

# RESEARCH

**BIS** | Department for Business  
Innovation & Skills

**BIS RESEARCH PAPER NUMBER 34**

**Prior Qualifications of Adult  
Train to Gain Learners 2009 /  
2010**

MAY 2011

Prepared for Skills Funding Agency & Department for Business, Innovation and Skills (BIS)

By IFF Research

Contact details

Mark Winterbotham and Laura Godwin

IFF Research Ltd

Chart House

16 Chart Street

London N1 6DD

Tel 020 7250 3035

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

Department for Business, Innovation and Skills  
1 Victoria Street  
London, SW1H 0ET  
[www.BIS.gov.uk](http://www.BIS.gov.uk)

BIS Research paper  
May 2011

# Contents

<b>Contents</b> .....	<b>3</b>
<b>1 Executive Summary</b> .....	<b>5</b>
Determining the level of highest prior qualification .....	6
The incidence of first Full Level 2 learning.....	6
Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR) .....	7
Conclusions .....	8
<b>2 Introduction</b> .....	<b>9</b>
Research background and objectives.....	9
Methodology .....	10
Report structure .....	11
<b>3 Understanding the profile of adult learners</b> .....	<b>12</b>
Demographic profile of Full Level 2 and Full Level 3 Train to Gain learners .....	12
Learner reasons for starting the course when they did.....	14
Economic indicators.....	15
<b>4 The prior qualification level of learners</b> .....	<b>19</b>
Determining the level of highest prior qualification .....	19
Highest prior qualifications of learners.....	20
The incidence of first Full Level 2 learning – trends over time.....	21
The incidence of first Full Level 2 learning – differences by age of learner .....	23
The incidence of first Full Level 3 learning.....	23
<b>5 Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)</b> .....	<b>24</b>
<b>Appendices</b> .....	<b>31</b>
A – Quotas and weighting.....	31

B - Sample outcomes and response rate.....32

C – Detailed information on personal income .....33

D - Questionnaire.....38

# 1 Executive Summary

1.1 Skills have long been recognised as a key driver of economic growth and prosperity, yet is an area where Britain has performed relatively weakly compared with key economic competitors.

1.2 In November 2009 BIS published Skills for Growth which marked a radical shift in some of the priorities in the skills system. In particular it aimed: to tackle the gap in intermediate skills by creating a modern technician class through expanding apprenticeship numbers; to invest particularly in the sectors offering future growth (especially hi-tech, low carbon industries); to improve how providers respond to the skill needs of employers and the expectations of individuals through increased information and choice; and to simplify the skills landscape.

1.3 Qualification levels of the adult population are one measure of skill levels, and the previous government set targets for the proportion of working-age adults to be qualified to particular levels by particular dates (for example 79% of the working age population to be qualified to Level 2 and 56% to Level 3 by 2011). Clearly a key contributory factor in raising qualification levels of the working age population, in addition to the number of young people becoming of working age with qualifications at Level 2 and Level 3, is the number of adults in learning undertaking their first Full Level 2 (or Level 3) qualification.

1.4 The introduction of the Train to Gain service represented an important development within the context of the previous Government's work towards these targets. Introduced in April 2006, and fully rolled out in August of that year, Train to Gain was a national service for businesses that provided help in identifying and sourcing such training as would improve the skills of the workforce and business performance. It aimed to encourage employers to invest in the development of the skills and qualifications of their employees. The Train to Gain service provided funding support aimed at increasing the basic skills base (below Level 2) and the attainment rates at Full Level 2. Entitlement to support through Train to Gain was in many cases linked to the prior qualification level of prospective learners, with the clear aim being to encourage learning at Level 2 and Level 3 among those who did not already have qualifications at this level.

1.5 This report presents the findings of research into the skills and qualification levels of adults on Train to Gain learning provision in 2009/2010. The findings of the research presented in this report provide a further measure of the prior attainment level of learners, providing evidence of the volume of 'first' Full Level 2 learners participating in Train to Gain funded provision in the academic year 2009/2010.

1.6 The research, commissioned by the Department for Business, Innovation and Skills (BIS) and the Skills Funding Agency, and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19+) who were undertaking Full Level 2 or Full Level 3 learning in November 2009.

## Determining the level of highest prior qualification

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

1.8 Information on the qualifications that people had attained prior to their course was gathered in the following way. 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 were read a list of qualifications and asked 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.

1.9 From this list of qualifications achieved and answers to supplementary questions regarding the number and level of each qualification, a highest level was assigned to each respondent. Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series to derive information on the highest prior qualification of learners and the incidence of first Full Level 2 learning (which replicates 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).

## The incidence of first Full Level 2 learning

1.10 The following table shows the percentage incidence of first Full Level 2 learning amongst adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses in November 2009. It also shows comparisons with the three previous surveys in the research series.

**Table 1.1: Incidence of first Full Level 2 learning by level of learning and year of survey**

	2009/10			2008/9	2007/8	2006/7
	<i>No. of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 2		
Full 2	1,500	82,961	37%	47%	65%	65%
Full 3	1,500	19,852	23%	26%	53%	57%

Base no. of interviews for previous surveys:  
2008/9 - Level 2: 740; Level 3: 260.

2007/8 - Level 2: 400; Level 3: 100.

2006/7- Level 2: 470; Level 3: 120.

1.11 The survey results indicate that among the estimated 224,500 adult learners enrolled on a Full Level 2 Train to Gain course in November 2009, 37% were studying for their first Full Level 2 qualification. This represents approximately 83,000 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that three-fifths (63%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

1.12 The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 23%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

1.13 Across both Level 2 and Level 3 Train to Gain provision combined, the incidence of first Level 2 learning revealed by the survey was 33% (corresponding to approximately 102,800 learners).

1.14 Following on from the trend seen across the research series, there has been a statistically significant decrease between November 2008 and November 2009 in the proportion of adult Train to Gain learners studying for their first qualification at Full Level 2. This is driven by a change in the incidence of Level 2 firstness amongst Level 2 learners, with the incidence of firstness falling from 47% to 37%. For Level 3 learners, there has been a slight decrease in firstness (from 26% to 23%), but this is not statistically significant.

1.15 These changes indicate that, overall, the Train to Gain service is increasingly engaging learners with previous attainment at Level 2. The ILR data supports this trend – the ILR data for prior attainment for the 2008/09 cohort shows just over one fifth (22%) of learners with a Full Level 2 or above, whereas the 2009/10 ILR data shows 38%.

1.16 An influential factor in the changing incidence of firstness seen between the 2009 and 2010 surveys is likely to have been the ‘opening up’ and increased flexibility implemented in Train to Gain funding rules throughout 2009. Contributions were made available through Train to Gain for individuals with prior attainment at Level 2 who wished to take particular types of additional Level 2 qualifications deemed priorities for their particular industry sector.

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

1.17 Between 2006 and 2009, a series of studies have been carried out as part of the ‘Prior Qualifications’ programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with Train to Gain provision. A consistent finding across these studies 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 all found that the ILR under reports the proportion of learners with any prior attainment, and prior attainment at Full Level 2 or above.

1.18 Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around two fifths of cases (37%). 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: overall for half of all learners (49%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in ten learners (in 10% of cases the ILR appeared to over-state the prior achievement of learners). In a further 5% cases the survey measure of highest prior attainment was inconclusive. Overall the survey of learners again confirms (as with previous studies) that the ILR appears to under-report the level of prior qualifications held by adult Train to Gain learners.

1.19 Looking just at those learners marked as first Full Level 2 learners on the ILR, in over half of cases (54%), the survey indicates that the learners already had a Full Level 2 qualification before starting their course.

## Conclusions

1.20 The research has indicated that two thirds of learners enrolled on Full Level 2 and Full Level 3 Train to Gain courses in 2009/10 already had prior attainment at Full Level 2. This is despite the eligibility criteria for much of Train to Gain funding support being designed to direct support specifically to those learners with no prior attainment at Full Level 2.

1.21 There has been a significant decline over time in the proportion of learners engaging with Train to Gain provision drawn from low-skilled groups without prior Full Level 2 qualifications.

1.22 The research suggests that the information on prior attainment recorded on the ILR by providers may underestimate the extent of prior attainment of learners, and therefore gives an inflated estimate of the impact of Train to Gain in up-skilling adults with low skill levels.



## 2 Introduction

2.1 This report presents the findings of research into the skills and qualification levels of adults undertaking Train to Gain learning in 2009/2010. The research was undertaken to better understand the extent to which investment in Train to Gain is continuing to be directed towards up-skilling individuals with lower skill levels, especially those without attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2).

2.2 The research, commissioned by the Department for Business, Innovation and Skills (BIS) and the Skills Funding Agency, and undertaken by IFF Research, looked specifically at the highest prior qualifications of adult learners (aged 19+) who were undertaking Full Level 2 or Full Level 3 learning in November 2009. The survey was conducted in July and August 2010, and covered 3,000 learners.

