



Department
for Business
Innovation & Skills

BIS RESEARCH PAPER NUMBER 280

**Prior Qualifications of Adults
undertaking Classroom-based
courses in Further Education
2013/14**

MAY 2016

RESEARCH

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

Department for Business, Innovation and Skills

1 Victoria Street

London SW1H 0ET

www.gov.uk/bis

Research paper number 280

April 2016

Contents

Chapter 1: Executive Summary	5
Levels of prior attainment FE learners.....	5
Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time.....	7
Prior Maths and English qualifications held	9
Comparison of ILR and survey measures of prior attainment	10
Motivations for learning	11
Chapter 2: Introduction	12
Research background and objectives.....	12
Methodology	13
The report structure.....	14
Chapter 3: The profile of adult learners.....	15
The demographic profile of learners.....	15
Economic indicators	18
Chapter 4: The prior qualification level of learners	23
Determining the level of highest prior qualification.....	23
Levels of prior attainment of adult Level 2 and Level 3 learners	25
The incidence of first Full Level 2 and Level 3 learning – by age, gender and ethnicity of learner	27
The profile of FE learners undertaking their first Full Level 2 or Level 3 qualification.....	29
Actual prior qualifications held by Level 2 and Level 3 learners.....	31
Levels of prior attainment of adult Foundation Learning Tier learners	35
Actual prior qualifications held by adult Foundation Learning Tier learners	36
Prior attainment in English and Maths	37

Changes in the incidence of first Full Level 2 and first Full Level 3 learning over time.....	41
Chapter 5: Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR).....	45
The Individual Learner Record and prior attainment level.....	45
Comparing Individual Learner Record and survey measures of prior attainment.....	47
Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’	51
Prior qualifications held by learners recorded as first Full Level 2 or 3 learners on the ILR, but where the survey shows Level 2 prior attainment.....	52
Chapter 6: Reasons for undertaking classroom-based courses.....	55
Reasons for starting the course.....	55
How FE learners chose their course.....	56
What could have been done to help early leavers stay on the course	58
Appendices	60
A – Selection of eligible respondents from the ILR	60
B – Quotas and weighting	61
C - Sample outcomes and response rate	63
D – Statistical confidence associated with data on the incidence of first Full Level 2 and first Full Level 3 learning.....	64
E – Additional data on personal income, housing tenure and parental education of learners	66
F – Prior English and Maths tables for adults undertaking a Foundation Learning Tier course..	74
G – Learner demographics on the Individual Learner Record	78
H – Questionnaire	80

Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults aged 19 plus undertaking learning in Further Education (FE) in 2013/2014. The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, sought to understand the qualifications learners held before embarking on these courses and their motivations for learning.

The survey was conducted in June / July 2015, and involved interviews with 4,500 learners enrolled on classroom-based courses in FE in November 2013. It covered those enrolled on Full Level 2 provision (1,500 interviews), learners on Full Level 3 courses (1,500 interviews), those on Foundation Learning Tier Maths and English courses (859 interviews) and those on Other Foundation Learning Tier provision (641 interviews).

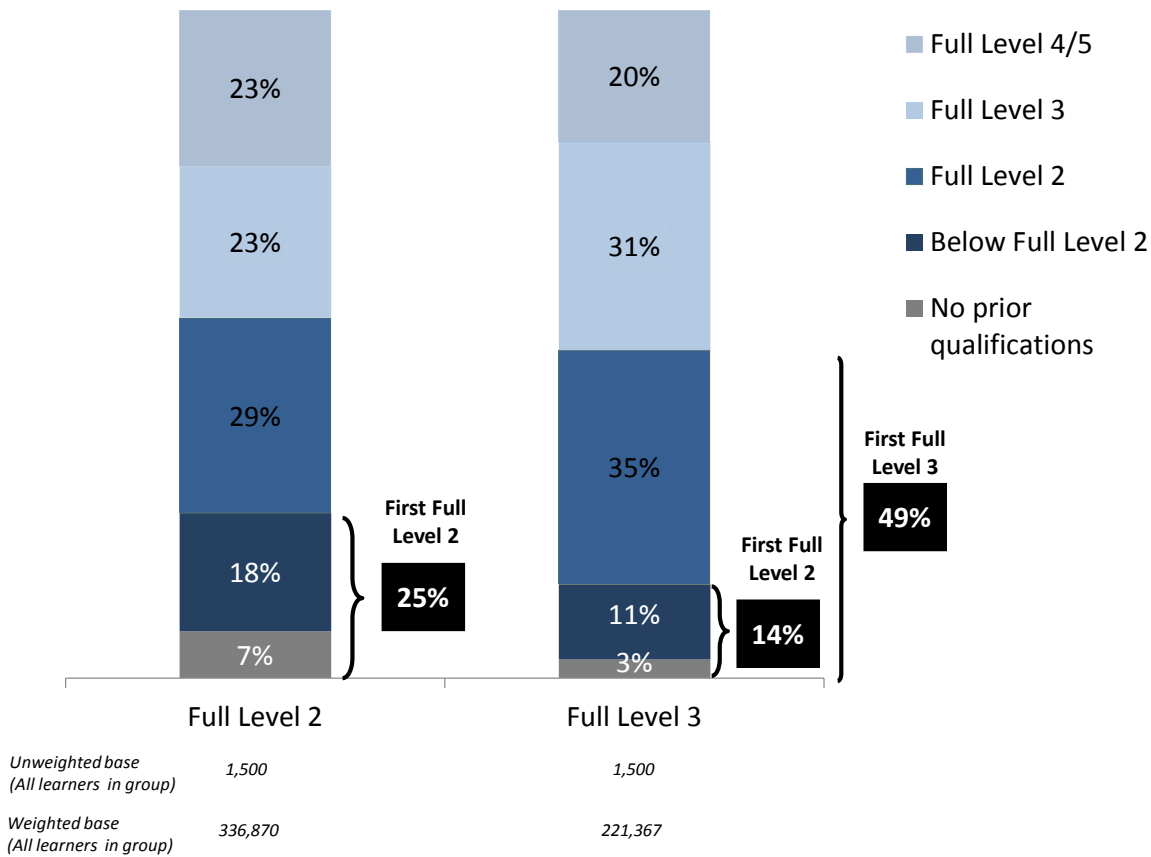
Levels of prior attainment FE learners

Among those on Full Level 2 provision, one in four were studying for their first Full Level 2 qualification (7% of Level 2 learners had no prior qualifications and 18% had qualifications at below Level 2). This means that three-quarters of Level 2 learners (75%) already had a Full Level 2 qualification or higher before enrolling on their course.

Among those on Level 3 provision a lower proportion did not have any prior qualifications at Level 2 (14%). Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course. Approaching half (49%) were aiming to achieve their first full Level 3 qualification.

Figure 1.1 outlines the prior qualification levels of Full Level 2 and Full Level 3 learners.

Figure 1.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in FE in November 2013

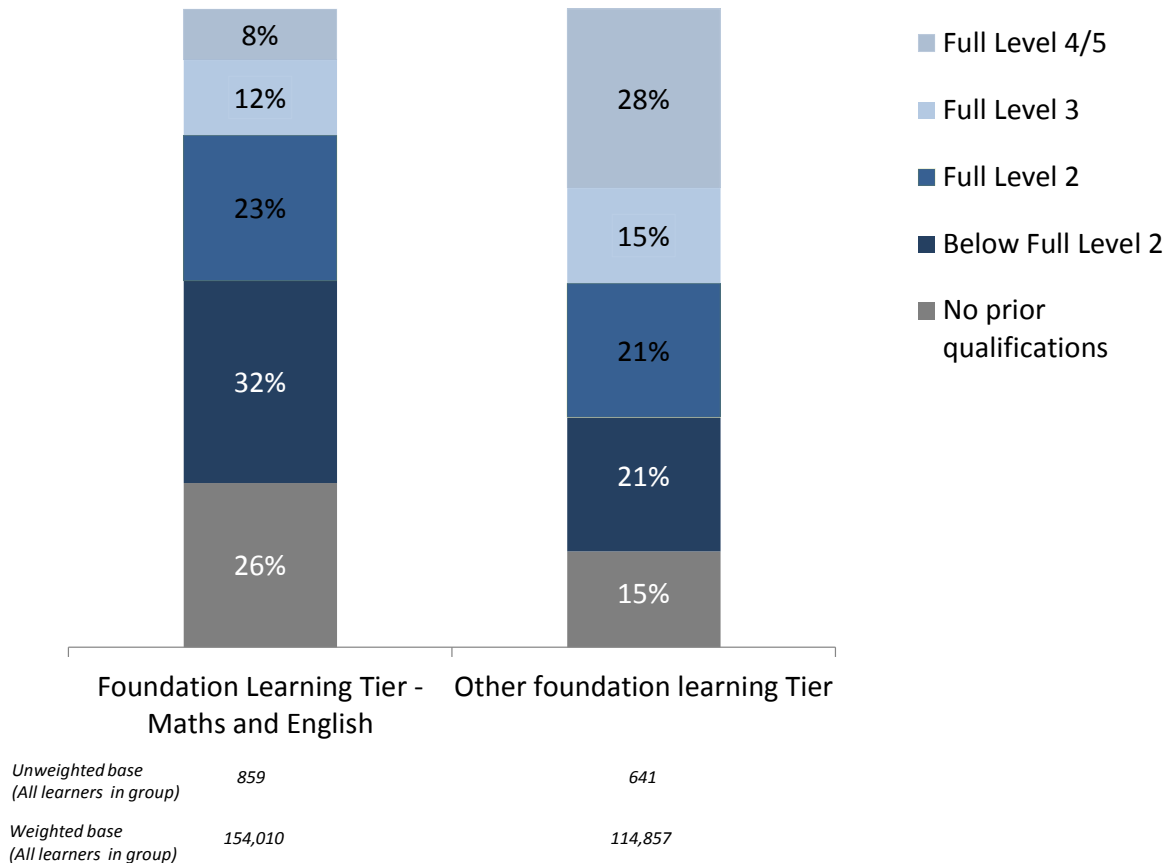


The incidence of first Full Level 2 learning is highest among older learners: 29% of Level 2 learners aged 45 plus were undertaking their first Full Level 2 qualification in November 2013, compared with around a quarter of Level 2 learners aged 25-44 (23%) and those aged 19-24 (25%). Similarly, fewer Level 3 learners aged 19-24 were undertaking their first Full Level 2 course (12%) compared to those aged 25 plus (17%). This difference by age is perhaps to be expected given the rising achievement rates in school and the government's commitment to increasing intermediate skills levels, particularly for younger and youth cohorts.

Among adults on Foundation Learning Tier FE provision, those on Maths and English courses were lower qualified than those on other (non-Maths and English) courses. Of those on Maths and English courses, the majority (58%) had a highest prior qualification level below Level 2 (26% did not have any prior qualifications and 32% had qualifications at below Level 2) compared to 36% of those on Other Foundation Learning Tier courses (among this group 15% had no prior qualifications and 21% had qualifications at below Level 2).

Figure 1.2 outlines the prior qualification levels among Foundation Learning Tier Learners.

Figure 1.2: Highest level of prior attainment amongst adult learners on Foundation Learning Tier classroom-based courses in FE in November 2013



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

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

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

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

The current study indicates a lower proportion of Level 2 FE learners undertaking their first Full Level 2 qualification than found in any of the previous years. However, the difference

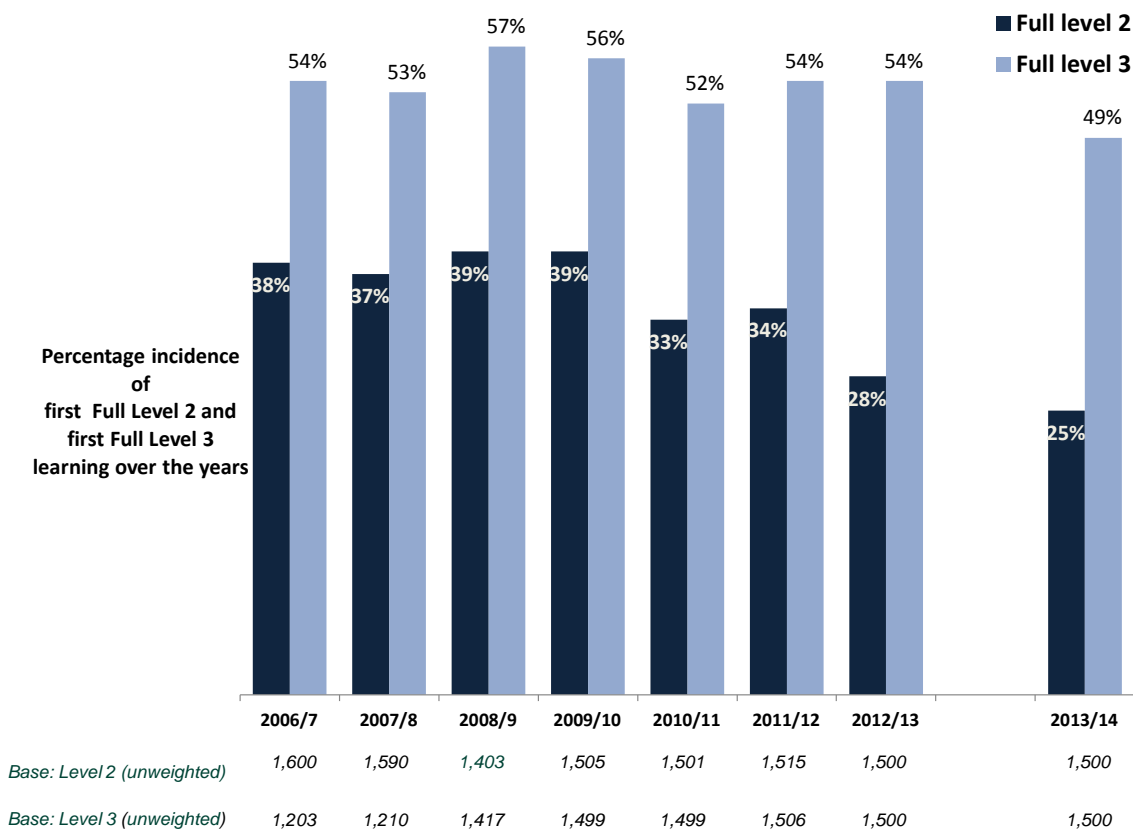
in Level 2 firstness between the current survey and the last (25% in 2013/14 vs. 28% in 2012/13) was not statistically significant at the 95% confidence level.

Among Level 3 learners however, the rate of Level 2 *and* Level 3 firstness has dropped since 2012/13 (at levels which are statistically significant). The Level 2 firstness rate dropped from 19% in 2012/13 to 14% in 2013/14, whilst the Level 3 firstness rate dropped from 54% to 49%.

The recent shift in age profile of Level 3 learners towards younger learners (52% aged 19-24 in 2012/13 rising to 56% in 2013/14) may help to explain the recent drop in firstness among Level 3 learners, as younger Level 3 learners are less likely to be undertaking their first Full Level 2 qualification (12% aged 19-24 vs. 17% aged 25+). The difference by age was similar in the previous survey (17% aged 19-24 were studying for their first full Level 3 qualification vs. 22% aged 25+).

Figure 1.3 shows the incidence of First Full Level 2 learning and First Full Level 3 learning over the years.

