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Prior Qualifications of Adult
Apprentices 2010/2011

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RESEARCH

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Executive Summary

This report presents the findings of research into the prior qualification levels of adults undertaking Apprenticeships in 2010/2011.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of Apprentices, in terms of demographics, employment status and income, and to uncover motivations for engaging with Apprenticeships.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2010.

Determining the level of highest prior qualification

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

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

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

From this list of qualifications achieved, and answers to supplementary questions regarding the number and level of each qualification attained, a highest level of prior attainment was assigned to each respondent.

Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are

assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-‘other’ qualifications are also assigned to levels in set ratios, as follows:

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

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

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

Under the default procedure for calculating highest prior attainment, those people who said that their highest prior qualification was from an Apprenticeship are allocated at random to either Level 2 or Level 3 categories. However, the survey does collect more detail on whether the prior Apprenticeship undertaken was at Level 2 or Level 3, allowing a more accurate depiction of progression from one Apprenticeship to another. Because of the focus on Apprenticeships in this element of the survey, at certain points in this section (including Tables 4.3 and 4.4) we depart from the standard procedure (following LFS) and instead give a wider estimate of how many individuals already had an Apprenticeship prior to enrolment.

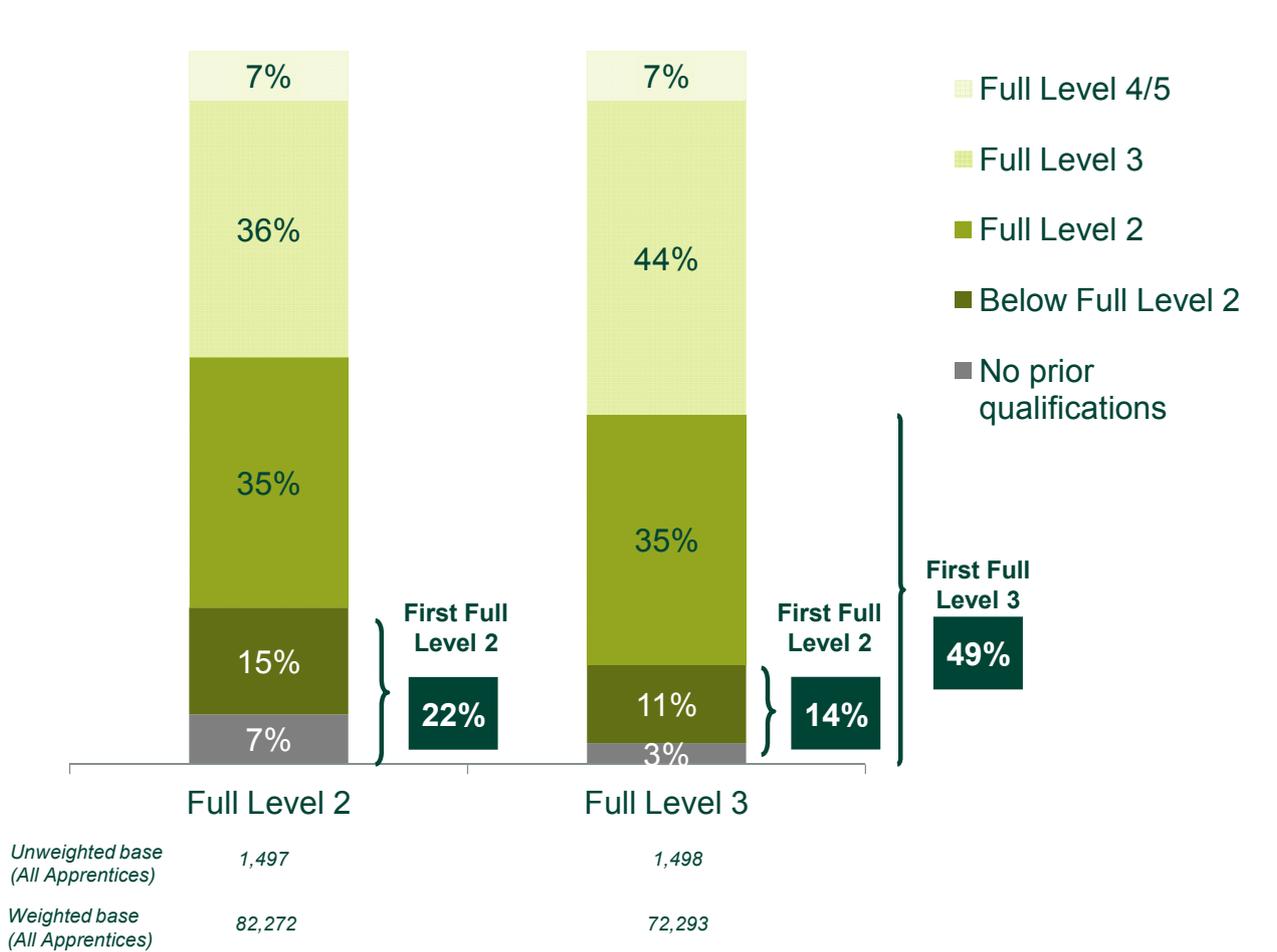
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5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

comparability with the prior attainment field on the ILR and previous research in this series.¹

Levels of prior attainment amongst adult Apprentices

Figure 1.1 shows the profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2010, in terms of their highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

Figure 1.1: Highest level of prior attainment amongst adults undertaking Full Level 2 and Full Level 3 Apprenticeships in November 2010



¹ Note also that finer gradations of learning level above Level 3 are in any case irrelevant to the key issue of firstness of Full Level 2 learning, which is the main focus of this report.

The survey results indicate that among the estimated 82,272 adults (aged 19 plus) enrolled on a Level 2 Apprenticeship in November 2010, around one fifth (22%) were studying for their first Full Level 2 qualification. Conversely, this means that more than three quarters (78%) of Level 2 Apprentices already had a Full Level 2 qualification or higher before enrolling on their Apprenticeship.

The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower, at 14%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course; most Level 3 Advanced Apprenticeships require entrants to have achieved reasonable standards in numeracy and literacy.

In total, over one third (35%) of all Level 2 Apprentices stated that they had previously attained an apprenticeship or NVQ Level 2 or 3.

The incidence of first Level 3 learning amongst Level 3 Apprentices is 49%, meaning that half of all Level 3 Apprentices were studying at Level 3 for the first time.

Only one in ten Apprentices studying at Level 3 said explicitly that they had progressed from an Apprenticeship at Level 2 (11%). However, a substantial number did mention having attained NVQs - two fifths (41%) of first Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. One fifth (20%) had some prior attainment through the City and Guilds framework.

More than two in every five Apprentices (42%) had GCSE or O Level at Grade A*-C in both English and Maths, with Level 3 Apprentices more likely than Level 2 Apprentices to hold qualifications at this level (46% vs. 39%).

Level 2 Apprentices undertaking their first Full Level 2 qualification are on average older, with almost half of these Apprentices aged upwards of 25 (47%) compared to less than one third of 'repeat' Level 2 learners (30%). Similarly, amongst Level 3 Apprentices, those without prior qualifications at Level 3 were on average older than those who had attained this level previously (40% aged 25 plus vs. 33%).

The key motivations for undertaking Apprenticeships were the same across both 'first' and 'non-first' Level 2 and Level 3 learners namely, to gain certification or a qualification, to gain new skills, career development, and the development of new knowledge and skills.

The survey has revealed a substantial minority of learners who undertook a Level 3 Apprenticeship having already gained an Advanced Apprenticeship or NVQ Level 3 previously (22% of all Level 3 Apprentices). Compared to those without any prior qualifications at Level 3, these individuals were slightly more likely to say that they had been motivated to take the Apprenticeship to get a new job (48% vs. 44%) or to change to a different type of work (35% vs. 29%), that is, using the Apprenticeship to change direction in terms of skills or sector.

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

A series of three surveys have been undertaken to measure the prior attainment profile of Apprentices since 2008.

There has been no significant change in the proportion of Level 2 adult Apprentices undertaking their first Full Level 2 qualification compared with 2009/10 (when 25% were first Full Level 2 learners). The proportion of Level 3 Apprenticeships without a prior qualification at Level 2 has also been consistent across the three years of the survey (between 13% and 14%).

There has been no significant shift in the Level 3 firstness figure over the course of the three Apprenticeship surveys. The proportion of Apprentices undertaking their first Full Level 3 qualification in 2010/11 (49%) is broadly similar to that seen in 2009/10 (48%) and 2008/09 (50%).

Comparison of ILR and survey measures of prior attainment

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

This survey again suggests that the ILR under reports the proportion of adult Apprentices who are 'repeat' learners, i.e. who already had a prior qualification at the same level as their Apprenticeship. The ILR suggests a much lower proportion of Full Level 2 and Full Level 3 Apprentices with prior qualifications at Full Level 3 or above, compared with the survey measure.

Introduction

This report presents the findings of research into the prior qualification levels of adults undertaking Apprenticeships in 2010/2011.

The research was undertaken to understand the background of those deciding to undertake Apprenticeships as adults, and the extent to which investment in Apprenticeships has been directed towards up-skilling individuals with lower skill levels, especially those without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). The research sought to provide insight into the profile of Apprentices, in terms of demographics, employment status and income, and to uncover motivations for engaging with Apprenticeships.

The research, commissioned by the Department for Business, Innovation and Skills (BIS) and undertaken by IFF Research, looked specifically at the highest prior qualifications of adults (aged 19 plus) who were undertaking Apprenticeships and Advanced Apprenticeships in November 2010.

Research background and objectives

The Coalition Government's strategy for skills was set out in Skills for Sustainable Growth, and Investing in Skills for Sustainable Growth (both published in late 2010). These confirmed the Government's commitment to Apprenticeships, placing these at the 'heart of the system' as the preferred vocational route for individuals and employers. A commitment was made to increasing the number and range of Apprenticeships on offer, reshaping Apprenticeships so that Level 3 becomes the level to which learners and employers aspire, and to improving their quality so that they become 'the gold standard for workplace training'.

The three key principles of the Skills for Sustainable Growth plans were promoting fairness through skills, ensuring that employers and individuals take greater responsibility for ensuring their skills needs are met, and lessening central control and bureaucracy in the skills system. This research provides insight to inform the 'fairness' agenda, which has the aim of focusing funding for adult education on those who need it most. The Government's aim is to focus adult learning on this group to promote access to employment, and therefore deliver return on investment in terms of social mobility and economic benefits.

In defining 'those who need it most', a key priority group is adults lacking basic skills, with low educational attainment or few or no qualifications. One key measure used in this research is the proportion of learners without prior attainment at Full Level 2 (equivalent to 5 GCSEs at grades A-C or NVQ Level 2). To date, three surveys have been undertaken to gain insight into the prior qualification levels of individuals entering Apprenticeships at Level 2 and 3. Each of these surveys have revealed that the bulk of Level 2 and Level 3 adult Apprenticeships were being undertaken by people who were already qualified to at least Level 2. For instance, the 2009/10 survey found that three quarters of those undertaking a Level 2 Apprenticeship in November 2009 (75%) already held a qualification at Full Level 2 when they enrolled.