### Research background and objectives

2.3 Skills have long been recognised as a key driver of economic growth and prosperity, yet is an area where Britain has performed relatively weakly compared with key economic competitors.

2.4 In November 2009 BIS published Skills for Growth which marked a radical shift in some of the priorities in the skills system. In particular it aimed: to tackle the gap in intermediate skills by creating a modern technician class through expanding apprenticeship numbers; to invest particularly in the sectors offering future growth (especially hi-tech, low carbon industries); to improve how providers respond to the skill needs of employers and the expectations of individuals through increased information and choice; and to simplify the skills landscape.

2.5 Qualification levels of the adult population are one measure of skill levels, and the previous government set targets for the proportion of working-age adults to be qualified to particular levels by particular dates (for example 79% of the working age population to be qualified to Level 2 and 56% to Level 3 by 2011). Clearly a key contributory factor in raising qualification levels of the working age population, in addition to the number of young people becoming of working age with qualifications at Level 2 and Level 3, is the number of adults in learning undertaking their first Full Level 2 (or Level 3) qualification.

2.6 The introduction of the Train to Gain service represented an important development within the context of the previous Government's work towards these targets. Introduced in April 2006, and fully rolled out in August of that year, Train to Gain was a national service for businesses that provided help in identifying and sourcing such training as would improve the skills of the workforce and business performance. It aimed to encourage employers to invest in the development of the skills and qualifications of their employees. The Train to Gain service provided funding support aimed at increasing the basic skills base (below Level 2) and the attainment rates at Full Level 2. As of November 2009, through Train to Gain all businesses had an entitlement to:

- Basic skills support at all levels;
- Full funding for first Full Level 2 qualifications;

- Full funding for first Full Level 3 qualifications for 19-25 year olds, and part contributions towards first Full Level 3 qualifications for others;
- Some funding for people who already have qualifications at Full Level 2 or Full Level 3 for particular additional qualifications at the same level.

2.7 Clearly entitlement to support through Train to Gain was in many cases linked to the prior qualification level of prospective learners, with the clear aim being to encourage learning at Level 2 and Level 3 among those who did not already have qualifications at this level.

2.8 The findings of the research presented in this report provide a further measure of the prior attainment level of learners, providing evidence of the volume of 'first' Full Level 2 learners participating in Train to Gain funded provision in the academic year 2009/2010.

2.9 Two other analogous surveys were also conducted amongst adult Apprenticeship learners and those on Adult Learner Responsive (ALR) provision. The findings for these learner groups are outlined in separate reports.

## Methodology

2.10 A total of 3,000 telephone interviews were conducted with adult learners (aged 19 plus) who had been enrolled on Full Level 2 or Full Level 3 Train to Gain courses in November 2009.

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

- Train to Gain learners enrolled on provision at Full Level 2 or Full Level 3 in November 2009;
- Who had not indicated that they were unwilling to be contacted for survey work;
- For whom a telephone number was available.

2.12 Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 14th July to 11th August 2010. The questionnaire used for the study and details on the response rates to the survey are appended.

2.13 In order to ensure a distribution of interviews that would maximise the reliability of the data analysis, quotas were set by the level of course studied and the age of the learner. The quotas were determined using an interlocking age by learning level matrix. Half of the interviews were allocated to Level 2 learners and half to Level 3 learners, with allocations by age within level proportionate to the full eligible ILR population at Level 2 or Level 3. Further details on the quotas are appended (Appendix A).

2.14 To allow estimates to be made from the survey results for the whole adult Level 2 and Level 3 Train to Gain learner population, the survey results were grossed up at the analysis stage to the full profile of adult learners in November 2009. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables.

## Report structure

2.15 This report is structured in chapters as follows:

- **Understanding the profile of adult learners** – here we describe the demographic characteristics and work status of the learner cohort.
- **The prior qualification level of learners** – highlights the proportion of learners entering their course with prior qualifications at different levels, with a focus on the incidence of first Full Level 2 learning.
- **Comparison of prior achievement level as recorded in the survey and on the Individual Learner Record (ILR)** – explores the nature of discrepancies between the survey measures of prior attainment and the management information on prior attainment available from the Individual Learner Record.
- **Appendices** – giving further details on sampling and grossing strategies, response rates for the survey and the survey questionnaire.

2.16 The report compares findings with previous studies conducted among adult learners on Train to Gain courses in 2006/7, 2007/8 and 2008/9 (all of these conducted by IFF).

## 3 Understanding the profile of adult learners

3.1 This chapter outlines the demographic profile of adult Full Level 2 and Full Level 3 Train to Gain learners, their economic situation and their reasons for starting the course when they did.

3.2 The data presented in this chapter represents the population characteristics of learners, that is, it reflects the proportion of learners in each group after the survey data has been grossed up to represent the full population of adult learners on Full Level 2 or 3 provision in November 2009.

### Demographic profile of Full Level 2 and Full Level 3 Train to Gain learners

3.3 Table 3.1 below shows the age, gender and ethnicity profiles of eligible Train to Gain learners in learning in November 2009.

**Table 3.1: Demographic profile of Train to Gain learners – November 2009**

		Level of course	
		All learners	Full 2
<i>Base: All learners</i>	3,000	1,500	1,500
	%	%	%
Male	39	44	25
Female	61	56	75
19-24	15	15	15
25-44	56	55	59
45 – retirement	28	29	26
Over retirement age	1	1	*
White	88	88	89

		Level of course	
		All learners	Full 2
Non-white	11	11	10
<i>Asian</i>	5	5	5
<i>Black</i>	3	4	3
<i>Mixed / other</i>	2	2	2
Not stated	1	1	1

\*= <0.5% but >0%

3.4 Most learners on Full Level 2 and 3 Train to Gain courses are female (61%), with the figure particularly high for Full Level 3 courses (75% female).

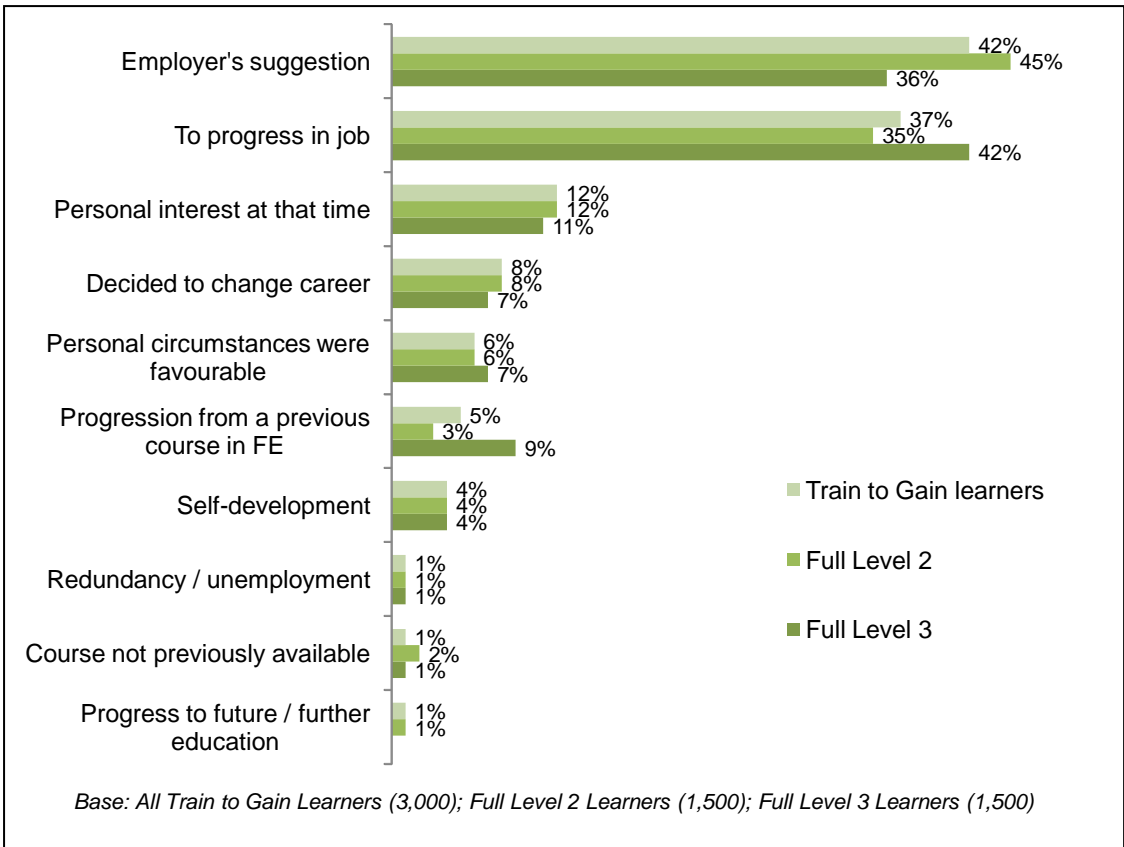
3.5 The majority of adult Train to Gain learners are aged 25 to 44 (56%) or 44 to Retirement age (28%).