Figure 1.3: First Full Level 2 learning and First Full Level 3 learning over the years



Prior Maths and English qualifications held

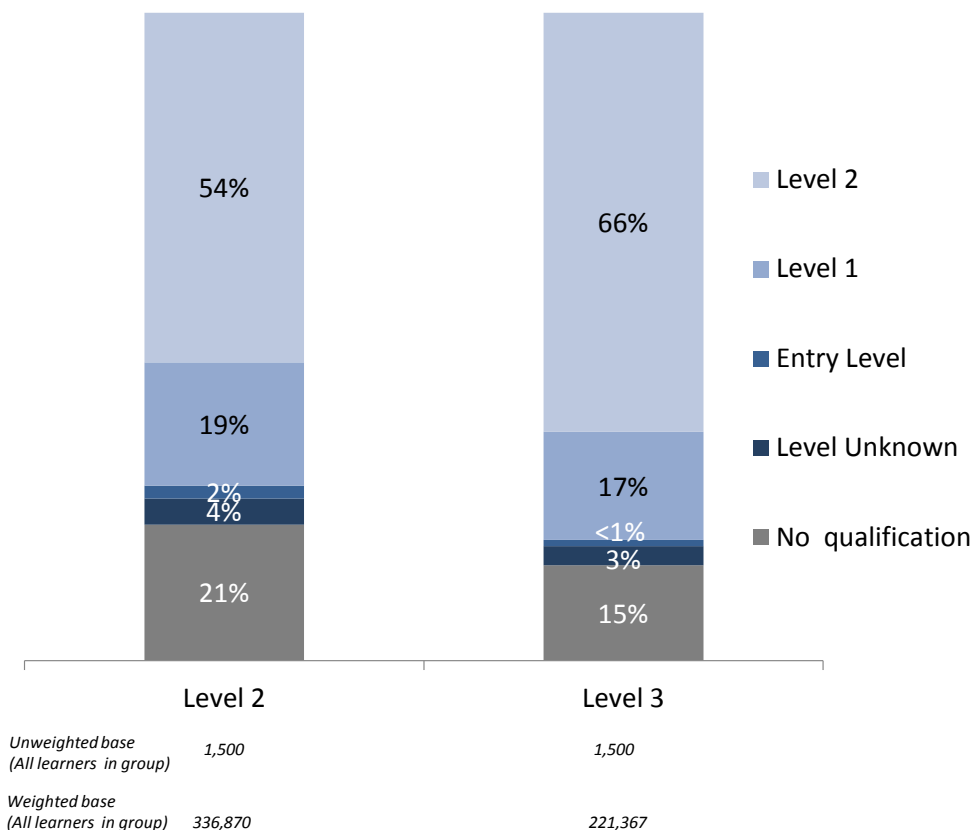
The survey asked learners specifically about whether they had O levels, GCSEs, CSEs or Basic Skills qualifications in Maths and/or English.

Among Level 2 learners, over half (54%) had A*-C GCSE (or equivalent) in English, while a fifth (21%) had no English qualifications. Level 2 learners were less likely to have an A*-C GCSE or equivalent in Maths (48%), but a similar proportion had no Maths qualifications (23%) as was the case with English.

Compared with Level 2 learners, Level 3 FE learners were more likely to have A*-Cs in English (66%) or Maths (61%); around one in six of Level 3 learners had no qualifications in Maths (15%) or in English (15%).

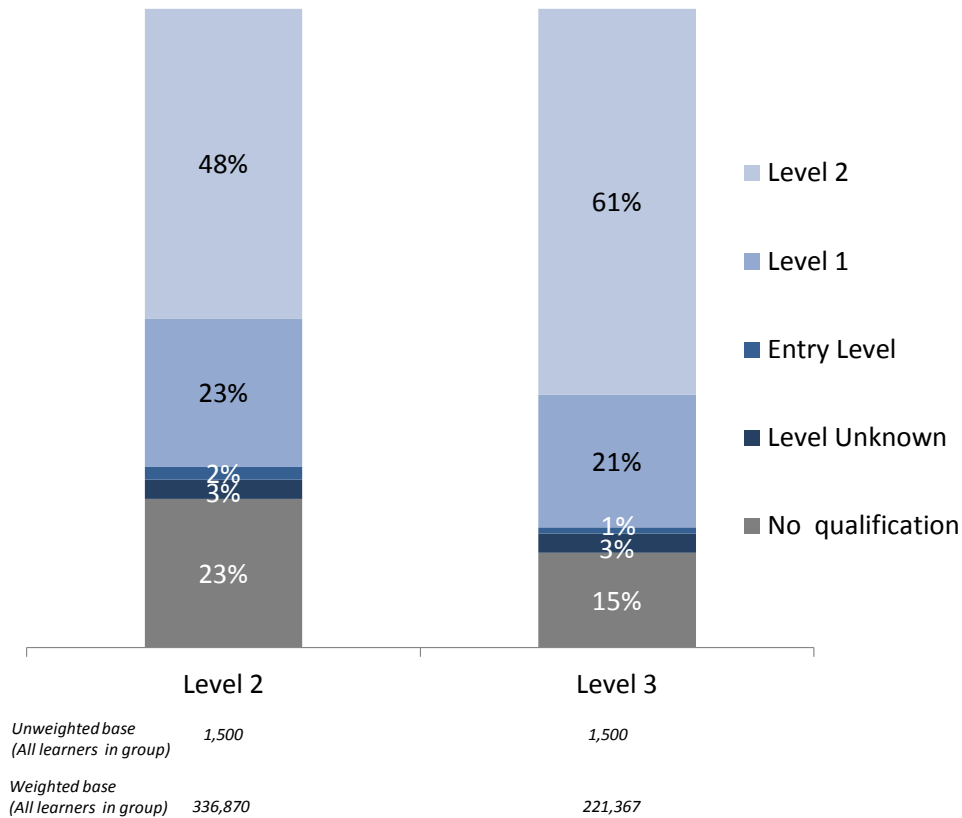
Figure 1.4 and 1.5 show the Level of prior Maths and English qualifications among Level 2 and Level 3 learners.¹

Figure 1.4: Level of prior English qualifications amongst adult Level 2 and Level 3 learners on classroom-based courses in FE in November 2013



¹ The Level of prior Maths and English qualifications among Foundation Learning Tier learners can be found in Appendix F. The prior qualification levels of learners on Maths and English courses alongside FE courses and Apprenticeships or as a standalone qualification are explored in a separate report amongst those enrolled on a course involving an element of Maths and English learning in November 2013

Figure 1.5: Level of prior Maths qualifications amongst adult Level 2 and Level 3 learners on classroom-based courses in FE in November 2013



Comparison of ILR and survey measures of prior attainment

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

Consistent with the findings from previous studies the ILR data appears to under-report prior attainment levels. Among Level 2 learners interviewed for the survey where the ILR records a definite prior level and where the survey information enables a definite level of prior attainment to be assessed, the ILR gives the incidence of first Full Level 2 learning as 43%, while the survey data suggests this is 23%.

The discrepancy is greater for Level 3 learners, with the survey findings indicating that almost half (52%) of Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to just 26% indicated by the ILR.

This is consistent with findings from previous years; looking back to previous comparable Prior Qualifications surveys (dating back to that conducted in 2010/11 among learners enrolled on an FE course in late 2009), the discrepancy between the ILR and the survey results in terms of prior attainment levels has fluctuated a little but remained fairly consistent: the difference in first Full Level 2 learning among Level 2 learners has ranged from being 15 to 20 percentage points higher on the ILR (20 percentage points for the 2013/2014 survey) and the difference in first Full Level 3 learning among Level 3 learners has ranged from being 21 to 28 percentage points higher on the ILR (26 percentage points for the 2013/2014 survey).

Motivations for learning

Around four-fifths of full Level 2 and full Level 3 learners (80% and 83% respectively) undertook their course for job or career related reasons compared to around three-fifths of Foundation Learning Tier learners (61% of Maths and English Learners and 60% of Other Foundation Learning Tier learners). This may suggest that the sector could do more to persuade people of the employment benefits of starting and achieving Maths and English qualifications.

Chapter 2: Introduction

This report presents the research findings into the prior qualification levels of adults aged 19 plus who undertook learning in Further Education in 2013/2014. The research was conducted by IFF Research on behalf of the Department for Business, Innovation and Skills (BIS).

The research covers adult learners (aged 19 plus) undertaking classroom-based Full Level 2, Full Level 3 and Foundation Learning Tier courses funded from the Adult Skills Budget by the Skills Funding Agency². The research covers adult learners (aged 19 plus) undertaking classroom-based Full Level 2, Full Level 3 and Foundation Learning Tier courses funded from the Adult Skills Budget by the Skills Funding Agency. The vast majority of learners covered by this research were undertaking courses with a vocational focus, mostly Certificate or Diploma qualifications but also functional skills, NVQ or BTEC qualifications.

The research sought to understand the qualifications these learners held before embarking on the course they were on in November 2013 and their motivations for undertaking this course. It also sought to provide insight into the profile of learners undertaking such courses in terms of demographics, employment status and income. A key aim was to assess the prior qualifications held by these learners and the extent to which investment in Level 2 and Level 3 learning has been directed towards up-skilling individuals with lower skill levels and re-skilling individuals who already held qualifications at that level.

This research looked specifically at the highest prior qualifications of adult learners aged 19 plus who were undertaking Full Level 2, Full Level 3 or Foundation Learning Tier classroom-based courses in FE in November 2013 and involved a survey of 4,500 learners conducted in June-July 2015.

Research background and objectives

Skills have long been recognised as a key driver of sustainable economic growth and prosperity, and for enabling 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 1992³. 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 countries⁴.

² These courses were previously funded from the 'Adult Learner Responsive' provision by the Skills Funding Agency.

³ <http://www.ons.gov.uk/ons/rel/icp/international-comparisons-of-productivity/2013--first-estimates/stb-icp1014.html>

⁴ UK Skills Levels and International Competitiveness 2013, UKCES, 2014

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

A key priority group for upskilling is adults with low educational attainment or few or no qualifications. The key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

To date, nine surveys (dating back to 2005) have been undertaken to gain insight into the prior qualification levels of individuals entering classroom-based FE learning at Level 2 and 3. Each of these surveys has revealed that a considerable proportion of this learning was being undertaken by people who were already qualified to at least Level 2.

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

Methodology

Around 827,100 learners were enrolled on a Level 2, Level 3 or Foundation Learning Tier FE course in November 2013. Of these, approximately 325,518 were eligible for the sample in that they:

- Enrolled on eligible courses funded by the Adult Skills budget at Full Level 2, Full Level 3 or Foundation Learning Tier (including accredited and non-accredited courses) in November 2013;
- Who had not indicated that they were unwilling to be contacted for survey work;
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

From this sample, a total of 4,500 telephone interviews were conducted.

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 23rd 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, quota targets were set. Of the total 4,500 interview target, 1,500 interviews were allocated to each of Level 2, Level 3 and Foundation Learning Tier (i.e. Below Level 2) learners. Within each of these three groups. Targets were set by age band to ensure a representative spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR. Further details on the quotas are appended (Appendix B).

To allow estimates to be made from the survey results for the whole adult learner population at the analysis stage, the survey data were grossed up to the full profile of eligible adult learners falling within the scope of the research. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables. More details are provided in Table B2 in Appendix B.

The report compares findings with previous studies conducted by IFF Research in 2005/6, 2006/7, 2007/8, 2008/9, 2009/10, 2010/11, 2011/12 and 2012/13. In each case, the survey consisted of those on provision in November in the first of the two years.

The report structure

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

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

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

Chapter 6 explores the reasons for undertaking the FE course, specifically the job or career related reasons that led to their enrolment. It also explores how learners chose the course they enrolled on and what could have helped those who left the course early stay on and complete their course.

Chapter 3: The profile of adult learners

This chapter outlines the demographic profile of respondents enrolled on classroom-based courses in November 2013 at Full Level 2, Full Level 3, Foundation Learning Tier Maths and English or Other Foundation Learning Tier. Information is drawn from the Individual Learner Record (ILR) for gender, age and ethnicity and from detailed survey questioning for work status, income and benefits profile.

The figures are weighted to represent the age and level of adult learners on eligible provision in November 2013.

The demographic profile of learners

Table 3.1 outlines the age and gender of eligible learners on provision in November 2013, broken down by level of learning. Note, the survey data is weighted by age but not by gender. Age therefore matches the age profile of the ILR. The proportion of female learners found in the survey (60%) is slightly higher than reported in Statistical First Release figures for the academic year 13/14 (57%)⁵.

⁵https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/468833/SFR_commentary_October_2015_ofqual_update.pdf

Table 3.1: Demographic profile of adult FE learners

	All learners	Foundation Learning Tier Maths and English	Level of course Other Foundation Learning Tier	Full Level 2	Full Level 3
Base: All learners	4,500	859	641	1,500	1,500
	%	%	%	%	%
Age					
19-24	35	18	17	37	56
25-44	45	60	46	45	33
45 – retirement	18	21	26	18	1
Over retirement age	2	2	12	1	*
Gender					
Male	40	32	39	41	43
Female	60	68	61	59	57

*= <0.5% but >0%

Within the weighted survey figures, approaching half of adult learners were aged 25-44 (45%), whilst around a third were aged 19-24 (35%).

Level 3 learners were younger than their Level 2 counterparts (56% aged under 25 compared with 37% of Level 2 learners), who in turn were younger than those undertaking Foundation Learning Tier level courses. The majority of Foundation Learning Tier Maths were aged 25-44 (60%). Other Foundation Learning Tier learners were the most likely to be aged 45 plus (38%).

The majority of learners were female (60%). Across Level 2 and Level 3 the proportion of females was similar (59% and 57% respectively). Foundation Learning Tier Maths and English learners had the highest proportion of female learners (68%)⁶.

Table 3.2 looks at the age and gender profile of adult classroom-based learners on provision in November 2013 and compares it with those enrolled on the same type of provision in November 2012. The figures (which come from the weighted survey data) show that those in 2013 were younger (35% under 25 compared with 29% in 2012), with this change a result of more younger Full Level 2 and Level 3 learners.

⁶ The gender profile for all learners in scope of the survey (i.e. all adults on the ILR on a classroom-based course in November 2013) was very similar to the (weighted) survey figures although the learners interviewed for Level 2 and Foundation Learning Tier non-Maths and English were slightly more skewed towards females (see Appendix G).

Looking at the gender profile there has been a significant decrease in the proportion of survey respondents that are female. This pattern is evident within all learner levels except for Other Foundation Learning tier learners where the gender profile has remained more consistent. (The fall in the proportion of female learners in the survey population is higher than the one percentage point fall reported by the Statistical First Release.)

Table 3.2: Demographic profile of adult FE learners - comparison between 2012/13 and 2013/14 cohorts

	All		Level of course							
			FLT Maths and English		Other FLT		Full Level 2		Full Level 3	
	2012 /13	2013/ 14	2012/ 13	2013/ 14	2012/ 13	2013/ 14	2012/ 13	2013/ 14	2012/ 13	2013/ 14
Base:	4,001	4,500	568	859	433	641	1,500	1,500	1,500	1,500
	%	%	%	%	%	%	%	%	%	%
Age										
19-24	29	35	17	18	24	17	30	37	52	56
25-44	50	45	63	60	38	46	51	45	41	33
45–retirement	17	18	18	21	27	26	18	18	7	11
Over retirement age	4	2	3	2	11	12	1	1	*	*
Gender										
Male	34	40	27	32	41	39	34	41	37	43
Female	66	60	73	68	59	61	66	59	63	57

*= <0.5% but >0%

As shown in Table 3.3 the regional split within the weighted population of survey learners is similar across all levels. A quarter were based in Greater London (25%), higher for Foundation Learning Tier learners (36% of Maths and English and 31% of Other Foundation Learning Tier learners).

Table 3.3: Region of learners

	All learners	Foundation Learning Tier Maths and English	Level of course Other Foundation Learning Tier	Full 2	Full 3
<i>Base: All learners</i>	4,500 %	859 %	641 %	1,500 %	1,500 %
East of England	7	6	7	8	7
East Midlands	6	8	7	7	4
Greater London	25	36	31	20	23
North East	6	2	6	7	6
North West	14	13	14	14	17
South East	9	8	8	10	10
South West	7	6	8	6	10
West Midlands	12	12	11	13	13
Yorkshire and Humberside	9	9	7	9	9

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

Economic indicators

The work status and income levels of adult FE learners are explored in the remainder of this chapter. The figures are based on the weighted survey findings.

The economic activity of learners at the time of the interview is outlined in Table 3.4. The summary codes 'active' or 'inactive' represent whether the learner would be considered available for work or not at the time of the 2015 interview. As the table shows, 7% were still undertaking the course they were on in November 2013.

