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Prior Qualifications of Adult  
Apprentices 2013/2014

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RESEARCH

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# Chapter 1: Executive Summary

This report presents the findings of research into the prior qualification levels of adults undertaking Level 2, Level 3 and Higher Apprenticeships in 2013/2014.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships for adults has been directed towards up-skilling individuals with lower level skill levels and re-skilling individuals who already held qualifications at that level.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships, Advanced Apprenticeships and Higher Apprenticeships in November 2013.

The survey was conducted in June-July 2015, and involved interviews with 3,500 learners.

## The profile of Apprentices

Adult learners on a Level 2 or 3 Apprenticeship in November 2013 were relatively evenly split between those aged under 25 (47%) and those older (53%; most of these (39%) aged 25-44). Among Higher Apprentices, Level 5 Apprentices were generally older than Level 4 Apprentices with 31% aged 45 plus (compared with 8% of those on Level 4 courses) and just 10% aged 19-24 (compared to 67% of Level 4 Apprentices).

Prior to the Apprenticeship, around one in five (22%) Level 2 Apprentices and one in ten (10%) Level 3 Apprentices had been unemployed and looking for work. Three in five (61%) adult Level 2 and 3 Apprentices that were based with an employer were already working for the employer when they started their Apprenticeship (a statistically significant decrease compared to the 79% found for the previous survey and the 85% in the year prior to that).

Around one in twelve (8%) Level 2 and Level 3 Apprentices left the course early along with 5% Level 4 and 12% Level 5 Apprentices. These Apprentices were asked what could have been done to help them to stay on the course. The most common response given by Level these learners (both spontaneously and prompted) was that they wanted more help from their employer (16% spontaneously, rising to 47% prompted). Higher Apprentices, on the other hand, were more likely to have wanted flexibility around when and where they could study: 45% wanted their course to provide more opportunity for studying at times which suited them better whilst 38% wanted it to be made easier to study at home.

## Levels of prior attainment amongst Level 2 and Level 3 adult Apprentices

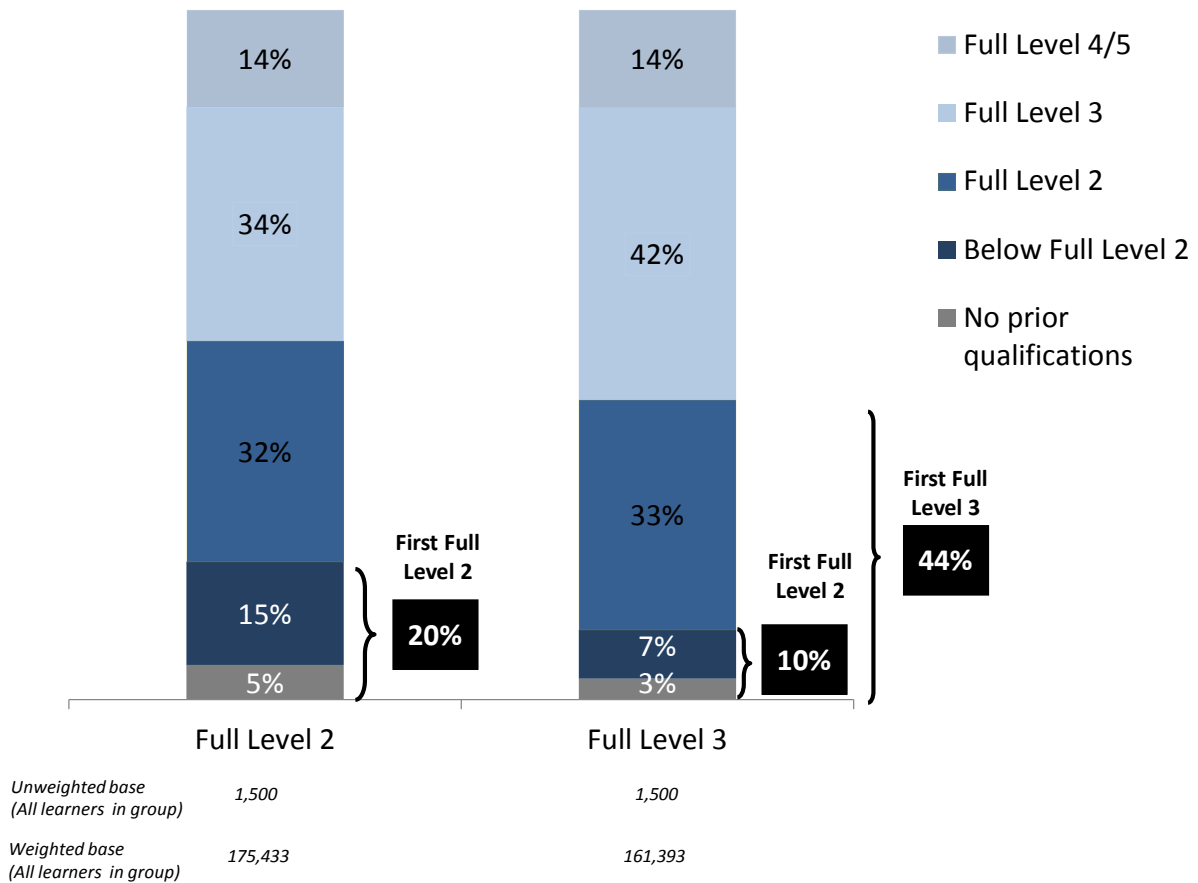
The survey results indicate that among the estimated 175,400 adult learners enrolled on a Full Level 2 Apprenticeship in November 2013, one in five (20%) were studying for their first Full Level 2 qualification. This represents approximately 35,300 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that four in five (80%) Level 2 learners already had a Full Level 2 qualification or higher before enrolling

on their course. The 20% firstness rate among Level 2 learners in the current 2013/14 survey was similar to that found in the previous survey (21% in 2012/13 survey).

The incidence of first Full Level 3 learning amongst Level 3 Apprentices is 44% which represents approximately 70,300 Level 3 learners who, if successful, would achieve their first Full Level 3 qualification. Although this proportion of Level 3 learners is lower than that found last year (47% of Level 3 Apprentices were studying towards their first Full Level 3 among the 2012/13 cohort), the difference is not statistically significant at the 95% confidence level.

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

**Figure 1.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2013**

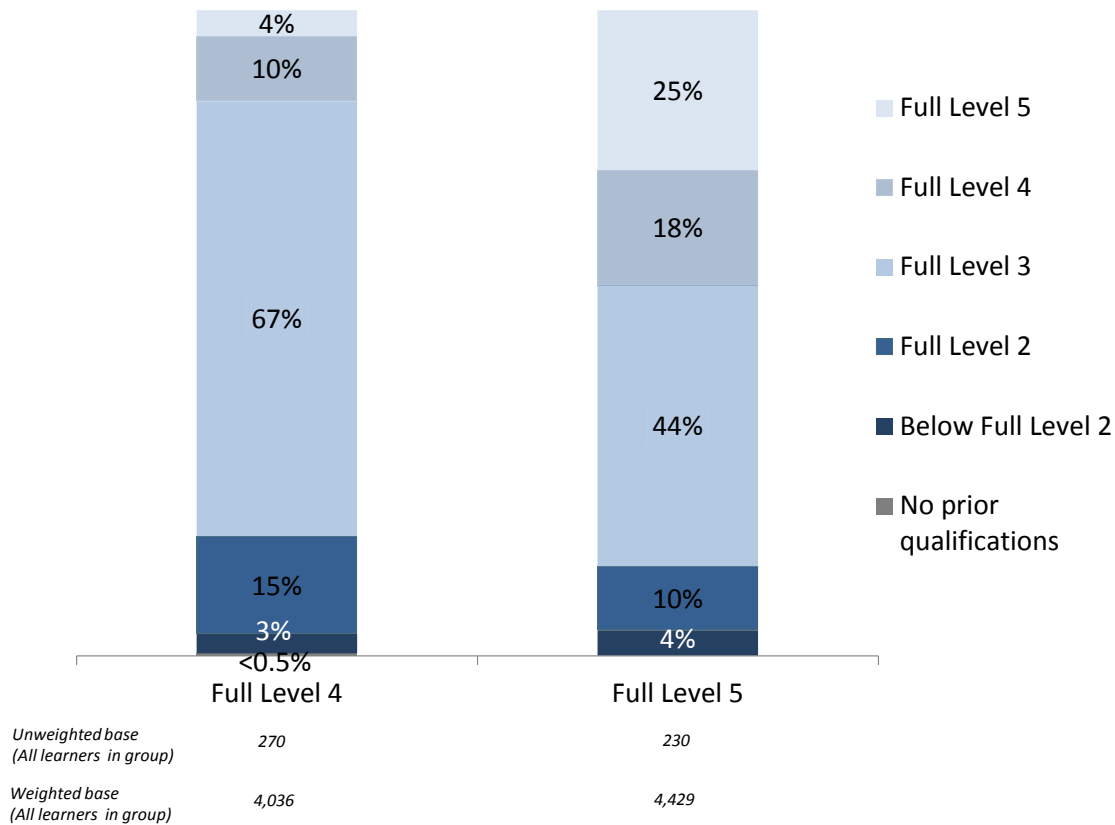


The incidence of first Full Level 2 learning among Level 2 Apprentices increases with age with fewer older learners already having prior qualifications at Full Level 2 (34% of those aged 45 plus compared with 26% of those aged 25-44 and 11% of those aged 19-24). This pattern is similar among Level 3 learners studying their first Full Level 3 qualification; with fewer older adults already holding Level 3 qualifications (53% of those aged 45 plus studying for their first Full Level 3 qualification compared with 44% of those aged 25-44

and 41% of those aged 19-24). 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.

Across Level 4 and Level 5 Apprentice provision combined, the majority (71%) had a Level 3 qualification or lower before starting their course. Figure 1.2 outlines the prior qualification levels among adults undertaking Level 4 and Level 5 Apprenticeships in November 2013.

**Figure 1.2: Highest level of prior attainment amongst adults undertaking Level 4 and Level 5 Apprenticeships in November 2013**



It should be noted, however, that Apprenticeships are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Apprenticeships provide a route for individuals to develop specific vocational skills in an applied work context, 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 through an Apprenticeship that is of direct relevance to their job role.

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

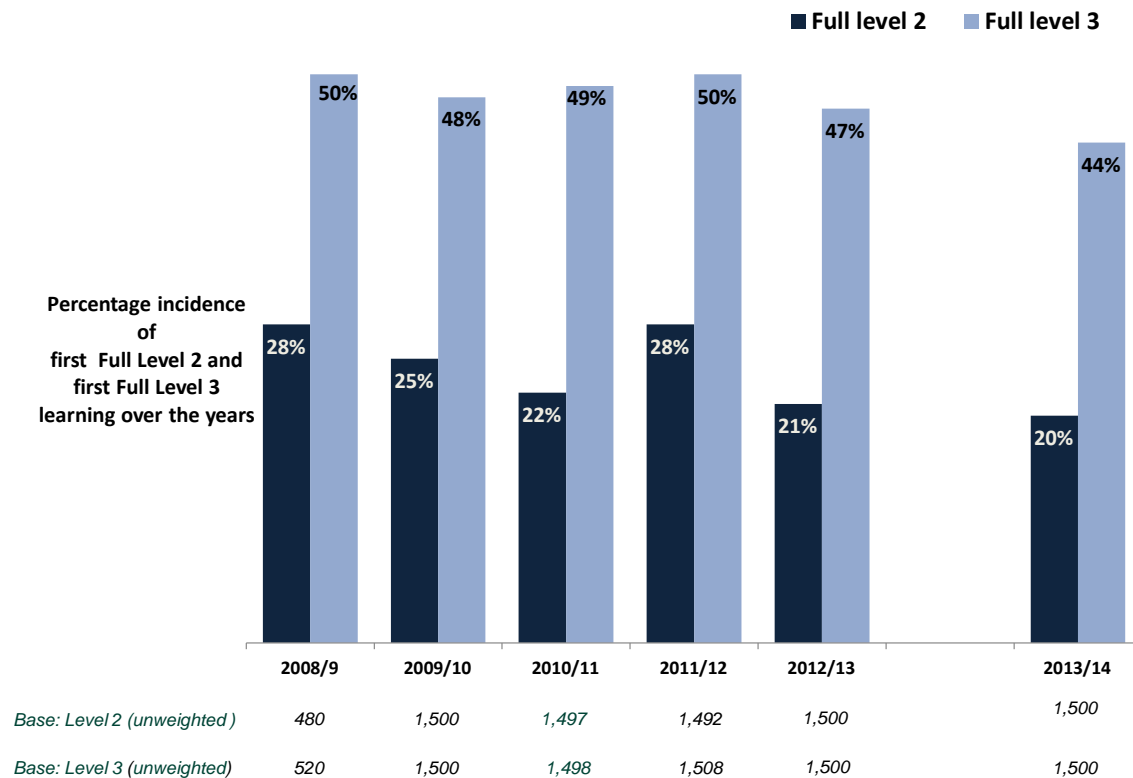
Over the last five years annual surveys have been conducted to measure the prior attainment profile of Apprentices. All surveys have used similar sample sizes and methodologies and hence allow comparisons to be made over time.

The proportion of Level 2 Apprentices undertaking their first Full Level 2 qualification (20% in 2013/14) is similar to that found in the previous survey (21% in 2012/13) though lower than in previous years.

The proportion of Level 3 Apprentices undertaking their first Full Level 3 qualification has decreased (44% in 2013/14 from 47% in 2012/13). This difference is not statistically significant at the 95% confidence level however.

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**





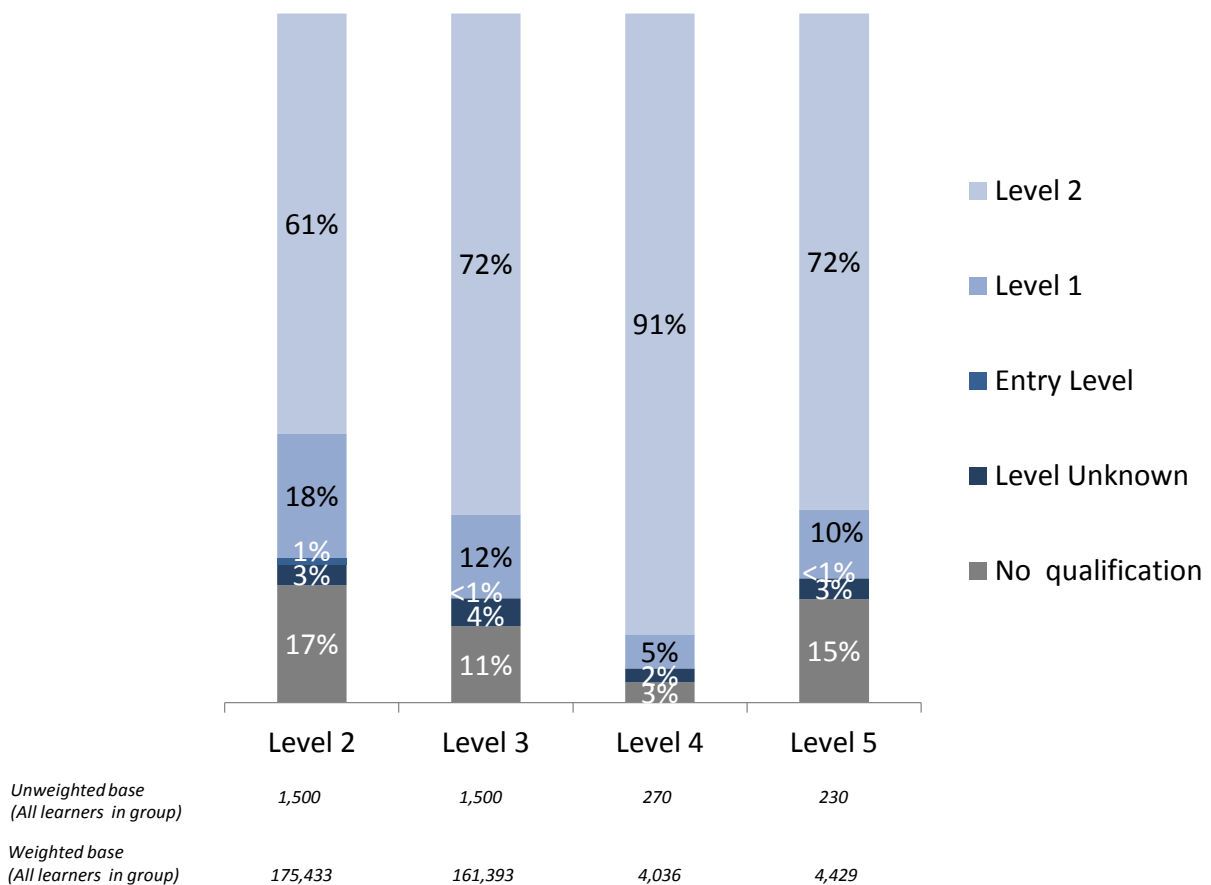
## Prior Maths and English qualifications held

Apprentices are expected to have a good basic standard of literacy and numeracy in order to be able to benefit from the course. Looking at English GCSE qualifications at grade C or above (or equivalent qualifications at Level 2) , Level 2, Level 3 and Level 5 Apprentices had broadly similar levels of prior attainment (83%, 89% and 85% respectively) although the difference between Level 2 and Level 3 is statistically significant. Level 4 Apprentices were much more likely than all other Apprentices to have such qualifications in English (97%).

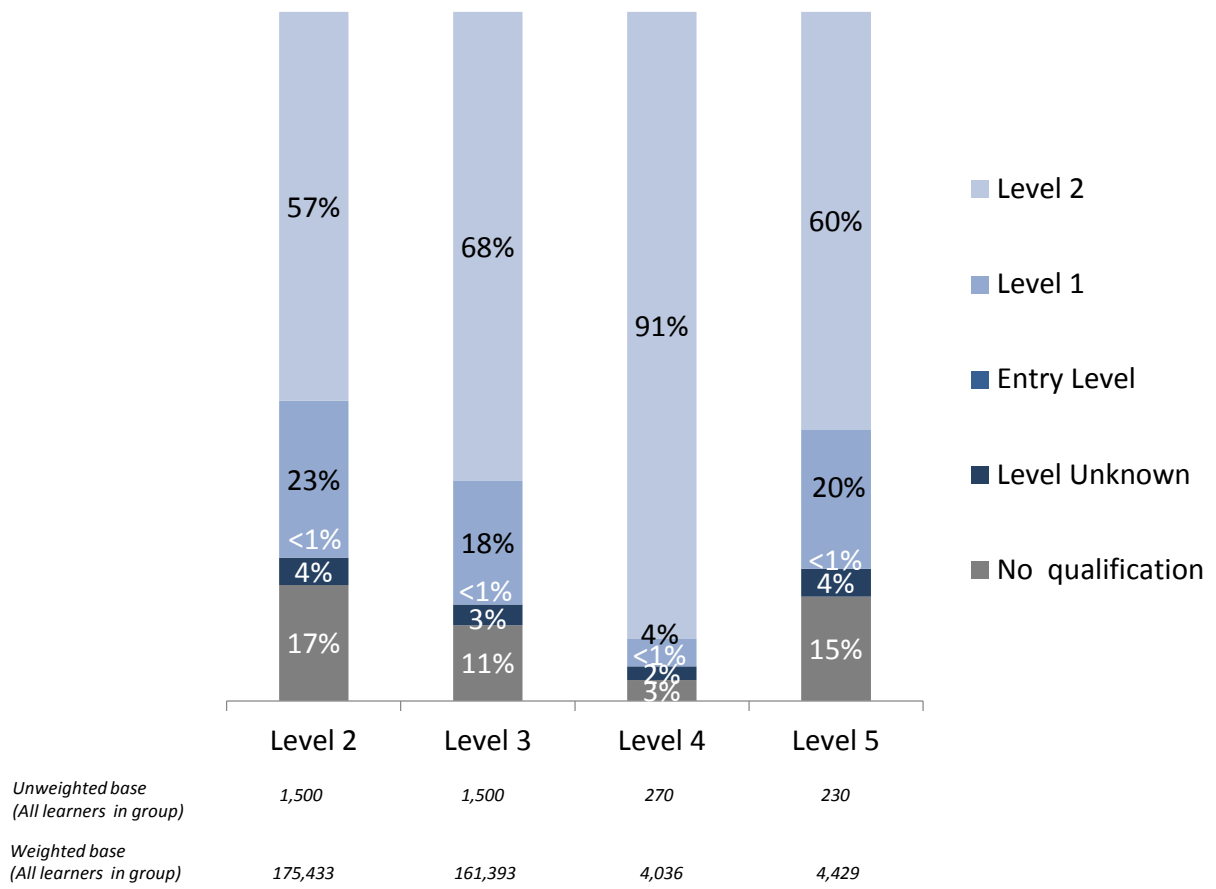
Regarding prior attainment in Maths GCSE qualifications at grade C or above (or equivalent qualifications at Level 2) the same pattern is evident; 83% of Level 2 Apprentices had these qualifications compared to 89% of Level 3 Apprentices, both of which are similar to the proportion among Level 5 Apprentices (89%); Level 4 Apprentices were the most likely to have this level of prior qualifications in Maths (97%).