3.6 The majority of Train to Gain learners are white (88%).

3.7 Table 3.2 shows the regional split of Train to Gain learners on provision in November 2009.

**Table 3.2: Region of Train to Gain learners – November 2009**

		Level of course	
		All learners	Full 2
<i>Base: All learners</i>	<i>3,000</i>	<i>1,500</i>	<i>1,500</i>
	%	%	%
East of England	8	7	9
East Midlands	7	7	8
Greater London	11	11	10
North East	6	6	5
North West	17	17	18
South East	14	14	14
South West	10	10	10



3.11 Another factor influencing the timing of study was it following on from another course (5%), with this more likely to be mentioned by Level 3 learners (9%).

## Economic indicators

3.12 Table 3.3 shows learners' economic situation in terms of employment status at the time of the survey in July / August 2010, for all learners, then for those no longer studying on the course they were doing in November 2009.

**Table 3.3: Economic activity of Train to Gain Learners at the time of interview**

	All learners			Those who had completed or left Nov 09 course		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base: All learners</i>	3,000	1,500	1,500	2,636	1,356	1,280
	%	%	%	%	%	%
<b>Still studying on Nov. 2009 course</b>	<b>11</b>	<b>10</b>	<b>15</b>	-	-	-
<b>Economically active</b>	<b>87</b>	<b>88</b>	<b>84</b>	<b>98</b>	<b>98</b>	<b>99</b>
Employed full-time	56	57	55	63	63	64
Employed part-time	21	22	21	24	24	25
Self-employed	5	5	5	6	6	6
On a government-supported training and employment programme	*	*	*	*	*	*
Unemployed though looking and available for work	3	4	3	4	4	3
Doing unpaid family work	1	1	1	1	1	1
<b>Economically inactive</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
Retired	*	*	-	*	*	-
Unemployed but not looking or not available for work	1	1	1	1	1	1

	All learners			Those who had completed or left Nov 09 course		
	All	Full 2	Full 3	All	Full 2	Full 3
None of the above	1	1	*	1	1	*

3.13 Looking across all learners, just over one in ten were still on their course at the time of interview (11%), and the majority of the remainder had left this course but were economically active at the time of the survey (87%).

3.14 When looking at those who had left their course by the time of interview, the economic activity rate is 98%, including 63% in full-time employment, and 24% working part-time. Only a very small proportion of leavers were economically inactive (2%).

3.15 Just over one in ten learners (12%) were receiving some form of benefit or credit at the time of the survey. As shown in Table 3.4, those who had completed or dropped out of the course they were on in November 2009 and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (34%, compared to 10% of those who left the course and were working, and 16% of those still studying on the same course).

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

	All learners	Still on Nov 09 course	Finished course – in work	Finished course – not in work
<i>Base:</i>	3,000	364	2,463	167
	%	%	%	%
Receiving benefits or credits	12	16	10	34
Tax Credits	8	11	7	16
Housing Benefit	3	5	2	15
Income Support (IS)	1	1	1	14
Job Seekers Allowance (JSA)	1	*	-	6
Council Tax Benefit	1	1	1	5
Child Benefit	1	2	1	3



	All learners	Still on Nov 09 course	Finished course – in work	Finished course – not in work
Disability Living Allowance (DLA)	1	1	*	2
ESA / Incapacity Benefit	1	1	*	6
Carer's Allowance	*	*	*	1
Not receiving any benefits or credits	88	84	90	66

3.16 Table 3.5 shows the personal annual income of those individuals who had completed their original Train to Gain course by the time of interview. Where a gross annual income was given, this was typically less than £17,000 per year (68% of cases). Personal income is highest where the individual has remained in, or secured, full-time work after leaving their course (19% earning £23,000 or more) or where they are working on a self-employed basis (25% earning £23,000 or more).

**Table 3.5: Personal income (annual) amongst those who had completed November 2009 course by time of interview**

	All who completed course	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base: All answering**</i>	<b>2,160</b>	1,426	512	114	43
	%	%	%	%	%
Less than £13,000	<b>46</b>	29	87	55	83
£13,000 - £16,999	<b>21</b>	28	7	11	14
£17,000 - £22,999	<b>18</b>	24	3	9	3
£23,000 - £25,999	<b>6</b>	8	1	7	-
£26,000 - £34,999	<b>7</b>	8	2	12	-
£35,000 or more	<b>2</b>	3	*	6	-

3.17 Further information on personal income levels can be found in Appendix C.

3.18 Table 3.6 shows household income, where learners were willing or able to give this information. Across all learners, around three in five (61%) live in households with a combined income of less than £23,000 per year. Just under one fifth of learners (17%) reported a combined household income of £35,000 or more.

**Table 3.6: Household income (annual)**

	All learners	Still on Nov 09 course	Finished course – in work	Finished course – not in work
<i>Base: All answering**</i>	2,146	274	1,770	99
	%	%	%	%
Less than £13,000	28	22	28	45
£13,000 - £16,999	17	17	17	18
£17,000 - £22,999	16	18	16	12
£23,000 - £25,999	7	7	8	5
£26,000 - £34,999	14	17	14	11
£35,000 or more	17	19	17	9

## 4 The prior qualification level of learners

4.1 In this chapter we present findings on the prior qualification level of adult Train to Gain learners, focusing in particular on the number and proportion of learners undertaking their first Full Level 2 qualification.

4.2 Throughout the report it should be noted that we use the term 'first Full Level 2 qualification' to mean any learning at Level 2 or above where the learner's highest prior qualification was below Full Level 2. It includes those learners studying at Full Level 2 whose prior highest qualification was below this level, but also to learners studying Full Level 3 qualifications with no prior qualification at Full Level 2.

4.3 First we briefly discuss the method of determining highest prior qualification.

### Determining the level of highest prior qualification

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

4.5 Information on the qualifications that people had attained prior to their course was gathered in the following way. 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.

4.6 From this list of qualifications achieved and answers to supplementary questions regarding the number and level of each qualification attained, a highest level was assigned to each respondent. 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. If an apprenticeship is the highest qualification then half these learners are assigned as having achieved a Level 2 qualification and half a Level 3. If a 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.

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

4.8 However, an important aspect of this survey was determining the extent to which survey-based information on prior qualifications matches that shown on the ILR, and hence providing evidence on the reliability of the ILR’s assessment of prior qualification level. This analysis is presented in Chapter 5. For this analysis, we do not allocate level in the way described above. This is simply because where we are showing the proportion of cases where the ILR prior level 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 whichever level the other qualification was randomly assigned to would be higher or lower than that on the ILR for that learner.

4.9 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.

## Highest prior qualifications of learners

4.10 The table below shows the percentage of adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses in November 2009 who had various levels of prior qualification before starting their course, according to the survey data.

**Table 4.1: Prior qualification level by learner type**

		Level of highest prior qualification					
Horizontal %'s	Base		None	Below Full L2	Full L2	Full L3	Full L4/5
Level of study							
Full Level 2	1,500	%	13	24	26	19	18
Full Level 3	1,500	%	6	16	34	21	22

4.11 Results show that over one third (37%) of adults undertaking Train to Gain learning at Level 2 already had a prior qualification at a higher level than this before enrolling (at Full Level 3, 4 or 5). As many as one fifth of Level 3 learners (22%) had attained a qualification at a higher level sometime in the past.

4.12 Results shown in Table 4.1 also indicate that a minority of learners are undertaking their first Full Level 2 qualification (i.e. have no qualifications or qualifications below Full level 2). This is discussed in detail in the following section.

## The incidence of first Full Level 2 learning – trends over time

4.13 The table below shows the percentage incidence of first Full Level 2 learning amongst adult learners undertaking Full Level 2 and Full Level 3 Train to Gain courses in November 2009. The table also includes comparisons with the previous surveys in the research series.

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

	2009/10			2008/9	2007/8	2006/7
	<i>No. of interviews</i>	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Proportion undertaking their first Full Level 2		
Full 2	1,500	82,961	<b>37%</b>	47%	65%	65%
Full 3	1,500	19,852	<b>23%</b>	26%	53%	57%

Base no. of interviews for previous surveys:

2008/9 - Level 2: 740; Level 3: 260.

2007/8 - Level 2: 400; Level 3: 100.

2006/7- Level 2: 470; Level 3: 120.

4.14 The survey results indicate that among the estimated 224,500 adult learners enrolled on a Full Level 2 Train to Gain course in November 2009, 37% were studying for their first Full Level 2 qualification. This represents approximately 83,000 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that three-fifths (63%) of Level 2 learners already had a Full Level 2 qualification or higher before enrolling on their course.