The proportion still on their course was highest among those on Foundation Learning Tier courses (10% Maths and English and 9% among non-Maths and English).

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

	All learners					Those who had completed or left Nov. 12 course				
	All	FLT M&E ⁷	Other FLT	Full 2	Full 3	All	FLT M&E	Other FLT	Full 2	Full 3
Base: All learners	4,500	859	641	1,500	1,500	4,176	767	585	1,416	1,404
	%	%	%	%	%	%	%	%	%	%
Still studying on Nov. 2013 course	7	10	9	6	6	-	-	-	-	-
Economically active	77	70	69	83	78	83	78	75	88	84
Employed full-time	28	18	20	34	30	30	20	22	36	32
Employed part-time	20	19	17	20	24	22	21	18	21	25
Self-employed	5	3	5	6	6	6	3	5	6	6
On a government-supported training and employment programme	1	1	1	1	1	1	1	1	1	1
Unemployed though looking and available for work	18	22	22	17	14	19	25	24	18	15
Doing unpaid family work	2	6	2	2	1	3	7	3	2	1
Economically inactive	15	19	23	11	15	17	22	25	12	16
Retired	1	*	5	*	*	1	*	6	*	*
Unemployed but not looking or not available for work	9	14	12	7	6	9	16	13	7	7
None of the above	3	2	2	3	3	3	2	3	3	3

*= <0.5% but >0%

- = zero

The final five columns of Table 3.4 show figures based just on those that had completed their course or left the course by the time of the interview. Looking at this group, the vast majority (83%) were economically active. This represents a significant increase from 77%

⁷ Foundation Learning Tier Maths and English

in 2012, and is highest among Level 2 learners (88%). Just over half were employed full-time (30%) or part-time (22%). This was lower (at around two-fifths) for Foundation Learning Tier learners.

Just under one-fifth (17%) of completers / those not still on provision were economically inactive at the time of interview. The time periods in which this group envisaged being available for work again are presented in Table 3.5 below.

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

	All learners	Level of course			
		FLT M&E ⁸	Other FLT	Full 2	Full 3
Base: All learners not looking or available for work	440	140	89	104	107
	%	%	%	%	%
Within the next 2 years	56	46	48	62	71
Within the next 5 years	13	12	9	15	13
Within the next 10 years	1	2	-	2	-
More than 10 years	1	2	1	1	-
Do not expect to be available for work again	11	12	20	8	3
Not sure	18	25	21	12	13

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

The proportion of learners that do not expect to be available for work again is similar to those on provision in late 2012 (11% and 13% respectively); of those that do expect to be available for work again, the time period is often shorter. For example, almost three-fifth (56%) reported that they would be available for work again within the next 2 years. This compares to just under half (45%) in 2012. The likelihood to report readiness for work within the next two years increases with level of learning (46% of Foundation Learning Tier Maths and English, 48% Other Foundation Learning Tier, 62% Full Level 2 and 71% Full Level 3).

As Table 3.6 shows, just under one-third (29%) of learners were receiving some form of benefit or credit at the time of their interview. This compares to 39% in 2012. Among those who had completed or left their course those in work were much less likely to be receiving benefits or credits compared to those not in work (18% vs. 44% respectively).

⁸ Foundation Learning Tier Maths and English

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

	All learners	Still on Nov 2013 course	Completed or left course – in work	Completed or left course – not in work
<i>Base: All learners</i>	4,500 %	324 %	2,397 %	1,779 %
Receiving benefits or credits	29	29	18	44
Housing Benefit	12	10	8	17
Job Seekers Allowance (JSA)	10	5	7	16
Tax Credits	8	9	6	9
Income Support (IS)	5	5	2	10
Disability Living Allowance (DLA)	3	4	1	6
Council Tax Benefit	3	1	2	4
Employment and Support Allowance	3	3	1	6
Child benefit	3	4	2	4
Incapacity Benefit	1	1	*	1
Carer's Allowance	1	*	*	1
Not receiving any benefits or credits	68	68	81	52

*= <0.5% but >0%

The personal annual income of individuals who had either completed or left their November 2013 course by the time of the interview is presented in Table 3.7. As shown, in the vast majority of cases, learners typically reported earning less than £20,000 per year (83%). Predictably, income is highest among those who had secured or sustained full-time work after leaving their course (26% earning £20,000 or more) or where they were self-employed (30% earning £20,000 or more).

Table 3.7: Personal gross income (annual) amongst those Level 2 and Level 3 Learners who had completed or left November 2013 course by the time of interview

	All who completed or left course	In full time work	In part-time work	Self-employed
Base: All answering**	1,584 %	836 %	536 %	133 %
Less than £10,000	39	13	76	35
£10,000 - £19,999	44	61	23	35
£20,000 - £29,999	13	21	1	21
£30,000 - £49,999	3	5	*	5
£50,000 - £79,999	*	1	-	-
£80,000 plus a year	*	-	*	4
Summary: £20,000 plus	17	26	1	30
Mean income***	£13,600	£17,200	£7,600	£17,700

*= <0.5% but >0%

- = zero

**Excludes those refusing (9% for all who completed or left course) and those responding 'Don't know' (1%)

***Mean income calculated using mid-points of income ranges and values of £5,000 and £80,001 for lowest and highest bands respectively (note that this table merges the two higher bands of £50,000 - £79,999 and £80,000 plus). Figures rounded to nearest £100.

Chapter 4: The prior qualification level of learners

This chapter focuses on levels of prior attainment among adult FE learners, paying particular attention to the number and proportion of learners enrolled of their first Full Level 2 or first Full Level 3 qualification in November 2013. The type of these prior qualifications is also explored with a particular emphasis on prior Maths and English qualifications.

The term ‘first Full Level 2 qualification’ refers to any learning at Level 2 **or above** where the learner’s highest prior qualification was below Full Level 2. The term ‘first Full Level 3 qualification’ refers to any learning at Level 3 **or above** where the learner’s highest prior qualification was below Full Level 3.

Determining the level of highest prior qualification

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

Prior qualification information was collected in two stages:

1. Learners were asked if they had achieved any qualifications from school, college or university, an Apprenticeship, work or government schemes or from any other sources.
2. Learners who had achieved a prior qualification from any of the above sources were then read a list of qualifications. They were asked to confirm whether they had achieved each qualification in the list and – once the whole list had been read out – to give details of any other qualifications they had (including those achieved outside of the UK).

A highest level of prior attainment was assigned to each respondent using this list and answers to supplementary questions regarding the number and level of each qualification attained. For reference, the full survey questionnaire can be found in Appendix H.

The approach to assigning a level of prior attainment replicates the Labour Force Survey approach: it ignores ‘other’ qualifications (including all those attained outside the UK). However, if an ‘other’ qualification is the only reported qualification then a level is assigned 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 proportions are applied to each level using the results of those that do have such qualifications.

Although this approach is used in deriving information on the highest prior qualification of learners (e.g. Figure 4.1) and the incidence of first Full Level 2 and Full Level 3 learning (Table 4.2) a different approach is taken when comparing the survey-based information on prior qualifications with the Individual Learner Record (ILR) which is completed by providers when a learner enrolls (this analysis is included in Chapter 5).

For this analysis, level of prior attainment is not allocated in the way described above. This is because randomly allocating a level for 'other' qualifications may lead to a derived level which might differ from the level of the ILR and therefore suggest a discrepancy that does not necessarily exist. In these cases we have simply said the survey prior attainment level is inconclusive. The exception to this is cases where whichever level the other qualification was randomly assigned to would be higher or lower than that on the ILR for that learner: these are clearly cases where even though the assignment method produces no single, definite level for the learner, the survey result still produces a different level to that shown by the ILR.

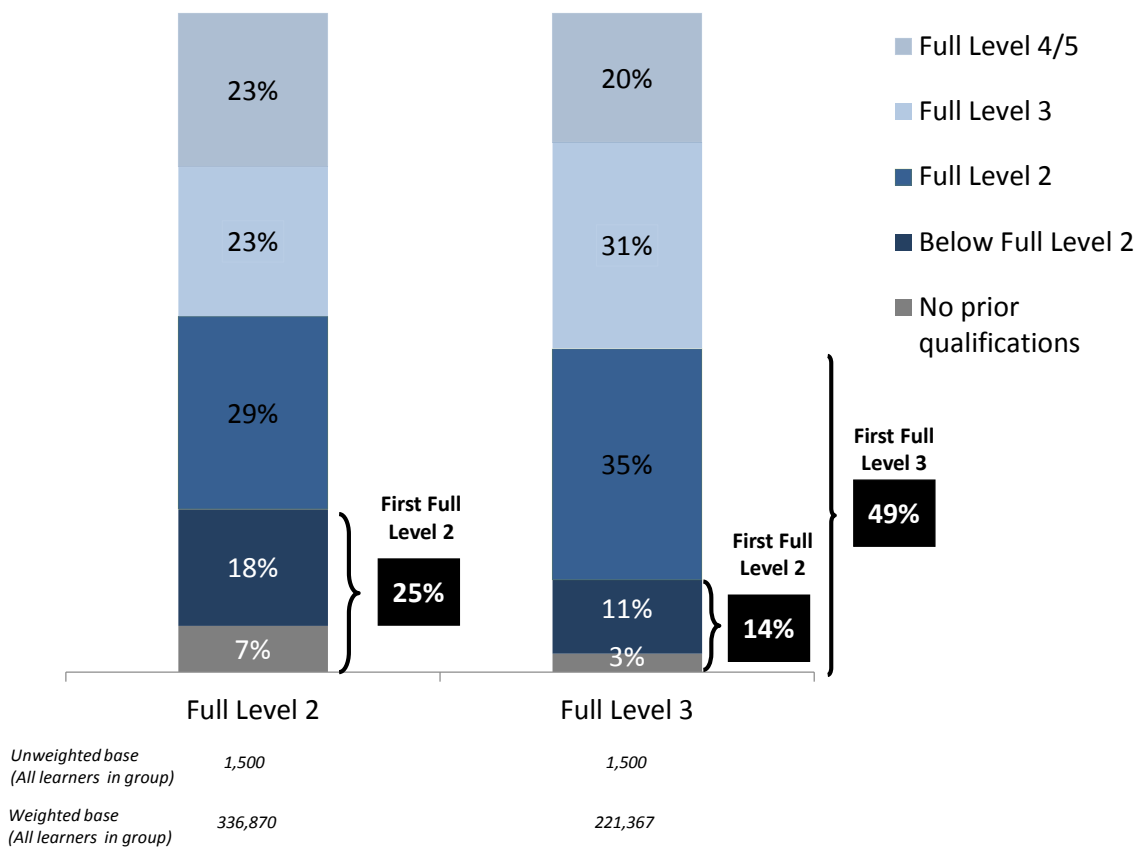
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.⁹

⁹ Note also that finer gradations of learning level above Level 3 are in any case irrelevant to the key issue of firstness of Full Level 2 learning, which is the main focus of this report.

Levels of prior attainment of adult Level 2 and Level 3 learners

Figure 4.1 shows the profile of adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in Further Education in November 2013, in terms of highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 learners with different levels of prior qualifications before starting their course, according to the survey data.

Figure 4.1: Highest level of prior attainment amongst adult learners undertaking Full Level 2 and Full Level 3 classroom-based courses in FE in November 2013



The survey results indicate that among the estimated 336,900 adult learners enrolled on a Full Level 2 ASB course in November 2013, 25% were studying for their first Full Level 2 qualification. This represents approximately 83,300 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that three-quarters of Level 2 learners (75%) already had a Full Level 2 qualification or higher before enrolling on their course.

The data indicates a lower proportion of Level 2 ASB learners undertaking their first Full Level 2 qualification compared with 2012/13 (28%). However, this difference is not statistically significant at the 95% confidence level.

The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 14%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course. The 14% Level 2 firstness rate among Level 3 learners is significantly lower than seen in the previous year (19% in 2012/13).

The incidence of first *Full Level 3 learning* amongst Level 3 learners is 49% which corresponds to an estimated 31,100 learners studying towards their first Level 3 qualification as of November 2013. This 49% rate of Level 3 firstness is statistically significantly lower than that found in the 2012/13 survey (54%).

Across Level 2 and Level 3 FE provision combined, the incidence of first Level 2 learning revealed by the current survey was statistically significantly lower than that found in the previous survey (20% in 2013/14 vs. 24% in 2012/13). The 20% firstness rate found in this current survey corresponded to approximately 114,300 Level 2 and Level 3 learners.

Table 4.1 gives the statistical confidence associated with the findings given the number of interviews conducted. For example, for the Full Level 2 learners, given the base of 1,500 respondents, we can be 95% confident that the true firstness figure lies within + or – 2.2% of the survey finding of 25%.

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

	<i>Number of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full 2 learners	1,500	83,300	24.72%	+/-2.2%
Full 3 learners	1,500	31,100	14.04%	+/- 1.8%
Overall	3,000	114,300	20.47%	+/- 1.4%

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

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

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

Amongst **Full Level 2 learners**, the incidence of first Full Level 2 learning is highest among the oldest learners: 29% of learners aged 45 plus were undertaking their first Full Level 2 qualification in November 2013, compared with 23% of those aged 25-44 and 25% of those aged 19-23. Although the rate of firstness across all Level 2 learners was not statistically different from the previous year, it was statistically lower among those aged 25-44 (23% in 2013/14 down from 28% found in 2012/13).

Full Level 3 learners can also be undertaking their first Full Level 2 qualification. As found in previous years among **Full Level 3 learners**, the incidence of first Full Level 2 learning was lower among younger learners aged 19-24 (12%) than those aged 25 plus (17%).

The drop in Level 2 firstness among all Level 3 learners (from 19% in the 2012/13 cohort to 14% in the 2013/14 cohort) reflects a fall in Level 2 firstness across each age group: from 17% to 12% among those aged 19-24; from 22% to 17% among those aged 25-44; and from 21% to 15% among those aged 45 plus (only the latter was not statistically different at the 95% confidence level).

Among **Full Level 3 learners**, the incidence of first Full Level 3 learning decreased with age; 54% of Level 3 learners aged 19-24 were undertaking their first Full Level 3 qualification dropping to 45% of those aged 25-44 and 38% of those aged 45 plus.

The fall in Level 3 firstness (from 54% in 2012/13 to 49% in 2013/14) reflects a reduced rate of firstness of older learners. Around two-fifths (43%) of learners aged 25 plus in the 2013/14 cohort were undertaking their first Full Level 3 qualification, compared with over half (53%) in the 2012/13 cohort. (The rate of Level 3 firstness remained similar among those aged 19-23 (54% in 2013/14 and 56% in 2012/13)).

Table 4.2: Incidence of first Full Level 2 and Level 3 learning by level of learning and age of learner

	<i>Base</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	83,300	25%		
19-24	549	30,800	25%		
25-44	669	34,200	23%		
45 plus	282	18,400	29%		
Summary: 25 plus	951	52,500	25%		
Level 3 overall	1,500	31,100	14%	108,600	49%
19-24	835	14,800	12%	66,400	54%
25-44	498	12,600	17%	32,800	45%
45 plus	167	3,800	15%	9,400	38%
Summary: 25 plus	665	16,400	17%	42,300	43%

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

The statistical confidence associated with these incidence rates are shown in appendix D.

Table 4.3 shows the incidence of first Full Level 2 and Level 3 learning by gender and ethnicity split by Level 2 and Level 3 courses.

Looking at gender, men and women were *broadly* as likely as each other to be undertaking their first Full Level 2 or Level 3.

However, there is a significant difference in levels of firstness when looking by ethnicity. White learners were more likely to start their course already having achieved a Level 2 qualification and therefore show a lower rate of first Level 2 learning (23% White vs. 28% Non-White among Level 2 learners, and 12% White vs. 17% Non-White among Level 3 learners). White learners were also more likely to enrol on their Level 3 course having already achieved a qualification at Level 3 and hence were less likely to be undertaking their first Full Level 3 (45% vs. 58%).