Figure 1.3 and 1.4 show the Level of prior Maths and English qualifications among Level 2, Level 3, Level 4 and Level 5 Apprentices.

**Figure 1.3: Level of prior English qualifications amongst adults undertaking Level 2, Level 3, Level 4 and Level 5 Apprenticeships in November 2013**



**Figure 1.4: Level of prior Maths qualifications amongst adults undertaking Level 2, Level 3, Level 4 and Level 5 Apprenticeships in November 2013**



## Comparison of ILR and survey measures of prior attainment

An important aim of this research was determining the extent to which survey-based information on prior qualifications matches that shown on the Individual Learner Record (ILR), which is completed by providers when a learner enrolls.

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. Since 2008/09, when the Prior Qualification survey began among Apprentices, the ILR and the survey data have agreed on the specific level of prior qualification in around a third of cases (37% in 2008/09, 31% in 2009/10, 35% in 2010/11, 35% in 2011/12, and 33% in 2012/13). This current survey (2013/14) found a similar level of agreement (33%).

This survey again suggests that the ILR underreports the qualifications levels of adult Apprentices: of the 3,000 Level 2 and Level 3 Apprentices interviewed for the survey the ILR indicated that over three-fifths (64%) had a prior qualification at Level 2 or above, much lower than the 85% derived from learner responses to survey questions. In a similar way, of those learners identified in the ILR as studying for their first full Level 2 qualification, in approaching three in four cases (72%) the survey found these learner to have prior attainment at Level 2 or higher.

Looking back to the first Apprenticeship survey conducted in 2009/2010 (among learners on provision in late 2008), the discrepancy in the incidence of First Full Level 2 attainment among level 2 learners recorded on the ILR and in the survey results has fluctuated somewhat – ranging from 19 to 29 percentage points higher on the ILR – and currently sits towards the higher end of this range (26 percentage points higher on the ILR). Similarly, the difference in first Full Level 3 learning among level 3 learners has ranged from 30 to 38 percentage points higher on the ILR and is currently at 36 percentage points higher.

## Motivations for learning

Higher Level Apprentices were more likely than their Level 2 and Level 3 counterparts to have started the course for job or career-related reasons with 94% of Level 4 Apprentices motivated by such reasons and 90% of Level 5 Apprentices by such reasons compared to 79% of full Level 2 learners and 86% of full Level 3 learners.

# Chapter 2: Introduction

This report presents the findings of research into the prior qualification levels of adults undertaking Level 2, Level 3 and Higher Apprenticeships in 2013/2014.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults and the demographic profile of Apprentices. 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 Apprenticeships has been directed towards up-skilling individuals with lower skill levels and re-skilling individuals who already held qualifications at that level.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships, Advanced Apprenticeships and Higher Apprenticeships in November 2013.

## 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, skills remain an area where Britain has performed relatively poorly compared with key economic competitors. Recent 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 1992<sup>1</sup>, and 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 countries<sup>2</sup>.

Previous Prior Qualifications surveys (dating back to 2008) have been used to measure the proportion of adults on Level 2 and Level 3 Apprenticeships (and also Adult Learner Responsive and funded Workplace Learning from surveys dating back to 2005) who were studying their first Full Level 2 or 3 qualifications, and who were thereby contributing to the overall upskilling of the adult population<sup>3</sup>. The previous government set targets for the proportion of working age adults to be qualified to particular levels by particular dates. Although these targets were not continued by the Coalition government, it maintains an interest in upskilling the population, and hence information provided by the Prior Qualifications Survey remains relevant to current policy.

In defining 'those who need it most', a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications. One key measure used in this

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<sup>1</sup> <http://www.ons.gov.uk/ons/rel/icp/international-comparisons-of-productivity/2013---first-estimates/stb-icp1014.html>

<sup>2</sup> UK Skills Levels and International Competitiveness 2013, UKCES, 2014

<sup>3</sup> <https://www.gov.uk/government/publications/prior-qualifications-of-adult-apprentices-2012-to-2013>

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, five surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Apprenticeships at Level 2 and 3. Each of these surveys have revealed that the bulk of Level 2 and Level 3 adult Apprenticeships were being undertaken by people who were already qualified to at least Level 2. For instance, the 2011/12 and 2012/13 surveys found that around four-fifths of those undertaking a Level 2 Apprenticeship already held a qualification at Full Level 2 when they enrolled (79% for those on provision in November 2011 as well as those on provision in 2012).

It should be noted, however, that Apprenticeships are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Apprenticeships provide a route for individuals to develop specific vocational skills in an applied work context, 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 through an Apprenticeship that is of direct relevance to their job role.

This current survey is the first in the Prior Qualifications data series to include Higher Apprentices (Level 4 and Level 5 Apprentices) in the survey.

## Methodology

Around 345,300 learners were enrolled on a Level 2, Level 3 or Higher (Level 4 or Level 5) Apprenticeship in November 2013. Of these, approximately 160,000 were eligible for the sample in that they:

- Were enrolled on provision at Full Level 2 or Full Level 3 in November 2013; and
- Had not indicated that they were unwilling to be contacted for survey work; and
- A contact telephone number was supplied on the Individualised Learner Record (ILR).

A total of 3,500 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking a Level 2 Apprenticeship, Level 3 Advanced Apprenticeship or Level 4 or Level 5 Higher Apprenticeship in November 2013.

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 1<sup>st</sup> June to 21<sup>st</sup> 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 by the level of the Apprenticeship, quotas were set on an interlocking age by learning level matrix. 1,500 interviews were allocated to the Level 2 Apprenticeship group, 1,500 to the Level 3 Apprenticeship group, and 500 to Higher Apprenticeships. Within these three groups, interviews were assigned to age (19-24, 25-44, 45-retirement age, and over

retirement age) to the exact proportion of the ILR population. Further details on the quotas are appended (Appendix B).

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

To allow estimates to be made from the survey results for the whole adult Level 2 to Level 5 Apprentice learner population, the survey results were grossed up at the analysis stage to the full profile of adult Apprentices in November 2013. This grossing up process was done by age within level (separately for Level 2, Level 3, Level 4 and Level 5) to ensure the profile of learners was representative by these variables. Note that bases for findings are shown unweighted in charts and tables to indicate the raw number of interviews on which data is based.

The report compares findings with five previous studies conducted by IFF Research in 2008/9, 2009/10, 2010/11, 2011/12 and 2012/13. In each case, the survey consisted of Apprentices on provision in November in the first of the two years. As this is the first report in the data series to include Higher Apprentices, comparisons between datasets are only made for Level 2 and Level 3 Apprentices.

## **The report structure**

The report will first discuss Level 2 and Level 3 Apprentices before going on to report on Higher Apprentices in Chapter 7.

Chapter 3 briefly discusses the profile of Level 2 and Level 3 learners covered in the survey in terms of demographics (age, gender, ethnicity, and region), economic activity at the time of the survey and the proportion receiving benefits / tax credits, and personal income level.

Chapter 4 then presents findings on the prior qualification level of Level 2 and Level 3 Apprentices, 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 and Basic Skills. Time series data on Level 2 and Level 3 firstness from Prior Qualifications Surveys going back to 2008/9 is also presented.

Chapter 5 compares the survey assessment of the prior qualification level of Level 2 and Level 3 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 Level 2 and 3 Apprenticeships, specifically the job or career related reasons that led to their enrolment before going on to discuss how Apprentices chose their course and what could have helped those who left the course early stay on and complete their Apprenticeship.

Chapter 7 focuses on Higher Apprentices (i.e. all Level 4 and Level 5 Adult Apprentices who were included in the current 2013/14 survey). It describes the demographic profile of adults (aged 19+) undertaking Level 4 and Level 5 Apprenticeships, before going on to explore their prior qualifications and reasons for starting their Higher Apprenticeship. It also discusses what Higher Apprentices who left their course early felt could have been done to help them stay on and complete their course.

# Chapter 3: The profile of Level 2 and 3 adult Apprentices

This chapter describes the demographic profile of adults (aged 19+) undertaking Level 2 and Level 3 Apprenticeships. It also provides further socioeconomic context on the income and work status of these Apprentices, and whether they were receiving state benefits or tax credits at the time of the interview.

The data presented in this chapter represents the population characteristics of Apprentices after the survey data has been grossed up to represent the full population of adults on Level 2 or 3 Apprenticeship provision in November 2013.

## The demographic profile of Full Level 2 and Full Level 3 Apprentices

The profile of adults undertaking Apprenticeships in November 2013 is shown in Table 3.1, where data on the age, gender and ethnicity profiles is presented.<sup>4</sup> This demographic information is drawn from the Individual Learner Record (ILR).

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<sup>4</sup> Note that the survey data has been weighted to represent the population in terms of age and level of learning. The weighting does not take into account gender and ethnicity, hence these figures should be treated as a guide rather than an accurate description of the gender and ethnicity profile of the full learner population.



**Table 3.1: Demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2013**

	All Level 2 and Level 3 Apprentices 3,000 %	Level of Apprenticeship	
		Full Level 2 1,500 %	Full Level 3 1,500 %
<b>Age</b>			
19-24	47	48	45
25-44	39	37	41
45-retirement	14	15	14
Over retirement age	*	*	*
<b>Gender</b>			
Male	54	55	53
Female	46	45	47
<b>Ethnicity</b>			
White	88	87	89
Non-white	10	11	9
Asian	5	6	3
Black	4	4	4
Mixed / other	2	2	2
Not stated	1	1	1

\*= <0.5% but >0%

Adults aged under 45 made up the majority of learners on Apprenticeships in November 2013, with almost half aged under 25 (47%) and two-fifths aged 25-44 (39%). Around one in seven learners were aged 45 plus (15%). There was little difference in the age profile by level.

There have been some statistically significant changes in the age and gender profile of Apprentices in comparison to the last Prior Qualifications survey (2012/13). Table 3.2 compares the age and gender profile of adult Apprentices on provision in November 2013 for this year's survey, with those enrolled on the same type of provision in November 2012.<sup>5</sup>

<sup>5</sup> The change in the gender profile of survey respondents does not reflect a change in the ILR-profile and is a result of the fact that gender is not controlled for in the survey quotas or weighting and was allowed to fall out naturally. Gender does not appear to have a significant impact on the findings, as there are few differences by gender throughout the survey. Importantly, the key firstness figure (Table 4.3) shows no difference by gender.

**Table 3.2: Demographic profile of Apprentices - comparison between 2012/13 and 2013/14 cohorts**

	All Level 2 and Level 3 Apprentices		Level of Apprenticeship			
	2012/13	2013/14	Full Level 2		Full Level 3	
			2012/13	2013/14	2012/13	2013/14
<b>Base: All Apprentices</b>	<b>3,000</b>	<b>3,000</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>	<b>1,500</b>
	%	%	%	%	%	%
<b>Age</b>						
19-24	43	47	44	48	42	45
25-44	41	39	39	37	43	41
45 – retirement	16	14	17	15	14	14
Over retirement age	*	*	1	*	*	*
<b>Gender</b>						
Male	43	54	50	55	35	53
Female	57	46	50	45	65	47

\*= <0.5% but >0%

Over recent years the data series have revealed a trend showing adult Apprentices having an increasing older age profile: 70% of adult Apprentices in 2009/10 were aged under 25, falling to 65% in 2010/11, 44% in 2011/12, and 43% in 2012/13. The current 2013/14 data reverses this trend by showing a shift towards a younger profile among both Level 2 and Level 3 Apprentices (47% were aged under 25).

Table 3.3 shows the regional split within the weighted population of adult Apprentices. The regional profile is very similar across both Level 2 and Level 3 Apprenticeship groups.

**Table 3.3: Regional profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2013**

	All Level 2 and Level 3 Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
<i>Base: All Apprentices</i>	<b>3,000</b> %	<b>1,500</b> %	<b>1,500</b> %
East of England	10	10	9
East Midlands	7	7	7
Greater London	12	11	12
North East	7	8	7
North West	20	19	21
South East	11	12	11
South West	11	11	11
West Midlands	11	11	11
Yorkshire and Humberside	11	10	11
Not Known	1	1	*

\*= <0.5% but >0%

## Economic indicators

This section focuses on income levels, benefit receipt, and whether adult Apprentices had worked for their employer prior to undertaking the Apprenticeship and for how long. All data is based on the weighted survey findings.

The vast majority (94%) of Apprentices reported that they were based with an employer when they undertook the Apprenticeship. All Apprenticeships should now be employer-led; the 6% who stated they were not based with an employer when they undertook the Apprenticeship therefore either did not fulfil this requirement or were mistaken in their understanding.

Three in five (61%) adult Level 2 and 3 Apprentices that were based with an employer were already working for the employer when they started their Apprenticeship (a statistically significant decrease compared to the 79% found for the previous survey and the 85% in the year prior to that).

As shown in Table 3.4, adult Level 2 and Level 3 learners who were already working for their employer when they started their Apprenticeship had typically spent more than a year working for this employer before starting their Apprenticeship (66%). This was more common among Level 3 Apprentices (69%) than those undertaking a Level 2 Apprenticeship (62%) as was the case in the previous Prior Qualifications survey (2012/13).

**Table 3.4: Length of time spent working with their employer before starting the Level 2 or Level 3 Apprenticeship**

	All Level 2 and Level 3 Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
<i>Base: Apprentices based with an employer where they were already working previously</i>	<b>1,845</b>	<b>910</b>	<b>935</b>
	%	%	%
Less than a month	3	2	3
1-3 months	7	8	7
4-6 months	10	11	8
7-9 months	4	4	4
10-12 months	10	11	9
More than a year	66	62	69
Don't know	1	1	1

Table 3.5 shows what Apprentices who were recruited specifically into their Apprenticeship (31% of all Level 2 or Level 3 Apprentices) were doing before being taken on. Overall, two-fifths (40%) were in some form of paid work, more often in a job that did *not* provide training (21%) than one that did provide a substantial element of training (16%), for whom their Apprenticeship might be a continuation of structured work based learning.

Almost two-fifths of Level 2 and 3 Apprentices were in full time education prior to their Apprenticeship (39%). As with 2012/13 learners, this was statistically more likely to be the case amongst adults recruited to a full Level 3 programme (49% vs. 30% amongst those recruited to a Level 2 Apprenticeship). Around one in six (16%) had been unemployed and looking for work before being recruited to the Apprenticeship, a situation much more likely to have occurred amongst Level 2 Apprentices (22% vs. 9% amongst those on Level 3 provision).

**Table 3.5: Main activity before being recruited specifically into Level 2 or Level 3 Apprenticeship**

	All Level 2 and Level 3 Apprentices	Level of Apprenticeship	
		Full Level 2	Full Level 3
<b><i>Base: Apprentices based with an employer who were specifically recruited as apprentices</i></b>	<b>926</b>	<b>444</b>	<b>482</b>
	%	%	%
In full time education	39	30	49
In a job that did not provide training	21	23	19
In a job that provided a substantial element of training	16	16	15
Unemployed and looking for work	16	22	9
Self employed	1	2	1
In voluntary or unpaid work	1	1	1
Looking after the family or home	1	1	*
In a job (training unspecified)	2	2	1
Something else	3	3	4
Don't know	1	1	*

\*= <0.5% but >0%

An overview of the employment status of adult Apprentices is provided in Table 3.6, including a summary of whether the Apprentice was economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in June/July 2015. At this point, some of the learners were still undertaking the same Apprenticeship that they were engaged with in November 2013, but others had moved on – in total 11% of all Level 2 and 3 adult Apprentices surveyed were still undertaking their Apprenticeship at the time of interview, rising to one in eight (13%) of those on Level 3 provision.

The figures in the final three columns of Table 3.6 are based just on those that had completed their Apprenticeship or left the course without completing it by the time of the interview.

**Table 3.6: Economic activity of Level 2 and Level 3 Apprentices at the time of interview**

	All Level 2 and Level 3 Apprentices			Those who had completed or left the Nov. 2013 Apprenticeship		
	All 3,000 %	Full 2 1,500 %	Full 3 1,500 %	All 2,653 %	Full 2 1,354 %	Full 3 1,299 %
Still studying on Nov. 2012 Apprenticeship	11	10	13	-	-	-
<b>Economically active</b>	<b>86</b>	<b>87</b>	<b>85</b>	<b>97</b>	<b>97</b>	<b>98</b>
Employed full-time	67	65	70	76	72	81
Employed part-time	10	12	8	12	14	9
Self-employed	3	3	3	4	4	4
Employed on a zero hours contract	2	2	1	2	2	1
On a government-supported training and employment programme	*	*	*	*	*	*
Unemployed though looking and available for work	3	4	2	3	4	2
Doing unpaid family work	*	*	*	*	*	*
<b>Economically inactive</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
Retired	*	*	*	*	*	-
Unemployed but not looking or not available for work	1	2	1	1	2	1
None of the above	2	2	1	2	2	1

\* = &lt;0.5% but &gt;0%

- = zero

Looking at the employment outcomes of those who had completed or left their course three-quarters were employed full-time (76%), with a further one in six working either part-time (12%), on a self-employed basis (4%) or on a zero hours contract (2%). Including those in training or unemployed but available and looking for work gives the proportion of ex-Apprentices who are 'economically active' as 97%. The economic activity of those who had completed or left provision was similar across Level 2 and Level 3 learning.

Only 1% of all Level 2 and 3 Apprentices were not looking or available for work at the time of the survey, and most of these anticipate that they will be available for work again within the next five years (52% within the next two years, and a further 23% within the next five years).

Reflecting the high employment rates amongst those no longer undertaking their Apprenticeship, only a small minority of Level 2 and 3 Apprentices (6%) said that they were claiming any form of benefit or tax credit at the time the survey was conducted. This was similar to that found in the 2012/13 survey where the comparative figure was 8%.

As shown in Table 3.7, those who had completed or dropped out of the course and had *not* secured work were, unsurprisingly, more likely than average to be in receipt of benefits or tax credits (12%, compared to 5% of those who left the course and were working).

**Table 3.7: Proportion of Level 2 and Level 3 Apprentices in receipt of benefits at the time of the survey**

	All Level 2 and Level 3 Apprentices	Still on Nov 2012 Apprenticeship	Completed or left Apprenticeship – in work	Completed or left Apprenticeship – not in work
<b>Base:</b>	<b>3,000</b> %	<b>347</b> %	<b>2,478</b> %	<b>169</b> %
<b>Receiving any benefits or credits</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>12</b>
Tax Credits	3	3	3	4
Housing Benefit	2	1	2	4
Job Seekers Allowance	1	*	1	2
Child Benefit	1	1	1	2
Income Support	*	*	*	*
Council Tax Benefit	*	-	*	1
Industrial injuries Disablement Benefit	*	-	*	-
Disability Living Allowance	*	*	*	1
Employment and Support Allowance	*	-	-	*
Maternity Allowance	*	-	*	-
<b>Not receiving any benefits or credits</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>87</b>

\*= <0.5% but >0%

- = zero

Table 3.8 shows the personal annual income of those individuals who had completed or left their original Apprenticeship by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £20,000 per year (75%, including 15% on less than £10,000 and 60% of £10,000-£19,000). The survey recorded the highest personal incomes where Apprentices were working on a self-employed basis (43% earning £20,000 or more).

**Table 3.8: Personal income (annual) amongst Level 2 and Level 3 Apprentices who had completed or left November 2012 Apprenticeship by the time of interview**

	<b>All who completed or left Apprenticeship</b>	<b>In full time work</b>	<b>In part-time work</b>	<b>Self-employed</b>
<b>Base: All answering**</b>	<b>2,129</b> %	<b>1,747</b> %	<b>257</b> %	<b>80</b> %
Less than £10,000	15	6	68	12
£10,000 - £19,999	60	66	29	44
£20,000 - £29,999	20	23	2	36
£30,000 - £49,999	4	5	-	8
£50,000 - £79,999	*	*	-	-
£80,000 plus a year	*	*	*	-
Summary: £20,000 plus	25	28	3	43
Mean income***	£16,800	£18,100	£8,700	£19,200

\* = &lt;0.5% but &gt;0%

- = zero

\*\*Excludes those refusing (12% 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 Level 2 and Level 3 Apprentices

This chapter presents findings on the prior qualification levels of Level 2 and 3 adult Apprentices, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 or first Full Level 3 qualification.