It should be noted, however, that Apprenticeships are intended to meet the needs of a diverse range of individuals, not just those with low prior attainment. Apprenticeships provide a route for individuals to develop specific vocational skills in an applied work context, and thus can provide significant opportunities for new skill development even where an individual has previous attainment at Level 2. The value may be particularly great where an individual's prior qualifications are restricted to one subject or field or to broadly academic qualifications (like GCSEs), if they then undertake vocational training through an Apprenticeship that is of direct relevance to their job role. Indeed, a basic standard of numeracy and literacy is a pre-requisite for entry to many Apprenticeships.

Methodology

A total of 2,995 telephone interviews were conducted with adults (aged 19 plus) who had been undertaking a Level 2 Apprenticeship or Level 3 Advanced Apprenticeship in November 2010.

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

- Apprentices enrolled on provision at Full Level 2 or Full Level 3 in November 2010;
- Who had not indicated that they were unwilling to be contacted for survey work; and
- For whom a telephone number was available.

Interviews were conducted using Computer Aided Telephone Interviewing (CATI) from IFF Research's telephone centre at its offices in London. Fieldwork took place from 17th October to 22nd December 2011. The questionnaire used for the study and details on the response rates to the survey are appended.

In order to ensure a distribution of interviews that would maximise the reliability of analysis by the level of the Apprenticeship, quotas were set on an interlocking age by learning level matrix. Half of the interviews were allocated to the Level 2 Apprenticeship group and half to the Level 3 Apprenticeship group, 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).

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

To allow estimates to be made from the survey results for the whole adult Level 2 and Level 3 Apprentice population, the survey results were grossed up at the analysis stage to the full profile of adult Apprentices in November 2010. This grossing up process was done by age within level to ensure the profile of learners was representative by these variables. Note that bases for findings are shown unweighted in charts and tables to indicate the raw number of interviews on which data is based.

The report compares findings with two previous studies conducted by IFF Research in 2008/9 and 2009/10. In each case, the survey consisted of Apprentices on provision in November in the first of the two years.

The profile of adult Apprentices

This chapter outlines the demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships. It also provides context on the income and work status of Apprentices, and their rationale and motivations for undertaking an Apprenticeship.

The data presented in this chapter represents the population characteristics of Apprentices, 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 adults on Level 2 or 3 Apprenticeship provision in November 2010.

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

Table 3.1 below shows the age, gender and ethnicity profiles of eligible adults undertaking Apprenticeships in November 2010². This demographic information is drawn from the Individual Learner Record (ILR).

² Note that the survey data has been weighted to represent the population in terms of age and level of learning. Gender and ethnicity figures, however, are derived from weighted figures and should not be taken as an accurate description of the full learner population, rather a guide to the profile of the surveyed learners.

Table 3.1: Demographic profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2010

	Level of Apprenticeship		
	All Apprentices	Full 2	Full 3
<i>Base: All Apprentices</i>	2,995	1,497	1,498
	%	%	%
Gender			
Male	47	45	48
Female	53	55	52
Age			
19-24	65	65	64
25-44	27	25	29
45 – retirement	8	9	7
Over retirement age	*	*	*
Ethnicity			
White	90	90	90
Non-white	10	10	9
Asian	4	4	3
Black	3	3	3
Mixed / other	2	2	2
Not stated	1	1	1

*= <0.5% but >0%

Learners aged 19-24 make up almost two-thirds of adults on Apprenticeships in November 2010 (65%). The majority of the remaining Apprentices are aged 25-44 (27% overall). There has been a shift in the age profile of Apprentices since the previous prior qualifications survey in this series; amongst those undertaking Apprenticeships in November 2009, as many as seven in ten (70%) were aged under 25 – in the 2010 cohort, this has dropped to two thirds (65%).

Within the weighted survey figures a very slight majority of learners on Apprenticeships are female (53%), with the figure slightly higher for Full Level 2 courses (55% female). In terms of ethnicity, the survey findings suggest that the vast majority of Apprentices are White (90%).

Table 3.2 shows the proportion of Apprentices born outside of the UK. Around one in six (16%) Apprentices were born outside the UK, with these learners typically having moved to the UK more than five years ago.

Table 3.2: Proportion of learners born outside the UK and when arrived in UK

	All learners	Level of course	
		Full Level 2	Full Level 3
<i>Base: All learners</i>	2,995 %	1,502 %	1,502 %
Born in UK	93	93	92
Born outside the UK	7	7	7
<i>When arrived in UK?</i>			
Within the last 2 years	*	*	-
3 to 5 years ago	1	2	1
6 to 10 years ago	3	2	3
11 to 20 years ago	2	1	2
More than 20 years ago	2	2	2
Can't remember / Refused	*	*	*

*= <0.5% but >0%

- = zero

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

Table 3.3: Regional profile of adults undertaking Level 2 and Level 3 Apprenticeships in November 2010

	All Apprentices 2,995	Level of Apprenticeship	
		Full Level 2 1,497	Full Level 3 1,498
<i>Base: All Apprentices</i>	%	%	%
East of England	10	10	9
East Midlands	9	10	9
Greater London	9	9	9
North East	6	6	7
North West	16	15	17
South East	13	13	14
South West	12	13	12
West Midlands	12	13	11
Yorkshire and Humberside	12	12	12

Economic indicators

The following section focuses on the work status and income levels of adult Apprentices, based on the weighted survey findings.

Table 3.4 shows that three-quarters (75%) of adult Apprentices were already working for the employer when they started their Apprenticeship. One fifth (20%) were recruited specifically as an Apprentice, and one in twenty said that they had actually not been employed during their Apprenticeship. The pattern did not differ significantly by employer size.

Table 3.4: Employment status before starting Apprenticeship – by employer size

Whether working for employer before Apprenticeship	All	Employer size – no. of employees				
		<10	10-49	50-249	250-499	>500
<i>Base:</i>	2,995	451	518	341	175	1,206
	%	%	%	%	%	%
Yes already working for employer	75	72	79	77	75	78
Yes but recruited specifically for Apprenticeship	20	26	20	23	24	20
Other	1	2	1	1	-	2
No	5	-	-	-	-	-
Don't know	*	*	*	-	1	1

Table 3.5 provides an overview of the employment status of adult Apprentices, including a summary of whether the Apprentice would be considered economically 'active' or 'inactive' (where the individual is not available for work) at the time of interview in October to December 2011. At this point, some of the learners were still undertaking the same Apprenticeship that they were engaged with a year before in November 2010, but others had moved on – in total, one fifth of all adult Apprentices surveyed (19%) were still undertaking their Apprenticeship at the time of interview.

The figures in the final three columns of Table 3.5 are based just on those that had completed their Apprenticeship or left the course prematurely by the time of the interview.

Table 3.5: Economic activity of Apprentices at the time of interview

	All Apprentices			Those who had completed or left Nov 10 Apprenticeship		
	All	Full 2	Full 3	All	Full 2	Full 3
<i>Base:</i>	2,995	1,497	1,498	2,428	1,270	1,158
	%	%	%	%	%	%
Still studying on Nov. 2010 Apprenticeship	19	15	23	-	-	-
Economically active	79	83	76	98	97	98
Employed full-time	59	58	60	73	69	77
Employed part-time	13	16	10	16	19	13
Self-employed	2	2	3	3	2	4
On a government-supported training and employment programme	1	1	*	1	1	*
Unemployed though looking and available for work	4	6	2	5	7	3
Doing unpaid family work	*	-	*	*	-	*
Economically inactive	2	2	2	2	3	2
Retired	*	*	-	*	*	-
Unemployed but not looking or not available for work	1	1	1	1	1	1
None of the above	1	1	1	1	1	1

*= <0.5% but >0%

- = zero

The employment outcomes of those who had completed or left their course were very positive, with almost three quarters employed full-time (73%), and a further one in six (16%) working on a part-time or self-employed basis. Including those in training or unemployed but available and looking for work gives the proportion of ex-Apprentices who are 'economically active' as 98%.

Only 1% of all Apprentices were not looking or available for work at the time of the survey, and most of these (75%) anticipate that they will be available for work again within the next 2 years.

Reflecting the high employment rates amongst the (ex)Apprentices surveyed, only a small minority (7%) said that they were claiming any form of benefit or credit when contacted for the survey. As shown in Table 3.6, those who had completed or dropped out of the course and had not secured work were, unsurprisingly, more likely to be in receipt of benefits or credits (14%, compared to 6% of those who left the course and were working, and 8% of those still undertaking their Apprenticeship).

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

	All Apprentices	Still on Nov 2010 Apprenticeship	Completed or left Apprenticeship – in work	Completed or left Apprenticeship – not in work
Base:	2,995 %	567 %	2,230 %	198 %
Receiving benefits or credits	7	8	6	14
Tax Credits	4	5	4	5
Housing Benefit	2	2	1	4
Job Seekers Allowance	1	1	1	5
Child Benefit	1	1	*	1
Income Support	*	*	*	1
Council Tax Benefit	*	*	*	1
Incapacity Benefit	*	-	*	1
Disability Living Allowance	*	*	*	1
ESA / Incapacity Benefit	*	*	*	1
Carer's Allowance	*	*	*	*
Maternity Allowance	*	-	-	*
Not receiving any benefits or credits	93	92	94	86

*= <0.5% but >0%

- = zero

Table 3.7 shows the personal annual income of those individuals who had completed or left their original Apprenticeship by the time of the interview. Where individuals were willing and able to give a figure for their gross annual income, this was typically less than £21,000 per year (89% of cases).

Table 3.7: Personal income (annual) amongst those who had completed or left November 2010 Apprenticeship by the time of interview

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/credit and not in work
<i>Base:</i>	2,135	1,582	339	60	DATA NOT SHOWN AS BASE <25
<i>All answering**</i>	%	%	%	%	
Less than £6,000	11	2	29	20	
£6,000 - £10,999	25	19	51	8	
£11,000 - £12,999	18	21	8	15	
£13,000 - £14,999	13	15	5	12	
£15,000 - £17,999	13	16	3	17	
£18,000 to £20,999	9	12	2	12	
£21,000 to £24,999	6	8	2	2	
£25,000 to £29,999	3	4	-	5	
£30,000 to £32,999	1	1	-	-	
£33,000 to £35,999	*	*	-	3	
£36,000 to £45,999	1	1	-	5	
£46,000 plus a year	*	*	-	2	
Summary:					
£21,000 plus	11	14	2	17	
Mean income***	£13,700	£15,100	£9,100	£16,100	

*= <0.5% but >0%

- = zero

**Excludes those refusing (11% for all who completed or left course) and those responding 'Don't know' (1%)

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

Personal income is highest where the individual was in full-time work after leaving their course (14% earning £21,000 or more) or where they were working on a self-employed basis (17% earning £21,000 or more).