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

	<i>Base</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,500	83,300	25%		
Male	615	36,800	27%		
Female	885	46,500	23%		
White	1,087	57,300	23%		
Non-white	377	23,400	28%		
Level 3 overall	1,500	31,100	14%	108,600	49%
Male	651	15,200	16%	51,600	54%
Female	849	15,900	13%	57,000	46%
White	1,003	18,400	12%	66,300	45%
Non-white	464	11,700	17%	39,500	58%

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

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

Table 4.4 compares the demographic profile of learners undertaking their first Full Level 2 or their first Full Level 3 qualification with learners that already had qualifications at these levels when they embarked upon the course they were on in November 2013.

There was little variation in the demographic profiles of first Full Level 2 learners and repeat Level 2 learners among those undertaking a Level 2 or a Level 3 course. However, within Level 2 learners, first Full Level 2 learners were more likely to be male than repeat Level 2 learners (46% vs. 40%).

Within Level 3 learners, first Full Level 3 learners were more likely to be: Younger (64% first Full Level 3 aged 19-23 vs. 50% repeat Level 3 learners); Male (48% vs. 39%); and non-White (35% vs. 25%).

Table 4.4: Profile of adult learners undertaking classroom-based course in Further Education in November 2013 – comparison of ‘first’ and ‘repeat’ learners

	Full Level 2 course			Full Level 3 course				
	All	1 st Full L2	L2+ Prior Qualification	All	1 st Full L2	L2+ Prior Qualification	1 st Full L3	L3+ Prior Qualification
Base	1,500	325	1,062	1,500	181	1,237	671	747
	%	%	%	%	%	%	%	%
Age								
19-24	37	39	37	56	51	57	64	50
25-44	45	41	46	33	36	32	28	36
45 +	19	20	17	11	12	11	8	14
Gender								
Male	41	46	40	43	50	43	48	39
Female	59	54	60	57	50	57	52	61
Ethnicity								
White	72	71	74	67	63	69	63	73
Non-white	25	26	23	31	34	29	35	25
Not stated	2	3	2	2	3	2	2	2

Note: Only learners with a definite level of prior attainment from the survey measure are included in the ‘1st Full L2, L2+ Prior Qualification, ‘1st Full L3’ and ‘L3+ Prior Qualification’ columns, hence the sum of the bases e.g. ‘1st Full L2’ and ‘L2+ Prior Qualification’ is less than the total number of learners.

Actual prior qualifications held by Level 2 and Level 3 learners

The following tables provide an insight into the educational history of learners showing the specific qualifications previously attained by adults who were undertaking classroom-based courses in FE in November 2013. This helps to clarify the academic and vocational qualification routes that lead up to individuals enrolling on these FE courses.

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

Table 4.5 shows that more than three-fifths (64%) of Level 2 learners on class-room based FE courses had attained at least one GCSE before starting their course and over seven in ten (74%) had attained at least one GCSE or O or AO Levels or CSEs (the older equivalent).

Amongst learners undertaking their first Full Level 2 qualification, over one half (52%) had GCSEs, O/AO levels or CSEs at below Level 2.

Looking at 'repeat' Level 2 learners, just over one half (52%) had attained GCSEs, O/AO levels or CSEs at Level 2, just under one quarter (24%) had attained at least one AS level qualification, and just under one third (31%) had at least one A Level. One in six (15%) started their course having achieved a degree level qualification. This equates to 10% of all Level 2 learners.

In terms of vocational qualifications, around one-third of Level 2 learners had previously attained an NVQ (31%), most commonly at Level 2 (15%) or Level 3 (10%). Three in ten (29%) had previously attained a City and Guilds qualification, most commonly at Level 1 (10%), and one in ten (11%) had achieved an RSA or OCR qualification.

Table 4.5: Prior qualifications of Level 2 learners

	All Level 2 learners	First Full Level 2	Prior Full L2+ 'repeat'
Base: All Level 2 learners	1,500	325	1,062
	%	%	%
GCSEs	64	44	74
Below Level 2 - less than 5 A-C grades	29	44	26
Full Level 2 - at least 5 A-C grades	33	-	46
O or AO Levels	8	4	10
Below Level 2 - less than 5 O or AO Levels	4	4	3
Full Level 2 - at least 5 O or AO Levels	5	-	7
CSEs	9	8	9
Below Level 2 - less than 5 A-C grades	8	8	8
Full Level 2 - at least 5 A-C grades	*	-	1
A Levels	23	-	31
One A Level - part L3	5	-	7
More than one A Level - Full L3	17	-	24
AS Levels	17	-	24
One, two or three AS Levels - part L3	12	-	16
Four or more AS Levels - Full L3	4	-	6
NVQ	31	11	39
Level 1	3	8	2
Level 2	15	-	20
Level 3	10	-	14
Level 4 or Level 5	1	-	1
Basic Skills in English or Maths	24	18	27
Entry	3	5	3
Level 1	6	11	4
Level 2	14	-	20
City and Guilds	29	20	33
Level 1 – Foundation	10	9	10
Level 2 – Craft	5	-	7
Level 3 - Advanced Craft	3	-	4
BTEC	28	15	33
Below Level 2 – First Certificate or General Certificate	5	9	4
Level 2 – First Diploma or General Diploma	9	-	13
Level 3 – National Certificate or National Diploma	8	-	11
Level 4 – Advanced Certificate or Diploma	1	-	1
RSA or OCR	11	5	13
Degree	10	-	15
Apprenticeship	6	-	7
Key Skills / Core Skills	15	7	19
Other higher education qualifications	7	-	10
GNVQ	5	1	7
No Prior Qualifications	7	32	-

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

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

Table 4.6 looks at Level 3 learners overall and by whether they are 'repeat' learners. Among first Full Level 3 learners, just over three-quarters (76%) had attained at least one GCSE, with 37% having attained the Full Level 2 benchmark (5 GCSEs at A*-C).

Those who had prior attainment at Level 3 or above before starting their course had most often achieved this through attaining:

- Two or more A Level passes (40%);
- A BTEC qualification at Level 3 or 4 (30%);
- An NVQ at Level 3, 4 or 5 (20%);
- A degree (17%)
- RSA or OCR (13%)
- Access to HE (10%).

Table 4.6: Prior qualifications of Level 3 learners

	All Level 3 learners	1st Full L3	L3+ Prior Qualification
Base: All Level 3 learners	1,500	671	747
	%	%	%
GCSEs	77	76	82
Below Level 2 - less than 5 A-C grades	29	38	23
Full Level 2 - at least 5 A-C grades	46	37	57
O or AO Levels	7	4	10
Below Level 2 - less than 5 O or AO Levels	3	2	3
Full Level 2 - at least 5 O or AO Levels	4	2	7
CSEs	6	4	8
Below Level 2 - less than 5 A-C grades	5	3	6
Full Level 2 - at least 5 A-C grades	1	*	1
A Levels	27	7	48
One A Level - part L3	6	7	7
More than one A Level - Full L3	20	-	40
AS Levels	21	13	29
One, two or three AS Levels - part L3	16	12	20
Four or more AS Levels - Full L3	4	-	8
NVQ	29	22	36
Level 1	2	3	1
Level 2	15	17	12
Level 3	9	-	18
Level 4 or Level 5	1	-	2
Basic Skills in Maths or English	25	30	23
Entry	2	3	2
Level 1	5	8	2
Level 2	16	16	17
City and Guilds	26	24	28
Level 1 – Foundation	8	8	7
Level 2 – Craft	4	4	5
Level 3 - Advanced Craft	3	-	6
BTEC	35	29	44
Below Level 2 – First Certificate or General Certificate	3	4	2
Level 2 – First Diploma or General Diploma	12	18	7
Level 3 – National Certificate or National Diploma	13	-	27
Level 4 – Advanced Certificate or Diploma	1	-	3
RSA or OCR	11	8	13
Degree	8	-	17
Apprenticeship	6	2	8
Key Skills / Core Skills	13	9	16
Other higher education qualifications	6	-	12
Access to Higher Education	5	-	10
No Prior Qualifications	3	6	-

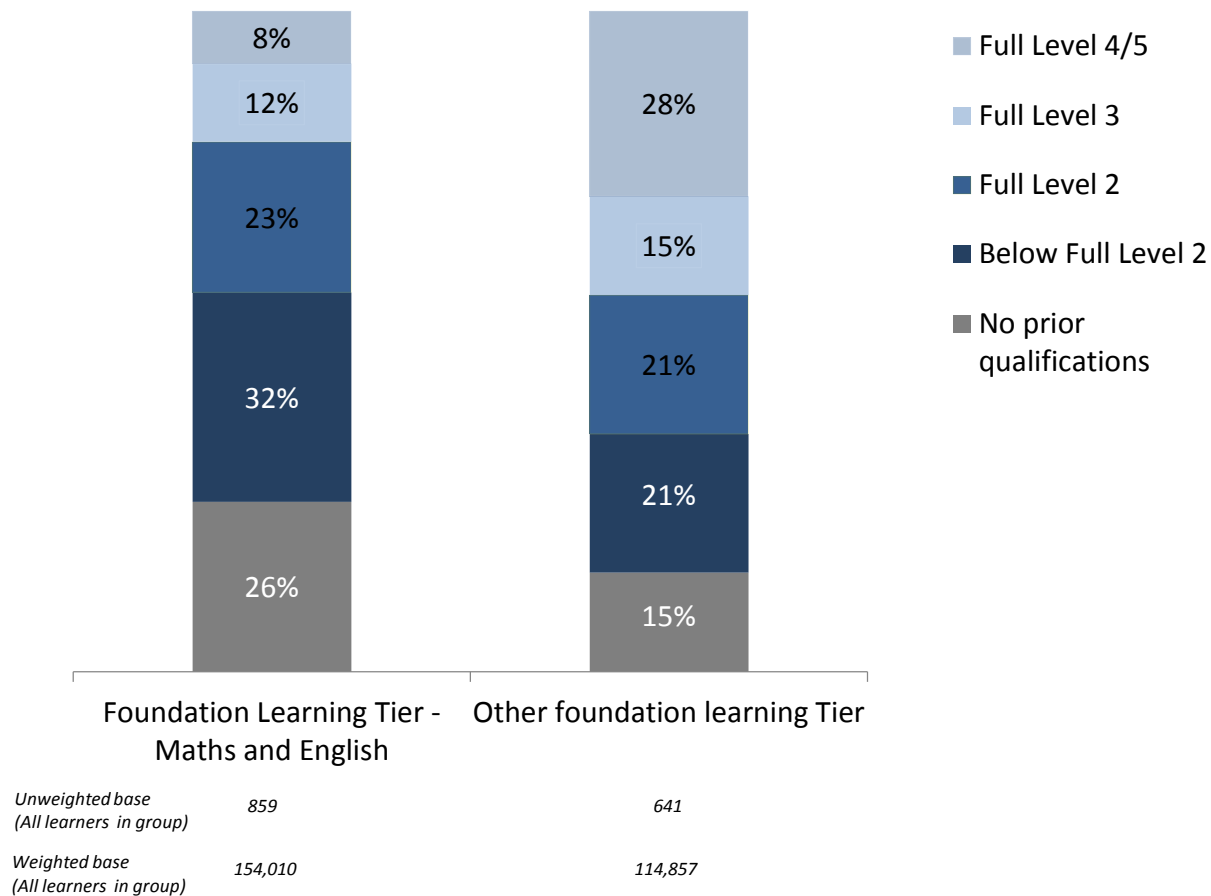
- = zero. * = <0.5% but >0%. Constituent sum may be less than % in each broad category due to 'don't know' for level.

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

Levels of prior attainment of adult Foundation Learning Tier learners

Figure 4.2 looks at levels of prior attainment amongst those undertaking Foundation Learning Tier Maths and English courses or other Foundation Learning Tier courses in November 2013. As shown, 74% on a FLT Maths and English course had some form of prior qualification. This is not statistically different to the 69% of Learners on a FLT Maths and English course in 2012/13. Over four in five (85%) other Foundation Learning Tier learners had some form of prior qualification which represents an increase from the 86% seen in 2012/13. Clearly this group of learners (i.e. those studying non-Maths and English courses) had much higher levels of prior qualifications (28% at Level 4 or above) than those studying Maths and / or English (8% at Level 4 or above).

Figure 4.2: Highest level of prior attainment amongst adult learners undertaking Foundation Learning Tier Maths and English and Other Foundation Learning Tier classroom-based courses in FE in November 2013



Actual prior qualifications held by adult Foundation Learning Tier learners

Table 4.7 presents the prior qualifications of Foundation Learning Tier learners.

Table 4.7: Prior qualifications of Foundation Learning Tier learners

<i>Base: All Foundation Learning Tier learners</i>	All FLT Maths and English 859 %	All Other FLT 641 %
GCSEs	18	41
Below Level 2 - less than 5 A-C grades	14	21
Full Level 2 - at least 5 A-C grades	3	19
O or AO Levels	1	17
Below Level 2 - less than 5 O or AO Levels	1	5
Full Level 2 - at least 5 O or AO Levels	*	12
CSEs	3	13
Below Level 2 - less than 5 A-C grades	3	12
Full Level 2 - at least 5 A-C grades	*	1
AS Levels	2	14
One, two or three AS Levels - part L3	2	9
Four or more AS Levels - Full L3	-	5
A Levels	4	23
One A Level - part L3	2	3
More than one A Level - Full L3	2	20
NVQ	13	20
Level 1	4	5
Level 2	7	7
Level 3	2	5
Level 4 or Level 5	-	1
Basic Skills in Maths or English	21	18
Entry	7	5
Level 1	8	4
Level 2	6	8
City and Guilds	16	21
Level 1 – Foundation	7	7
Level 2 – Craft	3	4
Level 3 - Advanced Craft	1	2
BTEC	11	19
Below Level 2 – First Certificate or General Certificate	3	4
Level 2 – First Diploma or General Diploma	4	5
Level 3 – National Certificate or National Diploma	2	6
Level 4 – Advanced Certificate or Diploma	*	1
RSA or OCR	5	11
Degree	3	18
GNVQ	3	4
Key skills / Core skills	7	10
No Prior Qualifications	26	15

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

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

Prior attainment in English and Maths

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

Table 4.8 shows the grades achieved in English by learners undertaking a Level 2 FE course. This is repeated for Level 3 learners in Table 4.9; whilst Tables 4.10 and 4.11 show the grades achieved in Maths for Level 2 and Level 3 learners respectively. (Equivalent Foundation Learning Tier tables can be found in Appendix F.)

Table 4.8: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 FE course in November 2013

		Level 2 learners		
		All	19-24	25+
Base: All learners		1,500	549	951
		%	%	%
GCSE English- Single Subject	A*/A	1	*	1
	B	2	1	2
	C	8	11	7
	D	4	6	4
	E/F/ G	4	7	2
GCSE English Language	A*/A	4	5	4
	B	8	10	8
	C	16	19	15
	D	4	4	4
	E/F/G	3	4	2
Basic Skills / English	Level 2	11	13	9
	Below Level 2	9	15	5
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	47	46	48
Level 2 Basic Skills English	Level 2	7	8	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English	Level 1	19	23	17
Entry level (1,2,3) Basic Skills English	Entry Level	2	3	1
No English qualification	None	21	17	24
English qualification but unknown level	Unknown Level	4	3	4

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

*= <0.5% but >0%

Over half (54%) of Level 2 learners had achieved a Level 2 English qualification¹⁰: 47% with A*- C in either GCSEs or O Levels and a further 7% who did not have a Level 2 in English at either GCSE, O Level or CSE but had achieved a Basic Skills qualification in English at the equivalent level. Older learners (aged 25 plus) were just as likely as younger learners (aged up to 24) to have already held a Level 2 English qualification (54% each) although they were less likely to have held an English qualification at all (76% aged 25 plus had a prior qualification in English vs. 83% of those aged 19-24).

