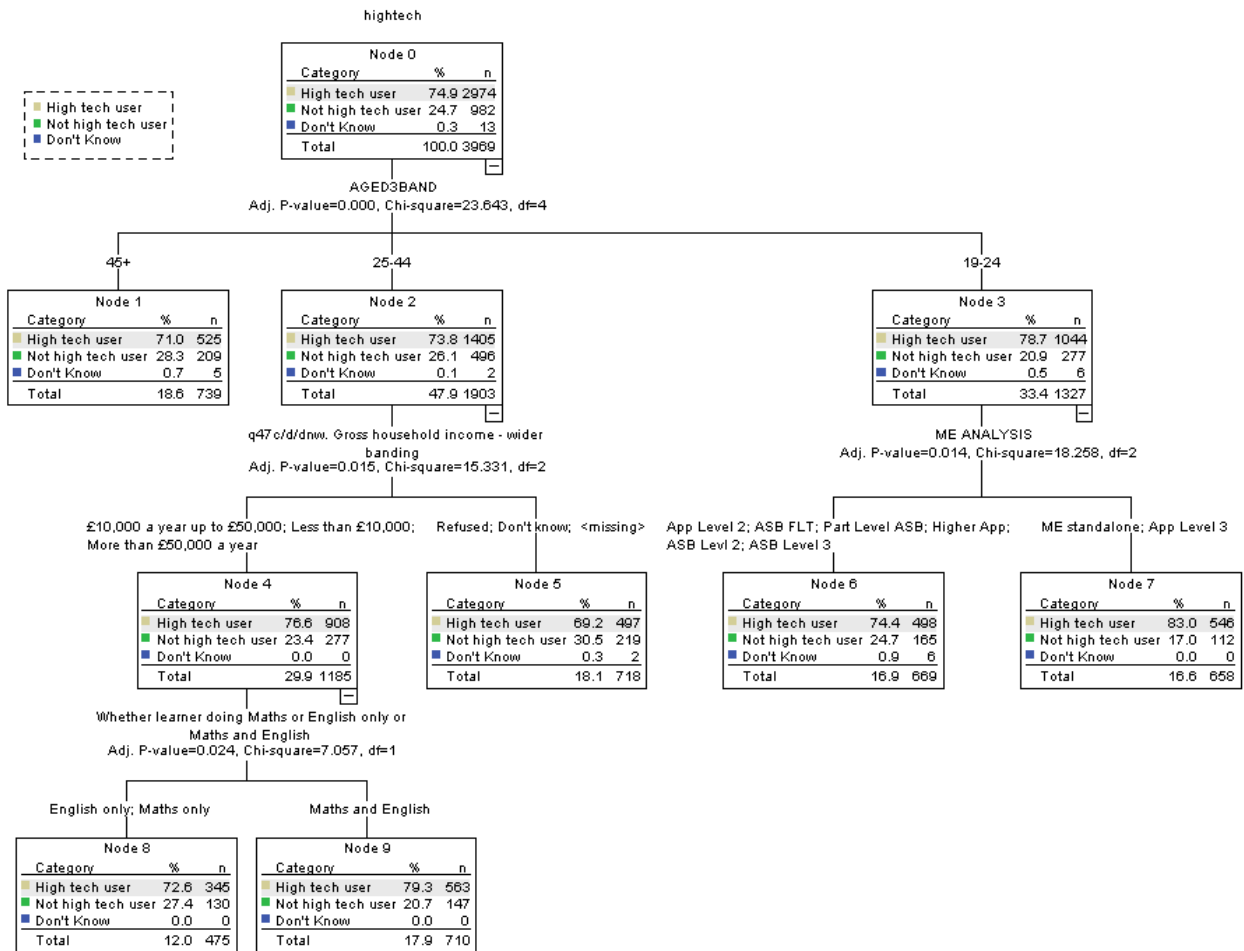
CHAID outputs: non-full payment of settlement

Figure E1 shows the CHAID tree generated by the analysis of the proportion of claimants who are high technology users. Each “branch” carries with it a different probability of having a high proportion of claimants who are high technology users (or not), and each “level” shows the variables that have the most impact on this (for example the first level is age, because age has the most effect on whether the learner is a high tech user.

The CHAID tree demonstrates:

- Age is the strongest predictor of being a high technology user. Beyond that, the predictors vary:
 - For young learners, the strongest predictor is type of qualification undertaken (i.e. whether Maths/English undertake alongside Apprenticeship Level 2, Level 3 etc.)
 - For older learners (i.e. those aged 25 plus), the subject of the qualifications (i.e. Maths or English or Maths and English) was the next strongest predictor.