Motivations for undertaking an Apprenticeship

To provide a rounded picture of adults engaging with Apprenticeships, it is interesting to explore their reasons for undertaking the Apprenticeship originally, and their expectations of how it would benefit them in terms of their immediate job role, future career and life in general.

Individuals were first asked to give a description of why they started their Apprenticeship when they did. A suggestion or requirement from the individual's employer was the most common trigger for individuals enrolling on an Apprenticeship. This was mentioned by over one-third of Level 2 Apprentices (32%), but slightly fewer Level 3 Apprentices (28%).

Table 3.8: Triggers for learning – why individuals started their Apprenticeship when they did

	All learners	Level of Apprenticeship	
		Full 2	Full 3
<i>Base: All Apprentices</i>	2,995	1,497	1,498
	%	%	%
Employer suggested it	32	35*	28*
Enable me to progress in the job I was doing at the time	20	21	19
Interest at the time	16	17	16
Personal circumstances favourable e.g. children left home	14	14	15
Decided it was time to change career	10	9	10
Progression from a previous course	9	5*	13*
Course not available before	7	7	6
Self development / to improve skills	5	5	5
Unemployed and wanted to do the course to help find work	4	4	4

Note that only factors cited by at least one in twenty five Apprentices are shown in the table.
 *=difference between Level 2 and Level 3 figures is statistically significant at the 95% confidence level.

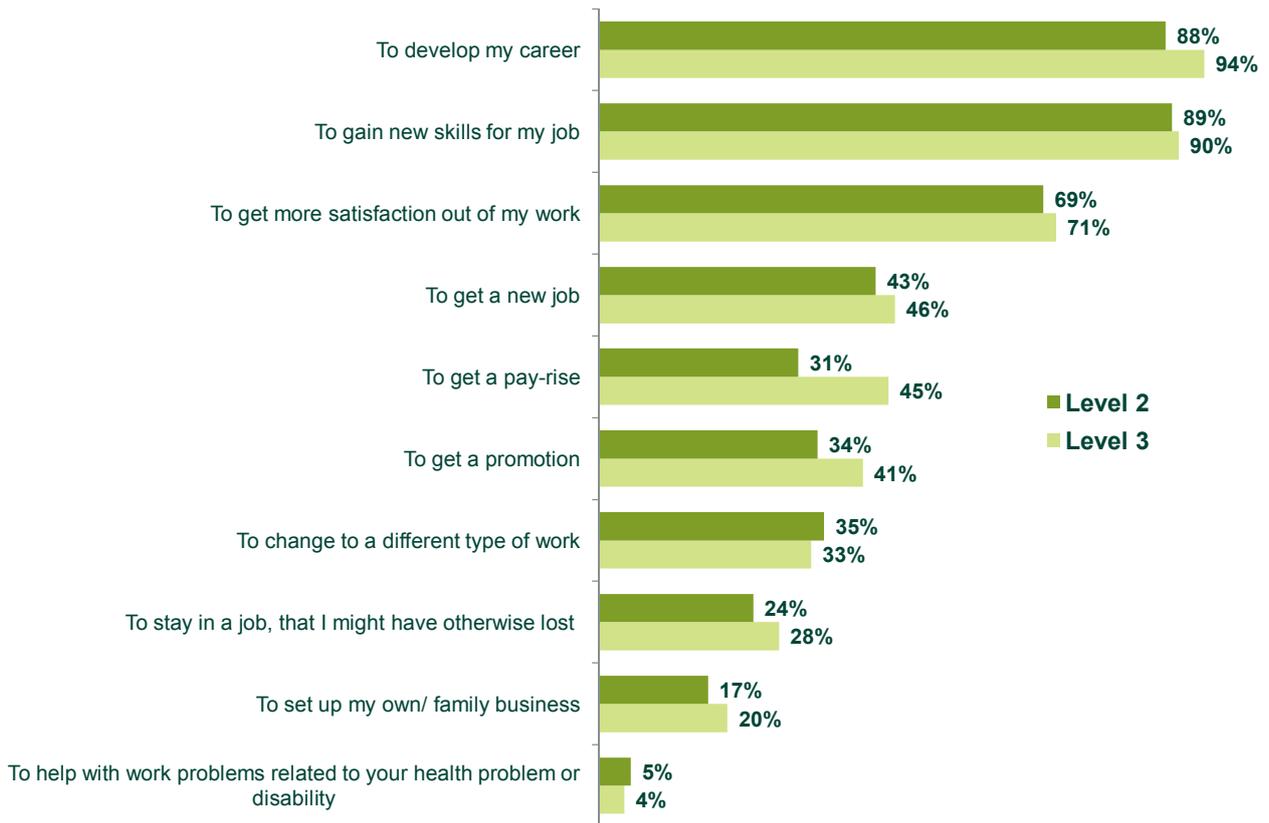
One in five Apprentices (20%) said that wanting to make progress in their job role was a key trigger, and one in six (16%) said that interest in the course at that time prompted them to undertake the learning when they did. One in seven (14%) said that the timing had been right for them to take the course in terms of their personal circumstances being favourable (e.g. because they no longer had childcare responsibilities).

Level 3 Apprentices were significantly more likely than Level 2 Apprentices to say that the timing of their enrolment was determined by the fact that they had completed one course and were ready to progress on to another (13% vs. 5%).

The following figures (Figure 3.1 and 3.2) show factors cited by learners as reasons for undertaking their Apprenticeship. These were prompted questions, where respondents were read a series of potential career and job-related factors, followed by a list of other factors relating to their own skills and personal development, and asked which had

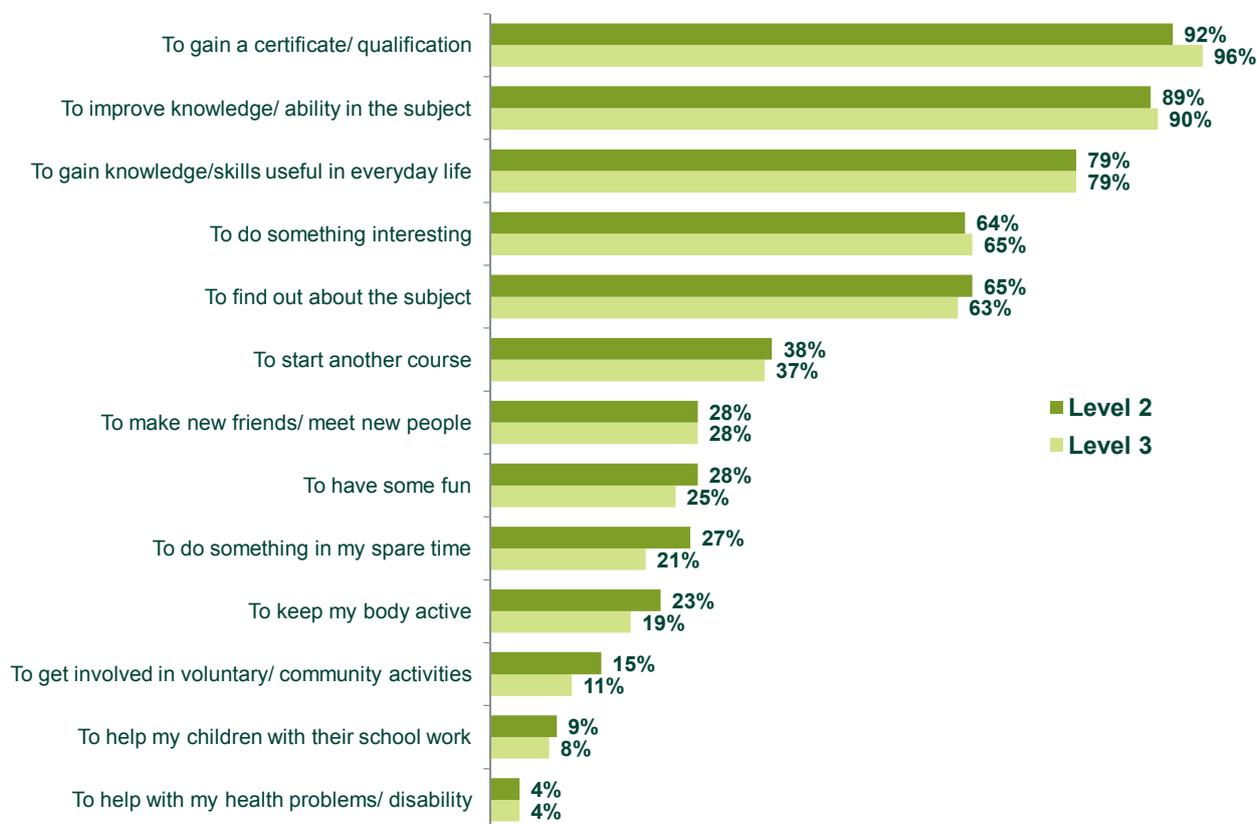
motivated them to undertake their Apprenticeship. The figures below show the proportion of learners agreeing with each job-related factor (Figure 3.1) and each factor relating to their own skills and personal development (Figure 3.2), separately for Level 2 and Level 3 Apprentices.

Figure 3.1: Reasons for undertaking an Apprenticeship (prompted) – Factors related to career development



Base= All Apprentices - Level 2 (1,497); Level 3 (1,498)

Figure 3.2: Reasons for undertaking an Apprenticeship (prompted) – Factors relating to skills and personal development



Base= All Apprentices - Level 2 (1,497); Level 3 (1,498)

The vast majority of learners indicated that at least part of the reason for undertaking their course was to develop their career (88% of Level 2 Apprentices and 94% of Level 3 Apprentices) and/or to gain new skills for their job at the time (89% for Level 2, 90% for Level 3). More than two thirds of Apprentices (69% for Level 2, 71% for Level 3) felt that they would also get more satisfaction out of their work as a result of undertaking the course.

Achieving a recognised certificate or qualification at the end of the course, was an important motivating factor for the vast majority of both Level 2 and Level 3 learners, but the figure was significantly higher for Level 3 Apprentices (96% vs. 92% of Level 2 Apprentices).

The vast majority of both Level 2 and Level 3 learners said that improving their knowledge and abilities in the subject or sector area was an important motivating factor (89% and 90% respectively). Encouragingly, seven in ten also felt that the Apprenticeship would help them develop knowledge and skills applicable more widely in their everyday life (79% for both Level 2 and Level 3 cohorts).

For many learners, the decision to undertake an Apprenticeship was at least partly influenced by the hope that it would help them to change their employment situation, either

to move to a new job (43% for Level 2, 46% for Level 3), change to a different type or sector of work (35% for Level 2, 33% for Level 3) or to set up their own business (17% Level 2, 20% Level 3).

Level 3 Apprentices were significantly more likely to agree that they were motivated to undertake their Apprenticeship as a route to achieving concrete progress in their existing job role or career. Level 3 Apprentices were more likely to agree that they had undertaken the Apprenticeship with the expectation that it would help them:

- to develop their career (94% vs. 88% of Level 2 Apprentices);
- to get a pay rise (45% vs. 31%);
- to get a promotion (41% vs. 34%); and
- to stay in a job that they might have lost had they not undertaken the Apprenticeship (28% vs. 24%).