Throughout the report it should be noted that we use the term ‘first Full Level 2 qualification’ to mean any learning at Level 2 or above where the learner’s highest prior qualification was below Full Level 2. It includes those learners studying a Level 2 Apprenticeship whose prior highest qualification was below this level, but also learners studying a Level 3 Advanced Apprenticeship with no prior qualification at Full Level 2. When firstness is discussed, the report indicates whether the discussion relates to firstness among Level 2 or Level 3 Apprentices.

## Determining the level of highest prior qualification

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

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

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

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

Slightly different figures result depending on how ‘other qualifications’ are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores ‘other’ qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an ‘other’ qualification is the only qualification an individual says they have, then it is assigned to a

level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-‘other’ qualifications are also assigned to levels in set ratios, as follows:

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

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

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

Under the default procedure for calculating highest prior attainment, those people who said that their highest prior qualification was from an Apprenticeship are allocated at random to either Level 2 or Level 3 categories. However, the survey does collect more detail on whether the prior Apprenticeship undertaken was at Level 2 or Level 3, allowing a more accurate depiction of progression from one Apprenticeship to another. Because of the focus on Apprenticeships in this element of the survey, at certain points in this section (including Tables 4.5 and 4.6) we depart from the standard LFS-style procedure and instead give a wider estimate of how many individuals already had an Apprenticeship prior to enrolment.

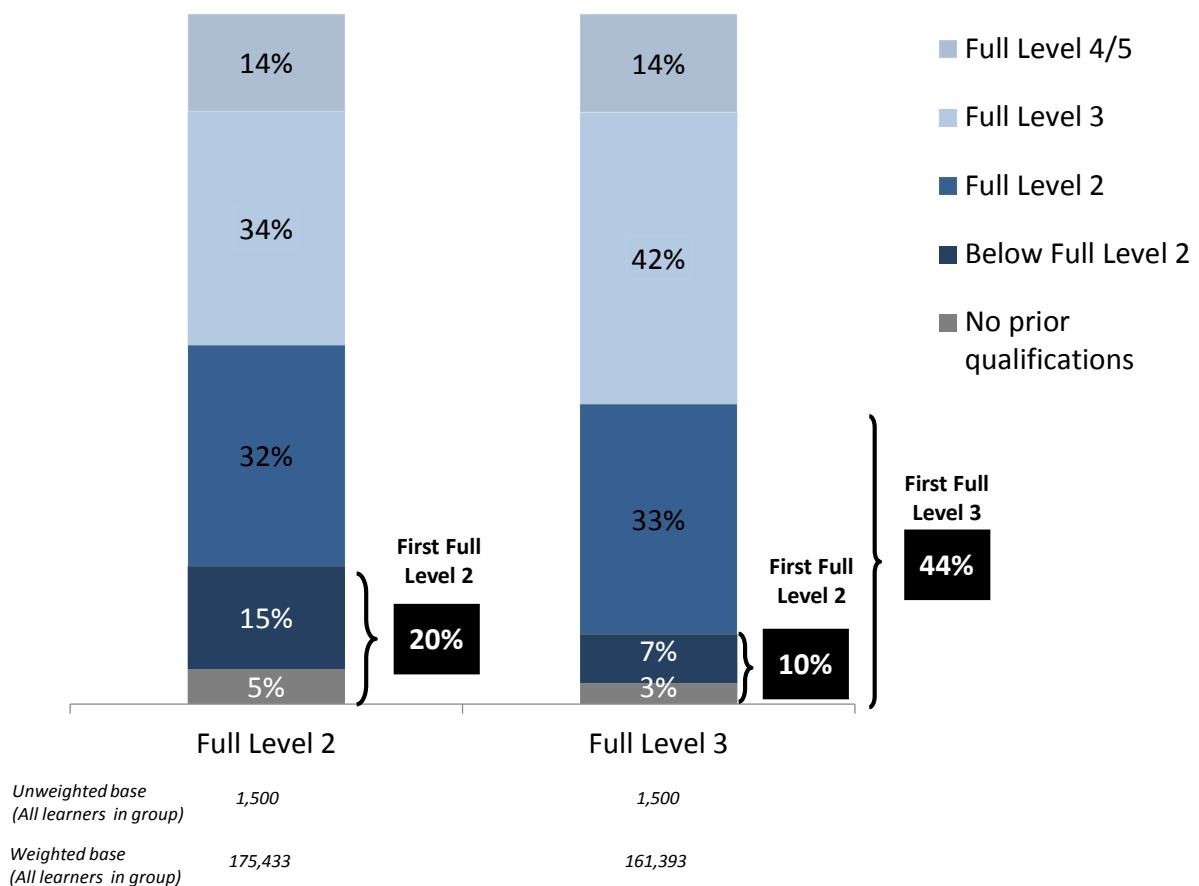
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5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

comparability with the prior attainment field on the ILR and previous research in this series.<sup>6</sup>

### Levels of prior attainment of Level 2 and 3 adult Apprentices

The profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2013, in terms of their highest level of prior attainment, is shown in Figure 4.1. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

**Figure 4.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2013**



The survey results indicate that among the estimated 175,400 adult learners enrolled on a Full Level 2 Apprenticeship in November 2013, one in five (20%) were studying for their first Full Level 2 qualification. This represents approximately 35,300 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that four in five

<sup>6</sup> 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.

(80%) Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course. The 20% firstness rate among Level 2 learners in the current 2013/14 survey was similar to that found among Level 2 learners in the previous survey (21% in 2012/13 survey).

The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower at 10% (broadly similar to 12% found in 2012/13). Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

The incidence of first Full Level 3 learning amongst Level 3 Apprentices is 44% which represents approximately 70,300 Level 3 learners who, if successful, would achieve their first Full Level 3 qualification. Although this proportion of Level 3 learners is lower than that found last year (47% of Level 3 Apprentices were studying towards their first Full Level 3 among the 2012/13 cohort), the difference is not statistically significant at the 95% confidence level.

Across Level 2 and Level 3 Apprentice provision combined, the incidence of first Level 2 learning revealed by the survey was 15% (which corresponded to approximately 51,500 learners), similar to the 16% found for the previous 2012/13 cohort (corresponding to approximately 53,900 learners).

Table 4.1 gives the statistical confidence associated with the 2013/14 findings given the number of interviews conducted. For example, for the Level 2 Apprenticeship group, we can be 95% confident that the true firstness figure lies within + or - 2.0% of the survey finding.

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

<b>Level of Apprenticeship</b>	<b>Number of interviews</b>	<b>No. of first Full Level 2 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 2</b>	<b>Confidence intervals associated with number of interviews conducted (95% confidence level)</b>
Level 2	1,500	35,300	20.14%	+/-2.0%
Level 3	1,500	16,300	10.12%	+/- 1.5%
Overall	3,000	51,700	15.30%	+/- 1.3%

*Note: The numbers of first Full Level 2 learners have been rounded to the nearest 100.*

## **The incidence of first Full Level 2 and Full Level 3 learning – differences 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 Apprentice. The incidence of first Full Level 2 learning among Level 2 Apprentices increases with age with fewer older learners already having prior qualifications at Full Level 2. For instance, over twice as many Level 2 Apprentices aged

25-44 (26%), and three times as many Apprentices aged 45+ (34%), were undertaking their first Full Level 2 qualification than was the case among those aged 19-24 (11%).

As with the overall rate of full Level 2 firstness among Level 2 Apprentices, the rates of firstness across the different age bands are very similar to those found in the previous 2012/13 survey.

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

	<i>Base</i>	<b>No. of first Full Level 2 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 2</b>	<b>No. of first Full Level 3 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 3</b>
<b>Level 2 overall</b>	1,500	<b>35,300</b>	<b>20%</b>		
19-24	718	9,600	11%		
25-44	552	16,900	26%		
45 plus	230	9,100	34%		
Summary: 25 plus	782	25,900	28%		
<b>Level 3 overall</b>	1,500	<b>16,300</b>	<b>10%</b>	<b>70,300</b>	<b>44%</b>
19-24	680	4,800	7%	29,800	41%
25-44	612	8,100	12%	28,700	44%
45 plus	208	3,500	16%	11,800	53%
Summary: 25 plus	820	11,600	13%	40,600	46%

*Note: The numbers of first Full Level 2 / first Full Level 3 learners have been rounded to the nearest 100.*

A similar pattern can be observed for Level 3 provision: approximately twice as many Apprentices aged 25+ (13%) were undertaking their first Full Level 2 qualification than was the case among those aged 19-24 (7%). Hence up-skilling is more likely to be occurring among older learners.

Although the overall rate of Level 2 firstness among Level 3 Apprentices is broadly similar among November 2013 Apprentices as 2012 learners (10% and 12% respectively), there has been a statistically significant decrease in the Level 2 firstness rates of Level 3 learners aged 45 plus, from the 23% found for the 2012/13 cohort to the current 16% (bringing it closer in line with the 15% found in the year before that (2011/12 learners)).

There are also significant differences between age groups in the incidence of first Level 3 learning amongst those undertaking Level 3 Apprenticeships. A significantly higher proportion of those aged 45 plus were studying for their first Full Level 3 qualification

(53%) than found among those aged 25-44 (44%) and those aged 19-24 (41%). The difference between the two younger age bands was not statistically significant.

Although, overall, the proportion of Level 3 learners undertaking their first Full Level 3 (44%) was broadly similar to 47% in 2012/13). Level 3 learners aged 25-44 and those aged 45 plus were less likely to already have prior qualifications at Level 3 or higher in the current study (44% aged 25-44 and 53% aged 25-44 compared with 51% aged 25-44 and 63% aged 45 plus among those in learning in November 2012). In contrast, the current data indicates a higher proportion of younger learners already holding qualifications at Level 3 or above (41% in November 2013 compared with 36% in November 2012) although this difference is not statistically significant.

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

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

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

	<i>Base</i>	<b>No. of first Full Level 2 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 2</b>	<b>No. of first Full Level 3 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 3</b>
<b>Level 2 overall</b>	1,500	<b>35,300</b>	<b>20%</b>		
Male	829	19,100	20%		
Female	671	16,300	21%		
White	1312	31,300	20%		
Non-white	170	3,600	18%		
<b>Level 3 overall</b>	1,500	<b>16,300</b>	<b>10%</b>	<b>70,300</b>	<b>44%</b>
Male	789	8,500	10%	36,100	43%
Female	711	7,900	10%	34,200	45%
White	1338	14,600	10%	62,900	44%
Non-white	142	1,800	12%	6,600	43%

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

None of the differences by gender or ethnicity in the incidence of first Full Level 2 or first Full Level 3 learning are statistically significant.

## **The profile of Apprentices undertaking their first Full Level 2 or Level 3 qualification**

The following table compares the profile of adult Apprentices undertaking their first Full Level 2 or their first Full Level 3 qualification with learners with prior qualifications at these levels.

Level 2 Apprentices undertaking their first Full Level 2 qualification are on average older, with seven in ten of these Apprentices aged 25 plus (70%) compared to around half of 'repeat' Level 2 learners (46%). Similarly, amongst Level 3 Apprentices, those without prior qualifications at Level 2 were on average older than those who had attained this level previously (68% aged 25 plus vs. 52%). However, although the data indicates that Level 3 Apprentices undertaking their first Full Level 3 qualification are on average older than those who already had a Level 3 qualification (56% aged 25 plus vs. 52%), this difference was not statistically significant.

The pattern evident in the data - that younger Apprentices are found to be better qualified on average than older learners, with older learners more likely to be undertaking their first qualification at Level 2 or 3 - was the same found in previous prior qualification surveys among Apprentices.

There were no significant differences in either the gender or ethnicity profiles of 'first' and 'repeat' learners, either at Level 2 or Level 3.

**Table 4.4: Profile of adults undertaking Level 2 and Level 3 Apprentices in November 2013 - Comparison of 'first' and 'repeat' learners**

	Level 2 Apprenticeship			Level 3 Apprenticeship				
	All	1 <sup>st</sup> Full L2	L2+ Prior Qualification	All	1 <sup>st</sup> Full L2	L2+ Prior Qualification	1 <sup>st</sup> Full L3	L3+ Prior Qualification
<b>Base</b>	<b>1,500</b>	<b>261</b>	<b>1,092</b>	<b>1,500</b>	<b>137</b>	<b>1,275</b>	<b>597</b>	<b>815</b>
	%	%	%	%	%	%	%	%
<b>Age</b>								
19-24	48	30	54	45	32	48	44	48
25-44	37	45	34	41	47	39	40	41
45 – retirement	15	25	12	14	20	13	16	12
<b>Gender</b>								
Male	55	54	55	53	55	54	53	54
Female	45	46	45	47	45	46	47	46
<b>Ethnicity</b>								
White	87	90	87	89	90	89	90	89
Non-white	11	9	12	9	10	9	9	9
Not stated	1	1	1	1	-	1	1	1

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

\*= <0.5% but >0%

- = zero



## The actual prior qualifications held by Apprentices - differences by level and firstness

The results discussed so far show that adults undertaking Apprenticeships are a diverse group in terms of their level of prior educational attainment. Many, especially the younger adults, are enrolling on Level 2 and Level 3 Apprenticeships having already attained qualifications at these levels. To provide more insight into the educational history of learners, the following tables show the specific qualifications previously attained by adults who were undertaking Level 2 or Level 3 Apprenticeships in November 2013. This helps to clarify the academic and vocational qualification routes that lead to individuals undertaking Apprenticeships.

The following two tables give the proportion of Apprentices who had attained qualifications such as GCSEs or A Levels, even if this does not represent the individual's highest level of prior attainment. Note an individual may have, for example, both GCSEs and A Levels, and can therefore be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. against their highest NVQ or BTEC qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 4.5 and 4.6 is not fully comprehensive – only qualifications held by more than one in twenty Apprentices are included.

In interpreting the following tables, it is important to understand how individuals with an Apprenticeship as their highest prior qualification are treated in the analysis. As discussed in the methodology section, where an individual states in the survey that they have achieved prior qualifications through an Apprenticeship and do not specify the level or go on to mention any other qualifications at Full Level 3 or above, under the standard procedure for the analysis, they are classified as having a 'non-definite' level of prior attainment. For the purposes of assessing prior attainment levels across the Apprenticeship cohort (e.g. for Figure 4.1), these individuals are assigned at random to the Level 2 or Level 3 highest prior attainment categories. However, because this process is random, each individual with an Apprenticeship at an unknown level as their highest prior qualification cannot be definitively classified as a 'first' or 'repeat' Level 2 or Level 3 learner. This means that they are not included as standard when presenting results for, say, 'first Level 2 learners' (e.g. in the second column of figures in Table 4.5 below).

Clearly, to fully understand progression routes within Apprenticeships, it is important to delineate the full rate of prior attainment of Level 2 and Level 3 Apprenticeships amongst the surveyed group. To this end, Table 4.5 includes a fourth column of data including all definite 'repeat' Level 2 learners, but also all those who said that they had undertaken an Apprenticeship previously.

**Table 4.5 Prior qualifications held by learners undertaking a Level 2 Apprenticeship in November 2013**

	<b>All Level 2 Apprentices</b>	<b>First Full Level 2</b>	<b>Prior Full L2+ 'repeat'</b>	<b>Full L2+ 'repeat' or prior Apprenticeship</b>
<b>Base:</b>	<b>1,500</b>	<b>261</b>	<b>1,092</b>	<b>1,144</b>
	%	%	%	%
<b>GCSEs</b>	<b>76</b>	<b>47</b>	<b>86</b>	<b>86</b>
Below Level 2 - less than 5 A-C grades	27	47	22	22
Full Level 2 - at least 5 A-C grades	46	-	60	59
<b>O or AO Levels</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>
Below Level 2 - less than 5 O/AO Levels	3	5	2	2
Full Level 2 - at least 5 O/AO Levels	3	-	4	4
<b>CSEs</b>	<b>9</b>	<b>28</b>	<b>8</b>	<b>8</b>
Below Level 2 - less than 5 A-C grades	7	28	6	6
Full Level 2 - at least 5 A-C grades	1	-	1	1
<b>AS Levels</b>	<b>20</b>	*	<b>26</b>	<b>26</b>
One, two or three AS Levels - part L3	15	*	19	19
Four or more AS Levels - Full L3	5	-	6	6
<b>A Levels</b>	<b>25</b>	-	<b>33</b>	<b>32</b>
One A Level - part L3	5	-	6	6
More than one A Level - Full L3	20	-	25	25
<b>NVQ</b>	<b>34</b>	<b>11</b>	<b>40</b>	<b>41</b>
Level 1	3	7	2	2
Level 2	18	-	22	23
Level 3	8	-	12	11
Level 4 or Level 5	1	-	1	1
<b>Maths / English qualification at Level 2 or below (incl. Basic Skills, Skills for Life, Functional Skills)</b>	<b>21</b>	<b>12</b>	<b>24</b>	<b>25</b>
Entry	2	3	1	1
Level 1	6	5	6	7
Level 2	12	-	15	15
<b>City and Guilds</b>	<b>27</b>	<b>13</b>	<b>31</b>	<b>32</b>
Level 1 – Foundation	9	4	10	10
Level 2 – Craft	6	-	7	7
Level 3 - Advanced Craft	3	-	5	5
<b>BTEC</b>	<b>34</b>	<b>8</b>	<b>43</b>	<b>42</b>
Below Level 2 – First/General Certificate	4	3	5	5
Level 2 – First/General Diploma	9	-	12	12
Level 3 – National Certificate/Diploma	13	-	17	17
Level 4 – Advanced Certificate/Diploma	1	-	2	2
<b>Apprenticeship</b>	<b>14</b>	-	<b>14</b>	<b>18</b>
Foundation Learning Tier (Level 2)	6	-	8	7
Advanced (Modern) Apprenticeship (Level 3)	2	-	3	3

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

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

**Table 4.5 Prior qualifications held by learners undertaking a Level 2 Apprenticeship in November 2013 (cont.)**

	<b>All Level 2 Apprentices</b>	<b>First Full Level 2</b>	<b>Prior Full L2+ 'repeat'</b>	<b>Full L2+ 'repeat' or prior Apprenticeship</b>
<b>Base:</b>	<b>1,500</b>	<b>261</b>	<b>1,092</b>	<b>1,144</b>
	%	%	%	%
<b>RSA or OCR</b>	<b>9</b>	<b>2</b>	<b>11</b>	<b>11</b>
Diploma	2	-	3	3
Other (inc. Stage I,II and III)	3	1	4	4
<b>Key Skills</b>	<b>20</b>	<b>8</b>	<b>24</b>	<b>24</b>

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

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

Among Level 2 Apprentices, Table 4.5 shows that three-quarters (76%) had attained at least one GCSE before starting their Apprenticeship. In total, over four in five Level 2 Apprentices (84%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst Apprentices undertaking their first Full Level 2 qualification, three in five (60%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, in almost two thirds of cases (64%), they had attained this through achieving the Full Level 2 standard at GCSE, O/AO level or CSE. One in four 'repeat' Level 2 learners (26%) had attained at least one AS level qualification, and one third (33%) had at least one A Level, most often (in 25% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, one third of Level 2 Apprentices had previously attained a NVQ (34%), with this most commonly held at Level 2 (18% of all Level 2 Apprentices).

The right hand column in Table 4.5 shows all those classified as 'repeat' Level 2 learners – that is those who had previously attained a qualification at Level 2 or above, including an Apprenticeship. Approaching one in five of these 'repeat' Level 2 learners mentioned specifically having already attained an Apprenticeship previously (18%). In total, two in five (40%) of all repeat Level 2 learners stated that they had previously attained an Apprenticeship or NVQ Level 2, 3, 4 or 5. This is equivalent to a third (33%) of all Level 2 Apprentices.

Relatively high proportions of repeat Level 2 Apprentices had previously attained a City and Guilds qualification (32%) or a BTEC (42%).

Table 4.6 shows the equivalent data for Level 3 Apprentices. Note that in this table, all columns include individuals whose highest prior qualification was an Apprenticeship.

Focusing first on those for whom the Apprenticeship undertaken in November 2013 represented their first Full Level 3 qualification, almost three quarters (74%) had attained at least one GCSE, although less than a half of cases (46%) had attained the benchmark for Full Level 2 (5 GCSEs at A\*-C). A minority had achieved a part Level 3

qualification before starting their Level 3 Apprenticeship, through achieving one, two or three AS Levels (12%) or one single A Level (7%).

Few Apprentices studying for the first time at Level 3 said explicitly that they had progressed from an Apprenticeship at Level 2 (7%). However, a substantial number did mention having attained NVQs: Over one-third (36%) of first Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. Around one quarter (28%) had some prior attainment through the City and Guilds framework.