Table F1: Chaid Tree



H – Questionnaire

Prior Achievements Questionnaire

IFF Research

J5472

DETAILS FROM SAMPLE:

Respondent Name	
Provider Name	
Name of course	
Gender	
Region	
Ethnicity	
Age band	
Adult Skills Budget (ASB)	Yes / No
Apprenticeship (APPREN)	Yes / No
Standalone Maths AND/OR English (ME)	Yes / No
Maths (not English) (MATHS)	Yes / No
English (not Maths) (ENG)	Yes / No
Maths and English (BOTH)	Yes / No

<u>Which one category does the respondent fall into:</u>	Below Level 2	Level 2	Level 3	Higher	Total
APPREN	-	1,500	1,500	500	3,500
ASB	1,500	1,500	1,500	-	4,500

	Maths and English stand alone		ASB Other - thin Level 2		Total
	Definite non-achievers (outcome=3 'no achievement')	Not non-achievers (outcome=NOT3)	Definite non-achievers (outcome=3 'no achievement')	Not non-achievers (outcome=NOT3)	
Maths or English (ME)	500	750	100	150	1,500

Screener

S1) 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 2013. 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 2013 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?**
 [IF ASKED ADD 'by late 2013 we mean 'November' 2013]

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 2013 at (INSERT COLLEGE or PROVIDER)]?**

Text:	1	CHECK SQ1c
-------	---	------------

IF APPREN=YES (APPRENTICESHIP)

- sq1c) **Were you based with an employer when you undertook this course or programme?**

Yes	1	ASK SQ1d
No	2	ASK Q2
Don't know	3	ASK Q2

IF APPREN=YES & SQ1C=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 SQ1da
Recruited specifically as an apprentice	2	ASK SQ1db
Other (SPECIFY)	3	CHECK Q1c
Don't know	X	

IF APPREN=YES & SQ1C=1 & SQ1d=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=YES & SQ1C=1 & SQ1d=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

1c) ASK ALL
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

1c1) ASK ALL
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
To progress onto another (higher level) course	11
OTHER (specify)	0
Don't know	X

ASK ALL

- 1d1) **Thinking about how you chose the course at [PROVIDER], did you.... READ OUT AND CODE ONE ONLY**

Identify the place of learning first BEFORE choosing the course	1
OR did you identify the course first BEFORE choosing your place of learning	2
(DO NOT READ OUT) Both at the same time	3
(DO NOT READ OUT) My employer selected the course and/or place of learning	4
(DO NOT READ OUT) Someone else selected the course and/or place of learning e.g. family member or friends	5
(DO NOT READ OUT) Other (SPECIFY)	0
(DO NOT READ OUT) Don't know / Can't remember	X

1d2) ASK ANYONE STUDYING A MATHS AND/OR ENGLISH UNIT (IF ME=1)
Thinking about the [IF MATHS=1: Maths; IF ENG=1: English; IF BOTH=1: Maths and English] element of your course, did you use technology such as a tablet, computer or smartphone to do any of the following during your course... READ OUT AND CODE ALL THAT APPLY

INTERVIEWER NOTE: Probe for as much detail as possible e.g. if respondent says 'to find information' please ask what they used to find it e.g. did they download course notes, ask questions electronically, access class websites, blogs or online forums etc.?

Download course notes e.g. Slides from lectures	1
Email or upload course work	2
Receive marks and / or feedback on coursework electronically	3
Submit feedback about the course electronically	4
To produce course work	5
Undertake interactive computer exercises during class time	6
Undertake interactive computer exercises in your own time	7
Ask questions electronically e.g. via webchat	8
To access class websites, blogs or online forums	9
To take exams / online assessments	10
To aid revision	11
Did you use technology to do anything else during your course? (SPECIFY)	0
(DO NOT READ OUT) None of the above / didn't use technology	V
(DO NOT READ OUT) Don't know / Can't remember	X

1d3) IF USED TECHNOLOGY (Q1d2=1-11 or 0)
And which technology or technologies did you use for these activities?

PROMPT IF NECESSARY. Multicode okay

iPad / tablet	1
Laptop computer	2
Mobile phone or smartphone	3
Desktop computer	4
OTHER (specify)	0
Don't know	X

1d4) IF USED TECHNOLOGY (Q1d2=1-9 or 0)
How helpful, if at all, do you think the use of these technologies were for your course..READ OUT?