It would seem, therefore, that compared to those studying at Level 2, Level 3 Apprentices are more confident that training at this level will deliver tangible benefits in their pay and promotion prospects. On the other hand, Level 2 Apprentices were more likely than Level 3 Apprentices to have been motivated by opportunities for personal and social development, such as doing something interesting with their spare time (27% vs. 21%), keeping their body active (23% vs. 19%) and to get involved in voluntary or community activities (15% vs. 11%).

Younger adults aged 19 to 24 were more likely to be motivated by certain factors when compared to older Apprentices aged 25 plus. Compared to older learners with more experience, those aged under 25 were more likely to be 'starting out' and thus motivated to do an Apprentice to:

- find out more about the subject (67% of 19 to 24 year olds vs. 58% aged 25 plus)
- to develop their career (93% vs. 86%)
- or get a pay rise (41% vs. 31%).

Apprentices aged under 25 were also more likely to see the Apprenticeship as a way of making new friends or meeting new people (34% vs. 17% aged 25 plus) or to have fun (30% vs. 21%). They were also more likely to see their Apprenticeship as a continuation of their previous education, with a higher proportion (40%) saying that they did the Apprenticeship 'to start another course', compared to older learners (34% of whom agreed that this was the case). Adult Apprentices aged 25 and upwards were more likely to say that their motivation was to get more satisfaction at work (74% vs. 68% of those aged under 25).

Looking at the rates of agreement by gender, women were more likely than men to undertake an Apprenticeship to:

- gain a certificate or qualification (95% vs. 92%);
- get more satisfaction out of their work (72% vs. 68%);
- get involved in voluntary or community activities (16% vs. 11%); and
- help their children with their school work (10% vs. 6%).

Men were more likely than women to have undertaken their Apprenticeship with most of the career or job-related reasons in mind, with the biggest differences being in terms of agreement with the following as motivating factors:

- to get a new job (50% of men vs. 39% of women) or to change to a different type of work (39% vs. 30%);
- to get a pay-rise (49% vs. 28%) or promotion (45% vs. 31%);
- to stay in a job that they might have lost without doing the Apprenticeship (30% vs. 22%);
- or to set up their own business or family business (28% vs. 11%).

Men undertaking Apprenticeships as adults were also more likely than women to say that they had decided to do the Apprenticeship to have some fun (29% vs. 24% of female Apprentices) to keep their body active (26% vs. 17%) or to make new friends or meet more people (32% vs. 24%).

The prior qualification level of learners

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

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

Determining the level of highest prior qualification

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

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

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

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

Slightly different figures result depending on how 'other qualifications' are dealt with. The default method used in the Prior Achievement research series (replicating the approach taken in the Labour Force Survey) ignores 'other' qualifications (including all those attained outside the UK) with regards to determining highest prior qualification level if the respondent has achieved any of the qualifications read out to them. If an 'other' qualification is the only qualification an individual says they have, then it is assigned to a level in a pre-determined (random) manner (55% are assigned to Full Level 1, 35% are assigned to Full Level 2, 10% are assigned to Full Level 3). A number of non-'other' qualifications are also assigned to levels in set ratios, as follows:

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

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

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

Under the default procedure for calculating highest prior attainment, those people who said that their highest prior qualification was from an Apprenticeship are allocated at random to either Level 2 or Level 3 categories. However, the survey does collect more detail on whether the prior Apprenticeship undertaken was at Level 2 or Level 3, allowing a more accurate depiction of progression from one Apprenticeship to another. Because of the focus on Apprenticeships in this element of the survey, at certain points in this section (including Tables 4.3 and 4.4) we depart from the standard procedure (following LFS) and instead give a wider estimate of how many individuals already had an Apprenticeship prior to enrolment.

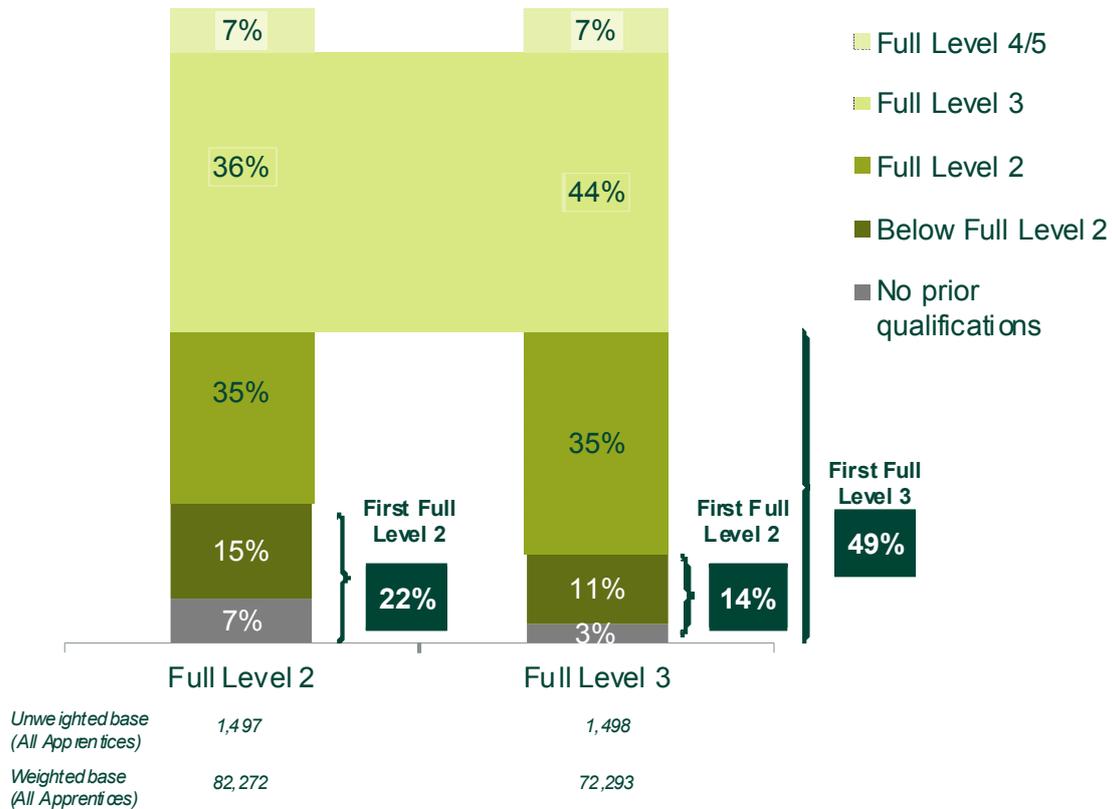
Note that when describing highest qualification level in this report we use NVQ equivalent levels running from Level 1 to Level 5. The current Qualifications and Credit Framework (QCF) shows five tiers of learning (Levels 4 to 8) for the range covered by Level 4 and 5 in this report. The Level 1 to 5 framework has been used in this report to maintain comparability with the prior attainment field on the ILR and previous research in this series.³

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

Levels of prior attainment of adult Apprentices

Figure 4.1 shows the profile of adults undertaking Level 2 Apprenticeships and Level 3 Advanced Apprenticeships in November 2010, in terms of their highest level of prior attainment. The chart shows the proportion of Level 2 and Level 3 Apprentices with different levels of prior qualifications before starting their course, according to the survey data.

Figure 4.1: Highest level of prior attainment amongst adults undertaking Level 2 and Level 3 Apprenticeships in November 2010



The survey results indicate that among the estimated 82,272 adults (aged 19 plus) enrolled on a Level 2 Apprenticeship in November 2010, around one fifth (22%) were studying for their first Full Level 2 qualification. This represents approximately 18,400 learners, who if successful, would pass the Level 2 threshold. Conversely, this means that more than three-quarters (78%) of Level 2 Apprentices already had a Full Level 2 qualification or higher before enrolling on their Apprenticeship.

The incidence of adult Level 3 Apprentices without prior Full Level 2 qualifications is lower, at 14%. Clearly this would be as expected given that having qualifications at Level 2 can often be a requirement for undertaking a Level 3 course; most Level 3 Advanced Apprenticeships require entrants to have achieved reasonable standards in numeracy and literacy.

The incidence of first Full Level 3 learning amongst Level 3 Apprentices is 49%. This corresponds to an estimated 35,500 learners studying towards their first Level 3 qualification as of November 2010.

Across Level 2 and Level 3 Apprentice provision combined, the incidence of first Level 2 learning revealed by the survey was 18% (corresponding to approximately 28,300 learners).

Table 4.1 gives the statistical confidence associated with the 2010/11 findings given the number of interviews conducted. For example, for the Level 2 Apprenticeship group, we can be 95% confident that the true firstness figure lies within + or - 2.1% of the survey finding.

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

Level of Apprenticeship	Number of interviews	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Level 2	1,497	18,400	22.4%	+/-2.1%
Level 3	1,498	9,900	13.7%	+/- 1.7%
Overall	2,995	28,300	18.3%	+/- 1.4%

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

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

Table 4.2 highlights differences in the incidence of first Full Level 2 learning according to the age of the Apprentice. The incidence of first Full Level 2 learning is higher amongst older groups, with fewer learners aged 25 to 44 and aged over 45 having prior qualifications at Full Level 2. For instance, amongst those undertaking a Level 2 Apprenticeship, around one third of learners aged 25 plus were undertaking their first full Level 2 qualification (31%), compared with less than one in five learners aged 19-24 (18%).

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

Level of Apprenticeship / Age	Base	No. of first Full Level 2 learners (weighted)	Proportion undertaking their first Full Level 2	No. of first Full Level 3 learners (weighted)	Proportion undertaking their first Full Level 3
Level 2 overall	1,497	18,400	22%		
19-24	977	9,600	18%		
25-44	377	5,800	28%		
45 plus	143	3,100	40%		
Summary: 25 plus	520	8,900	31%		
Level 3 overall	1,498	9,900	14%	35,500	49%
19-24	963	5,300	11%	21,500	46%
25-44	428	3,100	15%	10,700	52%
45 plus	107	1,500	30%	3,200	63%
Summary: 25 plus	535	4,600	18%	13,900	54%

Note: No. of first Full Level 2 / first Full Level 3 learner figures have been rounded to the nearest 100.

A similar pattern holds for Level 3 provision: three in ten Apprentices aged 45 plus (30%) did not have a prior Full Level 2 qualification, compared to one in nine (11%) of the youngest adults aged 19 to 24. Hence up-skilling is more likely to be occurring among older learners. However, the difference in the Level 2 firstness rates between the 19-24 and 25-44 age groups is less marked for the Level 3 Apprenticeships (11% and 15% respectively).