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

Table 4.9: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 FE course in November 2013

		Level 3 learners		
		All 1,500 %	19-24 835 %	25+ 665 %
Base: All learners				
GCSE English- Single Subject	A*/A	1	1	1
	B	3	3	2
	C	9	13	4
	D	6	8	2
	E/F/ G	3	3	2
GCSE English Language	A*/A	5	5	6
	B	13	14	11
	C	21	25	15
	D	6	7	4
	E/F/G	2	3	2
Basic Skills / English	Level 2	13	17	9
	Below Level 2	7	10	3
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	57	61	52
Level 2 Basic Skills English	Level 2	8	9	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English	Level 1	17	19	13
Entry level (1,2,3) Basic Skills English	Entry Level	*	1	*
No English qualification	None	15	8	24
English qualification but unknown level	Unknown Level	3	2	5

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

¹⁰ Note: This figure takes into account English as a single subject or English Language as a separate subject, but excludes English Literature as a separate subject.

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

*= <0.5% but >0%

Overall, two-thirds (65%) of Level 3 learners already had a Level 2 qualification in English. Younger Level 3 learners were more likely to hold an English qualification at this higher Level 2 (70% aged 19-24 vs. 58% aged 25 plus) and, consistent with Level 2 learners, were more likely to hold an English qualification (92% vs. 76% among those aged 25 plus).

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

Table 4.10 Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 FE course as of November 2013

		Level 2 learners		
		All	19-24	25+
Base: All learners		1,500	549	951
		%	%	%
GCSE Maths	A*/A	4	4	4
	B	11	14	9
	C	21	24	20
	D	11	14	10
	E/F/ G	9	15	6
Basic Skills / Maths	Level 2	11	13	9
	Below Level 2	9	15	5
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	41	43	40
Level 2 Basic Skills Maths	Level 2	7	8	7
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths	Level 1	23	28	21
Entry level (1,2,3) Basic Skills Maths	Entry Level	2	2	2
No maths or numeracy qualification	None	23	17	26
Maths or numeracy qualification but unknown level	Unknown Level	3	2	4

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

*= <0.5% but >0%

Approaching half (49%) of Level 2 learners had achieved a Level 2 qualification in Maths; hence holding a Level 2 in Maths is less common than in English (49% vs. 54% respectively). As with English, there was little difference in attainment at this level between older and younger learners although older learners were less to have an Maths qualification any level (74% aged 25 plus had a prior qualification in Maths vs. 83% of those aged 19-24).

Table 4.11, which shows the grades achieved in Maths by Level 3 learners, shows that three in five Level 3 learners held a Level 2 qualification in Maths before starting their Level 3 course (61%). Thus it is less common for Level 3 learners to hold a Level 2 in Maths than it is in English (66%).

Holding a Level 2 in Maths was far more common among younger learners (69% learners aged 19-24 held a Level 2 vs. 50% of learners aged 25 plus). As with English, it was less common for older learners to hold any level of Maths qualification (75% learners aged 25 plus held a prior qualification in Maths vs. 92% of those aged 19-24).

Table 4.11: Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 FE course as of November 2013

		Level 3 learners		
		All	19-24	25+
Base: All learners		1,500	835	665
		%	%	%
GCSE Maths	A*/A	6	8	4
	B	15	17	12
	C	28	37	18
	D	12	14	10
	E/F/ G	8	9	7
Basic Skills / Maths	Level 2	13	17	9
	Below Level 2	7	10	3
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	54	62	44
Level 2 Basic Skills Maths	Level 2	7	7	6
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths	Level 1	21	21	21
Entry level (1,2,3) Basic Skills Maths	Entry Level	1	1	*
No maths or numeracy qualification	None	15	6	25
Maths or numeracy qualification but unknown level	Unknown Level	3	3	5

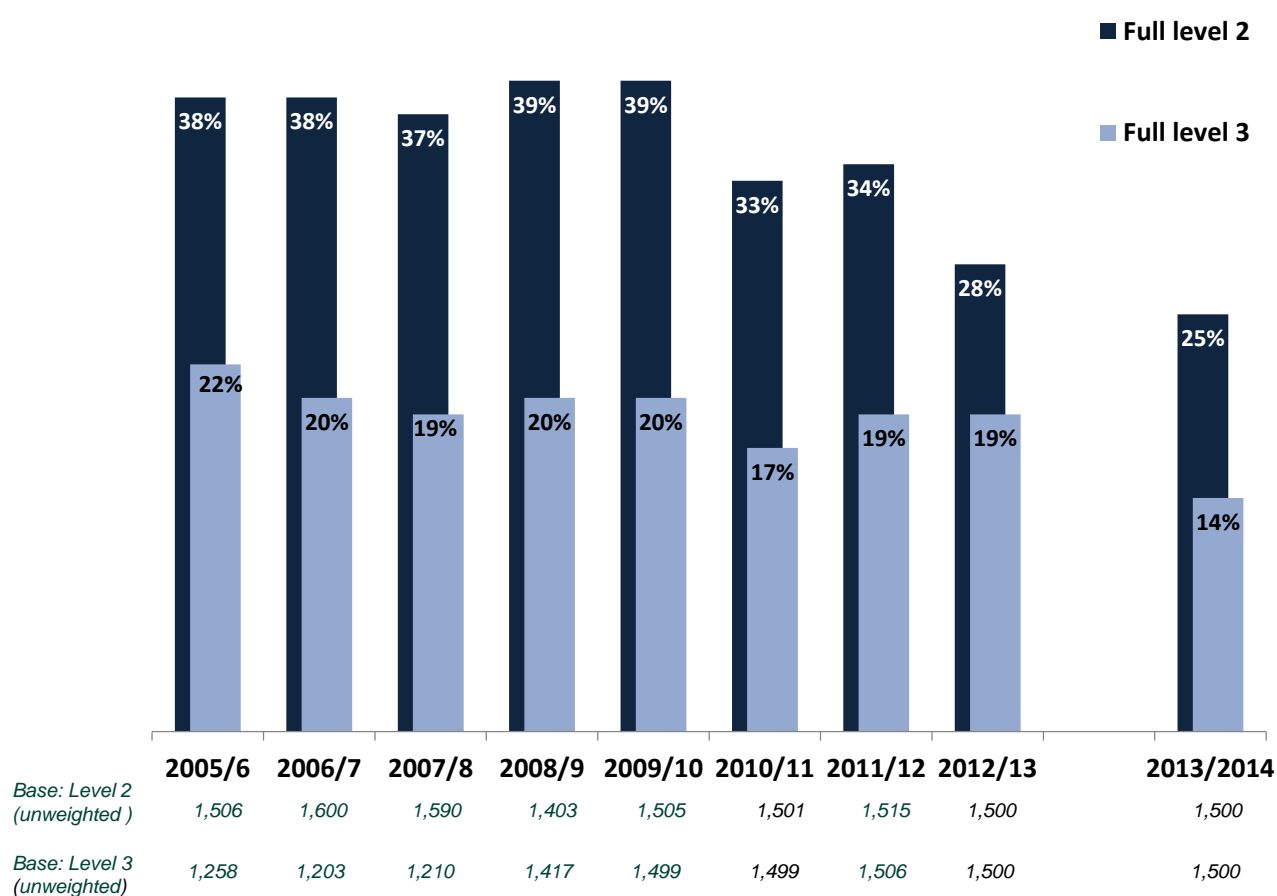
The final six rows are mutually exclusive and total 100%. Individuals are assigned to a row in descending order of priority; those with a Level 2 at either GCSE / O Level / CSE or Basic Skills would only be included in the first row (A*-C at either GCSE/ O Level or Grade 1 CSE), whilst those who *only*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

*= <0.5% but >0%

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

Since 2005, nine surveys have been undertaken to measure the prior attainment profile of adult learners on Level 2 and Level 3 provision. Figure 4.3 shows how the percentage incidence of first Full Level 2 learning has changed over the course of the nine surveys, by level of learning.

Figure 4.3: Incidence of first Full Level 2 learning among Full Level 2 and Full Level 3 learners over time



As shown, the incidence of Level 2 firstness among Full Level 2 learners has remained fairly consistent across the years although the year 2012/2013 saw a significant decrease (from 34% in 2011/12 to 28%). In 2013/2014 this has again fallen to 25% (the lowest among the nine surveys), although the difference is not significant to the previous year.

The Level 2 firstness rate among Level 3 learners has also remained relatively similar across the years (typically 19-20%) although the 14% firstness rate among Level 3 learners is significantly lower than seen in the previous year (19% in 2012/13) and is at its lowest level.

As previously discussed, in 2013/14 learners were younger than in 2012/13 which may help to explain the recent drop in firstness among Level 3 learners. As noted (and seen in

Table 4.12), younger Level 3 learners are less likely to be undertaking their first Full Level 2 qualification (12% aged 19-24 vs. 17% aged 25-44 and 15% aged 45 plus).

Although there was also a shift in age profile among Level 2 learners towards the younger learner (30% aged 19-24 in 2012/13 increasing to 37% in 2013/14), this did not affect firstness in the same way among these learners as the proportion of first Full Level 2 learning was similar across the two age profiles.

Table 4.12: Incidence of first Full Level 2 learning by age and level of learning – comparison of 2011/12 and 2012/13 cohorts

	2012/13		2013/14	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 2 %	<i>Base (unweighted / weighted)</i> %	Proportion undertaking their first Full Level 2 %
Level 2 learners	<i>1,500 / 122,397</i>	28	<i>1,500 / 336,870</i>	25
19-24	<i>447 / 36,467</i>	29	<i>549 / 123,330</i>	25
25-44	<i>769 / 62,755</i>	28	<i>669 / 150,155</i>	23
45 plus	<i>284 / 23,175</i>	25	<i>282 / 63,385</i>	29
Level 3 learners	<i>1,500 / 102,566</i>	19	<i>1,500 / 221,367</i>	14
19-24	<i>780 / 53,327</i>	17	<i>835 / 123,216</i>	12
25-44	<i>614 / 41,972</i>	22	<i>498 / 73,502</i>	17
45 plus	<i>106 / 7,267</i>	21	<i>167 / 24,649</i>	15

In order to understand further the upskilling associated with Level 3 learning, it is useful to look at the incidence of first Full Level 3 learning – the extent to which entrants to Level 3 learners are new to learning at this level.

Figure 4.4 shows the trends in the percentage incidence of first Full Level 3 learning amongst Level 3 learners. Although this had also remained fairly consistent, it decreased to 49% in 2013/2014 from 54% in 2012/2013, its lowest level over the last eight years.

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

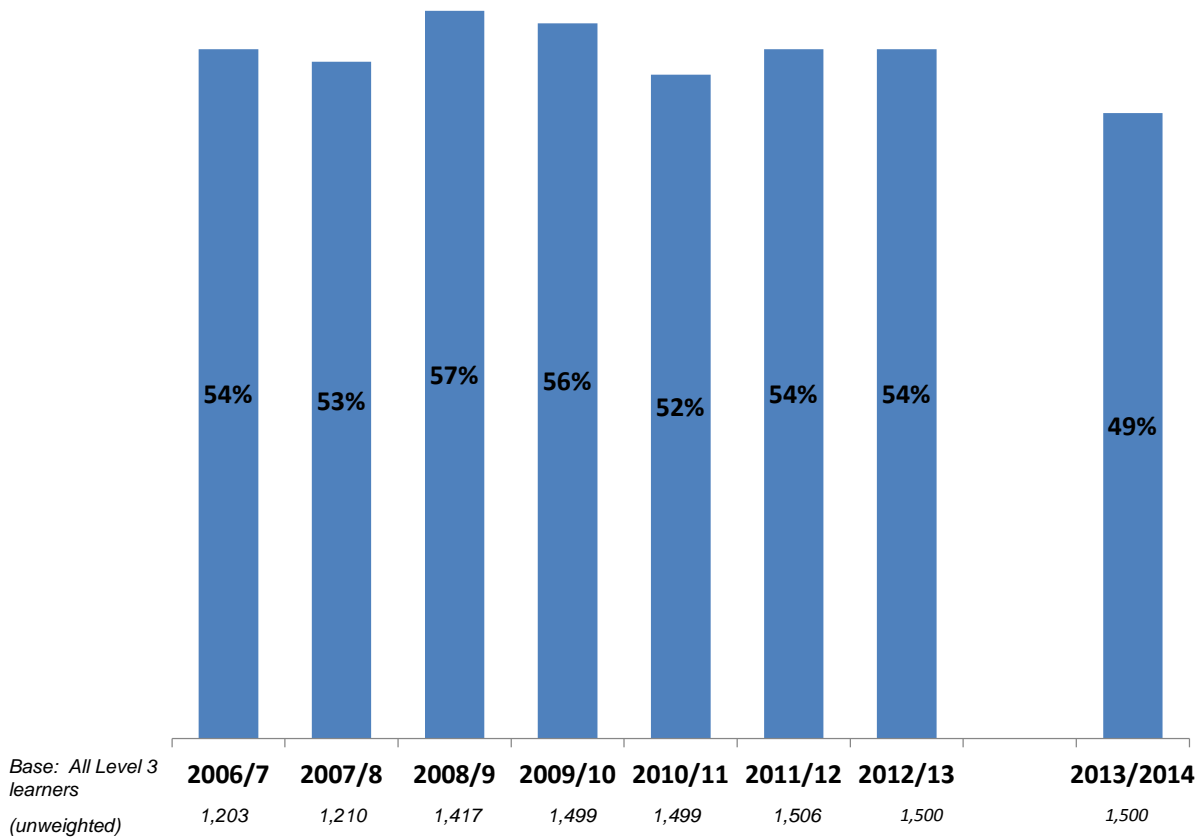


Table 4.13 sets out how the incidence of first Full Level 3 learning was split by age in the two most recent Prior Qualification surveys. The table indicates that the firstness rates have decreased slightly across all age bands although the only significant difference is the fall from 54% to 45% in the 25-44 category.

Table 4.13: Incidence of first Full Level 3 learning by age – comparison of 2011/12 and 2012/13 cohorts

	2012/13		2013/14	
	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %	<i>Base (unweighted / weighted)</i>	Proportion undertaking their first Full Level 3 %
Level 3 learners	1,500 / 102,566	54	1,500 / 221,367	49
19–24	780 / 53,327	56	835 / 123,216	54
25–44	614 / 41,972	54	498 / 73,502	45
45 plus	106 / 7,267	43	167 / 24,649	38

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

A consistent finding across the years has been a discrepancy between the data held on the ILR and learners' own reports of the qualifications they had before starting their course, garnered by the detailed questioning in the survey. This discrepancy has suggested the proportion of adult learners with no prior attainment is over-reported on the ILR while the proportion with prior attainment at Full Level 2 or above is under-reported.

This chapter looks at the similarities and differences between the ILR and the survey results with the prior attainment levels they show for adults engaged with classroom-based FE provision as of November 2013. It focuses on adults undertaking Full Level 2 and Level 3 classroom-based courses only; learners undertaking Foundation Learning Tier course are excluded from this section of analysis.

Firstly this chapter compares the level of prior qualification recorded on the ILR for all adults undertaking Full Level 2 and Level 3 classroom-based courses in November 2013 with the ILR data for these survey respondents. This reveals that the ILR profile for survey respondents mirrors the ILR profile for the population meaning that subsequent analysis of discrepancies between the ILR and the survey can be generalised to the population with confidence. The chapter then focuses on survey respondents where a definite level of prior attainment was recorded on the ILR and through the survey, comparing the prior attainment level on the ILR with that found through the survey questioning. Following this, analyses focuses on learners who are doing a first Full Level 2 as reported on the ILR, including those on Full Level 2 and Level 3 provision. Finally, the chapter will examine the types of prior Level 2 or higher qualifications reported on the survey for those respondents found to have a prior Level 2 attainment from the survey but recorded on the ILR as undertaking their first Full Level 2.

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of learners on enrolment for their course for the great majority of adult learners. In the cohort of Level 2 and Level 3 learners falling within the scope of the survey (those aged 19+ in FE in November 2013), 98% had a prior qualification level marked on the ILR, leaving 2% where the qualification level was 'not known'.