Single code

Very helpful	1
Quite helpful	2
Neither / nor	3
Not very helpful	4
Not at all helpful	5
(DO NOT READ OUT) Don't know	X

IF TECHNOLOGY HELPFUL (Q1d4=1-2)
 1d4a) **In what ways were they helpful?**
 DO NOT READ OUT. MULTICODE OKAY

Quicker / better / easier responses from teachers / tutors	1
Increased flexibility / convenience (you can access materials when you want)	2
Broader range of resources / easier access to resources	7
Made it easier to ask questions at times I was not in class	3
Made it easier to ask questions when I was not confident enough to do so in class	4
Saves journey time to / from the place of learning	5
Easier to keep on top of / organise work	6
Quicker / easier to submit work	8
Easier to spot mistakes e.g. spell check function	9
Ability to do research and complete work at the same time	10
Other (WRITE IN)	0
Don't know	X

IF DID NOT COMPLETE THE COURSE (1A=3)
 1d5nw) **You mentioned earlier that you did not complete the [INSERT TEXT FROM Q1b] course or programme. What, if anything, could have helped you to stay on and complete it? DO NOT READ OUT. Multicode okay**

IF DID NOT COMPLETE THE COURSE (1A=3), UNLESS ALL CODES 1-7 ANSWERED
 1d5nx) **And do you think any of the following might have helped you to stay on and complete the course (SHOW THOSE NOT CODED 1-7 AT 1d5nw) READ OUT. MULTICODE OKAY**

	Spontaneous (1d5nw)	Prompted 1d5nx
More financial support	1	1
More help from your employer	2	2
Help with caring responsibilities (e.g. childcare)	3	3
Make the course easier	4	4
Make the course more interesting	5	5
Make it easier to study at home	6	6
Allow you to study at times which suit you	7	7
Reduce the size of the classes	10	10
Other (WRITE IN)	8	
Nothing / None of the above	9	9
Don't know / not sure	X	

ASK ALL

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

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

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

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

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

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

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

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

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

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

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

	Code	Max level achievable with qualification	Vocational or Academic
A degree level qualification acquired in the UK including foundation degrees, a BSc, a BA, MA or a PhD, graduate membership of a professional qualification a PGCE (Post Graduate Certificate of Education), or higher	1	8	A
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5	V
HNC / HND (Higher National Certificate / Higher National Diploma)	3	5	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 6 th Year Studies (CSYS)	15	3	A
Access to HE	16	3	A
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2	A
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
Any other Maths, English or IT qualification at Level 2 or below that you have not already mentioned, including Skills for Life, Basic Skills, Functional Skills or any other type of	26	2	A

qualification.			
<i>Welsh Baccalaureate</i>	27	Level 3	A
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3	A
<i>Entry Level Qualifications</i>	29	1	A
Any other professional or vocational qualification such as HGV or first aid qualification (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE. MULTICODE OK.	30	Level derived (if highest) from next but one section	V
Any foreign, non-UK qualifications (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE ALL QUALIFICATIONS ACQUIRED OUTSIDE THE UK EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE	31	Level derived (if highest) from next but one section	U
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

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

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

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

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

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

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

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

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

- 13) IF HAVE O LEVELS OR AO LEVELS (Q5=17)
How many O levels or AO levels did you have in total? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

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

- 13a) IF HAVE O LEVELS / AO LEVELS (Q5=17)
Thinking now just about O levels, what O levels grades did you achieve in the following subjects – if you didn't take this subject please say. (ONLY ASK ENGLISH LITERATURE IF ENGLISH LANGUAGE A CODE 6, 7 or X

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

- 14) IF HAVE SCE STANDARD / ORDINARY O GRADE (Q5=18)
How many SCE Standard grades 1-3 or O grades at grade C did you have? PROMPT IF NECESSARY. IF DON'T KNOW / CAN'T REMEMBER ASK IF LESS THAN FIVE

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

- 15) IF HAVE GCSEs (Q5=19)
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) IF HAVE GCSEs (Q5=19)
What grade did you achieve in GCSE Maths? – if you didn't take this subject please say.