4.15 The incidence of adult Full Level 3 learners without prior Full Level 2 qualifications is lower, at 23%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course.

4.16 Across both Level 2 and Level 3 Train to Gain provision combined, the incidence of first Level 2 learning revealed by the survey was 33% (corresponding to approximately 102,800 learners).

4.17 Table 4.3 gives the statistical confidence associated with the 2009/10 findings, given the number of interviews conducted. For example, for the Full Level 2 learners, we can be 95% confident that the true firstness figure lies within + or - 2.4% of the survey finding.

**Table 4.3: Statistical confidence intervals associated with first Full Level 2 learning figures**

	<i>Number of interviews</i>	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted  (95% confidence level)
Full 2	1,500	37.0%	+/-2.4%
Full 3	1,500	22.8%	+/- 2.1%
Overall	3,000	33.0%	+/- 1.7%

4.18 Following on from the trend seen across the research series, there has been a statistically significant decrease between November 2008 and November 2009 in the proportion of adult Train to Gain learners studying for their first qualification at Full Level 2. This is driven by a change in the incidence of Level 2 firstness amongst Level 2 learners, with the incidence of firstness falling from 47% to 37%. For Level 3 learners, there has been a slight decrease in firstness (from 26% to 23%), but this is not statistically significant.

4.19 These changes indicate that the Train to Gain service is increasingly engaging learners with previous attainment at Level 2. The ILR data supports this trend – the ILR data for prior attainment for the 2008/09 cohort shows just over one fifth (22%) of learners with a Full Level 2 or above, whereas the 2009/10 ILR data shows 38% (see Table 5.1). The relationship between the survey findings and the ILR data is explored in more depth in the next chapter.

4.20 It should be noted that provision that in 2007/08 was being delivered as National Vocational Qualifications (NVQs) delivered wholly or partially in the workplace within mainstream Further Education - and which was therefore not falling within Train to Gain - was, by the 2009 survey, included in the Employer-Responsive, Train to Gain ILR data collection. It is likely that this has contributed to the increase since 2007/08 in the proportion of Train to Gain learners recorded on the ILR as having a prior Level 2 on the ILR, and found to have a prior Full Level 2 qualification in the survey. Throughout the programme of Prior Achievement research, FE learners have exhibited higher prior attainment rates than Train to Gain learners, and therefore the fact that the migration of some FE learners to the Train to Gain dataset coincided with a decrease in the firstness figure is not an unexpected finding. However, the fact that this 2009/2010 research has highlighted a further decrease in the incidence of firstness does show that the changes in prior attainment profile cannot be purely attributed to the impact of the definition changes.

4.21 More influential in the changing incidence of firstness seen between the 2009 and 2010 surveys is likely to have been the 'opening up' and increased flexibility implemented in Train to Gain funding rules throughout 2009. Contributions were made available through Train to Gain for individuals with prior attainment at Level 2 who wished to take particular types of additional Level 2 qualifications deemed priorities for their particular industry sector.

## The incidence of first Full Level 2 learning – differences by age of learner

4.22 The survey highlights differences in the incidence of first Level 2 learning according to the age of the learner, this being higher the older the learner, as shown in the following table.

**Table 4.4: Incidence of first Full Level 2 learning by level of learning and age of learner**

	<i>Base - Number of interviews</i>	<b>No. of first Full Level 2 learners (weighted)</b>	<b>Proportion undertaking their first Full Level 2</b>
<b>Level 2 overall</b>	<i>1,500</i>	<b>82,960</b>	<b>37%</b>
19-24	<i>227</i>	8,960	26%
25-44	<i>819</i>	43,570	36%
45 plus	<i>454</i>	30,460	45%
<b>Level 3 overall</b>	<i>1,500</i>	<b>19,850</b>	<b>23%</b>
19-24	<i>218</i>	1,480	12%
25-44	<i>880</i>	12,000	24%
45 plus	<i>402</i>	6,400	27%

4.23 A significantly higher proportion of Level 2 learners aged 45 or older were studying for their first Full Level 2 (45%) than those Level 2 learners aged 19 to 24 (26%) or 25 to 44 (36%). The same pattern holds for Level 3 provision: over one quarter (27%) of the 45 or older learners on provision in November 2009 had no prior Full Level 2 qualification, compared to 24% of Level 3 learners aged 25 to 44 and just 12% of the youngest learners (aged 19-24). Hence up-skilling is more likely to be occurring among older learners.

## The incidence of first Full Level 3 learning

4.24 In order to understand further the additionality associated with Level 3 learning, it is useful to look at the percentage incidence of first Full Level 3 learning amongst adult learners undertaking Full Level 3 Train to Gain courses in November 2009.

4.25 The incidence of first Level 3 learning amongst these learners as measured by the survey was 57%. This corresponds to an estimated 49,300 learners studying towards their first Level 3 qualification as of November 2009.

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

5.1 An area of policy interest is the precision of the ILR data on the incidence of first Level 2 learning and the extent that it can be relied upon as a measure of firstness. Hence in this chapter we examine the consistency between ILR and survey measures of the proportion of Level 2 and Level 3 learners enrolling without any prior attainment at Full Level 2.

5.2 Between 2006 and 2009, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of Level 2 and Level 3 learners engaging with Train to Gain provision. A consistent finding across these studies 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 all found that the ILR under reports the proportion of learners with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR for Train to Gain learners enrolled as of November 2009 in order to see whether this pattern is continuing.

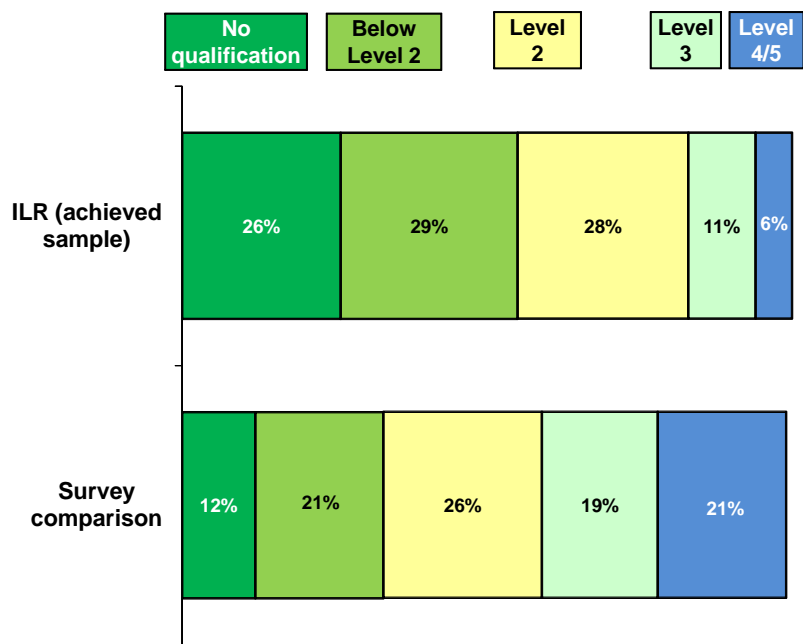
5.3 For the vast majority of adult Train to Gain learners on the ILR, the ILR has information on their prior qualification level before they enrolled on their course. In the cohort of learners falling within the scope of the survey (those aged 19+ who were enrolled on a Full Level 2 or Full Level 3 Train to Gain course in November 2009), almost all (98%) had a prior qualification level marked on the ILR, leaving 2% where the qualification level was 'not known'. This is more or less in line with the situation seen for the 2008/09 eligible cohort sample, where 5% of records were missing ILR information on prior attainment.

5.4 The level of prior qualification on the ILR is shown on the following table, both for all sample provided that fell within the scope of the survey and among those where an interview was achieved. The profile of the achieved sample and of the total sample supplied was quite similar, although amongst the learners interviewed there was a higher incidence of individuals marked on the ILR as having highest prior attainment at Level 2.

**Table 5.1: ILR information on prior achievement**

	ILR (all supplied sample in scope)	ILR (achieved sample)
	%	%
No qualifications	32	25
Entry Level and below Level 1	4	4
Level 1	21	22





Survey level based on LFS method excluding random assignment of others

5.7 Compared to the survey findings, the ILR suggests a higher proportion of Full Level 2 and Full Level 3 Train to Gain learners with no prior qualifications (26% v 12%), and a much lower proportion with prior qualifications at Full Level 3 or above (17% v 40%). The ILR indicates that only 6% of learners interviewed for the survey has a prior qualification at Level 4 or 5, while the survey reports one fifth (21%) of the same learners as having these high level qualifications.

5.8 The ILR gives the incidence of first Full Level 2 learning for these learners as 55%, compared to the survey data, which indicates that only 33% are 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 2008/09 survey, although the overall proportion of 'first' Full Level 2 learners recorded through both the survey and the ILR has fallen.