There are also significant differences between age groups in the incidence of first Level 3 learning, amongst those undertaking Level 3 Apprenticeships. As shown in Table 4.2 above, the incidence of first Level 3 learning increases with age, with a significantly higher proportion of those aged 45 plus studying for their first Full Level 3 qualification (63%) than found among those aged 19-24 (46%). More than half of 19-24 year old Level 3 Apprentices already had attainment at Level 3 or above before starting their course. Hence, regardless of whether the Apprenticeship undertaken is at Level 2 or Level 3, up-skilling is more likely to occur among older learners.

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

Prior qualifications held by Apprentices

It is clear from the findings discussed thus far that adults undertaking Apprenticeships are a diverse group in terms of their level of prior educational attainment. Many, especially the younger adults, are enrolling on Level 2 and Level 3 Apprenticeships having already attained qualifications at these levels. To provide more insight into the educational history of learners, the following tables show the specific qualifications previously attained by adults who were undertaking Level 2 or Level 3 Apprenticeships in November 2010. This helps to clarify the academic and vocational qualification routes that lead to individuals undertaking Apprenticeships.

Tables 4.3 and 4.4 give the proportion of Apprentices who had attained qualifications such as GCSEs, even if this does not represent the individual's highest level of prior attainment - an individual may have both GCSEs and A Levels, and can therefore be represented twice in the table. However, within each qualification type, the learner will only be counted once, e.g. against their highest NVQ or City and Guilds qualification, or at either Level 2 or below Level 2 attainment at GCSE. Note that the list of qualifications shown in Table 4.3 and 4.4 is not fully comprehensive – only qualifications held by more than one in twenty Apprentices are included.

In interpreting the following tables, it is important to understand how individuals with an Apprenticeship as their highest prior qualification are treated in the analysis. As discussed in the methodology section, where an individual states in the survey that they have achieved prior qualifications through an Apprenticeship and do not go on to mention any other qualifications at Full Level 3 or above, under the standard procedure for the analysis, they are classified as having a 'non-definite' level of prior attainment. For the purposes of assessing prior attainment levels across the Apprenticeship cohort (e.g. for Figure 4.1), these individuals are assigned at random to the Level 2 or Level 3 highest prior attainment categories. However, because this process is random, each individual with an Apprenticeship as their highest prior qualification cannot be definitively classified as a 'first' or 'repeat' Level 2 or Level 3 learner. This means that they are not included as standard when presenting results for, say, 'first Level 2 learners' (e.g. in the second column of figures in Table 4.3 below).

Clearly, to fully understand progression routes within Apprenticeships, it is important to delineate the full rate of prior attainment of Level 2 and Level 3 Apprenticeships amongst the surveyed group. To this end, Table 4.3 below includes a fourth column including all definite 'repeat' Level 2 learners, but also all those who said that they had undertaken an Apprenticeship previously.

Looking first at Level 2 Apprentices, Table 4.3 shows that almost three quarters (72%) had attained at least one GCSE before starting their Apprenticeship. In total, over eight in ten Level 2 Apprentices (81%) had attained at least one GCSE, or the older equivalent qualifications (O or AO levels or CSEs).

Amongst Apprentices undertaking their first Full Level 2 qualification, more than half (58%) had GCSEs, O/AO levels or CSEs at below Level 2.

Amongst those holding a prior Full Level 2 qualification, in nearly two thirds of cases (63%), they had attained this through achieving the Full Level 2 standard at GCSE, O/AO

level or CSE. One quarter of 'repeat' Level 2 learners (26%) had attained at least one AS level qualification, and one third (33%) had at least one A Level, most often (in 25% of cases) achieving more than one A Level and therefore having prior attainment at Full Level 3.

In terms of vocational qualifications, more than one third of Level 2 Apprentices had previously attained a NVQ (36%), with this most commonly at Level 2 (held by 21% of all Level 2 Apprentices).

Table 4.3 Prior qualifications held by learners undertaking a Level 2 Apprenticeship in November 2010

	All Level 2 Apprentices	First Full Level 2	Prior Full L2+ 'repeat'	Full L2+ 'repeat' or prior Apprenticeship
Base:	1,497	311	1,019	1,125
	%	%	%	%
GCSEs	72	45	83	82
Below Level 2 - less than 5 A-C grades	29	45	24	25
Full Level 2 - at least 5 A-C grades	42	-	58	55
O or AO Levels	8	7	9	9
Below Level 2 - less than 5 O/AO Levels	5	7	4	4
Full Level 2 - at least 5 O/AO Levels	3	-	5	5
CSEs	9	12	9	9
Below Level 2 - less than 5 A-C grades	7	12	6	7
Full Level 2 - at least 5 A-C grades	1	-	1	1
AS Levels	18	*	26	24
One, two or three AS Levels - part L3	15	*	21	19
Four or more AS Levels - Full L3	3	-	5	4
A Levels	22	-	33	30
One A Level - part L3	5	-	7	7
More than one A Level - Full L3	17	-	25	23
NVQ	36	8	42	44
Level 1	4	6	3	4
Level 2	21	-	24	27
Level 3	8	-	11	10

	All Level 2 Apprentices	First Full Level 2	Prior Full L2+ 'repeat'	Full L2+ 'repeat' or prior Apprenticeship
Base:	1,497	311	1,019	1,125
	%	%	%	%
Level 4 or Level 5	*	-	1	1
City and Guilds	22	12	25	25
Level 1 – Foundation	8	8	8	8
Level 2 – Craft	5	-	6	6
Level 3 - Advanced Craft	2	-	3	3
BTEC	22	5	29	28
Below Level 2 – First/General Certificate	2	2	2	2
Level 2 – First/General Diploma	6	-	8	8
Level 3 – National Certificate/Diploma	10	-	14	13
Level 4 – Advanced Certificate/Diploma	1	-	2	2
Apprenticeship	15	-	11	19
GNVQ	8	*	11	11
Foundation / Intermediate	4	*	6	6
Advanced	1	-	2	2

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

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

The right hand column in Table 4.3 shows all those classified as 'repeat' Level 2 learners – that is those who had previously attained a qualification at Level 2 or above, including an Apprenticeship. One fifth of these 'repeat' Level 2 learners mentioned specifically having already attained an Apprenticeship previously (19%). It may well be that some of the Apprentices focused on the actual qualification attained as part of the prior Apprenticeship – and thus it is possible that some of those individuals who had achieved an NVQ Level 2 or Level 3 qualification previously (37% of all repeat learners) had also achieved these as part of an Apprenticeship programme. In total, approaching half (45%) of all repeat Level 2 learners stated that they had previously attained an apprenticeship or NVQ Level 2 or 3. This is equivalent to one third (35%) of all Level 2 Apprentices.

Substantial proportions of repeat Level 2 learners had previously attained a BTEC (28%) or a City and Guilds qualification (25%).

Table 4.4 below shows the equivalent data for Level 3 Apprentices. Note that in this table, all columns include individuals whose highest prior qualification was an Apprenticeship.

Focusing first on those for whom the Apprenticeship represented their first Full Level 3 qualification, the majority (76%) had attained at least one GCSE, although only in about two fifths of cases (39%) had they attained the benchmark for Full Level 2 (5 GCSEs at A*-C). A minority had achieved a part Level 3 qualification before starting their Level 3 Apprenticeship, through achieving one, two or three AS Levels (11%) or one single A Level (9%).

Only one in ten Apprentices studying for the first time at Level 3 said explicitly that they had progressed from an Apprenticeship at Level 2 (11%). However, a substantial number did mention having attained NVQs - two fifths (41%) of first Full Level 3 learners had achieved an Apprenticeship or an NVQ at Level 2 before starting their Level 3 Apprenticeship. One fifth (20%) had some prior attainment through the City and Guilds framework.

Amongst Level 3 Apprentices who did have prior attainment at Level 3 or above before starting their course, this was most often through having attained:

- Two or more A Level passes (in 41% of cases);
- NVQ Level 3, 4 or 5 (32%);
- A BTEC qualification at Level 3 or 4 (22%).

Three in ten of these repeat Level 3 learners (29%) said that they had already attained a qualification through an Apprenticeship. Pinpointing those who reported that they had achieved an Advanced Apprenticeship (19%) and those who had achieved an NVQ Level 3 (31%) gives a combined rate of 43% for prior analogous Apprenticeship learning at Level 3.

When looking across all Level 3 Apprentices, the survey suggests that one fifth (22%) already held an Advanced Apprenticeship or NVQ Level 3 when starting their course.

The motivations of Apprentices undertaking a second Level 3 Advanced Apprenticeship are discussed in more detail later in this section.

Table 4.4: Prior qualifications learners undertaking a Level 3 Apprenticeship as of November 2010

	Level 3 Apprentices	First Full Level 3	Prior Full L3+ 'repeat'
Base:	1,498	689	722
	%	%	%
GCSEs	79	76	85
Below Level 2 - less than 5 A-C grades	30	36	25
Full Level 2 - at least 5 A-C grades	48	39	59
O or AO Levels	10	10	11
Below Level 2 - less than 5 O or AO Levels	6	8	6
Full Level 2 - at least 5 O or AO Levels	3	2	5
CSEs	10	12	7
Below Level 2 - less than 5 A-C grades	8	10	7
Full Level 2 - at least 5 A-C grades	1	1	*
AS Levels	21	11	32
One, two or three AS Levels - part L3	15	11	21
Four or more AS Levels - Full L3	5	-	10
A Levels	26	9	45
One A Level - part L3	6	9	3
More than one A Level - Full L3	20	-	41
NVQ	51	44	58
Level 1	2	3	1
Level 2	31	39	22
Level 3	15	-	31
Level 4 or Level 5	1	-	1
City and Guilds	28	20	37
Level 1 – Foundation	5	6	9
Level 2 – Craft	6	5	6
Level 3 - Advanced Craft	7	-	9
BTEC	21	12	30

	Level 3 Apprentices	First Full Level 3	Prior Full L3+ 'repeat'
Base:	1,498	689	722
	%	%	%
Below Level 2 – First Certificate or General Certificate	2	3	2
Level 2 – First Diploma or General Diploma	4	5	4
Level 3 – National Certificate or National Diploma	10	-	18
Level 4 – Advanced Certificate or Diploma	1	-	3
<u>Apprenticeship</u>	<u>23</u>	<u>11</u>	<u>29</u>
GNVQ	9	7	11
Foundation/Intermediate	5	4	6
Advanced	2	-	4

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

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

Prior attainment in English and Maths GCSE or O Level

Achievement of English and Maths GCSEs at grade C or above is often cited as a benchmark indicating that someone has the basic level of skills that most employers look for. It is also an expectation that entrants to Apprenticeships will have a good basic standard of literacy and numeracy in order to be able to benefit from the course. To better understand the profile of adult Apprentices, the survey therefore asked learners if they had achieved GCSEs (or equivalent) in these Maths and English, and at what grade. Table 4.5 shows the grades achieved in English by those Apprentices who had prior GCSEs or the older equivalent, O Levels.