Over time the proportion of Level 2 and Level 3 adult learners in scope for whom the ILR holds prior qualification information has increased, from 62% in 2006/07, to 73% in 2007/08, to 83% level in 2008/09 and 2009/10, to 92% in 2010/11, to 94% in 2011/12 and 2012/13, and to 98% in 2013/14. The continuation of the high rates among Level 2 and Level 3 learners reflects the greater emphasis on encouraging providers to collect prior qualification information for learners to allow better monitoring of Level 2 attainment levels.

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

Information on highest prior attainment recorded on the ILR for all sample in scope for the current survey (i.e. adults on Level 2 or Level 3 classroom-based provision in November 2013) is outlined in Table 5.1. This is compared with the equivalent profile data from the survey undertaken last year (i.e. individuals on similar provision in November 2012).

Table 5.1: ILR information on prior achievement – comparison of 2012/13 and 2013/14 cohorts

	All sample in scope		Excluding 'not known'	
	2012/13	2013/14	2012/13	2013/14
	%	%	%	%
No qualifications	9	15	10	15
Entry Level and below Level 1	3	4	3	4
Level 1	20	19	21	19
Level 2	35	39	37	40
Level 3	16	16	17	17
Level 4+	10	4	10	4
Other qualification, level not known	1	1	1	1
Not known	6	2		

The final two columns of data are re-based to exclude unknown/missing data. This indicates that, where the ILR had a prior achievement level for the learner, this was slightly lower on average among the November 2013/14 cohort than the 2012/13 cohort. For example, learners in 2013/14 were more likely to have no recorded prior qualifications (15% with a known level of prior achievement did not have any recorded qualifications in 2013/14 compared with 10% in 2012/13). Also the boxed area in these columns shows that 61% of 2013/2014 learners with a known level of prior achievement were recorded as having a prior qualification at Level 2 or above compared to a higher rate of 65% among 2012/13 learners.

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

- all sample provided within the scope of the survey (adults on Level 2 or Level 3 classroom-based provision in November 2013);
- all useable sample in scope for the survey, i.e. where a telephone number was listed and where the learner had not opted out of being contacted for research purposes;
- all sample that resulted in an achieved interview.

Table 5.2: ILR information on prior achievement

	All sample in scope %	Available to contact %	Achieved sample %
No qualifications	15	14	10
Entry Level and below Level 1	4	4	5
Level 1	19	20	21
Level 2	39	41	36
Level 3	16	16	16
Level 4+	4	3	8
Other qualification, level not known	1	*	1
Not known	2	2	4

*= <0.5% but >0%

As Table 5.2 demonstrates there is little difference in highest level of prior attainment between all learners in scope of the survey and those available to be contacted. The achieved sample, however, differed slightly with a lower proportion recorded as not having any prior qualifications (10% vs. 14% among those available to be contacted and 15% among all sample in scope).

The achieved sample also differed on the proportion of Level 2 and Level 4+ learners although overall it included the same proportion of learners being recorded as having prior qualifications at Level 2 or higher (the boxed area) (60% compared with 60% among those available to be contacted and 61% among all sample in scope).

Survey results outlined in Table 4.1 (in chapter 4) showed that 20% of Level 2 and Level 3 learners combined were undertaking their first Full Level 2. This indicates that 80% were already qualified to Level 2 or higher, a much higher proportion than the 60% recorded by the ILR. This might suggest that the ILR continues to under report on the qualification levels of learners, an issue discussed in the rest of this chapter.

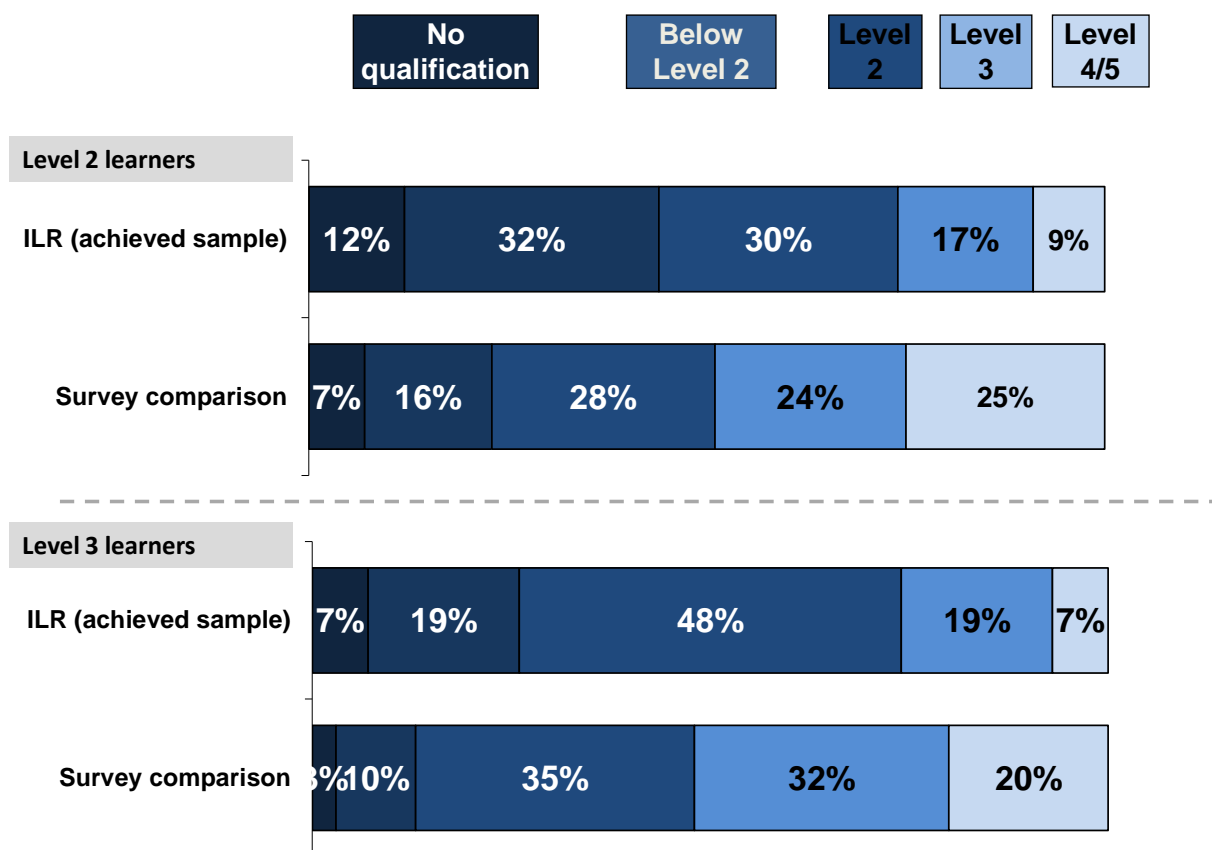
Comparing Individual Learner Record and survey measures of prior attainment

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

The discrepancies between the survey data and the data on the ILR are shown in Figure 5.1. Data is only shown for those learners with a definite prior qualification level recorded both on the ILR *and* through the survey questioning (2,667 out of the 3,000 Level 2 and Level 3 learners interviewed) resulting in slightly different ILR figures of prior qualifications

(shown in the top bars) to those shown in Table 4.2. Similarly, the survey comparison figures in the bottom bars differ a little to those discussed in Chapter 4, the latter including random allocation of other ‘non-definite’ qualifications.

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



*Base: Learners with definite prior achievement level from both the ILR and survey measures (Level 2: 1,311 Level 3: 1,356)
Figures are unweighted*

In the above figure the top two bars show the data for Level 2 learners. They show the ILR gives the incidence of first Full Level 2 learning as 43% and the survey data giving it as 23%.

Looking at the top two bars still, the ILR data suggests that just over one-quarter (26%) Level 2 learners had a prior qualification at Level 3 or higher (i.e. above the level of their November 2013 course) while the survey data indicates that a much higher proportion (49%) had these higher level qualifications when starting their course. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the previous survey.

The same pattern is evident for Level 3 learners, as shown by the bottom two bars. In fact, the discrepancy is greater than that for the Level 2 cohort, with the survey findings indicating that over half (52%) of Level 3 learners were already qualified to Level 3 or above before undertaking their course, compared to just 26% indicated by the ILR.

Table 5.3 further explores the discrepancy between the ILR and survey measures of prior attainment by looking at the extent of agreement between the two data sets (based only on records which have a level of prior attainment on the ILR). While it shows the extent to which the survey and the ILR differ on the assessment of prior qualification level, it is important to note that any variation between the two data collection methods may not always be critical in the sense of affecting firstness – if the ILR indicates that a person has no prior qualifications and the survey suggests that they have a qualification below Level 2 this does not change firstness as, in both instances, the individual would be correctly recorded as undertaking their first Full Level 2. This is therefore much less critical from a policy angle than cases where the ILR might record a learner as having prior qualifications below Level 2 while the survey suggests they have qualifications at Level 2 or higher (i.e. they are not undertaking their first Level 2 qualification).

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

<i>Row percentages</i>	<i>Base*</i>		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive**
All Level 2 and Level 3 learners 2012/13	2,821	%	44	12	38	5
All Level 2 and Level 3 learners 2013/14	2,848	%	41	10	43	6
Level of study						
Full Level 2	1,413	%	41	10	43	6
Full Level 3	1,435	%	42	9	43	6
Age						
19 – 24	1,339	%	40	10	44	5
25 – 44	1,089	%	43	9	43	5
45 plus	420	%	40	11	41	8

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

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

Results 2013/14 unless stated.

Across all Level 2 and Level 3 learners interviewed where the ILR recorded a prior qualification level, the ILR and survey measure on prior achievement level agree in two in five (41%) cases. Where the two measures differed, the survey was more likely to suggest a higher level of prior qualification than the ILR: in more than two in five cases (43%) the survey measure was higher compared with 10% of instances where the ILR was higher. The survey measure of highest prior attainment was inconclusive for the remaining 6% of cases. These findings mirror those found in 2012/13, implying that the ILR continues to under-report the prior qualification levels of adult learners.

The degree of discrepancy across the levels and across the age bands was similar.

The rate of discrepancy between the ILR and survey measures of prior attainment for Level 2 and 3 FE learners has remained consistent over time. Since 2005/06, when the Prior Qualification survey first began, the ILR and the survey data have agreed between 41%-46% of cases every year.

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

The highest incidence of agreement between the ILR and the survey occurs when the learner's highest prior qualification from the survey data was one level below the qualification they were studying (for example for learners on Level 3 provision, the ILR and survey were most likely to agree in relation to prior attainment being Level 2 specifically). In cases in which learners' highest prior qualification recorded by the survey was equal or higher to the one they were studying in November 2013, the ILR was more likely to record a lower level of prior qualification than the survey. For example, 58% of Level 3 learners found through the survey to have prior attainment of Level 3 had been recorded on the ILR as achieving a prior qualification of Level 2 or lower.

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

Row percentages	Base*	None	ILR measure				ILR lower	ILR higher
			Below Level 2	Level 2	Level 3	Level 4/5		
Survey Measure								
Level 2 learners								
None	96	% 27	53	15	1	4	-	73
Below Level 2	204	% 18	57	21	3	1	18	25
Level 2	373	% 9	35	51	5	-	43	5
Level 3	309	% 8	21	24	45	2	52	2
Level 4/5	329	% 9	17	24	17	34	66	-
Level 3 learners								
None	41	% 17	22	51	10	-	-	83
Below Level 2	134	% 14	41	40	5	-	14	45
Level 2	471	% 6	24	63	6	1	30	7
Level 3	433	% 5	11	43	40	1	58	1
Level 4/5	277	% 7	12	34	18	30	70	-

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

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

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

As shown in Table 5.5, the survey agrees with the ILR first Level 2 assessment in one third (33%) of cases. In almost two-thirds (64%) of cases however, the survey indicates that the learners already held a prior qualification at Full Level 2 (up from 59% in the 2012/13 and 53% in the 2011/12 survey).

Table 5.5: Extent of agreement between survey measure of prior qualification level for learners recorded as first Level 2 learners on the ILR

<i>Row percentages</i>	<i>Base</i>		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive*
All Level 2 and Level 3 recorded on the ILR as first Level 2 2012/13	1,006	%	38	59	3
All Level 2 and Level 3 recorded on the ILR as first Level 2 2013/14	998	%	33	64	3
Level of study					
Full Level 2	623	%	37	60	3
Full Level 3	375	%	24	74	2
Age					
19 – 24	475	%	33	65	2
25 – 44	386	%	34	63	3
45 plus	137	%	34	59	6

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

Results 2013/14 unless stated

The level of disagreement between the ILR and the survey (where the ILR says first Level 2 but the survey findings do not) is significantly higher for Level 3 learners (74%) than

Level 2 learners (60%). This pattern might be expected given presupposed requirements to undertake a course at any given level (for example it is usual that a Level 2 qualification is required to undertake a Level 3 course). Therefore it seems logical that claims that a given learner is not already qualified to Full Level 2 before starting a Level 3 course are more likely to be incorrect than if a learner was starting a Level 2 course. As noted however, the survey still indicates that the ILR overstates the rate of Level 2 firstness for Level 2 learners on a fairly large scale (three in five cases for Level 2 learners (60%)).

The way prior attainment is recorded for those who have previously studied with any given provider may go some way to explain the reason for the varied proportions of Level 2 firstness reported by the survey compared to the ILR: *A requirement of the ILR is that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course.* This means that a learner who enrolls at a provider with prior qualifications below Level 2, undertakes a Full Level 2 qualification with that provider and then progresses with them to a Level 3 qualification is recorded on the ILR for the Level 3 course as undertaking their first Full Level 2 qualification, despite having attained a Full Level 2 with the provider when they went on to start the Level 3 course. Unlike the ILR, the survey asks more directly about a learner's qualifications at the time they started the course. Consequently, some of the incidences of disagreement between the survey and the ILR (specifically among learners that had studied with the provider previously) are 'genuine'; the ILR is recording what is intended to record which is slightly different to what the survey is recording.

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

This section assesses the type of prior qualifications apparently missed, omitted or miscoded to level on the ILR and hence which qualifications are likely to be contributing to differences in reported firstness.

Table 5.6 lists the most common prior qualifications held by those learners with a prior qualification at Full Level 2 or above on the survey data, but recorded as having either no qualifications or qualifications below Level 2 on the ILR.

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

- GCSEs or O Levels amounting to a Full Level 2 qualification (48%);
- A Levels (30%);
- Basic Skills Level 2 (25%);

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

- GCSEs or O Levels amounting to a Full Level 2 qualification (39%);
- Basic Skills Level 2 (30%);

- NVQ Level 2 (27%);

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

	ILR stated highest prior attainment level	
	No qualifications	Level 1
Prior qualifications held (survey data)	87 %	196 %
GCSE/O level grade A-C or equivalent (L2)	48	39
A Levels	30	16
Basic Skills Level 2	25	30
NVQ Level 2	20	27
OND,ONC,BTEC etc. national	21	15
AS Levels	18	15
NVQ Level 3	14	9
GNVQ / GSVQ	13	7
Degree	11	5
RSA or OCR	10	17
City & Guilds craft	8	10
City & Guilds foundation	8	16
Diploma in Higher Education	7	5
Apprenticeship	7	4
BTEC Level 2	7	23
Basic Skills Level 1	7	10
HNC,HND,BTEC etc. higher	7	3
Access to HE	6	4

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

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

Data shown unweighted.

Table 5.7 presents a similar analysis for Level 3 learners who were found in the survey to be doing a 'repeat' qualification, that is, those with prior attainment at Level 3 or above. The table shows the prior qualifications of these learners where the ILR records show 'no qualification', Level 1 or Level 2.

Table 5.7: Prior qualifications of Level 3 learners where survey indicates a prior Full Level 3 or higher and where ILR stated highest prior qualification as below Full Level 3

	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
Prior qualifications held (survey data)	41 %	66 %	275 %
NVQ Level 3, 4 or 5	39	27	18
A Levels (more than one)	34	20	31
Degree	29	8	8
OND, ONC, BTEC etc. national	27	32	37
HNC, HND, BTEC etc. higher	17	11	8
City & Guilds advanced craft	12	18	5
Diploma in higher education	10	11	10
Advanced or Higher Apprenticeship	5	6	1

Base: Learners for whom ILR indicates a highest level of prior attainment below Full Level 3 and survey indicates prior attainment at Full Level 3 or above.