**Table 4.6: Prior qualifications learners undertaking a Level 3 Apprenticeship as of November 2013**

	<b>Level 3 Apprentices</b>	<b>First Full Level 3</b>	<b>Prior Full L3+ 'repeat'</b>
<b>Base:</b>	<b>1,500</b>	<b>597</b>	<b>815</b>
	%	%	%
<b>GCSEs</b>	<b>80</b>	<b>74</b>	<b>88</b>
Below Level 2 - less than 5 A-C grades	23	27	20
Full Level 2 - at least 5 A-C grades	56	46	67
<b>O or AO Levels</b>	<b>8</b>	<b>8</b>	<b>7</b>
Below Level 2 - less than 5 O or AO Levels	4	4	4
Full Level 2 - at least 5 O or AO Levels	4	4	4
<b>CSEs</b>	<b>9</b>	<b>11</b>	<b>8</b>
Below Level 2 - less than 5 A-C grades	7	9	6
Full Level 2 - at least 5 A-C grades	1	1	*
<b>AS Levels</b>	<b>27</b>	<b>13</b>	<b>39</b>
One, two or three AS Levels - part L3	20	12	28
Four or more AS Levels - Full L3	6	-	11
<b>A Levels</b>	<b>31</b>	<b>9</b>	<b>49</b>
One A Level - part L3	7	7	7
More than one A Level - Full L3	23	-	41
<b>NVQ</b>	<b>44</b>	<b>39</b>	<b>47</b>
Level 1	2	2	1
Level 2	25	34	16
Level 3	14	-	25
Level 4 or Level 5	1	-	2
<b>Maths / English qualification at Level 2 or below (incl. Basic Skills, Skills for Life, Functional Skills)</b>	<b>24</b>	<b>21</b>	<b>25</b>
Entry	1	1	1
Level 1	3	3	2
Level 2	18	15	20
<b>City and Guilds</b>	<b>31</b>	<b>28</b>	<b>33</b>
Level 1 – Foundation	9	9	9
Level 2 – Craft	5	6	5
Level 3 - Advanced Craft	4	-	7
<b>BTEC</b>	<b>33</b>	<b>21</b>	<b>44</b>
Below Level 2 – First Certificate or General Certificate	2	3	2
Level 2 – First Diploma or General Diploma	9	11	8
Level 3 – National Certificate or National Diploma	14	-	26
Level 4 – Advanced Certificate or Diploma	1	-	1
<b>Apprenticeship</b>	<b>18</b>	<b>7</b>	<b>22</b>
Foundation Learning Tier (Level 2)	6	7	5
Advanced (Modern) Apprenticeship (Level 3)	6	-	10

- = 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: Prior qualifications learners undertaking a Level 3 Apprenticeship as of November 2013 (cont.)**

	<b>Level 3 Apprentices</b>	<b>First Full Level 3</b>	<b>Prior Full L3+ 'repeat'</b>
<b>Base:</b>	<b>1,500</b>	<b>597</b>	<b>815</b>
	%	%	%
<b>GNVQ</b>	<b>6</b>	<b>4</b>	<b>8</b>
Foundation/Intermediate	3	2	4
Advanced	1	-	2
<b>RSA or OCR</b>	<b>12</b>	<b>10</b>	<b>13</b>
Diploma	3	1	5
Other (inc. Stage I,II and III)	4	4	4
<b>Key Skills</b>	<b>28</b>	<b>21</b>	<b>33</b>

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

Amongst Level 3 Apprentices who did already have prior attainment at Level 3 or above before starting their course, they had more commonly achieved:

- Two or more A Level passes (in 41% of cases);
- A BTEC qualification at Level 3 (26%);
- NVQ Level 3 (25%).

Over one fifth of these repeat Level 3 learners (22%) said that they had already attained a qualification through an Apprenticeship. Pinpointing those who reported that they had achieved an Advanced Apprenticeship (10%) and those who had achieved an NVQ Level 3, 4 or 5 (27%) gives a combined rate of 33% for prior analogous Apprenticeship learning at Level 3 or above.

When looking across all Level 3 Apprentices, the survey suggests that approaching one in five (18%) already held an Advanced / Higher Apprenticeship or NVQ Level 3, 4 or 5 when starting their course.

## 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 indicate that someone has the basic level of skills. Learners undertaking Apprenticeships are also expected to have a good basic standard of literacy and numeracy in order to be able to benefit from the course. To better understand the profile of adult Apprentices, the survey therefore asked learners if they had achieved GCSEs (or equivalent) in Maths and English, and at what grade.

Table 4.7 shows the grades achieved in English by learners undertaking a Level 2 Apprenticeship.

**Table 4.7: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 Apprenticeship as of November 2013**

		Level 2 learners		
		All	19-24	25+
<b>Base:</b>		<b>1,500</b>	<b>718</b>	<b>782</b>
		<b>%</b>	<b>%</b>	<b>%</b>
GCSE English- Single Subject	A*/A	*	*	1
	B	3	3	2
	C	10	14	7
	D	4	6	2
	E/F/ G	2	3	1
GCSE English Language	A*/A	3	4	2
	B	14	18	9
	C	23	28	18
	D	6	7	5
	E/F/G	3	3	1
Basic Skills / English	Level 2	9	12	7
	Below Level 2	7	9	5
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	<b>58</b>	<b>69</b>	<b>47</b>
<b>Level 2 Basic Skills English</b>	<b>Level 2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English</b>	<b>Level 1</b>	<b>18</b>	<b>19</b>	<b>17</b>
<b>Entry level (1,2,3) Basic Skills English</b>	<b>Entry Level</b>	<b>1</b>	<b>1</b>	<b>*</b>
<b>No English qualification</b>	<b>None</b>	<b>17</b>	<b>6</b>	<b>27</b>
<b>English qualification but unknown level</b>	<b>Unknown Level</b>	<b>3</b>	<b>2</b>	<b>5</b>

The final six summary rows are mutually exclusive and total 100%. You cannot reproduce the bottom 6 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

\*= <0.5% but >0%

Around three-fifths of Level 2 Apprentices had a Level 2 English qualification<sup>7</sup> (61%). This includes 58% who had achieved a grade of A\*- C GCSE / O Level or the equivalent Grade 1 CSE, and a further 3% who had achieved the equivalent Level 2 in English Basic Skills. This is significantly higher among younger Apprentices (73% of those aged 19-24 compared to 50% of those aged 25 plus).

Close to one in five Level 2 learners had only achieved the equivalent of Level 1 in English (18%) and around one in six (17%) did not have an English qualification at all, though this was significantly higher among older learners (27% of those aged 25 plus compared to 6% of those aged 19-24).

Table 4.8 focuses on the grades achieved in English by Level 3 Apprentices.

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<sup>7</sup> Note: This figure takes into account English as a single subject or English Language as a separate subject, but excludes English Literature as a separate subject.



**Table 4.8: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 3 Apprenticeship as of November 2013**

		Level 3 learners		
		All	19-24	25+
<b>Base:</b>		<b>1,500</b>	<b>680</b>	<b>820</b>
		<b>%</b>	<b>%</b>	<b>%</b>
GCSE English- Single Subject	A*/A	*	*	*
	B	3	4	2
	C	10	13	6
	D	4	5	3
	E/F/ G	1	1	1
GCSE English Language	A*/A	5	6	4
	B	15	20	11
	C	26	32	22
	D	6	5	6
	E/F/G	1	1	1
Basic Skills / English	Level 2	16	17	14
	Below Level 2	3	3	3
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	<b>66</b>	<b>77</b>	<b>56</b>
<b>Level 2 Basic Skills English</b>	<b>Level 2</b>	<b>7</b>	<b>6</b>	<b>8</b>
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English</b>	<b>Level 1</b>	<b>12</b>	<b>10</b>	<b>14</b>
<b>Entry level (1,2,3) Basic Skills English</b>	<b>Entry Level</b>	<b>*</b>	<b>-</b>	<b>*</b>
<b>No English qualification</b>	<b>None</b>	<b>11</b>	<b>6</b>	<b>16</b>
<b>English qualification but unknown level</b>	<b>Unknown Level</b>	<b>4</b>	<b>2</b>	<b>6</b>

The final six summary rows are mutually exclusive and total 100%. You cannot reproduce the bottom 6 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

\*= <0.5% but >0%

Almost three-quarters (72%) of all Level 3 Apprentices had a Level 2 qualification in English, including 66% who had achieved a grade of A\* - C GCSE / O Level or the equivalent Grade 1 CSE, and a further 7% who had achieved the equivalent Level 2 in English Basic Skills. Younger learners were significantly more likely to hold English at this level than their older counterparts (83% of those aged 16-24 compared to 64% of those aged 25 plus).

Around one in eight Level 3 Apprentices (12%) had only achieved the equivalent of Level 1 in English, whilst 11% did not have any English qualification at all, though this was again significantly higher among older learners (16% of those aged 25 plus compared to 6% of those aged 19-24).

Table 4.9 shows the grades achieved in Maths by Level 2 Apprentices.

Just over half (57%) of Level 2 Apprentices had achieved an equivalent to a Level 2 in Maths, with the majority having achieved Maths A\* - C in Maths GCSE/O Level or a Grade 1 CSE (53%). Those aged 19-24 were significantly more likely than older Level 2 Apprentices to have achieved a Level 2 (or equivalent in Maths) (71% vs. 43% respectively).

Around a quarter of Level 3 Apprentices had only achieved Level 1 (or equivalent) in Maths (23%) and 17% did not have any Maths qualifications. Older Level 2 learners were much more likely to not have any prior Maths qualifications (27% aged 25 plus vs. 6% aged 19-24).

**Table 4.9 Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Level 2 Apprenticeship as of November 2013**

		Level 2 learners		
		All	19-24	25+
<b>Base:</b>		<b>1,500</b>	<b>718</b>	<b>782</b>
		<b>%</b>	<b>%</b>	<b>%</b>
GCSE Maths	A*/A	5	8	2
	B	14	18	10
	C	29	41	19
	D	13	16	10
	E/F/G	7	7	8
Basic Skills / Maths	Level 2	9	12	7
	Below Level 2	7	9	5
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	<b>53</b>	<b>67</b>	<b>39</b>
<b>Level 2 Basic Skills or Maths</b>	<b>Level 2</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths</b>	<b>Level 1</b>	<b>23</b>	<b>21</b>	<b>24</b>
<b>Entry level (1,2,3) Basic Skills Maths</b>	<b>Entry Level</b>	<b>*</b>	<b>1</b>	<b>-</b>
<b>No maths or numeracy qualification</b>	<b>None</b>	<b>17</b>	<b>6</b>	<b>27</b>
<b>Maths or numeracy qualification but unknown level</b>	<b>Unknown Level</b>	<b>4</b>	<b>2</b>	<b>6</b>

The final six summary rows total 100%. You cannot reproduce the bottom 6 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

\*= <0.5% but >0%

Among all Level 3 Apprentices, 68% had a prior Level 2 in Maths (60% who had achieved a grade of A\* - C GCSE / O Level or the equivalent Grade 1 CSE, and a further 8% who had achieved the equivalent Level 2 in Maths Basic Skills. This rises to 83% among younger learners aged under 25.

A sizeable minority had only achieved the equivalent of Level 1 in Maths (18%) and one in ten (11%) had no Maths qualifications. This rises to 17% of those aged over 25.

**Table 4.10: Prior Maths GCSE/O Level qualifications of adults engaged with a Level 3 Apprenticeship as of November 2013**

		Level 3 learners		
		All	19-24	25+
<b>Base:</b>		<b>1,500</b>	<b>680</b>	<b>820</b>
		<b>%</b>	<b>%</b>	<b>%</b>
GCSE Maths	A*/A	8	12	4
	B	18	26	11
	C	30	38	23
	D	13	11	14
	E/F/G	5	4	6
Basic Skills / Maths	Level 2	16	17	14
	Below Level 2	3	3	3
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	<b>60</b>	<b>77</b>	<b>46</b>
<b>Level 2 Basic Skills or Maths</b>	<b>Level 2</b>	<b>8</b>	<b>6</b>	<b>9</b>
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths</b>	<b>Level 1</b>	<b>18</b>	<b>11</b>	<b>23</b>
<b>Entry level (1,2,3) Basic Skills Maths</b>	<b>Entry Level</b>	*	-	*
<b>No maths or numeracy qualification</b>	<b>None</b>	<b>11</b>	<b>4</b>	<b>17</b>
<b>Maths or numeracy qualification but unknown level</b>	<b>Unknown Level</b>	<b>3</b>	<b>1</b>	<b>5</b>

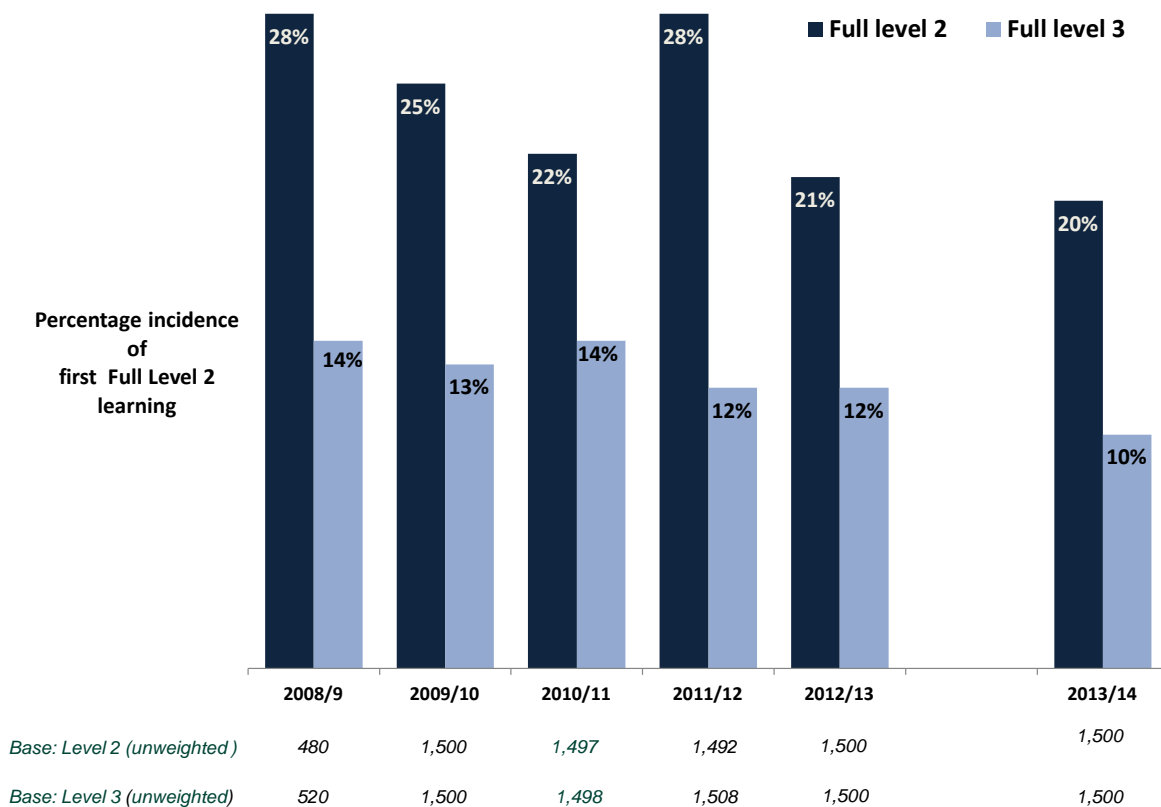
The final six summary rows total 100%. You cannot reproduce the bottom 6 rows from the rows above because the latter look at each type [GCSE, O and basic skills] separately and with the former you are only in row 2 if you are not in row 1 etc...

\*= <0.5% but >0%

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

Over the last five years annual surveys have been conducted to measure the prior attainment profile of Apprentices. Figure 4.2 shows the percentage incidence over time of first Full Level 2 learning, separately for adult learners undertaking Full Level 2 and Full Level 3 Apprenticeships.

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



The data from the current survey indicates that the proportion of Level 2 Apprentices undertaking their first Full Level 2 qualification (20% in 2013/14) is similar to that found in the previous survey (21% in 2012/13), though lower than in previous years.

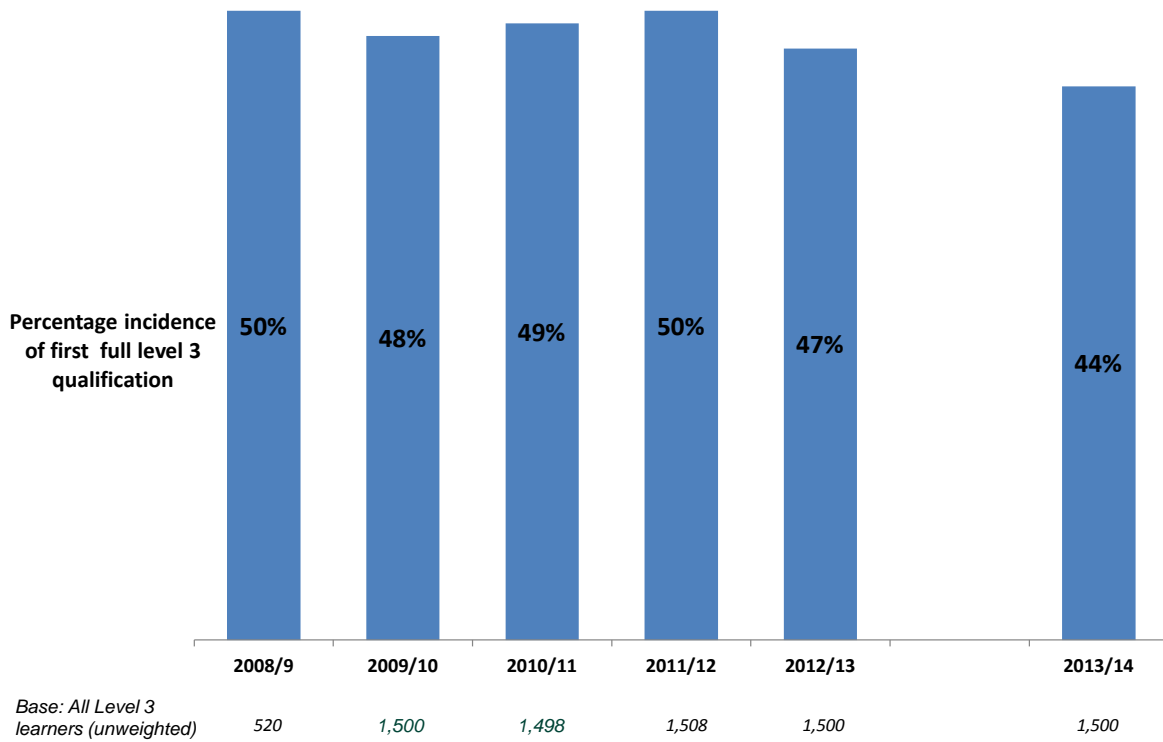
The proportion of Level 3 Apprentices without a prior qualification at Level 2 has been *broadly* consistent across the last 6 years (10-14%) although the 10% rate found in the current 2013/14 survey was lower than the 12% rate found in 2012/13, the difference was not statistically significant.

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

Figure 4.3 shows the trends in the percentage incidence of first Full Level 3 learning amongst Level 3 Apprentices. The data from this year's survey (44% in 2013/14)

indicates a decrease in the proportion of Apprenticeship Level 3 learners undertaking their first Full Level 3 qualification compared with 2012/13, when 47% were undertaking their first Full Level 3 qualification. However, this difference is not statistically significant at the 95% confidence level.

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



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

Between 2006 and 2015, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. Since 2008, six such surveys have been carried out covering Apprenticeships. A consistent finding has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR under-reports the proportion of Apprentices with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR and in the survey for adults enrolled on Apprenticeships as of November 2013.

The chapter first looks at the level of prior qualification recorded on the ILR for all adults undertaking Full Level 2 and Level 3 Apprenticeship in November 2013, and compares this with the ILR data for all survey respondents. This comparison shows that the ILR profile for survey respondents mirrors the ILR profile for the population; therefore subsequent analysis of discrepancies between the ILR and the survey can reasonably be generalised to the population. The chapter then focuses just 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. The analysis that follows focuses on learners who are reported on the ILR as doing a first Full Level 2, including those on Full Level 2 and Level 3 provision. The chapter also examines, for respondents where the survey suggests they have prior Level 2 attainment but where the ILR suggests they are undertaking a first Full Level 2, the types of prior Level 2 or higher qualifications reported on the survey.

## The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of Apprentices on enrolment for their course. In the cohort of Apprentices falling within the scope of the survey (those aged 19+ who were enrolled on a Level 2 or Level 3 Apprenticeship in November 2013), almost all (99%) had a prior qualification level indicated on the ILR.

The level of prior qualification as recorded on the ILR is shown on the following table for:

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

- all those where an interview was achieved.