Table 4.5: Prior English GCSE/O Level qualifications of adults engaged with a Level 2 or Level 3 Apprenticeship as of November 2010

Base:		% all with GCSEs/ O Levels 2,544 %	% all Apprentices 2,995 %	% all Level 2 Apprentices 1,497 %	% all Level 3 Apprentices 1,498 %
GCSE English – single subject	A*/A	1	1	1	1
	B	2	2	2	2
	C	8	7	6	7
	D	5	4	4	4
	E/F/G/U	3	2	2	2
GCSE English Language	A*/A	5	4	4	5
	B	15	13	11	14
	C	29	24	23	26
	D	10	9	9	9
	E/F/G/U	3	3	3	2
GCSE English Literature	A*/A	5	4	4	4
	B	15	12	12	13
	C	26	22	21	23
	D	12	10	9	11
	E/F/G/U	4	4	3	4
O Level – English Language	A	1	1	1	1
	B	2	2	2	2
	C	3	3	2	4
	D	*	*	*	*
	E/F/G/U	*	*	*	*
A-C at either GCSE or O Level	A* - C	68	58	54	62

Note: O Level English Literature figures are not included in this table as the figures are <0.5%

*= <0.5% but >0%

Over two thirds of these learners (68%, equivalent to 58% of all adult Apprentices) had achieved a Grade A*, A, B or C in English (looking across English taken as a single subject, as English Language or English Literature). This attainment tended to be at grades B or C - only a small proportion of all learners (7%) had attainment at A* or A in English GCSE or O Level.

Table 4.6 shows the grades achieved in Maths. Half of adult Apprentices overall (49%) had achieved a GCSE or O Level in Maths at Grade A*, A, B or C. Level 3 Apprentices were more likely to have attained this (53% vs. 45% of Level 2 Apprentices).

Table 4.6: Prior Maths GCSE/O Level qualifications of adults engaged with a Level 2 or Level 3 Apprenticeship as of November 2010

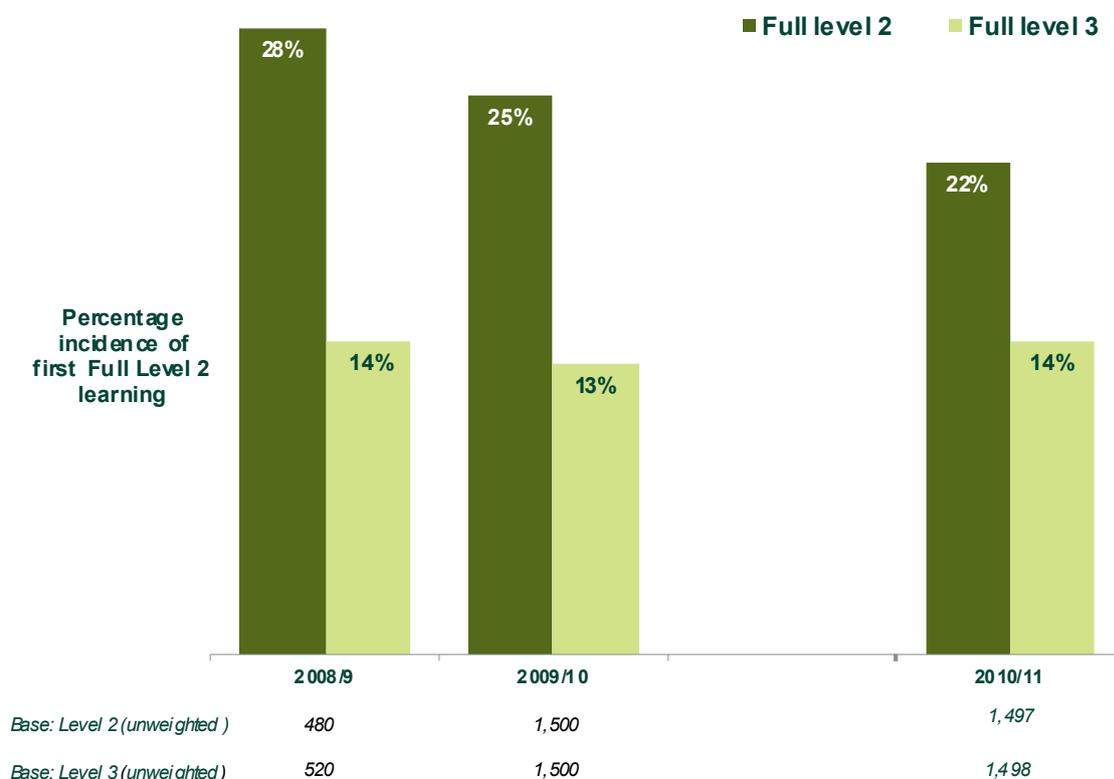
		% all with GCSEs/ O Levels	% all Apprentices	% all Level 2 Apprentices	% all Level 3 Apprentices
Base:		2,544 %	2,995 %	1,497 %	1,498 %
GCSE Maths	A*/A	4	4	4	4
	B	17	14	13	16
	C	33	28	26	31
	D	19	16	15	17
	E/F/G/U	10	8	10	7
O Level Maths	A	*	*	*	*
	B	2	1	1	1
	C	2	2	1	2
	D	1	1	*	1
	E/F	*	*	*	*
A-C at either GCSE or O Level	A* - C	58	49	45	53

More than two in every five Apprentices (42%) had GCSE or O Level at Grade A*-C in both English and Maths, with Level 3 learners more likely than Level 2 learners to hold qualifications at this level (46% vs. 39%).

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

A series of three surveys have been undertaken to measure the prior attainment profile of Apprentices since 2008. The figure below shows the percentage incidence of first Full Level 2 learning separately for adult learners undertaking Full Level 2 and Full Level 3 Apprenticeships, referring to cohorts from November 2008 to November 2010.

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



The data indicates a decrease in the proportion of Level 2 adult Apprentices undertaking their first Full Level 2 qualification compared with 2009/10, when 25% of Level 2 learners were undertaking their first Level 2 qualification (compared to 22% in 2010/11). However, this difference is not statistically significant at the 95% confidence level.

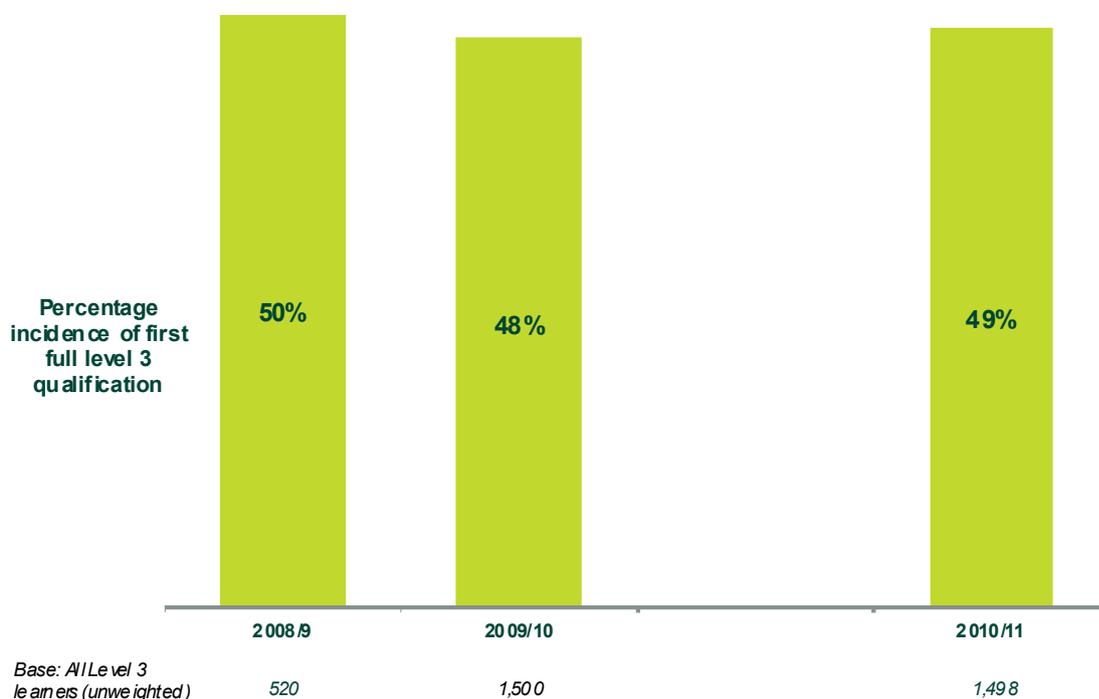
The proportion of Level 3 Apprenticeships without a prior qualification at Level 2 has been consistent across the three years of the survey (between 13% and 14%).

The incidence of first Full Level 3 learning – trends over time

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

Figure 4.3 below shows the trends in the percentage incidence of first Full Level 3 learning amongst Level 3 Apprentices. The proportion of Apprentices undertaking their first Full Level 3 qualification (49%) is broadly similar to 2009/10 (48%) – there has been no significant shift in this measure over the course of the three Apprenticeship surveys.

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



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

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

Level 2 Apprentices undertaking their first Full Level 2 qualification are on average older, with almost half of these Apprentices aged upwards of 25 (47%) compared to less than one third of 'repeat' Level 2 learners (30%). Similarly, amongst Level 3 Apprentices, those without prior qualifications at Level 3 were on average older than those who had attained this level previously (38% aged 25 plus vs. 32%). This reflects the general pattern evident in the data for younger Apprentices to be better qualified on average than older learners.

Table 4.7: Profile of adults undertaking Level 2 and Level 3 Apprentices in November 2010_Comparison of ‘first’ and ‘repeat’ learners

	Level 2 Apprenticeship			Level 3 Apprenticeship				
	All	1 st Full L2	L2+ Prior Qualification	All	1st Full L2	L2+ Prior Qualification	1st Full L3	L3+ Prior Qualification
Base	1,497	311	1,125	1,498	192	1,271	689	722
	%	%	%	%	%	%	%	%
Age								
19-24	65	53	70	64	55	66	62	68
25-44	25	31	23	29	29	28	29	27
45 – retirement	9	16	7	7	15	6	9	5
Over retirement age	*	1	-	*	-	*	*	-
Gender								
Male	45	43	46	48	54	47	49	49
Female	55	57	54	52	46	53	51	51
Ethnicity								
White	90	92	90	90	92	91	91	91
Non-white	10	8	10	9	8	9	8	9
Not stated	1	1	-	1	-	1	1	*