Note only most common qualification types at Full Level 3 or above shown.

Data shown unweighted

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

- NVQ Level 3, 4 or 5 (23%);
- Multiple A Levels (21%);
- OND, ONC or BTEC national qualifications at Level 3 (21%).

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

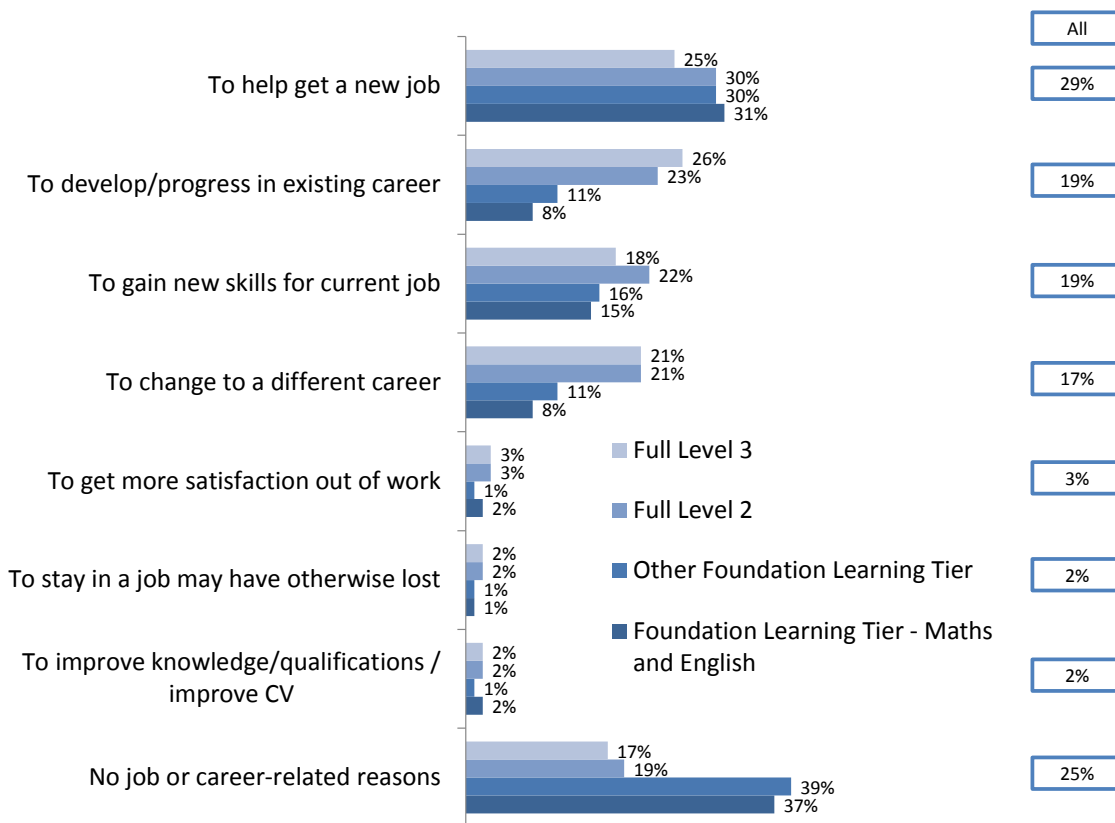
Chapter 6: Reasons for undertaking classroom-based courses

This chapter explores learner reasons for undertaking the course they were enrolled on in November 2013 with a primary focus on job or career related reasons. The chapter also looks at how learners chose their course and how those who did not complete the course could have been supported to do so.

Reasons for starting the course

The most common job or career related reasons given for starting the course are shown in Figure 6.1, split by level of learning. Figure 6.1 also shows proportion who undertook their course for reasons other than their job or career.

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



Base: All ASB Learners (4,500); FLT Maths and English learners (859); Other FLT learners (641); Level 2 learners (1,500); Level 3 learners (1,500).

A minority of classroom-based learners (25%) did not undertake their course for any job or career-related reason similar to the 28% found in the previous study.

Those undertaking Foundation Learning Tier courses were the most likely to report that they had undertaken their course for reasons that were not related to their job or career (39% other Foundation Learning Tier and 37% Foundation Learning Tier Maths and English vs. 19% Full Level 2 and 17% Full Level 3). This is consistent with the previous

2012/13 survey and can most likely be explained by the fact that Foundation Learning Tier Learners are more likely to be economically inactive and older. Each of these three groups was more likely to have enrolled on FE courses for non-job or career-related reasons:

- The economically inactive (41% compared to 22% among those economically active);
- Older learners (60% of those over retirement age vs. 24% of those up retirement age)

Most frequently learners undertook their course to help get a new job (29%). Other common reasons include a desire to develop and progress in an existing career (19%) to gain new skills for a current job (19%) and to change to a different career (17%).

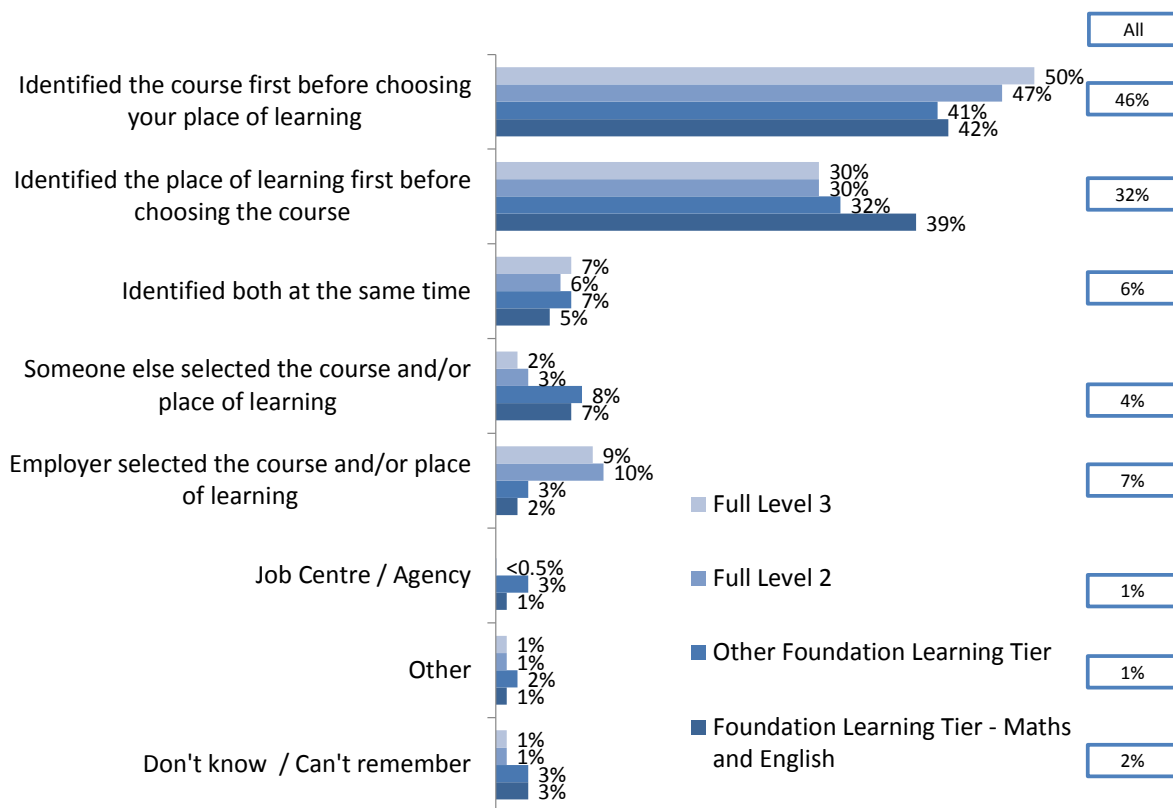
Job or career-related motivators differed by the level of course undertaken: Those studying at Level 2 or lower were more likely to have opted to do the course to help get a new job (31% Foundation Learning Tier and 30% Level 2 vs. 25% Level 3), although Level 2 and Level 3 learners were equally likely, and each more likely than lower level learners, to have been motivated to start the course in order to change to a different career (both at 21% vs. 9% Foundation Learning Tier). Those studying at Level 3 were more motivated by the prospect of progressing onto a higher level course (12% vs. 7% Foundation Learning Tier and 6% of Level 2 learners).

Those not working at the time of the interview were more likely than average to be looking to get a new job out of their course (33% vs. 26% of those in work) while those in work were more likely to be aiming to progress in their existing career (24% vs. 12% of those not in work), aiming for new skills for their existing job (21% vs. 15%).

How FE learners chose their course

A new question was introduced to the current survey on how learners chose their course. Results on this prompted question are shown in Figure 6.2.

Figure 6.2: How learners chose their course (prompted)



Base: All ASB Learners (4,500); FLT Maths and English learners (859); Other FLT learners (641); Level 2 learners (1,500); Level 3 learners (1,500).

As shown in Figure 6.2, adults on FE courses most commonly identified the course they wanted before choosing their place of learning (46%), although one in three learners identified their place of learning first (32%).

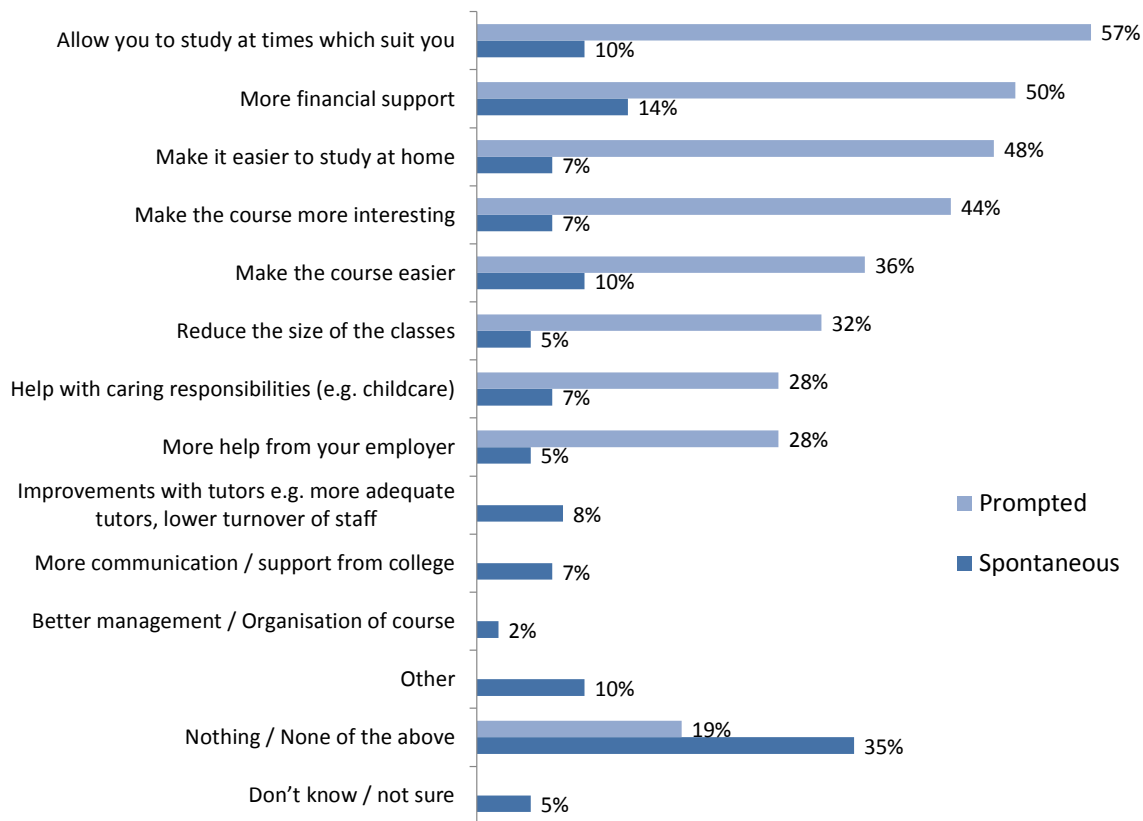
Level 2 and 3 learners were more likely to have identified the course they wanted to enrol on before their place of learning (50% Level 3 and 47% Level 2) than those on the lower Foundation Learning Tier learners (41%). In turn, these lower level learners, particularly those who were studying Maths and / or English, were more likely to have identified the place of learning first. This suggests that the level of course undertaken impacts on *how* the decision of what course to study (and where) is made.

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

Overall one in ten (10%) learners had not completed their course by the time they were interviewed for the survey. This rises to 17% among Foundation Learning Tier Maths and English learners but was similar across the remaining levels (10% Other Foundation Learning Tier, 9% Full Level 2 and 8% Full Level 3).

Those who did not complete their course were asked what could have been done to help them complete. They were first asked to give spontaneous responses and then prompted with a list of suggestions. The results of this are shown in Figure 6.3.

Figure 6.3: 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 (458)

Spontaneously, just over one-third (35%) could not think of anything that would have helped them to finish their course. However, this decreased to 19% after learners were

presented with the prompted list.¹¹ Therefore, the majority of leavers felt that there was something that could have been done to encourage them to stay on their course.

The most common issue raised spontaneously was more financial support (14%) followed by allowing learners to study at times which suit them (10%) and making the course easier (10%). Other common spontaneous suggestions include improvements with tutors for example in terms of turnover or adequacy (8%), making it easier to study at home, making the course more interesting, helping with caring responsibilities and more communication / support from the college (each 7%). Once prompted, the most common suggestion was allowing learners to study at times which suit them (57%) closely followed by more financial support (50%) and making it easier to study at home (48%). The remaining prompted reasons were also cited fairly frequently; making the course more interesting (44%) or easier (36%), reducing the size of the classes (32%), helping with care responsibilities such as childcare (28%), and more help from the employer (28%).

Once prompted, Maths and English Foundation Learning Tier learners were particularly likely to cite help with caring responsibilities (40% vs. 28% overall), making the course easier (46% compared to 36% overall), making it easier to study at home (55% vs. 48% overall) and reducing the size of the classes (41% vs. 32% overall).

The need for help with caring responsibilities was most strongly felt among female learners, who were more likely to suggest this spontaneously, and once prompted (11% and 33%). Older learners were more likely than average to want to study at times which suited them (15% of those aged 45 to retirement age and 13% of those aged 25-44 vs. 6% aged 19-24 spontaneously citing this as a reason).

Once prompted, younger learners were more likely to suggest that the course needed to be made more interesting (54% aged 19-24 vs. 38% aged 25 and over).

¹¹ 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

Around 827,104 learners were enrolled on a Level 2, Level 3 or Foundation Learning Tier FE course in November 2013. Of these, approximately 325,518 were eligible for the sample in that they:

- Enrolled on courses funded by the Adult Skills budget funded by YPLA/SFA, excluding UFI (FundModel = 35 AND (D_FEFund =1 OR 2 OR 3 OR 4) AND (UPIN <> 112390))
- Enrolled on a course at Level 2, Level 3, or Foundation Learning Tier (D_L2WID=100 OR D_L3WID=100 OR D_NOTIONLEV=0 OR D_NOTIONLEV=1 OR D_NOTIONLEV=9 (but exclude Level 'M' as determined by A09_title) (i.e. Levels 2 or 3 or Entry or Level 1 or Levels U/X).
- Were aged 19+ as of the start of their course (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

The quota targets for the survey were calculated to ensure a spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR, within level of learning.