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

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

- 15b) IF HAVE GCSEs (Q5=19)
Did you take GCSE English as a single subject or did you take English Language and Literature separately? – If you didn't take this subject please say.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 24a) IF 'Welsh Baccalaureate' AT Q5 ASK
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

- 25) IF Q5=26 (OTHER MATHS, ENGLISH OR IT) You mentioned having Maths, English or IT qualifications at or below Level 2 before starting the course you were on in late 2013. Were these in...? READ OUT

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

- 26) IF MATHS AT Q25 (q25i=1)
Was the Maths qualification at...? READ OUT

IF English AT Q25 (q25ii=1)
Was the English qualification at...? READ OUT

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

IF MATHS AT Q25 (q25i=1)
 26a) Was this Maths qualification...READ OUT AND CODE ALL THAT APPLY

Basic Skills qualification	1
Skills for life qualification	2
Functional Skills qualification	3
Other (write in)	4
(DO NOT READ OUT) Don't know	X

IF ENGLISH AT Q25 (q25ii=1)
 26b) Was this English qualification...READ OUT AND CODE ALL THAT APPLY?

Basic Skills qualification	1
Skills for life qualification	2
Functional Skills qualification	3
Other (write in)	4
(DO NOT READ OUT) Don't know	X

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

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

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

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

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

NOTE:

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

- 31) IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)
From what you have told us about the qualifications you had before starting your [INSERT TEXT FROM Q1b] course, we take it that your highest qualifications were <insert qualifications>. Which of these did you achieve most recently? SINGLE CODE ONLY

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

- 32) SAY TO ALL WITH QUALIFICATIONS
 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 (1920-2013)
Don't know	2	ASK Q33

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

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

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

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

ASK 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.

- 37a) Did you take out a loan to help with the costs of the course you were doing at (INSERT COLLEGE or PROVIDER) in late 2013?

<u>Yes</u>	1
<u>No</u>	2
<u>Don't know</u>	3
<u>Refused</u>	-

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
Employed on a zero hours contract	10
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 IN WORK (q38=2-4 or 9)

38a) **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 ONLY FOR THOSE WHO REFUSE PERSONAL OR HOUSEHOLD INCOME (Q43 OR Q47d = DK/REF)

IF EMPLOYED PART TIME OR ON ZERO HOURS CONTRACT (Q38=3 or 9)

38b) **Thinking about the number of hours you work [Q38=9: IF ZERO HOURS: 'in a typical week'], would you say you....?**

READ OUT, SINGLE CODE.

Are happy with the number of hours you work	1
Would like more hours	2
Would like less hours	3
DO NOT READ OUT: It varies too much to say	4
DO NOT READ OUT: Don't know	X
DO NOT READ OUT: Refused	V

- 39) IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q38=7) ASK:
When, if at all, do you expect to be available for work again...READ OUT

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

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

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

- 41) IF Q40=1 (YES)
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 IN EMPLOYMENT (Q38= 2 or 3 or 4 or 10)
42) One of the final areas we'd like to cover is your current 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 any bonuses, tax credits or benefits. We are interested in their **current** personal income, [IF Q1a=2 or 3]: as opposed to their income at the time of the course.

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

- IF CAN PROVIDE PERSONAL INCOME (Q42=1/2/3)
43) So into which of the following ranges does your [Q42=1: WEEKLY] / [Q42=2: MONTHLY] / [Q42=3: ANNUAL] personal income before tax come? Please do not include any bonuses, tax credits or benefits.

READ OUT APPROPRIATE RANGE

	WEEKLY	MONTHLY	ANNUAL
1	Less than £200	Less than £800	Less than £10,000
2	£200 a week up to £400	£800 a month up to £1,600	£10,000 a year up to £20,000
3	More than £400 up to £600	More than £1,600 up to £2,500	More than £20,000 up to £30,000
4	More than £600 up to £1,000	More than £2,500 up to £4,000	More than £30,000 up to £50,000
5	More than £1,000 up to £1,500	More than £4,000 up to £7,000	More than £50,000 up to £80,000
6	More than £1,500 a week	More than £7,000 a month	More than £80,000 a year
7	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know
8	(DO NOT READ OUT) Refused	(DO NOT READ OUT) Refused	(DO NOT READ OUT) Refused

- 44) DELETED

ASK ALL

- 45) I'd just like to ask you a couple of questions about your current household. Does anyone else regularly live with you who is...READ OUT MULTICODE OKAY**

Aged under 14	1
Aged 14 or over	2
(DO NOT READ OUT) None of the above / live alone	3
(DO NOT READ OUT) Don't know / refused	4

IF ANY UNDER 14 (Q45=1)

45a) How many of those who regularly live with you are aged under 14?