**Table 5.1: ILR information on prior achievement of Level 2 and 3 Apprentices**

	All sample in scope	Available to contact	Achieved sample
	%	%	%
No qualifications	15	13	11
Entry Level and below Level 1	3	3	3
Level 1	19	20	21
Level 2	44	46	46
Level 3	17	16	18
Level 4/5/6/7	*	*	*
Other qualification, level not known	*	*	*
Not known	*	*	*

\*= <0.5% but >0%

Of the sample provided that fell within scope of the Level 2 and 3 Apprenticeship survey, the ILR indicated that one in seven (15%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR indicated that three-fifths of Level 2/3 Apprentices in scope (61%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.1). The profile remained largely unchanged when records without useable telephone numbers or who had opted out from research were removed (62% of Apprentices available to contact were recorded as having a qualification at Level 2 or above).

Turning to the ILR profile of the 3,000 Level 2 and Level 3 Apprentices interviewed for the research, this is reasonably in line with the original sample in scope, though slightly fewer had no qualifications (11%) and slightly more had prior attainment at Level 2 or above (64%).

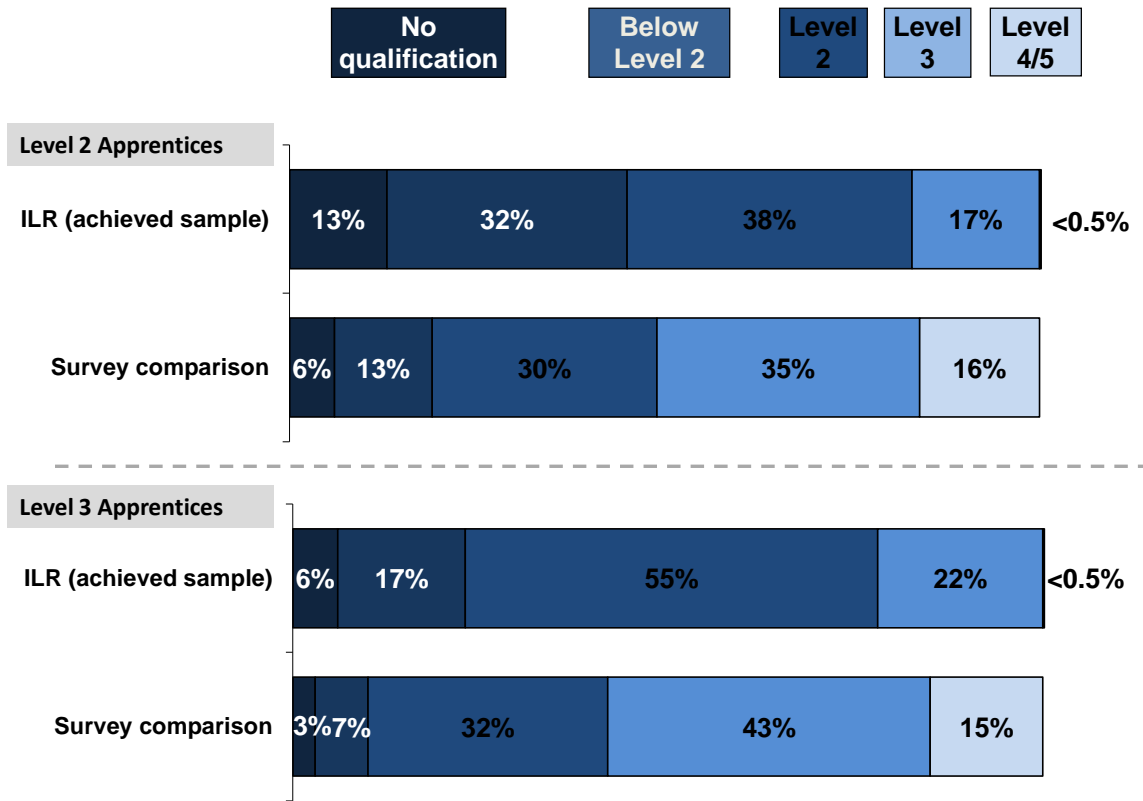
These figures from the ILR on prior attainment of Apprentices are clearly very different to those derived from the survey. We have seen that the survey data gives the proportion of learners qualified to Level 2 or above as 85% (see Table 4.1), much higher than the ILR measure. This would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of Apprentices.

### Comparing Individual Learner Record and survey measures of prior attainment

In order to assess in more detail the relationship between the ILR and the survey data, this section looks at how, *for the same learners*, the prior qualification levels recorded on the ILR and in the survey compare. The following chart highlights the discrepancies between the two datasets on prior qualification levels. The comparison is shown only for those Apprentices where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,752 out of the 3,000 Level 2 and 3 learners

interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.1, and the survey comparison figures in the second bar are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

**Figure 5.1: Comparison of ILR and survey data on the highest level of prior attainment**



*Base: Apprentices with definite prior achievement level from both the ILR and survey measures (Level 2: 1,347 Level 3: 1,405)  
Figures are unweighted*

Among Level 2 Apprentices, the ILR indicates that only around one in six of those that were interviewed for the survey (18%) had a prior qualification at Level 3, 4 or 5 (therefore above the level of the Apprenticeship). In contrast, the survey indicated that two-fifths (51%) of these learners had these higher level qualifications when starting their Apprenticeship.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 Apprentices as 45%, compared to the survey data, which indicates that only 19% were studying for their first Full Level 2 qualification. The magnitude/ratio of the discrepancy between the ILR and survey estimates of prior highest qualification level is similar to that seen in the previous survey.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. Here the discrepancy is even greater than for the Level 2 group, with the survey findings indicating that almost three-fifths (58%) of Level 3 Apprentices were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 22%.



To further explore the nature of the discrepancy between the ILR and survey measures of prior attainment, Table 5.2 shows data on the extent of agreement between the two data sets in cases where a level of prior attainment was given on the ILR. It shows the extent to which the survey and the ILR differ on the assessment of prior qualification level. It is important to note that this discrepancy may not always be “critical” in the sense of affecting firstness – if the ILR indicates that a person has no prior qualifications and the survey suggests that they have a qualification below Level 2, then this is much less critical from a policy angle than where the ILR records a learner as having prior qualifications below Level 2 and the survey indicates they have qualifications at Level 2 or higher.

**Table 5.2: Comparison of the survey and ILR measures of prior qualification level**

<i>Row %s</i>	Base*	ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive **
<b>All Level 2 and 3 Apprentices</b>	2,983	% 33	8	51	8
<b>Level of Apprenticeship</b>					
Full Level 2	1,490	% 32	7	53	8
Full Level 3	1,493	% 35	9	48	8
<b>Age</b>					
19 – 24	1,390	% 37	7	48	8
25 – 44	1,156	% 31	8	53	9
45 plus	425	% 29	9	54	7

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

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

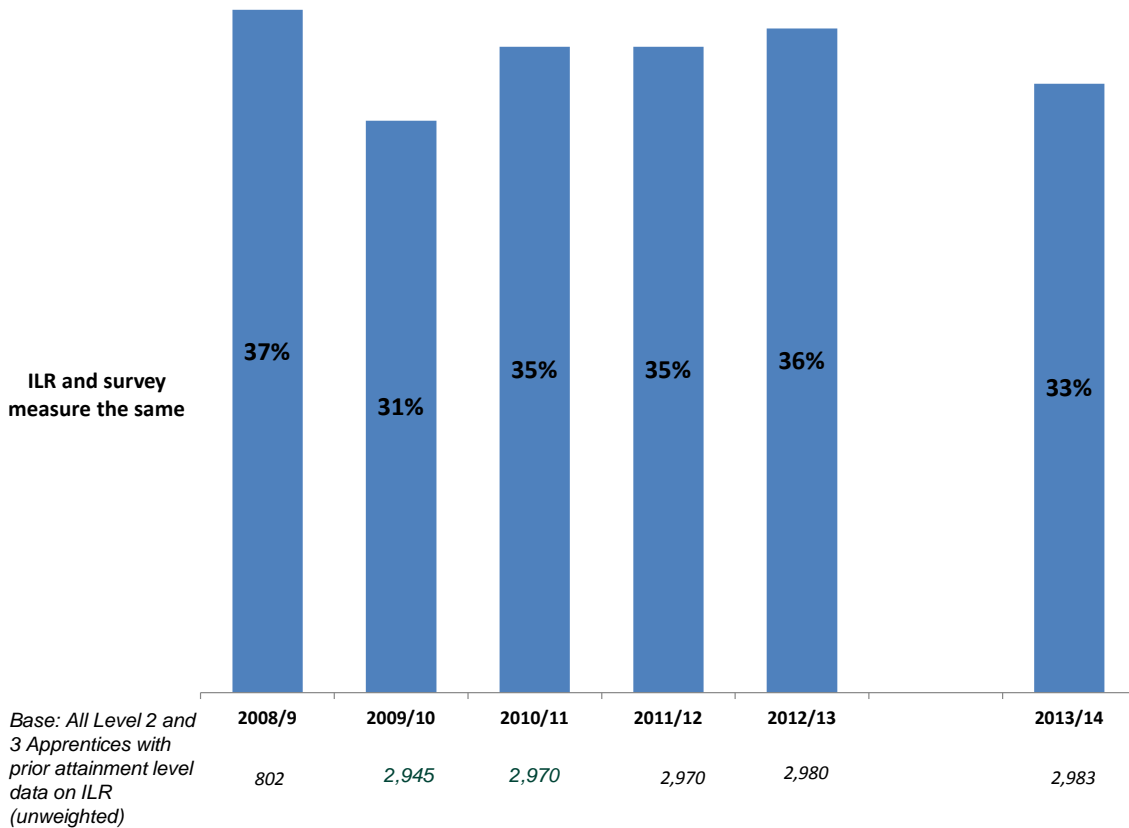
Across all Level 2 and 3 learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only one in three cases (33%). Where the two measures did not give the same level, the tendency was for the survey to indicate a higher level of prior qualifications than recorded on the ILR (51%) as opposed to a lower level (8%). Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult Apprentices. This is in line with previous studies in the research series, for example the 2012/13 survey of adult Apprentices found that the ILR and survey measures agreed in 36% of cases.

The pattern of discrepancy does differ slightly according to the level and age of the Apprentice, as shown in Table 5.2. The survey is significantly more likely to indicate a

higher attainment level than the ILR for Level 2 Apprentices (53% Level 2 vs. 48% Level 3) and for older learners (53% of those aged 25 plus compared to 48% of those aged 19-24).

The rate of discrepancy between the ILR and survey measures of prior attainment for Level 2 and 3 Apprentices has remained fairly consistent over time, other than the level of agreement between the two being lower in 2009/10 (as shown in Figure 5.2).

**Figure 5.2: Comparison of the survey and ILR measures of prior qualification level by year of survey (% where the two agree)**



### Comparing Individual Learner Record and survey measures of Level 2 ‘firstness’

In order to fully understand the likelihood that a particular claim of firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,037 respondents.

As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in one in four cases (25%). In approaching three in four cases (72%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course. These figures are consistent with those derived from the previous 2012/13 survey of adult Apprentices, where the ILR and survey agreed on first Full Level 2 status in three in ten cases (28% vs. 25% this year).

**Table 5.3: Extent of agreement between survey measure of prior qualification level for Level 2 and 3 Apprentices recorded as first Level 2 learners on the ILR**

<i>Row percentages</i>	<i>Base</i>		<b>ILR and survey agree First Level 2</b>	<b>ILR says first Level 2, survey indicates prior attainment at Full Level 2</b>	<b>ILR says first Level 2, survey inconclusive</b>
<b>All recorded on the ILR as first Level 2</b>	1,037	%	25	72	3
<b>Level of Apprenticeship</b>					
Full Level 2	687	%	30	67	3
Full Level 3	350	%	15	84	1
<b>Age</b>					
19 – 24	385	%	17	81	2
25 – 44	455	%	29	68	3
45 plus	197	%	32	66	2

The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals that the incidence of the key 'error' on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (84%) than for Level 2 learners (67%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to indicate this as erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

These patterns by the level of learning can perhaps be explained with reference to the anticipated level of prior qualification individuals should have before undertaking a Level 3 Apprenticeship. It is usual for learners applying for Level 3 courses to have progressed from learning at Full Level 2, and for successful prior attainment at this level to be a pre-requisite for gaining a place on a Level 3 course. Therefore it stands to reason that claims that a given learner is not already qualified to Full Level 2 before starting a Level 3 Apprenticeship are more likely to be wrong than when a learner is starting a Level 2 Apprenticeship. However, it should be noted that even for Level 2 Apprenticeships, the survey still indicates a substantial level of overstatement on ILR claims of Level 2 firstness.

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR (not that this always understood or followed by providers) is that the level of prior achievement is based on what the learner has when they first come to the provider, not what they have when they start a particular course. Hence a learner arriving at a provider with a highest qualification below Level 2 who undertakes a Full Level 2 qualification with the provider and progresses with them to a Level 3 qualification, should be recorded on the ILR for this latter course as undertaking their first Full Level 2 qualification, despite their having attained a Full Level 2 when they start the Level 3 course. For the survey, the questioning asks simply about the qualifications at the time they start the course. For this reason, among Level 3

learners that had studied with the provider previously, some of the cases where the ILR shows no prior Level 2 qualifications and the survey indicates they have a prior Level 2 may be 'legitimate' in that the ILR is recording what it is intended to record.

Table 5.4 compares the levels of prior qualifications between the two datasets in cases where a definite level of prior qualification was given both on the ILR and in the survey. Where the highest prior qualification recorded in the survey was equal or higher to the one they were studying, the ILR was more likely to record a lower level of prior qualification than the survey. Overall 63% of Level 3 learners found through the survey to have prior attainment specifically at Level 3 had been recorded on the ILR as achieving a prior qualification no higher than Level 2. In a similar way 46% of Level 2 learners with a prior attainment at specifically Level 2 had been recorded on the ILR as achieving a prior qualification no higher than Level 1.

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

Survey Measure	Base*	ILR measure						ILR lower	ILR higher
		None	Below Level 2	Level 2	Level 3	Level 4/5			
<b>Row %</b>									
<b>Level 2 learners</b>									
None	81	% 43	43	11	2	-	-	57	
Below Level 2	178	% 20	56	21	3	-	20	25	
Level 2	405	% 10	36	50	4	-	46	3	
Level 3	474	% 9	19	37	34	-	65	-	
Level 4/5	209	% 11	26	40	22	1	99	-	
<b>Level 3 learners</b>									
None	44	% 20	27	50	2	-	-	80	
Below Level 2	93	% 10	24	63	3	-	10	67	
Level 2	456	% 6	16	71	8	-	21	7	
Level 3	602	% 5	14	46	34	-	63	*	
Level 4/5	210	% 7	19	44	29	*	99	-	

\*Base - All records with prior attainment level data provided on the ILR and in the survey  
 - = zero; \* = Less than 0.5%

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

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

Table 5.5 lists the most common prior qualifications held by those Apprentices with a prior qualification at Full Level 2 or above on the survey data (including a prior Apprenticeship), where the ILR gave the highest prior attainment level as 'no qualification' or Level 1. This sheds light on the type of prior qualifications apparently missed or omitted from the ILR, or miscoded to level, contributing to differences in reported firstness.

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

- GCSE/O Level grade A-C or equivalent (Level 2) (57%); and
- A Levels (34%).

The pattern was the similar for those recorded on the ILR as having a Level 1 qualification, with the most common qualifications held as revealed by the survey being GCSE/O Level grade A-C or equivalent (62%), NVQ Level 2 (27%). or one or more A Levels (24%).

**Table 5.5: Prior qualifications of Level 2 Apprentices where survey indicates a prior Full Level 2 or higher and where ILR stated highest prior qualification as below Full Level 2**

Prior qualifications held	ILR stated highest prior attainment level	
	No qualifications 98	Level 1 248
	%	%
GCSE/O level grade A-C or equivalent (L2)	57	62
A Levels	34	24
NVQ Level 2	14	27
BTEC National Cert or Dip (Level 3)	14	14
Basic Skills Level 2	12	19
NVQ Level 3	12	7
Degree	8	4
Apprenticeship	6	8
Diploma of Higher Education	5	6
City & Guilds craft (Level 2)	4	7
City & Guilds Advanced Craft (Level 3)	4	5

*Base: Apprentices 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, including Apprenticeships.*

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

*Data shown unweighted.*

Table 5.6 shows a similar analysis for those learners found in the survey to be doing a 'repeat' qualification at Level 3, that is, those with prior attainment at Level 3 or above (including a prior Advanced Apprenticeship). The table shows the prior qualifications of these learners where the ILR gave the highest prior attainment level as 'no qualification', Level 1 or Level 2.

**Table 5.6: Prior qualifications of Level 3 Apprentices where survey indicates a prior Full Level 3 or higher and where ILR stated highest prior qualification as below Full Level 3**

Prior qualifications held	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
	67	162	644
	%	%	%
NVQ Level 3, 4 or 5	24	14	14
A Levels (more than one)	18	24	21
OND, ONC, BTEC etc. national	18	20	16
HNC, HND, BTEC etc. higher	9	7	3
Diploma in higher education	7	6	4
City & Guilds advanced craft	6	7	4
Degree	6	7	5
Advanced Apprenticeship	4	4	4
AS Levels (four or more)	4	3	5

*Base: Apprentices 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, including an Advanced Apprenticeship*

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

*Data shown unweighted.*

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

- NVQ Level 3 or higher (24%);
- A Levels (18%); and
- OND, ONC or BTEC national qualifications at Level 3 (18%).

The three most common prior qualifications were the same for the 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications, although these learners were less likely to have NVQ Level 3 or higher than they were to have either A Levels (more than one) or OND, ONC, BTEC etc. national.

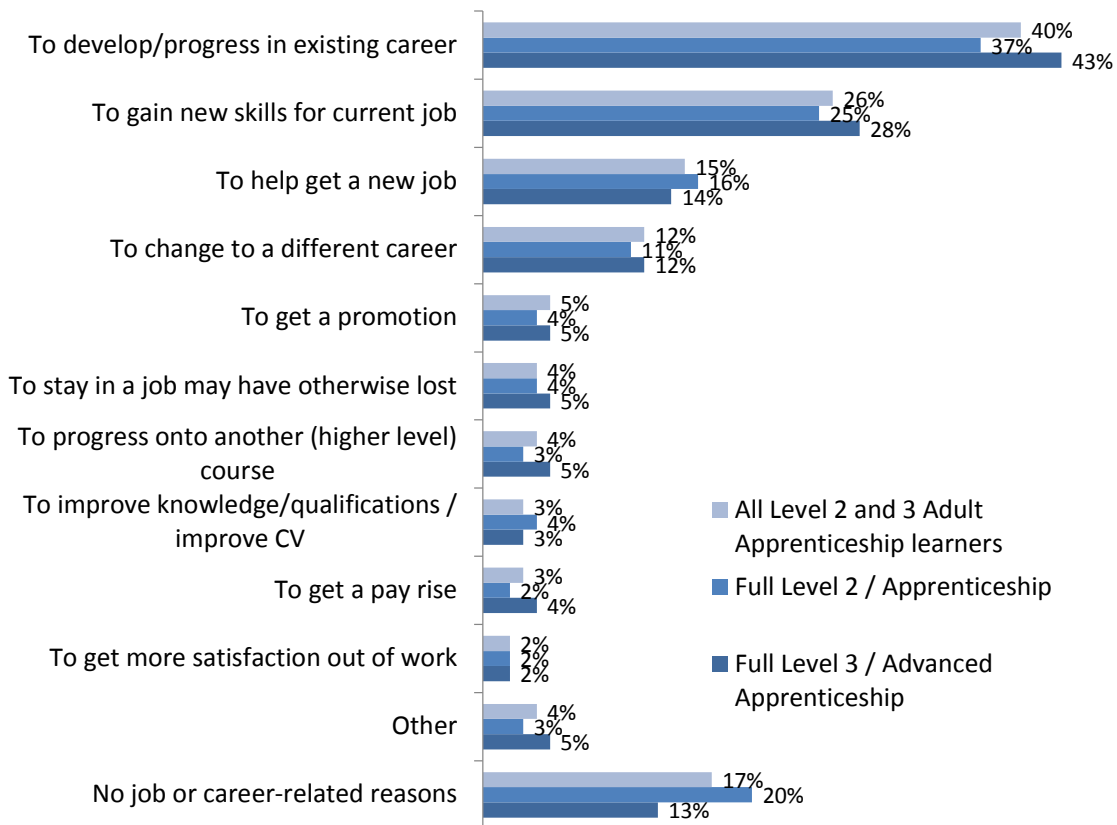
# Chapter 6: Reasons for starting Level 2 and 3 Apprenticeships

This chapter first explores the reasons for undertaking Level 2 and 3 Apprenticeships, specifically the job or career related reasons that led to their enrolment before going on to discuss how Apprentices chose their course and what could have helped those who left the course early stay on and complete their Apprenticeship.