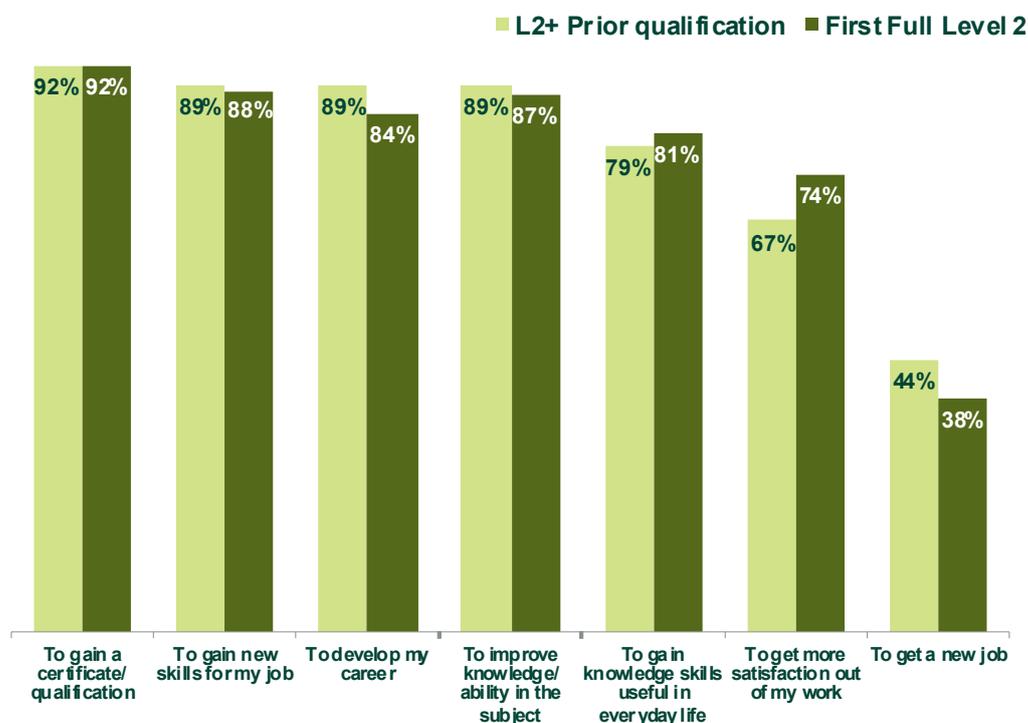
There were no significant differences in the gender and ethnicity profiles of ‘first’ and ‘repeat’ learners, either at Level 2 or Level 3.

Taking a closer look at the economic activity rates and income of ‘first’ and ‘repeat’ Level 2 learners reveals that first Full Level 2 learners were less likely to be in full-time work at the time of survey (60% vs. 71%) but more likely to have taken on part-time work (24% vs. 18%).

However, there was very little difference in the income levels of the two groups of Level 2 Apprentices; of those who had completed or left their Apprenticeship at the time of survey, the proportion earning upwards of £21,000 was below one in ten for both first Full Level 2 learners (6%) and those with prior qualifications at Level 2 or above (8%). Level 3 Apprentices who had previously studied at Level 3 were, however, significantly more likely to be earning more after completing or leaving their Apprenticeship (18% earning upwards of £21,000 compared to 13% of first Full Level 3 learners). This reflects the fact that those who were studying at Level 3 for the first time were less likely to be employed full time (75% vs. 80% of those with prior Level 3 attainment).

It is interesting to look at how the motivations for undertaking an Apprenticeship might differ based on whether the individual is studying for the first time at that level, compared to where they have attained that level previously. Broadly speaking, the main reasons given are very similar between ‘repeat level’ learners and those doing their first learning at a particular level.

Figure 4.4: Key reasons for undertaking a Level 2 Apprenticeship (prompted) – comparison between ‘first’ and ‘repeat’ Level 2 learners



Base: Level 2 Apprentices

First Full Level 2 learners (311)

Level 2 Apprentices with Level 2 plus prior qualifications / prior Apprenticeship (1,125)

Looking specifically at Level 2 learners, for example, among both 'first' and 'repeat' Level 2 learners, the key motivations for undertaking a qualification are very similar – as shown in Figure 4.4 above. In both cases, the main motivations are to gain certification or a qualification, to gain new skills, career development, and the development of new knowledge and skills.

Beyond this, there is some tentative evidence that individuals are taking a 'repeat' qualification with the specific aims of developing their career (89% agreed, compared to 84% of first Level 2 learners) and to develop new skills for a new job (44% vs. 38% of first Level 2 learners), but the differences are not substantive.

The survey has revealed a substantial minority of learners who undertook a Level 3 Apprenticeship having already gained an Advanced Apprenticeship or NVQ Level 3 previously (22% of all Level 3 Apprentices). Compared to those without any prior qualifications at Level 3, these individuals were slightly more likely to say that they had been motivated to take the Apprenticeship to get a new job (48% vs. 44%) or to change to a different type of work (35% vs. 29%), that is, using the Apprenticeship to change direction in terms of skills or sector.

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

Between 2006 and 2011, a series of studies have been carried out as part of the 'Prior Qualifications' programme of research, focusing on the prior attainment levels of adult Level 2 and Level 3 learners. Since 2008, three such surveys have been carried out covering Apprenticeships. A consistent finding has been a discrepancy between the data held on the ILR (entered by training providers when learners enrol) and learners' own reports of the qualifications they had before starting their course, as found by the detailed questioning in the survey. These previous studies have suggested that the ILR under-reports the proportion of Apprentices with any prior attainment, and prior attainment at Full Level 2 or above. This section compares the prior attainment level recorded on the ILR and in the survey for adults enrolled on Apprenticeships as of November 2010.

The Individual Learner Record and prior attainment level

The Individual Learner Record (ILR) provides information on the prior qualification level of Apprentices on enrolment for their course. In the cohort of Apprentices falling within the scope of the survey (those aged 19+ who were enrolled on a Level 2 or Level 3 Apprenticeship in November 2010), almost all (99%) had a prior qualification level indicated on the ILR.

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

- all sample provided that fell within the scope of the survey (adults on Level 2 or Level 3 Apprenticeships in November 2010);
- all sample in scope which was useable for the survey, i.e. where a telephone number was listed and where the learner had not opted out of being contacted for research purposes;
- all those where an interview was achieved.

Table 5.1: ILR information on prior achievement

	All sample in scope	Available to contact	Achieved sample
	%	%	%
No qualifications	10	9	8
Entry Level and below Level 1	3	4	4
Level 1	26	26	24
Level 2	47	49	51
Level 3	13	11	11
Level 4/5	*	*	1
Other qualification, level not known	*	*	*
Not known	1	1	1

*= <0.5% but >0%

In the original sample of Apprentices in scope for the survey, the ILR indicated that one in ten (10%) had no prior qualifications at all before they started their course. At the other end of the spectrum, the ILR reported that three fifths of Apprentices in scope (60%) had a prior qualification at Level 2 or above (as shown in the boxed cells in Table 5.1). There were only very minimal changes in the profile when records without useable telephone numbers or who had opted out from research were removed – with the proportion of Apprentices recorded as having a highest qualification at Level 2 rising from 47% to 49%.

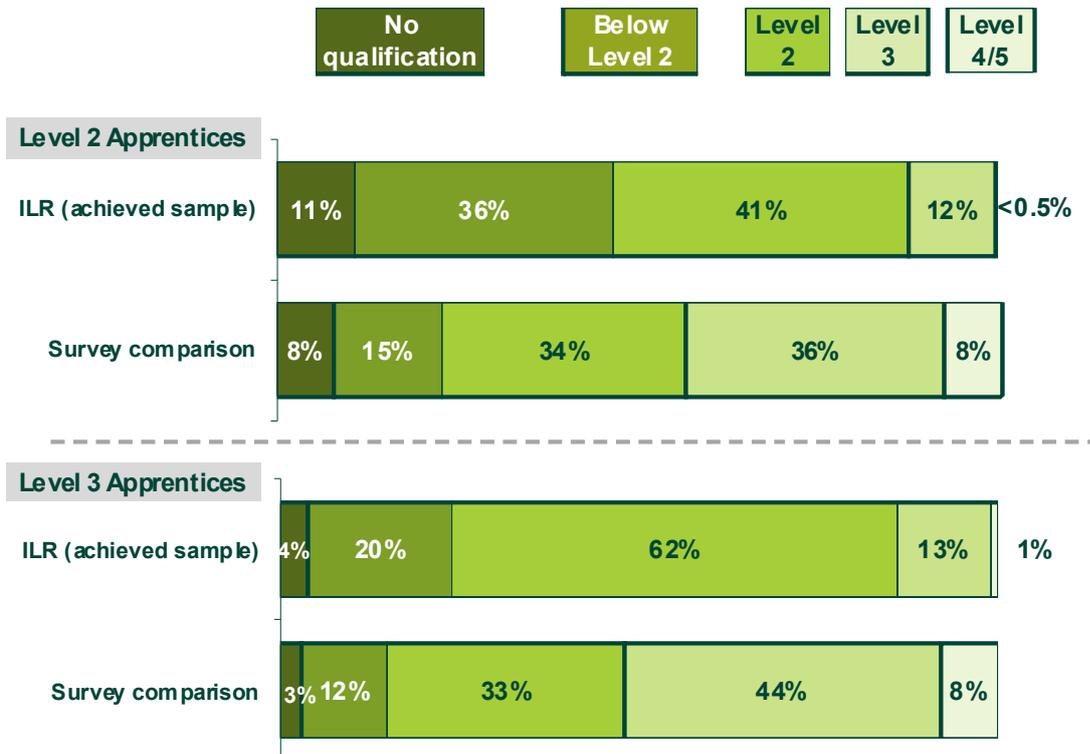
When looking at the ILR profile of the 2,995 Apprentices eventually interviewed for the research, it is clear that this is reasonably in line with the original sample in scope. For instance, a similar proportion were listed on the ILR as having no prior qualifications (8% vs. 10%) and the proportion for whom the ILR gave a highest prior attainment value of Level 2 or above was around three fifths in each case (63% of those interviewed, compared to 60% of the population of Apprentices 'in scope').

It is clear from these figures that there is a discrepancy between the ILR assessment of prior attainment levels of Apprentices, and what Apprentices report as their attainment history in the survey. We have seen that the survey data gives the proportion of learners qualified to Level 2 or above as 82%, much higher than the 63% figure given by the ILR measure. This would seem to indicate that the ILR is failing to record prior attainment at Full Level 2 or above for a substantial portion of Apprentices.

Comparing Individual Learner Record and survey measures of prior attainment

In order to assess in more detail the relationship between the ILR and the survey data, the following section looks at how the actual prior qualification levels compare on the two datasets, for the same learners. The following chart highlights the discrepancies between the data on prior qualification levels on the ILR and that collected in the survey. The comparison is shown only for those Apprentices where a definite prior qualification level was recorded both on the ILR and through the survey questioning (2,612 out of the 2,995 learners interviewed). Hence, the ILR figures in the first bar differ slightly to those shown in Table 5.1, and the survey comparison figures in the second bar are slightly different from those discussed in Chapter 4 (which include random allocation of other ‘non-definite’ qualifications).

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



Base: Apprentices with definite prior achievement level from both the ILR and survey measures (Level 2: 1,320; Level 3: 1,292)

Figure 5.1 first shows the data for Level 2 Apprentices. The ILR indicates that only one in eight Level 2 learners interviewed for the survey (12%) has a prior qualification at Level 3, 4 or 5 (therefore above the level of the Apprenticeship). The survey reports for the same learners indicate that over two fifths (43%) had these high level qualifications when starting their Apprenticeship.