5.9 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. The issue of discrepancies regarding first Level 2 qualifications is discussed later in the chapter.

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

Row percentages	Base*		ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive* *
<b>All learners</b>	2,950	%	37	10	49	5
<b>Level of study</b>						
Full Level 2	1,476	%	36	10	50	4
Full Level 3	1,474	%	40	9	46	5
<b>Age</b>						
19 – 24	436	%	37	10	48	5
25 – 44	1,668	%	35	10	51	4
45 plus	846	%	40	10	45	4

\*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 (see further explanation at paragraph 4.8).

5.10 Across all learners interviewed where the ILR recorded a prior qualification level, the ILR and survey information on prior achievement level was consistent in only around two fifths of cases (37%). 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: overall for half of all learners (49%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in ten learners (in 10% of cases the ILR appeared to over-state the prior achievement of learners). In a further 5% cases the survey measure of highest prior attainment was inconclusive (see note at paragraph 4.8). Overall the survey of learners again confirms (as with previous studies) that the ILR appears to under-report the level of prior qualifications held by adult Train to Gain learners.

5.11 Table 5.2 also shows how discrepancies between the ILR and survey measures differ according to the level of the course and the age of the learner. There are no significant differences in the degree of discrepancy according to the age of learner. The level of agreement between the ILR and survey is, however, significantly higher for Level 3 than Level 2 learners.

5.12 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 1,508 respondents. This is shown in Table 5.3.

5.13 As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in around two fifths (43%) of cases. In over half of cases (54%), however, the survey indicates that the learners already had a Full Level 2 qualification before starting their course – as shown in the shaded column in the table below.

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

Row percentages	Base		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive
<b>All recorded on the ILR as first Level 2</b>	1,508	%	43	54	3
<b>Level of study</b>					
Full Level 2	944	%	44	53	3
Full Level 3	564	%	37	60	2
<b>Age</b>					
19 – 24	169	%	35	63	1

Row percentages	Base		ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive
25 – 44	844	%	42	55	3
45 plus	495	%	48	49	3

5.14 The analysis presented in Table 5.3, based as it is only on those learners for whom the ILR states Level 2 firstness, reveals a different pattern than the overall analysis shown in Table 5.2 in terms of level of learning. The incidence of the key ‘error’ on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (60%) than for Level 2 learners (53%). 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.

5.15 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 course. 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 course are more likely to be wrong than when a learner is starting a Level 2 course. However, it should be noted that even for Level 2 courses, the survey still indicates a concerning level of overstatement on ILR claims of Level 2 firstness.

5.16 It is also important to understand the actual type of prior qualification held by learners where the ILR and survey measures give different levels of attainment. Table 5.4 lists the specific highest prior qualifications held by those learners with a prior qualification at Full Level 2 or above on the survey data, where the ILR gave the highest prior attainment level as ‘no qualification’ or below Level 2. 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.

**Table 5.4: Highest prior qualification where survey indicates a prior Full Level 2 or higher and where ILR stated highest prior qualification as below Full Level 2**

Data unweighted	ILR stated highest prior	
	No qualifications	Level 1
Base: Learners for whom survey indicates have prior Full Level 2 or higher and ILR indicates highest prior qualifications below Full Level 2	424	414
	%	%
NVQ Level 2	14	17
GCSE/O level grade A-C or equivalent (L2)	13	17

Data unweighted	ILR stated highest prior	
	No qualifications	Level 1
Apprenticeship	9	6
Degree	7	5
A level or equivalent	6	9
Other HE below degree	6	7
NVQ Level 3	5	9
Diploma in higher education	4	7
OND,ONC,BTEC etc, national	4	4
HNC,HND,BTEC etc higher	2	3
City & Guilds craft	2	2
City & Guilds advanced craft	2	2
BTEC,SCOTVEC first or general diploma	1	1
Teaching qualification	1	1
Nursing qualification	1	1
GNVQ intermediate	1	1
GNVQ advanced	1	*
RSA diploma	*	1
Access to HE	-	1
RSA advanced or higher	-	1

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

- NVQ Level 2 (14%)
- GCSEs/O levels at Full Level 2 (13%)
- Apprenticeships (9%)

5.18 There were also instances where individuals had degrees that had not been recorded on the ILR.

5.19 Those recorded on the ILR as having a Level 1 qualification, where the survey found the learner indicated that they had a prior qualification at Level 2 or higher, most commonly had:

- NVQ Level 2 (17%)
- GCSEs/O levels at Full Level 2 (17%)
- Qualifications at Level 3 - A Levels (9%) and NVQ Level 3 (9%)

5.20 The issue of why discrepancies may exist between the survey and ILR measures has been discussed in more detail in the report of findings from the recent 'provider-level' research carried out by IFF Research for the Skills Funding Agency and BIS. This discusses in more detail the factors influencing the incidence of discrepancy, and provider views on recording accurate prior attainment information on the ILR.

5.21 This provider-level report found evidence that some 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 is 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.

5.22 This provider-level research, referring to learners on provision in November 2008, showed that the proportion of cases in which the survey disputed an ILR claim of first Full Level 2 learning was higher for those who had studied with the provider before (at 56%). Furthermore, around a third (34%) of all Level 3 learners who were recorded as first Level 2 learners on the ILR but not through the survey (a base of 433 learners) had studied with the same provider before starting their Level 3 course. This indicates that for some learners the discrepancy between the survey and the ILR assessment of prior qualifications at level 2 was 'legitimate'.

5.23 In the current dataset, the discrepancy rate for first Level 2 learning is higher for Level 3 learners who had studied with the provider before. For Level 3 learners whom the ILR shows as having no prior attainment at Full Level 2, where they have studied with the same provider before, the survey is more likely to dispute the ILR claim of firstness (in 69% of cases, compared to 55% where they were studying at that particular provider for the first time). This indicates that a 'failure' to update an ILR record on prior attainment for a learner progressing from one course to another contributes to the overall under-reporting of prior attainment at Level 2 on the ILR.

# Appendices

## A – Quotas and weighting

The quota targets for the Train to Gain element of the survey were calculated to ensure a spread of interviews directly proportional to the age of learners in the population of eligible learners derived from the ILR, within level of learning. Half of the interviews were allocated to Level 2 and half to Level 3. The following table shows the quota targets specified.

<b>Quota targets – Train to Gain Learners</b>					
	<b>19-24</b>	<b>25-44</b>	<b>45 to retirement age</b>	<b>Over retirement age</b>	<b>Total</b>
<i>Learning type:</i>					
<b>Full Level 2</b>	227	819	437	17	<b>1,500</b>
<b>Full Level 3</b>	218	881	395	6	<b>1,500</b>
<b>Total</b>	<b>445</b>	<b>1,699</b>	<b>833</b>	<b>23</b>	<b>3,000</b>

As shown in the table below, the final achieved interview figures were very close to these target quotas, with each learning level and age category accounting for the intended overall proportion of the total interviews.

<b>Final achieved interviews – Train to Gain Learners</b>					
	<b>19-24</b>	<b>25-44</b>	<b>45 to retirement age</b>	<b>Over retirement age</b>	<b>Total</b>
<i>Learning type:</i>					
<b>Full Level 2</b>	227	819	437	17	<b>1,500</b>
<b>Full Level 3</b>	218	880	396	6	<b>1,500</b>
<b>Total</b>	<b>445</b>	<b>1,699</b>	<b>833</b>	<b>23</b>	<b>3,000</b>

At the analysis stage, the survey data was grossed up to reflect the full populations of learners (aged 19+) on Full Level 2 or Full Level 3 Train to Gain learning provision as of November 1st 2009. 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, totaling c.311,500.

<b>Population figures – Eligible Full L2 and Full L3 Train to Gain Learners in learning November 2009</b>					
	<b>19-24</b>	<b>25-44</b>	<b>45 to retirement age</b>	<b>Over retirement age</b>	<b>Total</b>
<i>Learning type:</i>					
<b>Full Level 2</b>	33,895	122,602	65,409	2,571	<b>224,477</b>
<b>Full Level 3</b>	12,631	51,102	22,929	342	<b>87,004</b>
<b>Total</b>	<b>46,526</b>	<b>173,704</b>	<b>88,338</b>	<b>2,913</b>	<b>311,481</b>

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

In total, c.8,300 learners were called at least once for the survey, resulting in 3,000 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 (3,000) 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 **68%**.