## Reasons for starting the Apprenticeship

Learners were asked whether they started their Apprenticeship for job or career related reasons. This measure offers a useful insight in to learners' motivations at the outset of their Apprenticeship. Figure 6.1 shows the most common job or career related reasons given for the particular timing of enrolment.

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



Base: All Level 2 and 3 Adult Apprenticeship Learners (3,000); Full Level 2 Learners (1,500); Full Level 3 Learners (1,500)

As would be expected given the vocational nature of Apprenticeship provision and the integration between study and work-based experience, the vast majority of Level 2 and 3 Apprentices on learning in November 2013 had undertaken the course (at least in part) for job or career related reasons (82%). Job or career related reasons were more commonly cited among Level 3 (86%) than Level 2 (79%) Apprentices.



The most common job related trigger was to develop / progress in their existing career (40% of all Level 2 / Level 3 Apprentices), followed by the prospect of gaining new skills for their current job (26%). One in seven undertook the Apprenticeship to help them gain a new job (15%) and one in eight specified that they wanted to change to a different career (12%). A smaller proportion of learners were influenced by the prospect of getting a promotion, progressing onto another (higher level) course, staying in a job they may otherwise have lost, improving their knowledge / qualifications / CVs, getting a pay rise and / or getting more satisfaction out of work (2% - 5%).

The type of job or career related reason differed by level of Apprenticeship undertaken with Level 3 Apprentices more likely to have been driven by the prospect of career development, specifically wanting to progress in their existing career (43% Level 3 vs. 37% Level 2) and/or to gain new skills for their current job (28% vs. 25%).

Older learners were less likely to have started their Apprenticeship for any job or career related reasons (75% aged 45 plus vs. 83% aged 19-24 and 85% aged 25 plus). Younger learners aged under 25 were specifically more likely to have been motivated to start the course in order to help get a new job (24% vs. 7% aged 25 plus) and/or to change to a different career (16% vs. 8%).

Non-white learners were more likely to have started their Apprenticeship for job or career related reasons (86% vs. 82% White learners). In particular they were more likely to have started their course in order to develop / progress in their existing career (52% vs. 39% White learners). Females were also more likely to have undertaken an Apprenticeship in order to progress in their existing career (44% vs. 37%) whilst males were more likely to have been driven by the prospect of getting a new job (18% vs. 12% female).

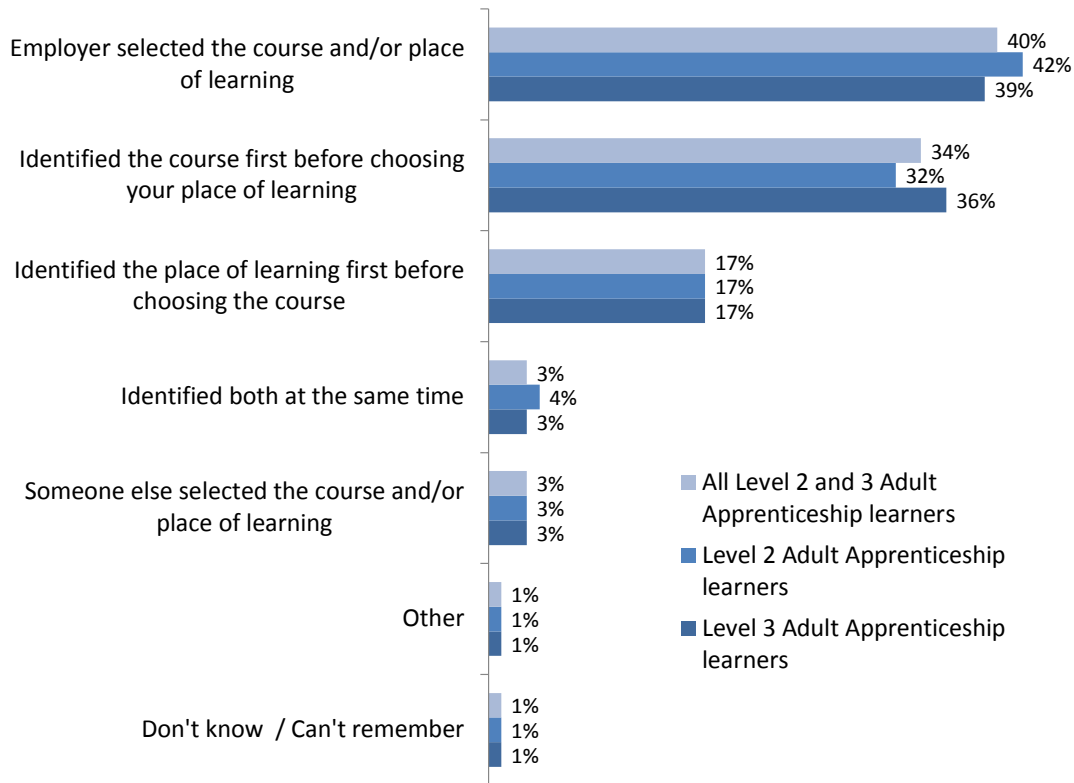
Learners who were already working with their employer before they started their Apprenticeship were more likely to have undertaken the learning to develop/ progress in their existing career (50% among existing employees vs. 26% among those recruited as Apprentices), to gain new skills for their current job (29% vs. 21%), to get a promotion (7% vs. 1%).

Those who did not go on to complete their Apprenticeship were less likely to have started their course for any job or career related reason (77%) than those who had completed the course (83%).

## How Apprentices chose their course

As a new question for the current survey Apprentices were asked how they chose their course; this was a prompted question with the list of options shown on Figure 6.2 read out to respondents.

**Figure 6.2: How Apprentices chose their course (prompted)**



Base: All Level 2 and 3 Adult Apprenticeship Learners (3,000); Level 2 Learners (1,500); Level 3 Learners (1,500)

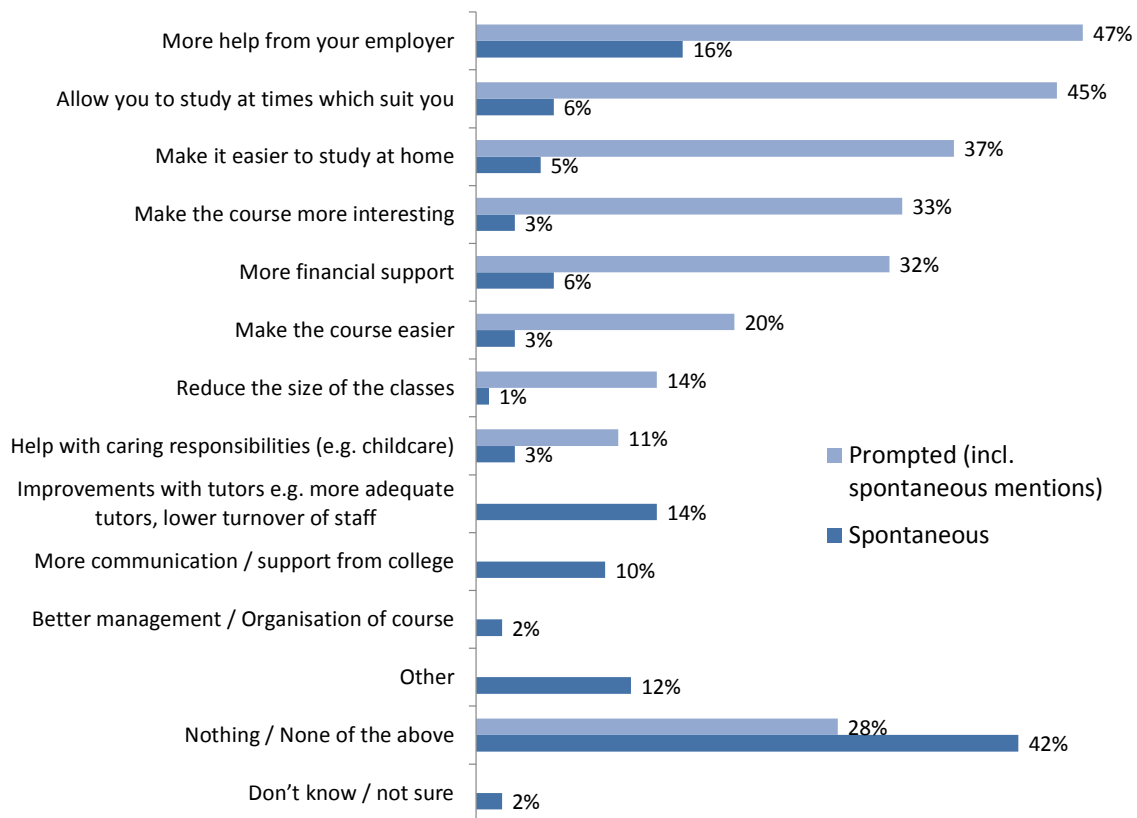
As shown in Figure 6.2, Level 2 and Level 3 Apprentices most commonly had their course and / or place of learning selected for them by their employer (42% of Level 2 Apprentices and 39% of Level 3 Apprentices).

A sizable proportion (34%) had identified their course first before choosing their place of learning (statistically higher among Level 3 learners (36%) than Level 2 learners (32%)). It was much more common for learners to select the course *before* the place of learning (34%) than it was to select the place of learning first (17%).

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

Learners who left their course early (8% of all Level 2 and Level 3 Apprentices) were asked what could have helped them to stay on their course. This measure offers useful insight into what potentially could be done to reduce course drop-out rates. Learners were asked to give spontaneous responses before being prompted with a list of possible responses. Figure 6.3 shows both the spontaneous and prompted responses.

**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 Level 2 and 3 Apprenticeship learners who left their course early (247)

When asked spontaneously, two-fifths (42%) of Level 2 and 3 Apprentices who had left their course early said that nothing could have been done to help them stay on their course. However, when prompted with a list of possibilities<sup>8</sup> this reduced to just over one in four (28%). This indicates that the majority of early leavers felt that something could have been done to help encourage them to stay on and complete their Apprenticeship.

When asked what could have been done, the most common response given by learners (both spontaneously and prompted) was that they wanted more help from their employer (16% spontaneously, rising to 47% prompted). This particular response was more commonly cited among those who had been recruited as an Apprentice (63%) than those who were already working for their employer when they started (44%).

Other commonly cited responses focussed on greater flexibility, including more flexibility in when they could study (45%) and / or making it easier to study at home (37%). Around one in three said that it would have helped if the course was more interesting (33%) and/or if they had more financial support (32%). (All these reasons were only cited by 3-6% learners spontaneously.)

<sup>8</sup> 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.

It is also worth noting that one in seven learners (14%) spontaneously suggested improvements to staffing, including more adequate and a lower turnover of staff whilst one in ten (10%) said that it would have helped having more communication and / or support from the college. (These responses were not on the prompted list.)

Those who dropped out of a Level 2 Apprenticeship (as opposed to a Level 3) were more likely to say that nothing could have been done to help them stay on the course (33% vs. 22% respectively in the prompted measure). Specifically, Level 3 early leavers were more likely to have said it would have helped if it was easier to study at home (45% vs. 31% Level 2, prompted).

Younger learners were more likely to have reported that better financial support would have helped (40% aged 19-24 vs. 27% aged 25+).

# Chapter 7: Higher Apprentices

This chapter focuses on Higher Apprentices (i.e. Level 4 and Level 5 Adult Apprentices who were included in the current 2013/14 survey). It first describes the demographic profile of adults (aged 19+) undertaking Level 4 and Level 5 Apprenticeships, before going on to explore their prior qualifications and reasons for starting their Higher Apprenticeship. It also goes on to explore what Higher Apprentices who left their course early felt could have been done to help them stay on and complete their course.

The data presented in this chapter represents the population characteristics of Apprentices after the survey data has been grossed up to represent the full population of adults on Level 4 or 5 Apprenticeship provision in November 2013.

## The demographic profile of Higher Apprentices

The profile of adults undertaking Higher Apprenticeships in November 2013 is shown in Table 7.1, where data on the age, gender and ethnicity profiles is presented.<sup>9</sup> This demographic information is drawn from the Individual Learner Record (ILR).

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<sup>9</sup> Note that the survey data has been weighted to represent the population in terms of age and level of learning. The weighting does not take into account gender and ethnicity, hence these figures should be treated as a guide rather than an accurate description of the gender and ethnicity profile of the full learner population.

**Table 7.1: Demographic profile of adults undertaking Higher Apprenticeships in November 2013**

	All Level 2 and Level 3 Apprentices 3,000 %	Level of Apprenticeship	
		Level 4 270 %	Level 5 230 %
<b>Age</b>			
19-24	47	67	10
25-44	39	25	60
45-retirement	14	8	30
Over retirement age	*	-	1
<b>Gender</b>			
Male	54	50	30
Female	46	50	70
<b>Ethnicity</b>			
White	88	93	82
Non-white	10	7	14
<i>Asian</i>	5	4	6
<i>Black</i>	4	3	6
<i>Mixed / other</i>	2	*	2
Not stated	1	*	4

\*= <0.5% but >0%

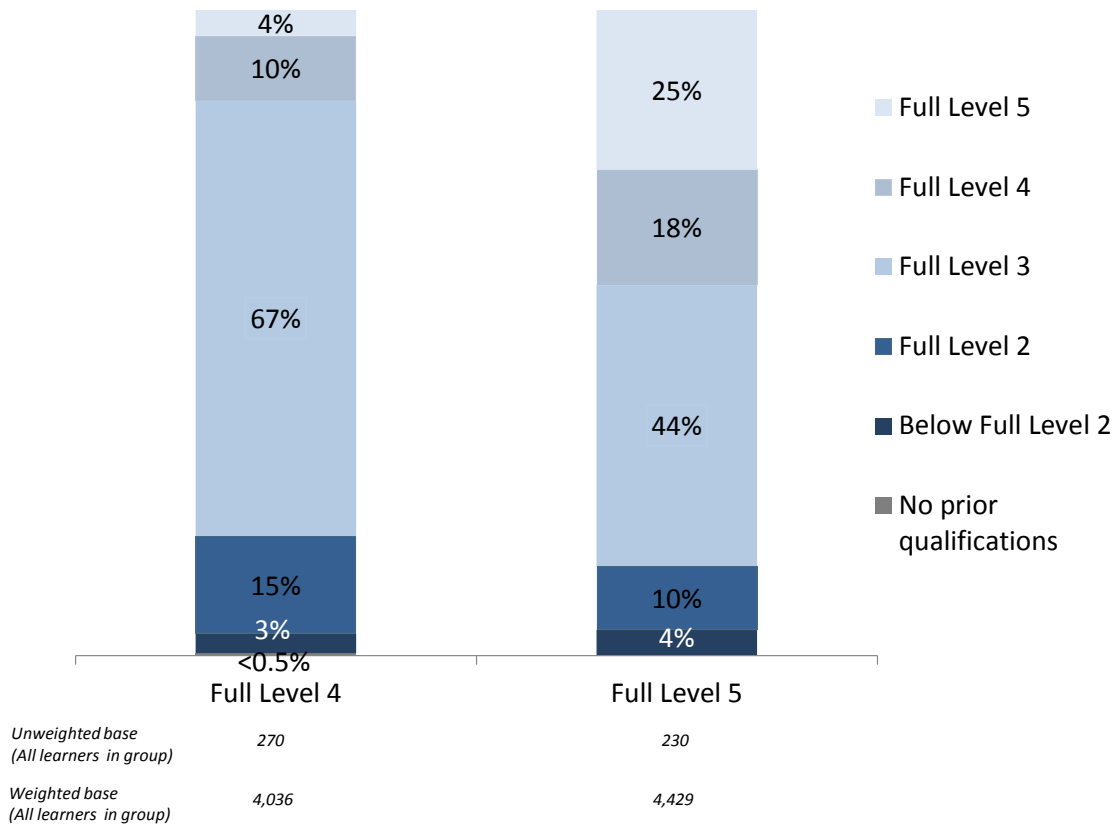
There is a marked difference in the age profile of Level 5 Apprentices compared with Level 4 Apprentices: Level 5 are much older with 31% aged 45 plus (compared with 8% of those on Level 4 courses). Two-thirds (67%) of Level 4 Apprentices were aged 19-24, compared with 10% of Level 5 Apprentices.

Within the weighted survey figures, Level 4 learners are split equally between males and females (both at 50%). Level 5 learners, on the other hand, are made up of a much higher proportion of female learners (70%). These gender profiles are similar to that of all learners in scope of the survey (i.e. all adults on the ILR on an Apprenticeship in November 2013) – see Table G2 in the annex.

### Levels of prior attainment of Higher Apprentices

The profile of adults undertaking Level 4 and Level 5 Higher Apprenticeships in November 2013, in terms of their highest level of prior attainment, is shown in Figure 7.1. The chart shows the proportion of Level 4 and Level 5 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

**Figure 7.1: Highest level of prior attainment amongst adults undertaking Level 4 and Level 5 Apprenticeships in November 2013**



The survey results indicate that among the estimated 4,000 adult learners enrolled on a Level 4 Apprenticeship in November 2013, for the majority the highest qualification held was either a Level 2 or 3 qualification (82%) although one in seven (15%) said they had already achieved a Level 4 or 5 qualification.

For Level 5 Apprentices, the survey results indicate that all of the estimated 4,400 learners (100%) had prior qualifications before starting their Level 5 course. The level of prior qualification held ranged from Below Level 2 (4%) to Level 5 (25%); most commonly it was Level 3 (44%).

Across Level 4 and Level 5 Apprentice provision combined, the majority (71%) had a Level 3 qualification or lower before starting their course. Table 7.2 shows the highest level of prior qualification across all Higher Apprentices, and highlights the differences in the prior qualification levels according to the age, gender and ethnicity of the Higher Apprentice.

**Table 7.2: Highest level of prior attainment amongst adults undertaking Higher Apprentices in November 2013**

Row %s	Base	Level of Prior Qualification					
		No Prior Qualifications	Below Level 2	Level 2	Level 3	Level 4	Level 5
<b>All Level 4 and 5 Apprentices</b>	500	% *	3	12	55	14	15
<b>Age</b>							
19-24	186	% *	*	9	74	14	2
25-44	215	% -	5	15	47	12	21
45 plus	99	% -	5	11	36	21	27
<b>Gender</b>							
Male	199	% *	1	12	60	14	13
Female	301	% -	5	12	52	15	17
<b>Ethnicity</b>							
White	439	% *	3	12	55	14	15
Non-white	51	% -	5	14	51	13	18

\*= <0.5% but >0%

- = zero

There was some variation in the levels of prior qualifications held by age, with older learners more likely to hold higher levels of prior qualifications. Almost half of Higher Apprentices aged 45+ already held qualifications at Level 4 or 5 (47%) compared with a third of those aged 25-44 (33%) and one in six of those aged 19-24 (16%).

There was little variation in the highest level of prior qualification held among Higher Apprentices by gender or ethnicity.

### Actual prior qualifications held by Higher Apprentices

The results discussed so far show that adults undertaking Apprenticeships are a diverse group in terms of their level of prior educational attainment. Many, especially the older adults, are enrolling on Higher Apprenticeships having already attained qualifications at these levels. To provide more insight into the educational history of learners, the following table shows the specific qualifications previously attained by adults who were undertaking Level 4 or Level 5 Apprenticeships in November 2013. This helps to clarify the academic and vocational qualification routes that lead to individuals undertaking Apprenticeships.



The following table gives the proportion of Apprentices who had attained qualifications such as GCSEs or A Levels, even if this does not represent the individual's highest level of prior attainment. Note an individual may have, for example, both GCSEs and A Levels, and can therefore be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. against their highest NVQ or BTEC qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 7.3 is not fully comprehensive – only qualifications held by more than one in twenty Apprentices are included.