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
Don't Know	V
Refused	X

IF ANY AGED 14+ (Q45=2)

45c) And how many of those who regularly live with you are aged 14 or over?

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
Don't Know	V
Refused	X

46) ~~DELETED~~

ASK IF LIVE WITH THOSE AGED 14 OR OVER (ASK IF Q45=2)

47) Are you the chief income earner in the household?

Yes	1
No	2
Don't know / refused	3

47e) ASK IF LIVE WITH OTHERS AGED 14 PLUS (Q45=2)
How many of the people aged 16 plus in your household, excluding yourself, are currently in paid work?

Q47f) IF ONE OR MORE IN PAID WORK (Q47e=1 or more)
For each person working can you tell me their job or occupation, and if this is part time (less than 30 hours a week) or full time (30+ hours a week)

RECORD FOR EACH PERSON LISTED AS WORKING (FROM Q47e)

	Q47f	
Q47e Number working (DO NOT ALLOW THE NUMBER CODED HERE TO BE GREATER THAN THAT CODED AT 45c)	If working: job / occupation	If working: Is that full time or part time?
0		
1		FT / PT / DK
2		FT / PT / DK
3		FT / PT / DK
4		FT / PT / DK
5		FT / PT / DK
6		FT / PT / DK
7		FT / PT / DK
8		FT / PT / DK
Dk...X		

47c) ASK IF LIVE WITH OTHERS AGED 16 PLUS IF IN PAID WORK (Q47e=1 or more)
We'd like to know the approximate overall total HOUSEHOLD income, before tax and other deductions - we don't want an exact figure just a range. This is just to see the extent to which support for adult education is benefiting different types of household. Would you prefer to answer in weekly, monthly or annual terms?

INTERVIEWER NOTE: Do not include any bonuses, tax credits or benefits. We are interested in their **current** household income, [IF Q1a=2 or 3]: as opposed to their household income at the time of the course.

Weekly	1
Monthly	2
Annual	3
Don't know	4
Refused	5

IF CAN PROVIDE (OR DON'T KNOW) HOUSEHOLD INCOME (Q47c=1/2/3/4)

47d Q47c=4: **Could you estimate into which of the following ranges your ANNUAL HOUSEHOLD income BEFORE tax comes? Please do not include any bonuses, tax credits or benefits.**

Q47c=1/2/3: So into which of the following ranges does your [Q47c =1: WEEKLY] / [Q47c=2: MONTHLY] / [Q47c =3: ANNUAL] HOUSEHOLD income BEFORE tax come? Please do not include any bonuses, tax credits or benefits.
READ OUT APPROPRIATE RANGE

	WEEKLY	MONTHLY	ANNUAL
1	Less than £200	Less than £800	Less than £10,000
2	£200 a week up to £400	£800 a month up to £1,600	£10,000 a year up to £20,000
3	More than £400 up to £600	More than £1,600 up to £2,500	More than £20,000 up to £30,000
4	More than £600 up to £1,000	More than £2,500 up to £4,000	More than £30,000 up to £50,000
5	More than £1,000 up to £1,500	More than £4,000 up to £7,000	More than £50,000 up to £80,000
6	More than £1,500 a week	More than £7,000 a month	More than £80,000 a year
7	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know	(DO NOT READ OUT) Don't know
8	(DO NOT READ OUT) Refused	(DO NOT READ OUT) Refused	(DO NOT READ OUT) Refused

IF 'DON'T KNOW' AT Q47d

47da **Could you estimate which of the following larger ranges your ANNUAL HOUSEHOLD income falls into BEFORE tax? Please do not include any bonuses, tax credits or benefits.**

Less than £10,000	1
£10,000 a year up to £50,000	2
More than £50,000 a year	3
(DO NOT READ OUT) Don't know	4
(DO NOT READ OUT) Refused	5

ASK ALL

Q47e) What is your religion, even if you are not currently practising? SINGLE CODE ONLY, PROMPT IF NECESSARY. [INTERVIEWER NOTE: 'Catholic' 'Church of England' 'Anglican' etc would be classified as Christian]

Christian	1
Muslim	2
Hindu	3
Sikh	4
Jewish	5
Buddhist	6
Baha'i	7
Other	8
None/no religion	9
Don't know	10
Or prefer not to say	11

ASK ALL

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

Yes	1
No	2
Don't know	3

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

Yes	1
No	2
Don't know	3

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

THANK RESPONDENT AND CLOSE INTERVIEW

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



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