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

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of FE course</i>					
Full Level 2	549	669	267	15	1,500
Full Level 3	835	498	163	4	1,500
Foundation Learning Tier (Maths and English)	152	514	179	14	859
Foundation Learning Tier (Other)	106	293	168	74	641
Total	1,642	1,974	777	107	4,500

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2, Full Level and Foundation Learning Tier (i.e. below level 2) classroom-based courses in Further Education as of November 1st 2013, based on ILR data. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling approximately 827,100 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
<i>Level of course</i>					
Full Level 2	123,330	150,155	59,943	3,442	336,870
Full Level 3	123,216	73,502	24,062	587	221,367
Foundation Learning Tier (Level 1)	26,457	63,763	27,598	7,072	124,890
Foundation Learning Tier (below Level 1)	19,698	81,084	34,553	8,642	143,977
Total	292,701	368,504	146,156	19,743	827,104

C - Sample outcomes and response rate

In total, c.27, 100 adult learners were called at least once for the survey, resulting in 4,500 complete interviews; this includes many for whom no definite outcome was achieved, or where sample was removed because quota targets had been achieved.

The response rate can be taken to be the number of completed interviews (4,500) as a proportion of all definite outcomes in scope (i.e. excluding wrong numbers or those not recalling the course detailed on the ILR). In effect, this is derived from the following calculation:

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

The response rate for this survey was **60%**.

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

Table D1 gives the statistical confidence associated with the first Full Level 2 incidence rates derived from the survey, for the key age groups. For example, for the Full Level 2 learners aged 19-24, we can be 95% confident that the true firstness figure lies within + or – 3.6% of the survey finding. For Level 2 learners aged 45 plus, the base number of interviews is smaller, and the confidence interval rises to +/- 5.3% (i.e. the range of results within which we can be 95% confident that the true result lies increases).

Table D1: Statistical confidence intervals associated with first Full Level 2 learning figures

Level of course	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with the number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,500	24.72%	+/-2.18%
	19-24	549	24.96%	+/-3.6%
	25-44	669	22.77%	+/-3.2%
	45 plus	282	29.03%	+/-5.3%
	25 plus	951	24.57%	+/-2.7%
Full Level 3	<i>All</i>	1,500	14.04%	+/-1.8%
	19-24	835	12.02%	+/-2.2%
	25-44	498	17.12%	+/-3.3%
	45 plus	167	15.39%	+/-5.5%
	25 plus	665	16.69%	+/-2.8%
Overall	<i>All</i>	3,000	20.47%	+/-1.4%

Table D2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 49.07% has a confidence interval of +/- 2.5% based on the sample of 1,500 learners surveyed. The incidence figure for the 45 plus age group should be treated with caution given the relatively wide confidence interval of +/-7.4%.

Table D2: Statistical confidence intervals associated with first Full Level 3 learning figures

Level of course	Age	Number of interviews	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
	<i>All</i>	<i>1,500</i>	49.07%	+/-2.5%
	<i>19-24</i>	<i>835</i>	53.87%	+/-3.4%
Full Level 3	<i>25-44</i>	<i>498</i>	44.67%	+/-4.4%
	<i>45 plus</i>	<i>167</i>	38.21%	+/-7.4%
	<i>25 plus</i>	<i>665</i>	43.05%	+/-3.8%

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

Table E1: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Level 2 learners aged 19 to 24

		All who completed or left course	In full time work	In part-time work	Self-employed
Base: answering**	All	245 %	128 %	88 %	DATA NOT SHOWN AS BASE <25
Less than £10,000		49	23	85	
£10,000 - £19,999		43	66	14	
£20,000 - £29,999		7	11	-	
£30,000 - £49,999		-	-	-	
£50,000 - £79,999		-	-	-	
£80,000 plus a year		*	-	1	
Summary: £20,000 plus		8	11	1	
Mean income***		11,100	13,800	7,200	

*= <0.5% but >0%

- = zero

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

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

Table E2: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Level 2 learners aged 25 plus

	All who completed or left course	In full time work	In part-time work	Self-employed
Base: answering**	552	313	161	56
<i>All</i>	%	%	%	%
Less than £10,000	32	10	68	37
£10,000 - £19,999	46	58	30	29
£20,000 - £29,999	17	26	1	20
£30,000 - £49,999	4	6	-	7
£50,000 - £79,999	*	*	-	-
£80,000 plus a year	1	-	-	7
Summary: £20,000 plus	22	32	1	34
Mean income***	15,100	18,300	8,300	19,600

*= <0.5% but >0%

- = zero

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

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

Table E3: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Level 3 learners aged 19 to 24

<i>Base: answering**</i>	<i>All</i>	All who completed or left course	In full time work	In part-time work	Self-employed
		362	167	154	DATA NOT SHOWN AS BASE <25
		%	%	%	
Less than £10,000		53	20	86	
£10,000 - £19,999		40	66	14	
£20,000 - £29,999		6	11	-	
£30,000 - £49,999		1	2	-	
£50,000 - £79,999		*	1	-	
£80,000 plus a year		-	-	-	
Summary: £20,000 plus		7	14	-	
Mean income***		10,600	14,900	6,400	

*= <0.5% but >0%

- = zero

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

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

Table E4: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Level 3 learners aged 25 plus

	All who completed or left course	In full time work	In part-time work	Self-employed
Base: All answering**	425 %	228 %	133 %	51 %
Less than £10,000	32	8	71	29
£10,000 - £19,999	45	57	28	43
£20,000 - £29,999	16	25	1	20
£30,000 - £49,999	6	9	1	6
£50,000 - £79,999	1	1	-	-
£80,000 plus a year	*	-	-	2
Summary: £20,000 plus	23	35	2	27
Mean income***	15,400	19,600	8,200	16,800

*= <0.5% but >0%

- = zero

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

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

Table E5: Personal income (annual) amongst those who had completed November 2013 course by the time of interview – Foundation Learning Tier Maths and English learners aged 19 to 24

	All who completed or left course	In full time work	In part-time work	Self-employed
Base: All answering**	% 34	DATA NOT SHOWN AS BASE <25		
Less than £10,000	68			
£10,000 - £19,999	32			
£20,000 - £29,999	-			
£30,000 - £49,999	-			
£50,000 - £79,999	-			
£80,000 plus a year	-			
Summary: £20,000 plus	-			
Mean income***	8,200			

*= <0.5% but >0%

- = zero

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

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

Table E6: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Foundation Learning Tier Maths and English learners aged 25 plus

<i>Base: answering**</i>	<i>All</i>	All who completed or left course	In full time work	In part-time work	Self-employed
		% 247	% 122	% 99	DATA NOT SHOWN AS BASE <25
Less than £10,000		47	16	85	
£10,000 - £19,999		42	68	13	
£20,000 - £29,999		10	15	2	
£30,000 - £49,999		1	2	-	
£50,000 - £79,999		-	-	-	
£80,000 plus a year		-	-	-	
Summary: £20,000 plus		11	16	2	
Mean income***		11, 600	15, 300	6,700	

*= <0.5% but >0%

- = zero

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

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

Table E7: Personal income (annual) amongst those who had completed November 2013 course by the time of interview – Other Foundation Learning Tier courses aged 19 to 24

	All who completed or left course	In full time work	In part-time work	Self-employed
<i>Base: All answering**</i>	<i>% 35</i>	<i>DATA NOT SHOWN AS BASE <25</i>		
Less than £10,000	57			
£10,000 - £19,999	37			
£20,000 - £29,999	6			
£30,000 - £49,999	-			
£50,000 - £79,999	-			
£80,000 plus a year	-			
Summary: £20,000 plus	6			
Mean income***	9,900			

*= <0.5% but >0%

- = zero

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

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

Table E8: Personal income (annual) amongst those who had completed November 2013 course by the time of interview - Other Foundation Learning Tier courses aged 25 plus

	All who completed or left course	In full time work	In part-time work	Self-employed
<i>Base: All answering**</i>	<i>% 203</i>	<i>% 97</i>	<i>% 74</i>	<i>DATA NOT SHOWN AS BASE <25</i>
Less than £10,000	32	5	62	
£10,000 - £19,999	41	55	27	
£20,000 - £29,999	16	24	5	
£30,000 - £49,999	9	14	4	
£50,000 - £79,999	1	2	-	
£80,000 plus a year	*	-	1	
Summary: £20,000 plus	27	40	11	
Mean income***	16,800	21,500	11,200	

*= <0.5% but >0%

- = zero

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

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

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

Table F1: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Foundation Learning Tier Maths and English course as of November 2013

		FLT Maths and English learners		
		All	19-24	25+
Base:		859	152	707
		%	%	%
GCSE English- Single Subject	A*/A	-	-	-
	B	1	1	*
	C	1	2	1
	D	2	5	1
	E/F/ G	2	8	1
GCSE English Language	A*/A	*	-	*
	B	*	-	1
	C	3	5	2
	D	2	4	1
	E/F/G	2	3	1
Basic Skills / English	Level 2	4	5	4
	Below Level 2	13	23	11
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	7	9	6
Level 2 Basic Skills or Maths and English	Level 2	4	5	4
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English	Level 1	13	23	11
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	6	11	5
No English qualification	None	69	49	73
English qualification but unknown level	Unknown Level	2	4	2

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

Table F2: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with an Other Foundation Learning Tier course as of November 2013

		Other FLT learners		
		All	19-24	25+
Base:		641	106	535
		%	%	%
GCSE English- Single Subject	A*/A	1	1	1
	B	1	3	1
	C	3	4	2
	D	1	4	1
	E/F/ G	3	8	2
GCSE English Language	A*/A	4	3	4
	B	5	5	6
	C	9	12	8
	D	3	8	2
	E/F/G	3	4	2
Basic Skills / English	Level 2	6	12	5
	Below Level 2	9	17	8
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	35	30	36
Level 2 Basic Skills or Maths and English	Level 2	5	10	4
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills / Maths and English)	Level 1	13	22	11
Entry level (1,2,3) Basic Skills / Maths and English	Entry Level	4	8	4
No English qualification	None	38	25	40
English qualification but unknown level	Unknown Level	5	5	5

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

Table F3: Prior Maths GCSE/O Level qualifications of adults engaged with a Foundation Learning Tier Maths and English course as of November 2013

		FLT Maths and English		
		All	19-24	25+
Base:		859	152	707
		%	%	%
GCSE Maths	A*/A	*	1	-
	B	1	-	1
	C	2	3	1
	D	3	6	2
	E/F/G	6	13	5
Basic Skills / Maths	Level 2	4	5	4
	Below Level 2	13	23	11
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	4	7	3
Level 2 Basic Skills or Maths and English	Level 2	3	3	3
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	15	26	12
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	5	12	4
No maths or numeracy qualification	None	71	47	76
Maths or numeracy qualification but unknown level	Unknown Level	3	5	2

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

Table F4: Prior Maths GCSE/O Level qualifications of adults engaged with an Other Foundation Learning Tier course as of November 2013

		FLT Other Foundation Learning Tier		
		All	19-24	25+
Base:		641	106	535
		%	%	%
GCSE Maths	A*/A	3	5	2
	B	6	3	7
	C	13	22	11
	D	6	9	6
	E/F/G	5	8	4
Basic Skills / Maths	Level 2	6	12	5
	Below Level 2	9	17	8
A*-C at either GCSE/ O Level or Grade 1 CSE	Level 2	32	31	32
Level 2 Basic Skills or Maths and English	Level 2	4	8	3
D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills or Maths and English)	Level 1	15	23	14
Entry level (1,2,3) Basic Skills or Maths and English	Entry Level	4	7	3
No maths or numeracy qualification	None	42	27	44
Maths or numeracy qualification but unknown level	Unknown Level	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). *= <0.5% but >0%

G – Learner demographics on the Individual Learner Record

Table G1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current survey (i.e. adults on Foundation Learning Tier Maths and English, Other Foundation Learning Tier, Level 2 or Level 3 classroom-based provision in November 2013), and compares this with the demographics of the weighted profile of the achieved interviews.

The gender profile for all learners in scope of the survey (i.e. all adults on the ILR on a classroom-based course in November 2013) was very similar to the weighted survey figures although the learners interviewed for Level 2 and Foundation Learning Tier non-Maths and English were *slightly* more skewed towards females.

In terms of ethnicity, the learners interviewed for the survey were more skewed towards non-White learners (33%) than all learners in scope of the survey (22%). This occurred across all levels.

Table G1: Demographic profile of adult FE learners

	Achieved Sample					All sample in scope				
	All	FLT Maths and English	FLT non-Maths and English	Full Level 2	Full Level 3	All	FLT Maths and English	FLT non-Maths and English	Full Level 2	Full Level 3
Base: All learners	4,500	855	640	1,500	1,500	827,104	149,350	119,517	336,870	221,367
	%	%	%	%	%	%	%	%	%	%
Age										
19-24	35	18	17	37	56	35	16	18	37	56
25-44	45	60	46	45	33	45	62	44	45	33
45 – retirement	18	21	26	18	1	18	20	27	18	11
Over retirement age	2	2	12	1	*	2	2	10	1	*
Gender										
Male	40	32	39	41	43	42	34	45	45	43
Female	60	68	61	59	57	58	66	55	55	57
Ethnicity										
White	65	45	67	72	67	76	50	74	82	84
Non-white	33	54	30	25	31	22	48	23	16	14
Asian	15	23	13	11	16	9	21	10	7	6
Black	12	20	12	9	10	8	15	8	6	5
Mixed / other	6	11	6	5	5	5	11	5	4	3
Not stated	2	2	2	2	2	2	2	3	1	1

*= <0.5% but >0%

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 <u>Q1c</u>
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

1d4a) IF TECHNOLOGY HELPFUL (Q1d4=1-2)
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 qualification.	26	2	A
<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

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

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

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

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

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

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

- 13) IF HAVE O LEVELS OR AO LEVELS (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 or 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 Baccaureate' AT Q5 ASK
Is your Welsh Baccaureate ... 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 Q30a ii

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

Further Education	1	Now check q30b
Key Stage 4	2	
Key Stage 3	3	
Key Stage 2	4	

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

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

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

CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

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

NOTE:

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

- 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

IF DON'T KNOW (OTHERS ASK Q34)

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

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

33a) CATI PUT ALL PEOPLE IN ONE CATEGORY:

Any vocational qualification (Q5 any marked with a V in final column)	1	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	

- 33b) DELETED
- 33bi) DELETED
- 33bii) DELETED
- 33b) DELETED
- 33c) DELETED
- 33d) DELETED
- 33e) DELETED
- 33f) DELETED
- 33g) DELETED
- 33h) DELETED
- 33i) DELETED
- 33j) DELETED
- 33k) DELETED
- 33l) DELETED
- 33m) DELETED
- 33n) DELETED

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)

<u>(ONLY IF AGE=4)</u> <u>Retired</u>	1
<u>ASK EXCEPT IF 33D=2</u> <u>Employed full time (30+ hours a week)</u>	2
<u>ASK EXCEPT IF 33D=2</u> <u>Employed part time (less than 30 hours a week)</u>	3
<u>ASK EXCEPT IF 33D=2</u> 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.

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

IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q38=7) ASK:

39) **When, if at all, do you expect to be available for work again...READ OUT**

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

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

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

- IF Q40=1 (YES)
- 41) **Which benefits or credits** [IF Q1a=1:are] [IF Q1a=NOT 1:were] **you receiving?** PROMPT IF NECESSARY

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

- ASK ALL 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

- 43) IF CAN PROVIDE PERSONAL INCOME (Q42=1/2/3)
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?

IF ONE OR MORE IN PAID WORK (Q47e=1 or more)
 Q47f) **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		

ASK IF LIVE WITH OTHERS AGED 16 PLUS IF IN PAID WORK (Q47e=1 or more)
 47c) **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

47d IF CAN PROVIDE (OR DON'T KNOW) HOUSEHOLD INCOME (Q47c=1/2/3/4)
 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

47da IF 'DON'T KNOW' AT Q47d
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



© Crown copyright 2016

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication available from www.gov.uk/bis

Contacts us if you have any enquiries about this publication, including requests for alternative formats, at:

Department for Business, Innovation and Skills
1 Victoria Street
London SW1H 0ET
Tel: 020 7215 5000
Email: enquiries@bis.gsi.gov.uk

BIS/16/192b