**Table 7.3 Prior qualifications held by learners undertaking a Level 4 or Level 5 Apprenticeship in November 2013**

	All Higher Apprentices	Level 4	Level 5
<b>Base:</b>	<b>500</b>	<b>230</b>	<b>270</b>
	%	%	%
<b>GCSEs</b>	<b>76</b>	<b>92</b>	<b>62</b>
Below Level 2 - less than 5 A-C grades	16	11	21
Full Level 2 - at least 5 A-C grades	58	80	38
<b>O or AO Levels</b>	<b>13</b>	<b>6</b>	<b>20</b>
Below Level 2 - less than 5 O/AO Levels	6	2	9
Full Level 2 - at least 5 O/AO Levels	7	4	10
<b>CSEs</b>	<b>15</b>	<b>5</b>	<b>23</b>
Below Level 2 - less than 5 A-C grades	11	5	17
Full Level 2 - at least 5 A-C grades	2	*	3
<b>AS Levels</b>	<b>34</b>	<b>56</b>	<b>14</b>
One, two or three AS Levels - part L3	19	29	10
Four or more AS Levels - Full L3	13	25	3
<b>A Levels</b>	<b>47</b>	<b>64</b>	<b>31</b>
One A Level - part L3	8	7	9
More than one A Level - Full L3	39	57	22
<b>NVQ</b>	<b>49</b>	<b>28</b>	<b>68</b>
Level 2	6	6	5
Level 3	34	17	49
Level 4	6	3	9
Level 5	2	*	3
<b>BTEC</b>	<b>27</b>	<b>31</b>	<b>23</b>
Below Level 2 – First/General Certificate	1	1	1
Level 2 – First/General Diploma	3	4	3
Level 3 – National Certificate/Diploma	14	17	11
Level 4 – Advanced Certificate/Diploma	4	3	5
<b>City and Guilds</b>	<b>26</b>	<b>15</b>	<b>37</b>
Level 1 – Foundation	5	5	5
Level 2 – Craft	4	2	7
Level 3 - Advanced Craft	6	3	9

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

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

**Table 7.3 Prior qualifications held by learners undertaking a Level 4 or Level 5 Apprenticeship in November 2013 (cont.)**

	<b>All Higher Apprentices</b>	<b>Level 4</b>	<b>Level 5</b>
<b>Base:</b>	<b>500</b>	<b>230</b>	<b>270</b>
	<b>%</b>	<b>%</b>	<b>%</b>
<b>Maths / English qualification at Level 2 or below (incl. Basic Skills, Skills for Life, Functional Skills)</b>	<b>21</b>	<b>15</b>	<b>27</b>
Entry	*	-	1
Level 1	1	1	1
Level 2	17	11	23
<b>Key Skills</b>	<b>24</b>	<b>22</b>	<b>26</b>
<b>RSA or OCR</b>	<b>17</b>	<b>15</b>	<b>17</b>
Higher Diploma / Advanced Diploma	3	4	2
Other (inc. Stage I,II and III)	9	7	10
<b>Apprenticeship</b>	<b>16</b>	<b>16</b>	<b>16</b>
Higher Level 4/5	*	*	*
Advanced Level (Level 3)	6	7	6
Foundation Level (Level 2)	5	5	5
<b>Degree</b>	<b>5</b>	<b>-</b>	<b>9</b>
<b>Diploma of Higher Education</b>	<b>4</b>	<b>1</b>	<b>7</b>
<b>HNC / HND (Higher National Certificate / Higher National Diploma)</b>	<b>8</b>	<b>3</b>	<b>12</b>
<b>Other Higher Education qualifications</b>	<b>8</b>	<b>6</b>	<b>9</b>

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

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

Table 7.3 shows that the most commonly held qualification by Higher Apprentices was GCSEs, held by three in four (76%) learners. In total, almost nine in ten Higher Apprentices (89%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs). These qualifications were more commonly held by Level 4 Apprentices (97%) than those enrolled on the higher Level 5 course (82%).

A third of Higher Apprentices held AS Levels (34%) whilst almost half held A Levels (47%). Once again, Level 4 Apprentices were more likely to hold these qualifications than those studying at Level 5.

In terms of vocational qualifications, almost half (49%) of Higher Apprentices had previously attained a NVQ with this most commonly held at Level 3 (34%). In contrast to the previous types of qualifications discussed, Level 5 learners were more likely to hold an NVQ qualification (68% vs. 28% Level 4 learners), most commonly held at Level 3 (49%).

Around one in six Higher Apprentices (16%) already held an Apprenticeship when they enrolled on their Higher Apprenticeship. Learners were as likely to hold this at Level 2 (4%), as they were Level 3 (6%).

### Prior attainment in English and Maths

As discussed earlier in Chapter 4, attainment of English and Maths GCSEs at grade C or above is often used as a benchmark by employers to indicate that someone has the basic level of skills. Learners undertaking Apprenticeships, including Higher Apprenticeships, are also expected to have a good basic standard of literacy and numeracy in order to be able to benefit from the course. Higher Apprentices were therefore also asked whether they had achieved GCSEs (or equivalent) in Maths and English, and at what grade. Table 7.4 shows the grades achieved in English by learners undertaking Level 4 and Level 5 Apprenticeships.

**Table 7.4: Prior English GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Higher Apprenticeship as of November 2013**

		Level 4	Level 5
<b>Base:</b>		<b>270</b> %	<b>230</b> %
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	88	61
<b>Level 2 Basic Skills English</b>	<b>Level 2</b>	3	10
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills English</b>	<b>Level 1</b>	5	10
<b>Entry level (1,2,3) Basic Skills English</b>	<b>Entry Level</b>	-	*
<b>No English qualification</b>	<b>None</b>	3	15
<b>English qualification but unknown level</b>	<b>Unknown Level</b>	2	3

These rows are mutually exclusive and total 100%.

\*= <0.5% but >0%

Looking first at prior qualifications held in English revealed that the vast majority of Level 4 Apprentices had achieved a Level 2 qualification in English (91%). This included 88% who had achieved a grade of A\*-C GCSE / O Level or the equivalent Grade 1 CSE, and a further 3% who had achieved the equivalent Level 2 English in Basic Skills.

Learners undertaking the higher Level 5 Apprenticeship were less likely to hold an English qualification, although still the vast majority did (85%). Seven in ten (72%) had achieved a Level 2 qualification in English, including 61% who had achieved a grade of A\*-C GCSE / O Level or the equivalent Grade 1 CSE, and a further 10% who had achieved the equivalent Level 2 English in Basic Skills.

Turning to prior qualifications held in Maths (displayed in Figure 7.5) showed that (again) the vast majority of Level 4 Apprentices had achieved a Level 2 qualification in this subject (91%). The vast majority had achieved this by gaining an A\*-C at either GCSE / O Level or Grade 1 CSE (88%), although 2% had gained this through Level 2 Basic Skills.

As was the case with English qualifications, learners undertaking the higher Level 5 Apprenticeship were less likely to hold a Maths qualification, although still the vast

majority did (85%). Three in five (60%) had achieved a Level 2 qualification in Maths, including 50% who had achieved a grade of A\*-C GCSE / O Level or the equivalent Grade 1 CSE, and a further 11% who had achieved the equivalent Level 2 Maths in Basic Skills.

**Table 7.5: Prior Maths GCSE/O Level/CSE/Basic Skills qualifications of adults engaged with a Higher Apprenticeship as of November 2013**

		Level 4	Level 5
<b>Base:</b>		<b>270</b> %	<b>230</b> %
<b>A*-C at either GCSE/ O Level or Grade 1 CSE</b>	<b>Level 2</b>	89	50
<b>Level 2 Basic Skills or Maths</b>	<b>Level 2</b>	2	11
<b>D/E/F/G GCSE / O Level or Grade 2 (or below) CSE or L1 Basic Skills Maths</b>	<b>Level 1</b>	4	20
<b>Entry level (1,2,3) Basic Skills Maths</b>	<b>Entry Level</b>	-	*
<b>No maths or numeracy qualification</b>	<b>None</b>	3	15
<b>Maths or numeracy qualification but unknown level</b>	<b>Unknown Level</b>	2	4

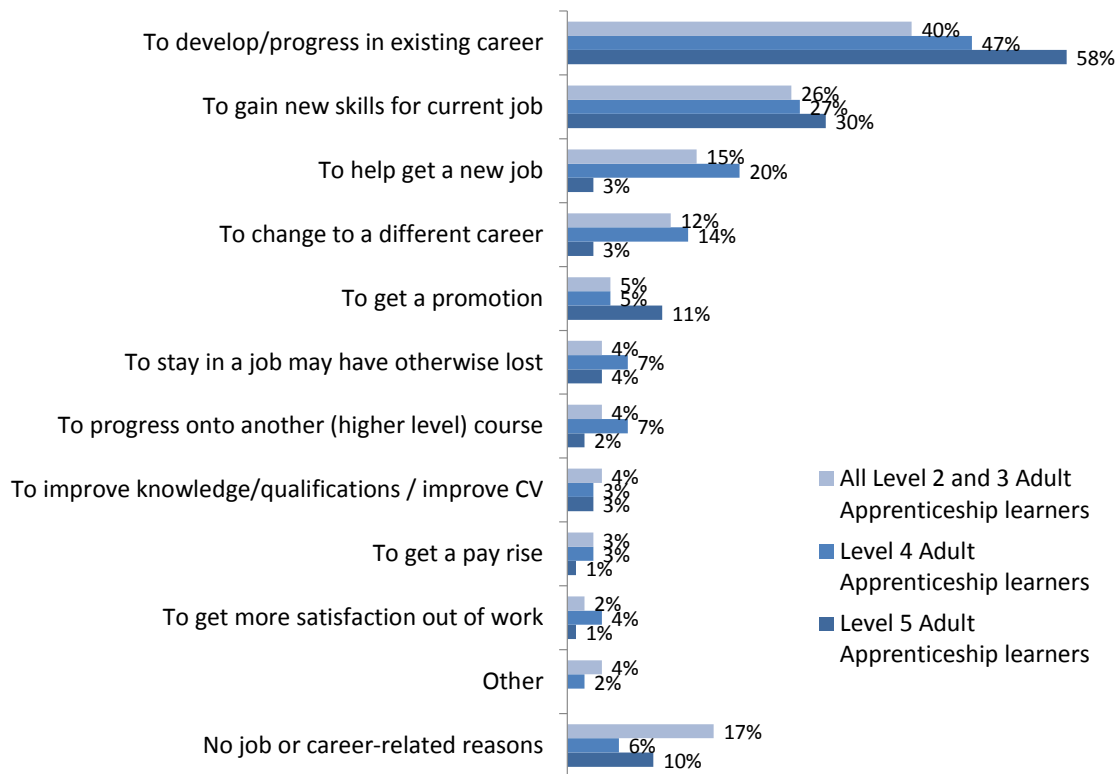
These rows are mutually exclusive and total 100%.

\*= <0.5% but >0%

## Reasons for starting the Apprenticeship

As with Level 2 and 3 Apprentices (discussed in Chapter 6), those undertaking the higher Level 4 or 5 were also asked whether they started their Apprenticeship for job or career related reasons and if so, what these reasons were. This measure offers a useful insight in to learners' motivations at the outset of their Higher Apprenticeship. Figure 7.2 shows the most common job or career related reasons given for the particular timing of enrolment. It shows reasons given by Level 4 and 5 learners separately as well as those given by the lower Level 2 and 3 Apprentices for comparison.

**Figure 7.2: Job or career related reasons given by learners for starting their Apprenticeship when they did (spontaneous)**



Base: All Level 2 and 3 Adult Apprenticeship Learners (3,000); Level 4 Learners (270); Level 5 Learners (230)

The vast majority of Higher Level Apprentices had undertaken their Apprenticeship (at least in part) for job or career related reasons: 94% of Level 4 and 90% of Level 5 learners. Although there was little difference in this measure between the two higher level courses (Level 4 and 5), higher level learners were more likely to have been motivated for job/career reasons than those on Level 2 or 3 Apprenticeships (82%).

As with Level 2 and 3 Apprentices, the most common job related trigger for Higher Apprentices was to develop/ progress in their existing career, although this was statistically significantly higher among Level 5 learners than Level 4 or Level 2 and 3 combined (58% vs. 47% and 40% respectively).

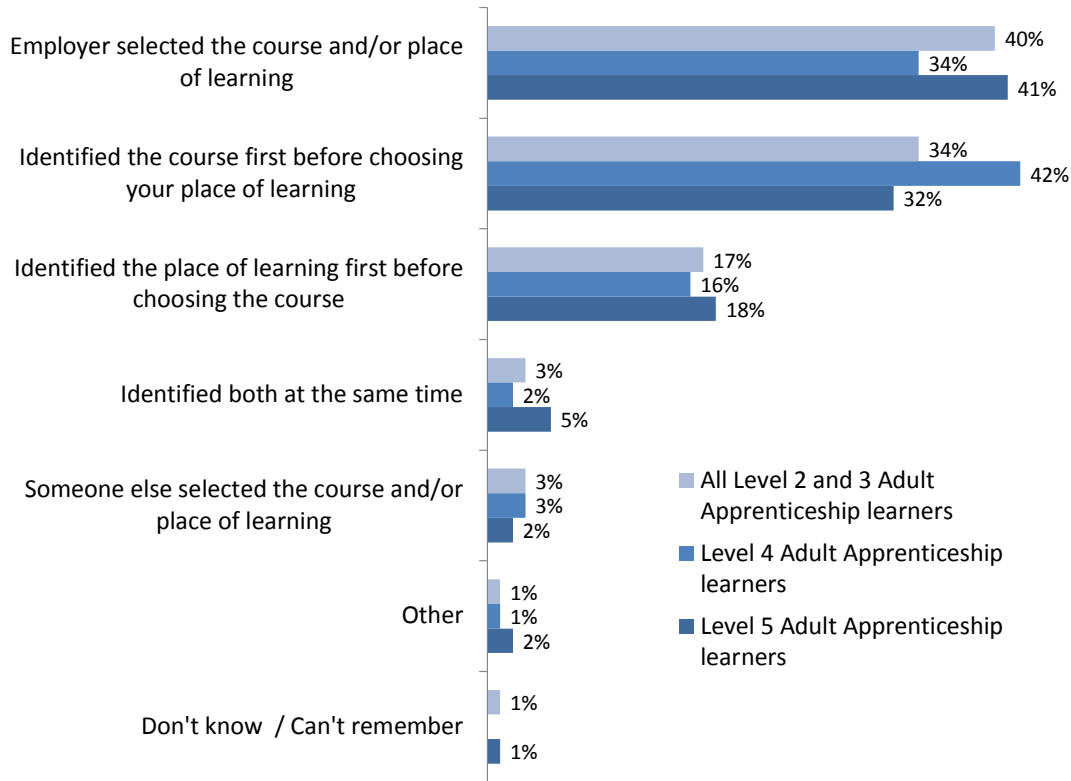
The prospect of gaining new skills for their current job was also relatively common across both levels of learning (27% Level 4 and 30% Level 5).

Deciding to enrol on the Apprenticeship to help get a new job and / or to change to a different career was relatively common among Level 4 learners (20% and 14% respectively) but notably less common among Level 5 learners (each at 3%).

## How Higher Apprentices chose their course

As with Level 2 and 3 Apprentices (discussed in Chapter 6), those undertaking the higher Level 4 or 5 were asked how they chose their course. Figure 7.3 shows the main responses to this prompted question given by Level 4 and 5 learners separately, as well as those given by the lower Level 2 and 3 Apprentices for comparison.

**Figure 7.3: How Apprentices chose their course (prompted)**



*Base: All Level 2 and 3 Adult Apprenticeship Learners (3,000); Level 4 Learners (270); Level 5 Learners (230)*

As with Level 2 and Level 3 Apprentices, Level 5 Apprentices most commonly said that their course and / or place of learning was selected for them by their employer (41%). Level 4 Apprentices, on the other hand, were much less likely to have had their course chosen for them in this way (34%). Instead, they were more likely to have said that they identified their course first before choosing their place of learning (42% vs. 32% Level 5 Apprentices and 34% of Level 2 / Level 3 Apprentices).

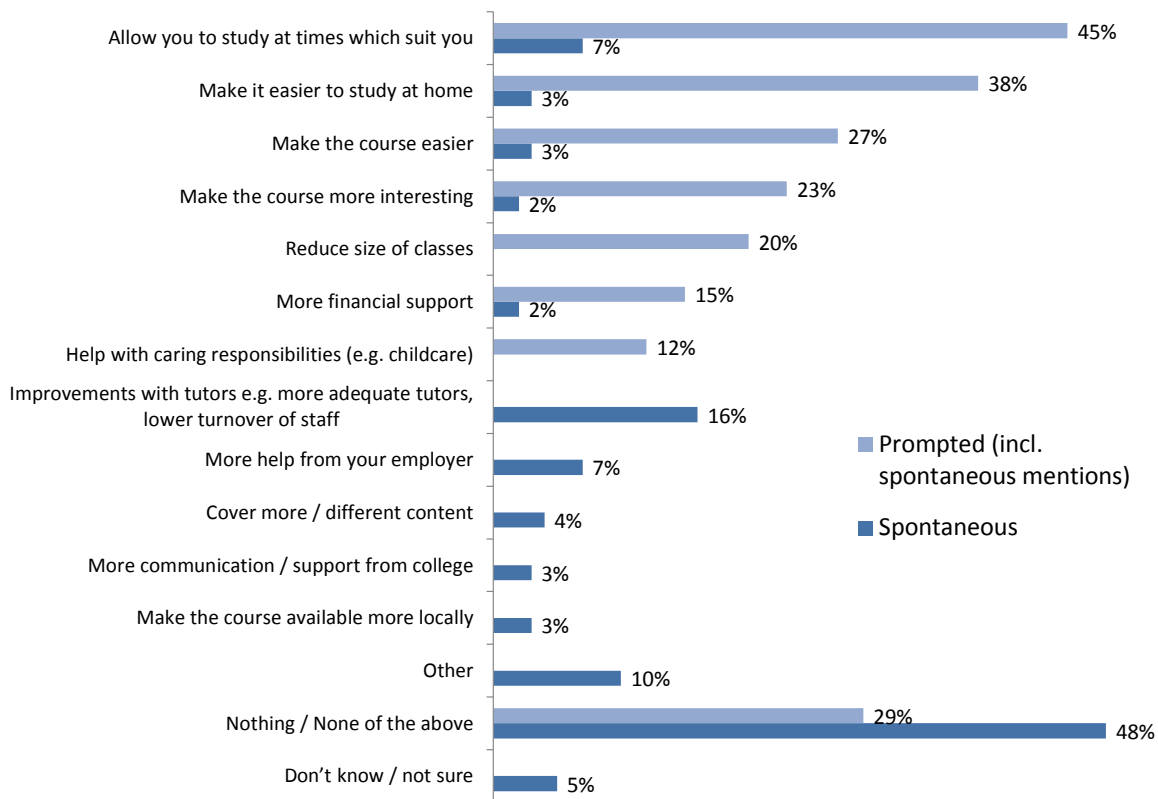
Learners, across all levels, were less likely to say that they had identified the place of learning first (16% - 18%).

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

Overall, those who had left their Apprenticeship early accounted for one in twenty (5%) Level 4 learners and one in eight (12%) Level 5 learners.

These learners were asked what could have helped them to stay on their course. Learners were asked to give spontaneous responses before being prompted with a list of possibilities. Due to the low base sizes, Figure 7.4 shows both the spontaneous and prompted responses given by Level 4 and 5 leavers combined.

**Figure 7.4: Aspects of the course that could have been improved to help early leavers stay on the course (spontaneous and prompted)**



Base: All Higher Apprentices (Level 4 and 5) learners who left their course early (40)

When asked spontaneously, around half of Higher Level Apprentices who had left their course early reported that nothing could have been done to help them stay on their course (48%). However, when prompted with a selection of possibilities this reduced to three in ten (29%). This suggests that in the majority of cases (71%), something could have been done to help encourage Higher Apprentices to stay on their course.

The most common responses given by learners who felt that something could have been done to help them stay on the course were (in descending order):

- Allow studying at times which suit the learner (45%);
- Make it easier to study at home (38%); and
- Make the course easier (27%).

# Appendices

## A – Selection of eligible respondents from the ILR

During the academic year 2013/14, 345,291 learners were enrolled on a Level 2, Level 3 or Higher (Level 4 or Level 5) Apprenticeship in November 2013. Of these 159,932 (i.e. the eligible sample for the survey):

- Were on a Level 2, Level 3, Level 4 or Level 5 Apprenticeship ((ProgType=02 or ProgType =03 or ProgType =20 or ProgType =21) and (D\_L2WID=100 or D\_L3WID=100 or D\_NOTIONLEV\_V2=4 OR D\_NOTIONLEV\_V2=5))
- 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

Overall, 3,500 interviews were undertaken with Apprentices. This was made up of an equal number of Level 2 and Level 3 interviews (1,500) with an 500 interviews allocated to Higher Apprentices (Level 4/5). Within Level the quota targets were calculated to ensure a spread of interviews directly proportional to the age of Apprentices in the population of eligible learners derived from the ILR. The final achieved interviews matched the quota targets specified.

**Table B1: Final achieved interviews - Adult Apprentices**

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
<b>Full Level 2</b>	718	552	223	7	<b>1,500</b>
<b>Full Level 3</b>	680	612	203	5	<b>1,500</b>
<b>Higher (Level 4)</b>	174	68	28	-	<b>270</b>
<b>Higher (Level 5)</b>	12	147	69	2	<b>230</b>
<b>Total</b>	<b>1,584</b>	<b>1,379</b>	<b>523</b>	<b>14</b>	<b>3,500</b>

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2, Full Level 3, Level 4 and Level 5 Apprenticeships as of November 1st 2013. 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 345,300 records.