## C – Detailed information on personal income

**Table C.1 – Personal income (annual) amongst Train to Gain learners who had completed November 2009 course by time of interview – By age within level**

	<b>All who completed course</b>	<b>Level 2 – All</b>	<b>Level 2 – Age 19-24</b>	<b>Level 2 – Age 25+</b>	<b>Level 3 - All</b>	<b>Level 3 – Age 19-24</b>	<b>Level 3 – Age 25+</b>
<i>Base: All answering**</i>	<b>2,160</b>	<b>1,097</b>	<b>185</b>	<b>912</b>	<b>1,063</b>	<b>152</b>	<b>911</b>
	%	%	%	%	%	%	%
Less than £13,000	<b>46</b>	46	54	46	44	41	45
£13,000 - £16,999	<b>21</b>	21	26	19	23	33	22
£17,000 - £22,999	<b>18</b>	18	15	19	17	18	17
£23,000 - £25,999	<b>6</b>	6	4	7	5	3	5
£26,000 - £34,999	<b>7</b>	6	1	7	8	5	8
£35,000 or more	<b>2</b>	2	1	3	3	-	3

\* = <0.5% but >0%

- = zero

\*\*Excludes those refusing (17% for all who completed course) and those responding 'Don't know' (1%)

**Table C.2 – Personal income (annual) amongst Train to Gain learners who had completed November course by time of interview – Level 2 only, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	<b>1,097</b>	728	253	52	28
	%	%	%	%	%
Less than £13,000	<b>47</b>	30	89	52	82
£13,000 - £16,999	<b>21</b>	27	5	11	14
£17,000 - £22,999	<b>18</b>	25	4	10	4
£23,000 - £25,999	<b>6</b>	8	1	8	-
£26,000 - £34,999	<b>6</b>	7	2	14	-
£35,000 or more	<b>2</b>	3	-	6	-

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

- = zero

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

\*\*\* Note low base size

**Table C.3 - Personal income (annual) amongst Train to Gain learners who had completed November course by time of interview – Level 3 only, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	<b>1,063</b>	703	259	62	15
	%	%	%	%	%
Less than £13,000	<b>44</b>	26	84	61	87
£13,000 - £16,999	<b>23</b>	29	13	11	13

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work***
£17,000 - £22,999	<b>17</b>	24	2	8	-
£23,000 - £25,999	<b>5</b>	7	-	5	-
£26,000 - £34,999	<b>8</b>	11	*	8	-
£35,000 or more	<b>3</b>	3	-	7	-

\*= <0.5% but >0%

- = zero

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

\*\*\* Note low base size

**Table C.4 - Personal income (annual) amongst Train to Gain learners who had completed November 2009 course by time of interview – Level 2 only, Aged 19-24, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed***	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	<b>185</b>	130	34	6	7
	%	%	%	%	%
Less than £13,000	<b>54</b>	39	97	33	86
£13,000 - £16,999	<b>26</b>	35	3	17	14
£17,000 - £22,999	<b>15</b>	20	-	17	-
£23,000 - £25,999	<b>4</b>	5	-	17	-
£26,000 - £34,999	<b>1</b>	2	-	17	-
£35,000 or more	<b>1</b>	-	-	-	-

\*= <0.5% but >0%

- = zero

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

\*\*\* Note low base size

**Table C.5 - Personal income (annual) amongst Train to Gain learners who had completed November 2009 course by time of interview – Level 2 only, Aged 25+, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	<b>912</b>	598	219	46	21
	%	%	%	%	%
Less than £13,000	<b>46</b>	27	87	54	81
£13,000 - £16,999	<b>19</b>	26	6	11	14
£17,000 - £22,999	<b>19</b>	26	4	9	5
£23,000 - £25,999	<b>7</b>	9	1	7	-
£26,000 - £34,999	<b>7</b>	9	2	15	-
£35,000 or more	<b>3</b>	4	-	4	-

\*= <0.5% but >0%

- = zero

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

\*\*\* Note low base size

**Table C.6 - Personal income (annual) amongst Train to Gain learners who had completed November 2009 course by time of interview – Level 3 only, Aged 19-24, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work***	Self-employed***	Claiming benefit/credit and not in work***
<i>Base: All answering**</i>	<b>152</b>	130	12	2	1
	%	%	%	%	%
Less than £13,000	<b>41</b>	35	92	-	100
£13,000 - £16,999	<b>33</b>	37	8	-	-
£17,000 - £22,999	<b>18</b>	21	-	50	-
£23,000 - £25,999	<b>3</b>	3	-	-	-
£26,000 - £34,999	<b>5</b>	5	-	50	-
£35,000 or more	-	-	-	-	-

\*= <0.5% but >0%

- = zero

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

\*\*\* Note low base size

**Table C.7 - Personal income (annual) amongst Train to Gain learners who had completed November 2009 course by time of interview – Level 3 only, Aged 25+, by employment status**

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit / credit and not in work***
Base: All answering **	<b>911</b>	573	247	60	14
	%	%	%	%	%
Less than	<b>45</b>	24	84	63	86

	<b>All who completed course</b>	In full time work	In part-time work	Self-employed	Claiming benefit / credit and not in work***
£13,000					
£13,000 - £16,999	<b>22</b>	27	13	12	14
£17,000 - £22,999	<b>17</b>	25	2	7	-
£23,000 - £25,999	<b>5</b>	8	-	5	-
£26,000 – 34,999	<b>8</b>	12	*	7	-
£35,000 or more	<b>3</b>	4	-	7	-

\*= <0.5% but >0%

- = zero

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

\*\*\* Note low base size

## D - Questionnaire

2010 Prior Achievements Questionnaire 2010

IFF Research

J4894

INT1) Can I speak to (NAMED RESPONDENT) please?

Yes 1 Continue to intro (INT2)

No – no longer lives there 2 ASK INT1A

No – refusal 3 Thank and Close

Call back 4 Make appt

INT1A) Can you give me the correct number for [NAMED RESPONDENT]?

RECORD NEW PHONE NUMBER AND RE-DIAL

DP INSTRUCTION: LOOP BACK TO INT1

Yes RECORD NEW NUMBER FOR NAMED CONTACT. UPDATE SAMPLE WITH NEW TEL NO.

No THANK AND CLOSE

#### WHEN SPEAKING TO NAMED RESPONDENT

INT2) 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 Skills Funding Agency, formerly part of the Learning and Skills Council, of people who were on [FE / Apprenticeship/Train to Gain] courses at colleges or training providers in late 2009 (i.e. last year). It is an important study for the Skills Funding Agency, and will help them understand the qualifications that people had before starting their learning.

The interview only takes about 10 minutes. All responses you give will be strictly confidential – we are only reporting anonymised responses back to the Skills Funding Agency.

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

#### REASSURANCES: USE AS NECESSARY

Where did you get my name / number from? The sample was drawn at random from records held by the Learning and Skills Council on recent learners [in FE/on Apprenticeships/Train to Gain].

Who are the Skills Funding Agency?: The Skills Funding Agency is a new government organisation which took over many of the functions of the LSC, and are responsible for planning and funding high-quality vocational education and training for adults in England.

#### Contacts:

At IFF – XX or XX at IFF Research on XXX

At the Skills Funding Agency XXX

IFF works strictly within the Market Research Society Code of Conduct. The MRS has a freephone number, 0500 396999.

#### RECORD FROM SAMPLE:

##### S1) GENDER

Male 1

Female 2

##### S2) AGE

19-24 1

25-44 2

45-60 (if female) / 45-65 (if male) 3

61+ (if female) / 66+ (if male) 4

S3) FE LEVEL

FE Full Level 2 1

FE Full Level 3 2

FE Part Level 3 3

S4) REGION

EE East of England 1

EM East Midlands 2

GL Greater London 3

NE North East 4

NW North West 5

SE South East 6

SW South West 7

WM West Midlands 8

YH Yorkshire & Humberside 9

S6A) TTGN OV

YES 1

NO 2

S7) APPRENTICESHIP

YES 1

NO 2

S7A) MAIN FE

YES 1

NO 2



1) First can I just check, in late 2009 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?

[IF ASKED ADD 'by late 2009 we mean 'November' 2009]

Yes 1 ASK Q1a

No / not sure 3 THANK AND CLOSE

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 [TEXT SUB: are you enrolled on (Q1a=1) / were you enrolled on in November 2009 (Q1a NOT 1)] at (INSERT COLLEGE or PROVIDER)]?

Text: 1 Go to Q2

2) The first 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 CHECK SECTION ON ADDITIONAL DFES QUESTIONS

No – DO have qualifications 2 GO TO QUALIFICATIONS SECTION

Not sure if what have counts as a qualification 3 GO TO QUALIFICATIONS SECTION

Can't remember if have qualification 4 THANK AND CLOSE (THIS DOES NOT COUNT AS AN INTERVIEW)

IF ANY QUALIFICATIONS:

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 Q2 has at least one Yes among first 4 statements: "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 QUALIFICATIONS ATTAINED OUTSIDE THE UK SHOULD BE CODED AS OTHER FOREIGN CODE 31 (EXCEPT INTERNATIONAL BACCALAUREATE).