**Table B2: Population figures – Eligible adults undertaking a Full L2, Full L3 or Higher Apprenticeship in November 2013**

	<b>19-24</b>	<b>25-44</b>	<b>45 to retirement age</b>	<b>Over retirement age</b>	<b>Total</b>
<i>Level of Apprenticeship</i>					
<b>Full Level 2</b>	84,022	64,583	26,031	797	<b>175,433</b>
<b>Full Level 3</b>	73,210	65,804	21,893	486	<b>161,393</b>
<b>Higher (Level 4)</b>	2,715	1,014	307	-	<b>4,036</b>
<b>Higher (Level 5)</b>	433	2,637	1,333	26	<b>4,429</b>
<b>Total</b>	<b>160,380</b>	<b>134,038</b>	<b>49,564</b>	<b>1,309</b>	<b>345,291</b>

## **C - Sample outcomes and response rate**

In total, c.21,000 Apprentices were called at least once for the survey, resulting in 3,500 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 (3,500) 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 59%.

## 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 Level 2 and 3 Apprentices, overall and 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 – 2.3% of the survey finding. For Level 2 Apprentices aged 45 year plus, the base number of interviews is smaller, and the confidence interval rises to +/- 6.0%. The statistical confidence takes into account the overall population of Level 2 and Level 3 Apprentices.

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

Level of Apprenticeship	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	<b>1,500</b>	<b>20.14%</b>	<b>+/-2.0%</b>
	19-24	718	11.41%	+/-2.3%
	25-44	552	26.12%	+/-3.7%
	45 plus	230	33.83%	+/-6.1%
	25 plus	782	28.34%	+/-3.2%
Full Level 3	<i>All</i>	<b>1,500</b>	<b>10.12%</b>	<b>+/-1.5%</b>
	19-24	680	6.55%	+/-1.9%
	25-44	612	12.32%	+/-2.6%
	45 plus	208	15.53%	+/-4.9%
	25 plus	820	13.18%	+/-2.3%
<b>Overall</b>	<i>All</i>	<b>3,000</b>	<b>15.30%</b>	<b>+/- 1.3%</b>

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 the overall incidence figure of 43.57% has a confidence interval of + or - 2.5% based on the sample of 1,500 Level 3 learners surveyed.

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

<b>Level of Apprenticeship</b>	<b>Age</b>	<b>Number of interviews</b>	<b>Proportion undertaking their first Full Level 3</b>	<b>Confidence intervals associated with number of interviews conducted (95% confidence level)</b>
	<b>All</b>	<b>1,500</b>	<b>43.57%</b>	<b>+/-2.5%</b>
	19-24	680	40.68%	+/-3.7%
Full Level 3	25-44	612	43.64%	+/-3.9%
	45 plus	208	52.78%	+/-6.8%
	25 plus	820	45.99%	+/-3.4%

## E – Additional data on personal income of learners and housing tenure

**Table E1: Annual personal income amongst those who had completed November 2013 provision by the time of interview - Level 2 Apprentices aged 19 to 24**

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed
<b>Base:</b> <b>All answering**</b>	<b>487</b> %	<b>412</b> %	<b>48</b> %	<i>DATA NOT SHOWN AS BASE &lt;25</i>
Less than £10,000	18	10	73	
£10,000 - £19,999	69	76	25	
£20,000 - £29,999	11	12	-	
£30,000 - £49,999	1	1	-	
£50,000 - £79,999	-	-	-	
£80,000 plus a year	*	*	2	
Summary: £20,000 plus	13	14	2	
Mean income***	£14,900	£15,700	£9,100	

\*= <0.5% but >0%

- = zero

\*\*Excludes those refusing (10% 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. Figures rounded to nearest £100.

**Table E2: Annual personal income amongst those who had completed November 2013 course by the time of interview - Level 2 Apprentices aged 25 plus**

	<b>All who completed or left Apprenticeship</b>	<b>In full time work</b>	<b>In part-time work</b>	<b>Self-employed</b>
<b>Base: All answering**</b>	<b>571 %</b>	<b>423 %</b>	<b>107 %</b>	<i>DATA NOT SHOWN AS BASE &lt;25</i>
Less than £10,000	18	4	69	
£10,000 - £19,999	55	62	28	
£20,000 - £29,999	22	27	3	
£30,000 - £49,999	5	6	-	
£50,000 - £79,999	-	-	-	
£80,000 plus a year	*	*	-	
Summary: £20,000 plus	27	33	3	
Mean income***	£16,700	£18,900	£8,400	

\*= <0.5% but >0%

- = zero

\*\*Excludes those refusing (12% 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. Figures rounded to nearest £100.

**Table E3: Annual personal income amongst those who had completed November 2013 course by the time of interview- Level 3 Apprentices aged 19 to 24**

	<b>All who completed or left Apprenticeship</b>	<b>In full time work</b>	<b>In part-time work</b>	<b>Self-employed</b>
<b>Base: All answering**</b>	<b>461</b> %	<b>416</b> %	<b>26</b> %	<i>DATA NOT SHOWN AS BASE &lt;25</i>
Less than £10,000	10	5	77	
£10,000 - £19,999	63	67	23	
£20,000 - £29,999	22	22	-	
£30,000 - £49,999	4	4	-	
£50,000 - £79,999	1	1	-	
£80,000 plus a year	-	-	-	
Summary: £20,000 plus	27	27	-	
Mean income***	£17,000	£18,100	£7,300	

\*= <0.5% but >0%

- = zero

\*\*Excludes those refusing (12% 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. Figures rounded to nearest £100.

**Table E4: Annual personal income amongst those who had completed November 2013 course by the time of interview - Level 3 Apprentices aged 25 plus**

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed
<b>Base: All answering**</b>	<b>610 %</b>	<b>496 %</b>	<b>76 %</b>	<i>DATA NOT SHOWN AS BASE &lt;25</i>
Less than £10,000	13	4	59	
£10,000 - £19,999	55	59	37	
£20,000 - £29,999	25	28	4	
£30,000 - £49,999	7	8	-	
£50,000 - £79,999	*	*	-	
£80,000 plus a year	-	-	-	
Summary: £20,000 plus	32	37	4	
Mean income***	£18,100	£19,600	£9,500	

\* = &lt;0.5% but &gt;0%

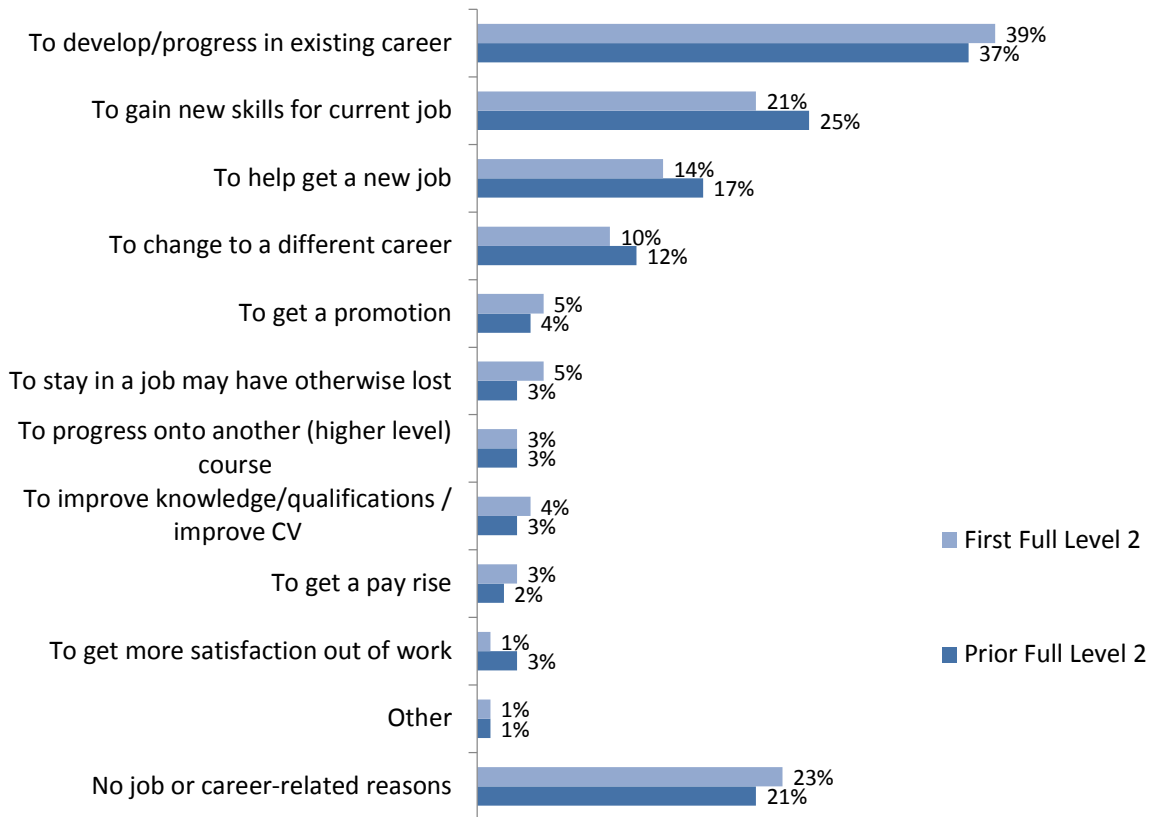
- = zero

\*\*Excludes those refusing (12% 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. Figures rounded to nearest £100.

## F – Additional data on job or career related reasons given by Level 2 and Level 3 Apprentices

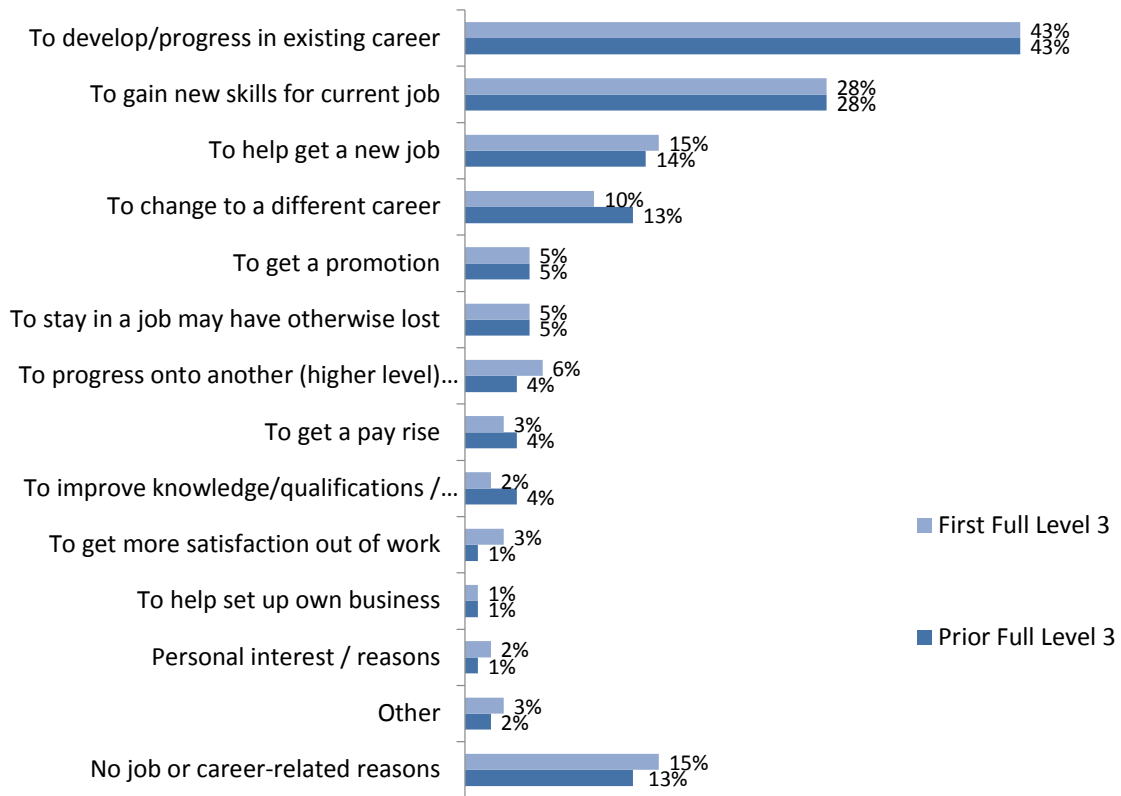
**Figure F1: Job or career related reasons given by Level 2 learners for starting their Apprenticeship when they did (spontaneous)**



Base: Level 2 Apprenticeship Learners undertaking their first Full Level 2 (261);  
 Level 2 Apprenticeship Learners with prior qualifications at Level 2 or above (1,092)



**Figure F2: Job or career related reasons given by Level 3 learners for starting their Apprenticeship when they did (spontaneous)**



Base: Level 3 Apprenticeship Learners undertaking their first Full Level 3 (1,927);  
Level 3 Apprenticeship Learners with prior qualifications at Level 3 or above (2,287)

## G – Learner demographics on the Individual Learner Record

Table H1 presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current Level 2 and 3 Apprenticeship survey (i.e. adults on Level 2 or Level 3 Apprenticeship provision in November 2013), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first column of data).

As shown in the table, the weighted survey data for Level 2 and Level 3 learners is somewhat skewed towards males (54% male compared with 46% within the full ILR). The weighted survey data has a similar profile to all sample in scope in terms of ethnicity. They match for age as this was one of the criteria by which the weighting was undertaken.

**Table G1: Demographic profile of Level 2 and 3 Apprenticeship learners**

	Achieved sample			All sample in scope		
	All 3,000 %	Full Level 2 1,500 %	Full Level 3 1,500 %	All 336,826 %	Full Level 2 175,433 %	Full Level 3 161,393 %
<b>Age</b>						
19-24	47	48	45	47	48	45
25-44	39	37	41	39	37	41
45 – retirement	14	15	14	14	15	14
Over retirement age	*	*	*	*	*	*
<b>Gender</b>						
Male	54	55	53	46	50	42
Female	46	45	47	54	50	58
<b>Ethnicity</b>						
White	88	87	89	88	88	89
Non-white	10	11	9	10	11	10
Asian	5	6	3	4	4	4
Black	4	4	4	4	4	4
Mixed / other	2	2	2	3	3	2
Not stated	1	1	1	1	1	1

\*= <0.5% but >0%

The following table (G2) presents the age, gender and ethnicity demographics recorded on the ILR for all sample in scope for the current Higher Apprenticeship survey (i.e. adults on Level 4 or Level 5 Apprenticeship provision in November 2013), and compares this with the demographics of the weighted profile of the achieved interviews (shown in the first two columns of data).

As shown in the table, the weighted survey data for Level 5 learners is slightly less weighted towards White learners (82% compared to 87% of Level 5 learners in scope of the survey) although the ethnicity profile of Level 4 learners is similar to all Level 4 learners in scope. The weighted survey data has a similar profile to all sample in scope in terms of gender. They match for age as this was one of the criteria by which the weighting was undertaken.

**Table G2: Demographic profile of Higher Apprenticeship learners**

	Achieved sample		All sample in scope	
	Level 4	Level 5	Level 4	Level 5
	<b>270</b>	<b>230</b>	<b>4,036</b>	<b>4,429</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Age</b>				
19-24	67	10	67	10
25-44	25	60	25	60
45 – retirement	8	30	8	30
Over retirement age	-	1	-	1
<b>Gender</b>				
Male	50	30	46	26
Female	50	70	54	74
<b>Ethnicity</b>				
White	93	82	92	87
Non-white	7	14	7	11
<i>Asian</i>	4	6	4	4
<i>Black</i>	3	6	2	5
<i>Mixed / other</i>	*	2	2	2
Not stated	*	4	*	2

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

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

- IF APPREN=YES & SQ1C=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER)  
 sq1d) **Were you already working for the employer when you started the Apprenticeship, or were you recruited specifically as an apprentice?**

Already working for them when started	1	CHECK SQ1da
Recruited specifically as an apprentice	2	ASK SQ1db
Other (SPECIFY)	3	CHECK Q1c
Don't know	X	

- IF APPREN=YES & SQ1C=1 & SQ1d=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER & ALREADY WORKING FOR THE EMPLOYER)  
 sq1da) **How long did you work for this employer before you started doing your <INSERT COURSE NAME>? PROMPT TO CODE: Was it . . . ?**

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

IF APPREN=YES & SQ1C=1 & SQ1d=2 (APPRENTICESHIP & BASED WITH AN EMPLOYER & RECRUITED SPECIFICALLY AS AN APPRENTICE)

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

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

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

ASK ALL

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

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

ASK ALL

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

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



IF YES (1c1=1)

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

To help get a new job	1
To change to a different career	2
To develop / progress in your existing career	3
To gain new skills for your job	4
To stay in a job that you might have lost without doing this course	5
To get a pay rise	6
To get a promotion	7
To get more satisfaction out of your work	8
To help set up your own business	9
To help with work problems related to your health problem or disability	10
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	

- 1da) ~~DELETED~~
- 1e) ~~DELETED~~
- 1f) ~~DELETED~~
- 1g) ~~DELETED~~
- 1h) ~~DELETED~~
- 1i) ~~DELETED~~

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 <sup>th</sup> Year Studies (CSYS)	15	3	A
Access to HE	16	3	A
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2	A
<u>Standard/Ordinary (O) Grade/Lower (Scotland)</u>	18	3	A
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2	A
CSEs [nb ended in 1988]	20	2	A
<u>National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications</u>	21	4	A
RSA or OCR	22	4	V
City and Guilds	23	3	V
YT Certificate	24	1	V
Key Skills / Core Skills (Scotland)	25	2	A
Any other Maths, English or IT qualification at Level 2 or below that you have not already mentioned, including Skills for Life, Basic Skills, Functional Skills or any other type of	26	2	A

qualification.			
<i>Welsh Baccalaureate</i>	27	Level 3	A
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3	A
<i>Entry Level Qualifications</i>	29	1	A
Any other professional or vocational qualification such as HGV or first aid qualification (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE HEALTH AND SAFETY AND FOOD HYGIENE CERTIFICATES HERE. MULTICODE OK.	30	Level derived (if highest) from next but one section	V
Any foreign, non-UK qualifications (IF YES: Can you tell me what such qualifications you have?) INTERVIEWER NOTE: INCLUDE ALL QUALIFICATIONS ACQUIRED OUTSIDE THE UK EXCEPT INTERNATIONAL BACCALAUREATE. MULTICODE OK. PROBE FOR COUNTRY, NAME OF QUALIFICATION, NUMBER ACHIEVED AND UK EQUIVALENT WHERE POSSIBLE	31	Level derived (if highest) from next but one section	U
Which other qualifications, if any, do you have? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	32	Level derived (if highest) from next but one section	U
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	33	Level derived (if highest) from next but one section	U
Any other qualifications? (LIST) INTERVIEWER NOTE: ENTER ONE QUALIFICATION ONLY. PROBE FOR TYPE, LEVEL, NUMBER WHERE APPLICABLE AND SUBJECT	34	Level derived (if highest) from next but one section	U

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

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

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

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

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

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

IF A LEVEL AT Q5

8) **Did you have...READ OUT**

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

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

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

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



- 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 of more Highers	3	Full (100%) level 3
(DO NOT READ OUT) not sure	4	= treat as 33% of level 3 for determining level

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

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

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

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

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

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

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

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

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

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

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

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

- 24a) IF 'Welsh Baccalaureate' AT Q5 ASK  
**Is your Welsh Baccalaureate ... READ OUT?**

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

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

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

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

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

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

IF MATHS AT Q25 (q25i=1)

26a) Was this Maths qualification...READ OUT AND CODE ALL THAT APPLY

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

IF ENGLISH AT Q25 (q25ii=1)

26b) Was this English qualification...READ OUT AND CODE ALL THAT APPLY?

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

Q27 - 30 DELETED

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

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

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

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

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

NOW CHECK Q30aii

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

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



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

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

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


**CATI TO DETERMINE HIGHEST QUALIFICATION OR QUALIFICATIONS**

IF Q5 SINGLE CODED HIGHEST QUALIFICATION = ANSWER AT Q5

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

**NOTE:**

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

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

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

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

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

EXACT NUMBER OF YEARS AGO THAT ACHIEVED _____	1	RECORD EXACT YEAR (1920-2013)
Don't know	2	ASK Q33

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

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

READ OUT APPROPRIATE RANGE

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

- 44) DELETED**

ASK ALL

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

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

IF ANY UNDER 14 (Q45=1)

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

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

IF ANY AGED 14+ (Q45=2)

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

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

~~46) DELETED~~

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

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

Yes	1
No	2
Don't know / refused	3

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

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		

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

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

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



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



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**BIS/16/192a**