Code Max level achievable with qualification

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 5

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 4

HNC / HND (Higher National Certificate / Higher National Diploma) 3 4

ONC / OND (Ordinary National Certificate / Ordinary National Diploma) 4 3

BTEC / BEC / TEC / EdExcel/ LQL 5 4

SCOTVEC, SCOTEC or SCOTBEC 6 4

Teaching qualification other than PGCE	7	4
Nursing or other medical qualification (excluding nursery nurse qualifications) not yet mentioned (please do not include first aid courses)	8	4
Other Higher Education qualifications below degree level	9	4
A levels (if respondent aged 60 plus add: including Higher School Certificate and Matriculation Higher), Vocational A levels or equivalent	10	3
The New Diploma – these are a new qualification introduced in September 2008 designed for 14-18 year olds	11	
NVQ / SVQ	12	5
GNVQ / GSVQ	13	3
AS-level / vocational AS-level or equivalent	14	3
Certificate of 6th Year Studies (CSYS)	15	3
Access to HE	16	3
O levels or AO levels (if respondent aged 60 plus add School Certificate and Matriculation) [nb ended in 1988]	17	2
Standard/Ordinary (O) Grade/Lower (Scotland)	18	3
GCSEs [nb introduced from 1988] or Vocational GCSEs	19	2
CSEs [nb ended in 1988]	20	2
National Qualifications including Advanced Higher, Higher, Intermediate and Access qualifications	21	4
RSA or OCR	22	4
City and Guilds	23	3
YT Certificate	24	1
Key Skills / Core Skills (Scotland)	25	2
Basic Skills including Skills for life/literacy/numeracy/ESOL	26	1
Welsh Baccalaureate	27	Level 3
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3
Entry Level Qualifications	29	1

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

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

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

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

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

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 (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...

One A level (or equivalent) 1 Counts as 50% of level 3

Or more than one 2 Full (100%) level 3

(DO NOT READ OUT) not sure 3 = treat as (50%) level 3 for determining level

IF SCE HIGHERS AT Q5

9) There is no q9 (moved to q18a)

IF NVQ/SVQ AT Q5

10) What was your highest level of full NVQ / SVQ...

Level 1 1 Full (100%) level 1

Level 2 2 Full (100%) level 2

Level 3 3 Full (100%) level 3

Level 4 4 Full (100%) level 4

Or Level 5 5 Full (100%) level 5

(DO NOT READ OUT) not sure 6 = full level 1 for determining level

IF NEW DIPLOMA AT Q5

10a) What was your highest level of New Diploma...

Advanced Diploma 1 Full (100%) level 3

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

IF GNVQ/GSVQ AT Q5

11) Was your highest GNVQ / GSVQ at...?

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

IF AS-LEVEL AT Q5

12) Did you have...

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

IF HAVE O LEVELS OR AO LEVELS

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

One 1 Counts as 20% of a level 2

Two 2 Counts as 40% of a level 2

Three 3 Counts as 60% of a level 2

Four 4 Counts as 80% of a level 2

Or 5 or more 5 Full (100%) level 2

Can't remember but less than 5 6 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 7 = treat as 20% of a level 2

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF HAVE GCSEs

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF HAVE CSEs AT Q5

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Or 5 or more 6 Full (100%) level 2

Can't remember but less than 5 7 = treat as 20% of a level 2

(DO NOT READ OUT) Can't remember at all 8 = treat as 20% of a level 2

IF NATIONAL QUALIFICATIONS (SCOTLAND) AT Q5

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

Advanced higher 1 ASK NEXT QUESTION

Higher2 ASK Q18a

Intermediate level 2 3 ASK Q20

Intermediate level 1 4 ASK Q19

Access Level5 Full (100%) level 2

(DO NOT READ OUT) not sure 6 Full (100%) level 2 for determining level

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

18) Did you have ... READ OUT AND CODE?

One 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...

One Higher 1 Counts as 33% of level 3

Two Higher 2 Counts as 66% of level 3

Three or more Higher 3 Full (100%) level 3

(DO NOT READ OUT) not sure 4 = treat as 33% of level 3 for determining level

IF INTERMEDIATE LEVEL 1 AT Q17

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Five or more 6 Full (100%) level 2

(DO NOT READ OUT) not sure 7 = treat as 20% of a level 2

IF INTERMEDIATE LEVEL 2 AT Q17

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

None 1 Counts as full level 1

One 2 Counts as 20% of a level 2

Two 3 Counts as 40% of a level 2

Three 4 Counts as 60% of a level 2

Four 5 Counts as 80% of a level 2

Five or more 6 Full (100%) level 2

(DO NOT READ OUT) not sure 7 = treat as 20% of a level 2

## IF CITY AND GUILDS AT Q5

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

Advanced Craft / part 3 1 Full (100%) level 3

Craft / part 2 2 Full (100%) level 2

Foundation / part 1 3 Full (100%) level 1

(DO NOT READ OUT) not sure 4 = Full level 1 for determining level

## IF RSA / OCR AT Q5

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

A higher diploma 1 Full (100%) level 4

An advanced diploma or advanced certificate 2 Full (100%) level 3

A diploma 3 Full (100%) level 2

Or Some other RSA or OCR (including Stage I, II and III) 4 Full (100%) level 1

(DO NOT READ OUT) not sure 5 Treat as full (100%) level 1

## IF APPRENTICESHIP AT Q2 (Q2D=1):

ZQ23) When did you complete your apprenticeship? Did you complete before 1995 or in 1995 or later?

Before 1995 1 Treat as full level 2

In 1995 or more recently 2 ASK ZQ24

(DO NOT READ OUT) Can't remember 3 Treat as full level 2

## IF APPRENTICESHIP ACHIEVED AFTER 1995 (ZQ23=2):

ZQ24) Was your Apprenticeship at ...? READ OUT?

Advanced level (Advanced Apprenticeship or Advanced Modern Apprenticeship) 1 Full (100%) level 3

Foundation level (Apprenticeship or Foundation Modern Apprenticeship) 2 Full (100%) level 2

(DO NOT READ OUT) Not sure 3 Treat as full level 2

## IF 'Welsh Baccalaureate' AT Q5 ASK

24a) Is your Welsh Baccalaureate ... READ OUT?

At Foundation level 1 100% level 1

At the intermediate level 2 100% level 2

Or the advanced level 3 100% level 3

(DO NOT READ OUT) not sure 4 100% level 1

SECTION FOR 'OTHER' AND 'FOREIGN' QUALIFICATIONS AT Q5 (i.e. codes 30-34)

(OTHERS CHECK Q30a)

IF 'OTHER' OR FOREIGN QUALIFICATION CODED AT Q5 (codes 30-34) AND THIS MULTICODED WITH OTHER RESPONSES (including 2 other responses, or an other and a foreign qualification) ASK Q25 (IF 30-34 AT Q5 AND THIS SINGLE CODED ASK Q26)

25) You've mentioned that you had a number of qualifications before starting your [INSERT TEXT FROM Q1b] course. Which of the following do you regard as the highest qualification? READ OUT. SINGLE CODE ONLY

(INSERT EACH OF THOSE CODED FROM 1-29 IF ANY. ALSO INSERT ANY OF Q2\_E AND Q2\_F IF CODED) 1 GO TO NEXT SECTION

INSERT TEXT OF 'OTHER' (CODE 30 IF APPLICABLE) 2 ASK NEXT QUESTION

INSERT TEXT OF 'OTHER' (CODE 31 IF APPLICABLE) 3

INSERT TEXT OF 'OTHER' (CODE 32 IF APPLICABLE) 4

INSERT TEXT OF 'OTHER' (CODE 33 IF APPLICABLE) 5

INSERT TEXT OF 'OTHER' (CODE 34 IF APPLICABLE) 6

INSERT TEXT OF ANY FOREIGN QUALIFICATIONS (CODE 31) 7

All equal 8 see instructions below\*

Not sure 9 GO TO NEXT SECTION

\*if "All Equal" coded, set dummy variable below and re-ask Q25 based on which is most recent.

EQUALDUM = 1 if Q25="All equal"

IF CODES 30-34 AT Q5 SINGLE CODED, OR IF CODE 2 - 7 AT Q25 (OTHERS GO TO NEXT SECTION)

26) Can you tell me a bit more about this qualification. What age were you when you achieved it? IF DON'T KNOW EXACT THEN HAVE A RANGE

16 or under 1

17-18 2

19-24 3

25 plus 4

Can't remember 5

27) Were there entry requirements for starting this qualification, for example could you only start learning for this qualification if you had other qualifications or if you had relevant experience?

Yes – entry requirements 1 ASK Q28

No – entry requirements 2 ASK Q29

Can't remember 3

IF ENTRY REQUIREMENTS

28) What other qualifications or relevant experience did you need?

IF CODES 30-34 AT Q5 SINGLE CODED, OR IF CODE 2 - 7 AT Q25

29) How long did it take to achieve this qualification from start to completion? PROMPT WITH RANGES IF NECESSARY

A month or less 1

More than a month but less than 3 2

More than 3 months but less than 6 3

More than 6 months but less than 9 4

More than 9 months but less than a year 5

Between 1 year and 18 months 6

More than 18 months 7

Can't remember 8

Other (RECORD HOW LONG AND DETAILS PROVIDED) 0

IF Q29 = 3-8 OR 0

29a) And was the course a full-time or part-time course?

Full-time 1

Part-time 2

Can't remember 3

30) INTERVIEWER EITHER CLASSIFY INTO LEVEL IF CLEAR OR CHECK WITH RESPONDENT: Qualifications are often classified into broad levels. Which of the following broad descriptions do you think comes closest to the level of this qualification?

INTERVIEWER INSTRUCTION – USE PREVIOUS ANSWERS TO HELP GUAGE ESTIMATED LEVEL RELEVANT

Estimated at:

Level 1 which is entry or foundation level - this includes short courses. 1 = level 1

A level 2 intermediate qualification, such as O levels or City and Guilds craft level 2 = level 2

A level 3 advanced qualification such as A levels, and ONC or OND or a City and Guilds Advanced craft. This is likely to take 2 years to complete, and would not be gained by anyone under 17. 3 = level 3

A first degree (this would take 2-3 years to complete and you would normally need qualifications at A level or equivalent) [Would be 20 plus to acquire this] 4 = level 4

A higher degree like an MBA or a PhD (this would take a number of years to complete and would normally require a first degree). [Would be over 20 to acquire this]. 5 = level 5

Don't know / unsure 6 = UNCLEAR

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

IF Q25 ANSWERED CODE 2-7 TAKE ANSWER OF HIGHEST QUALIFICATION FROM ANSWER AT Q25

IF Q25 ANSWERED AS CODE 1 (REFERRING TO A RESPONSE CODED AT Q5 AS 1-29) AND ONLY ONE ANSWER AT Q5 CODED 1-29 TAKE THIS AS HIGHEST QUALIFICATION

OTHERS TAKE HIGHEST QUALIFICATION (S) FROM HIGHEST QUALIFICATION FROM Q5-Q30 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 Q32 (ONE QUAL HIGHEST)

IF MORE THAN ONE QUALIFICATION HIGHEST (OTHERS ASK Q32)

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

<Highest qualification 1> 1 ASK Q32

<Highest qualification 2> 2

<Highest qualification 3> 3

Two or more at the same time 4

Don't know 5

## SAY TO ALL WITH QUALIFICATIONS

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

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

EXACT NUMBER OF YEARS AGO THAT ACHIEVED \_\_\_\_\_ 1 RECORD EXACT YEAR (1920-2009)

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

ASK ALL EXCEPT THOSE SINGLE CODE AT Q5 (IF SINGLE CODED GO TO NEXT SECTION)

34) Have you gained any other qualifications since your {[<highest qualification> if only one highest qualification identified by CATI] OR [<highest qualification> at q31 if codes 1-3] OR ['these highest qualification' if other answer at q31]}? Please do not include the [INSERT TEXT FROM Q1b] course that you were enrolled on in November 2009.

Yes 1 ASK Q35

No 2 GO TO NEXT SECTION

Don't know 3

ASK ALL WITH MORE RECENT QUALIFICATIONS (ie YES AT Q34)

35) What was the most recent qualification that you had before starting your [INSERT TEXT FROM Q1B] course? LIST ANSWERS FROM Q5 [PLUS AN OTHER – NOTE TO RESEARCH - WE WILL NEED TO EDIT THESE] AND PROMPT IF NECESSARY

36) And how many years ago did you achieve <ANSWER FROM Q35>?

EXACT NUMBER OF YEARS AGO THAT ACHIEVED \_\_\_\_\_ 1 RECORD EXACT YEAR (1920-2009)

Don't know 2 ASK Q37

IF DON'T KNOW (OTHERS GO TO NEXT SECTION)

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

Within the last 1 year 1

Within the last 3 years 2

Within the 5 years 3

Within the last 10 years 4

Within the last 20 years 5

More than 20 years ago 6

Don't know 7



38) There is no q38

39) There is no q39

40) ASK ALL Why did you decide to embark on your current course WHEN you did i.e. why was it an appropriate time for you as opposed to a couple of years before? DO NOT READ OUT

[MULTICODE OKAY]

Decided it was time to change career 1 ASK Q41

Employer suggested it 2

Personal circumstances favourable e.g. children left home; time on my hands 3

Enable me to progress in the job I was doing at the time 4

Course not available before 5

Interest 6

Progression from a previous course 7

Availability of government initiatives to help with the costs 8

Other (SPECIFY) 0

Don't know X

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

(ONLY IF S2=4)

Retired 1

Employed full time (30+ hours a week) 2

Employed part time (less than 30 hours a week) 3

Self-employed 4

On a government-supported training and employment programme

ADD IF NECESSARY: This includes things like New Deal and Work Based Learning programmes, but not education courses without an employment element 5

Unemployed though looking and available for work 6

Unemployed but not looking or not available for work 7

Doing unpaid family work 8

None of the above X

IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q41=7) ASK:

42) 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

(PROGRAMMER NOTE Q43-q48: THESE QUESTIONS ARE Q64-Q69 FROM j3827, except where highlighted in yellow)

ASK ALL

43) 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

No 2

Don't know 3

Refused 4

IF Q43=1

44) 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
- Housing Benefit 13
- Council Tax Benefit 14
- Other (Please Specify) 15
- None 16
- Don't know / Can't remember 17
- Refused 18

ASK ALL

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

- Weekly 1 ASK Q46
- Monthly 2
- Annual 3
- Refused 4 ASK Q49

IF Q45=NOT 4 (NOT REF)

46) So into which of the following ranges does your [Q45=1: WEEKLY] / [Q45=2: MONTHLY] / [Q45=3: ANNUAL] personal income before tax come? READ OUT APPROPRIATE RANGE

WEEKLY MONTHLY ANNUAL

- 1 Less than £250 a week Less than £1,083 a month Less than £13,000 a year
- 2 £250 to £327 a week £1,083 a month up to £1,417 £13,000 to £16,999 a year

3	£327 to £442 a week	More than £1,417 up to £1,917 a month	£17,000 to £22,999 a year
4	£442 to £500 a week	More than £1,917 up to £2,167 a month	£23,000 to £25,999 a year
5	£500 to £673 a week	More than £2,167 up to £2,917 a month	£26,000 to £34,999 a year
6	More than £673 a week	More than £2,917 a month	£35,000 or more a year
7	Don't know	Don't know	Don't know
8	Refused	Refused	Refused

ASK ALL

46a Does anyone aged 16 or over regularly live with you in the household?

Yes 1 ASK Q47

No 2 ASK Q49

Don't know / refused 3 ASK Q49

ASK IF YES AT Q46a

47) We'd like to cover your approximate HOUSEHOLD 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?

Weekly 1 ASK Q48

Monthly 2

Annual 3

Refused 4 ASK Q49

Don't know what others in the household earn 5

IF Q47=NOT 4/5 (NOT DK OR REF)

48) So into which of the following ranges does your [Q47=1: WEEKLY] / [Q47=2: MONTHLY] / [Q47=3: ANNUAL] household income before tax come? READ OUT APPROPRIATE RANGE

WEEKLY MONTHLY ANNUAL

1 Less than £250 a week Less than £1,083 a month Less than £13,000 a year

2 £250 to £327 a week £1,083 a month up to £1,417 £13,000 to £16,999 a year

3	£327 to £442 a week	More than £1,417 up to £1,917 a month	£17,000 to £22,999 a year
4	£442 to £500 a week	More than £1,917 up to £2,167 a month	£23,000 to £25,999 a year
5	£500 to £673 a week	More than £2,167 up to £2,917 a month	£26,000 to £34,999 a year
6	More than £673 a week	More than £2,917 a month	£35,000 or more a year
7	Don't know	Don't know	Don't know
8	Refused	Refused	Refused

ASK ALL

49) Finally, can I just check, you mentioned that in late 2009 you were undertaking [INSERT TEXT AT Q1b] course at [INSERT PROVIDER NAME]. Can you tell me if any of the following apply:

Yes No Don't know

a) Immediately before starting that course you were studying another course with the same provider 1 2 3

IF NO AT A)

b) Had you ever studied with that provider before 1 2 3

SAY TO ALL

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

© Crown copyright 2011

You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is also available on our website at <http://www.bis.gov.uk>

Any enquiries regarding this publication should be sent to:

Department for Business, Innovation and Skills  
1 Victoria Street  
London SW1H 0ET  
Tel: 020 7215 5000

If you require this publication in an alternative format, email [enquiries@bis.gsi.gov.uk](mailto:enquiries@bis.gsi.gov.uk), or call 020 7215 5000.

**URN 11/911**