The ILR gives the incidence of first Full Level 2 learning for these Level 2 Apprentices as 47%, compared to the survey data, which indicates that only 23% 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 2009/10 survey.

As shown in the lower two bars in Figure 5.1, the same pattern is evident for Level 3 learners, with the survey suggesting a higher rate of prior attainment compared to the ILR. Here the discrepancy is even greater than for the Level 2 group, with the survey findings indicating that over half (52%) of Level 3 Apprentices were already qualified to Level 3 or above before undertaking their course, compared to the ILR figure of just 14%.

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

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

<i>Row</i>	Base *	ILR and survey measure the same	ILR higher	Survey measure higher	Survey inconclusive **
<i>percentages</i>					
All Apprentices	2,970	35	9	48	8
Level of Apprenticeship					
Full Level 2	1,487	34	9	51	6
Full Level 3	1,483	35	9	45	10
Age					
19 – 24	1,928	34	8	50	8
25 – 44	796	37	10	46	7
45 plus	246	33	16	44	7

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

** 'Survey inconclusive' refers to cases where the level of the highest prior qualification as recorded in the survey cannot be definitively determined (see further explanation at paragraph 4.8).

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 one third of cases (35%). 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: for almost half of all learners (48%) the level recorded by the ILR was lower than found for the survey, while the reverse was true for one in eleven learners (in 9% of cases the ILR appeared to over-state the prior achievement of learners). In a further 8% of cases, the survey measure of highest prior attainment was inconclusive (see note at paragraph 4.8). Overall the survey of learners again suggests that the ILR appears to under-report the level of prior qualifications held by adult Apprentices. This is in line with previous studies in the research series; for instance, the 2009/10 survey of adult Apprentices found that the

ILR and survey measures agreed in only three in ten cases (31%), more or less in line with the figure for this year as shown in Table 5.2 above (35%).

The pattern of discrepancy does differ slightly according to the age of the Apprentice, as shown in Table 5.2. For the younger age group (aged 19 to 24), the survey is significantly more likely to indicate a higher attainment level than the ILR (in 50% of cases, compared to 44% of cases recorded for the 45 plus age group).

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

In order to fully understand the likelihood that a particular claim of firstness on the ILR will be accurate, it is necessary to look at the survey assessment of prior attainment specifically among learners indicated on the ILR as being first Level 2 learners, a base of 1,090 respondents. This is shown in Table 5.3.

As shown in Table 5.3, the survey confirms the ILR first Level 2 assessment in three in ten cases (31%). In two thirds of cases (67%), 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. These figures are very consistent with those derived from the previous 2009/10 survey of adult Apprentices, where the ILR and survey agreed on first Full Level 2 status in three in ten cases (30% vs. 31% this year).

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

<i>Row percentages</i>	<i>Base</i>	ILR and survey agree First Level 2	ILR says first Level 2, survey indicates prior attainment at Full Level 2	ILR says first Level 2, survey inconclusive
All recorded on the ILR as first Level 2	1,090	31	67	2
Level of Apprenticeship				
Full Level 2	727	33	64	2
Full Level 3	363	24	74	2
Age				
19 – 24	660	27	71	2
25 – 44	307	32	65	3
45 plus	123	45	52	3

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 new pattern by the level of the Apprenticeship that was not seen in Table 5.2. The incidence of the key 'error' on the ILR in assessing Level 2 firstness is significantly higher for Level 3 learners (74%) than for Level 2 learners (64%). So where the ILR indicates that a learner entering a Level 3 course has no prior attainment at Full Level 2, the survey is more likely to indicate this as erroneous as compared to an analogous claim for someone enrolling on a Full Level 2 course.

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

At least part of the reason for the discrepancies in recording of Level 2 firstness might be linked to the way prior attainment is recorded for those who have previously studied with the provider. A requirement of the ILR (not that this 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.

The survey data suggests that this requirement may lead to at least some of the discrepancy between ILR and survey measures, although not all. Focusing on Level 3 Apprentices specifically, in one fifth (21%) of cases where the survey disagreed with the ILR's assessment of that person as a first Level 2 learner, the individual had been studying at the provider immediately before starting their Level 3 Apprenticeship. This is shown in Table 5.4 below.

Table 5.4: Whether Apprentice had studied with provider before

	Full Level 2 learners		Full Level 3 learners	
	All learners	All where ILR gives as first Full Level 2 learner, survey does not	All learners	All where ILR gives as first Full Level 2 learner, survey does not
Base	1,497 %	468 %	1,498 %	267 %
Not studied with the provider before	83	85	69	69
Studying with provider <u>immediately before</u> starting course	9	7	21	21
Studied with provider <u>at any point</u> before starting course	17	15	31	31

Where Level 3 Apprentices said in the survey that they already had another Level 3 Apprenticeship or NVQ Level 3, and this was not reflected on the ILR, in about one third of cases (29%) they had been studying with the same provider immediately before starting their latest Apprenticeship.

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

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

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

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

- NVQ Level 2 (26%);
- A Levels (22%);
- A prior Apprenticeship (19%).

The pattern was the same for those recorded on the ILR as having a Level 1 qualification, with the most common qualifications held as revealed by the survey being NVQs at Level 2 (26%), one or more A Levels (21%) and Apprenticeships (21%).

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

Prior qualifications held	ILR stated highest prior attainment level	
	No qualifications	Level 1
	98	349
	%	%
NVQ Level 2	26	26
A Levels	22	21
Apprenticeship	19	21
OND,ONC,BTEC etc, national	15	14
GCSE/O level grade A-C or equivalent (1,2)	10	5
City & Guilds craft	8	9
NVQ Level 3	6	9
City & Guilds advanced craft	5	2
HNC,HND,BTEC etc higher	3	7

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

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

Data shown unweighted.

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

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

Prior qualifications held	ILR stated highest prior attainment level		
	No qualifications	Level 1	Level 2
	34	111	428
	%	%	%
OND,ONC,BTEC etc, national	38	25	24
A Levels (more than one)	32	25	38
NVQ Level 3, 4 or 5	24	37	31
Advanced Apprenticeship	21	20	22
City & Guilds advanced craft	6	14	9
AS Levels (four or more)	3	4	11
Diploma in higher education	3	2	1
HNC,HND,BTEC etc higher	-	12	10

Base: Apprentices for whom ILR indicates a highest level of prior attainment below Full Level 3 and survey indicates prior attainment at Full Level 3 or above, including an Advanced Apprenticeship
 Note only most common qualification types at Full Level 3 or above shown.
 Data shown unweighted.

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

- OND, ONC or BTEC national qualifications at Level 3 (38%);
- A Levels (32%);
- NVQ Level 3, 4 or 5 (24%).

In addition, one fifth (21%) said that they had previously attained an Advanced Apprenticeship at Level 3.

There is a similar pattern evident for those 'repeat' Level 3 learners who were recorded on the ILR as only having either Level 1 or Level 2 qualifications (as shown in Table 5.6). Where the ILR gave the highest qualification as Level 2 for these learners, the additional qualifications most commonly revealed by the survey were the same as above. There were instances also where the ILR had apparently failed to record prior attainment at Full Level 3 or above through AS Levels and HNC, HND or BTEC Higher qualifications.

Appendices

A – Quotas and weighting

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

Table A1: Quota targets – Adult Apprentices

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	981	377	137	5	1,500
Full Level 3	965	428	106	1	1,500
Total	1,946	805	243	6	3,000

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. A slight shortfall of interviews was achieved in the Apprenticeship part of the overall Prior Qualifications Survey 2010/11 to ensure adequate representation of key groups within the other elements.

Table A2: Final achieved interviews - Adult Apprentices

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	977	377	138	5	1,497
Full Level 3	963	428	106	1	1,498
Total	1,940	805	244	6	2,995

At the analysis stage, the survey data was grossed up to reflect the full populations of adults (aged 19+) on Full Level 2 or Full Level 3 Apprenticeships as of November 1st 2010. The grossing-up process was designed so that the profile of learners by learning level and age would match the population profile. The following table shows the population figures to which the survey data has been grossed up, totalling approximately 155,000 records.

Table A3: Population figures – Eligible adults undertaking a Full L2 or Full L3 Apprenticeship in November 2010

	19-24	25-44	45 to retirement age	Over retirement age	Total
<i>Level of Apprenticeship</i>					
Full Level 2	53,803	20,677	7,491	301	82,272
Full Level 3	46,518	20,646	5,069	60	72,293
Total	100,321	41,323	12,560	361	154,565

B - Sample outcomes and response rate

In total, c.12,000 Apprentices were called at least once for the survey, resulting in 2,995 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 (2,995) 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 **56%**.

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

Table C1 gives the statistical confidence associated with the first Full Level 2 incidence rates derived from the survey, for the key age groups. For example, for the Full Level 2 learners aged 19-24, we can be 95% confident that the true firstness figure lies within + or – 2.4% of the survey finding. For the 45 year olds, the base number of interviews is smaller, and the confidence interval rises to +/- 8.0%.

Table C1: Statistical confidence intervals associated with first Full Level 2 learning figures

Level of Apprenticeship	Age	Number of interviews	Proportion undertaking their first Full Level 2	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 2	<i>All</i>	1,497	22.41%	+/-2.1%
	19-24	977	17.89%	+/-2.4%
	25-44	377	27.92%	+/-4.5%
	45 plus	143	39.85%	+/-8.0%
	25 plus	520	31.20%	+/-4.0%
Full Level 3	<i>All</i>	1,498	13.71%	+/-1.7%
	19-24	963	11.41%	+/-2.0%
	25-44	428	14.98%	+/-3.4%
	45 plus	107	29.51%	+/-8.6%
	25 plus	535	17.89%	+/-3.3%
Overall	<i>All</i>	2,995	18.34%	+/- 1.4%

Table C2 gives the equivalent statistical confidence intervals associated with the first Full Level 3 incidence rates for the different age groups. This shows that overall incidence figure of 49.04% has a confidence interval of 2.5% based on the sample of 1,498 learners surveyed. The incidence figure for the 45 plus age group should be treated with caution given the relatively wide confidence interval of +/-9.1%.

Table C2: Statistical confidence intervals associated with first Full Level 3 learning figures

Level of Apprenticeship	Age	Number of interviews	Proportion undertaking their first Full Level 3	Confidence intervals associated with number of interviews conducted (95% confidence level)
Full Level 3	All	1,498	49.04%	+/-2.5%
	19-24	963	46.32%	+/-3.1%
	25-44	428	51.76%	+/-4.7%
	45 plus	107	62.89%	+/-9.1%
	25 plus	535	53.98%	+/-4.2%

D – Additional data on personal income of learners**Table D1: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_Level 2 Apprentices aged 19 to 24**

	All who completed or left Apprenticeship	n full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
Base: All answering**	724	515	114	<i>DATA NOT SHOWN AS BASE <25</i>	
	%	%	%		
Less than £6,000	15	3	40		
£6,000 - £10,999	29	26	49		
£11,000 - £12,999	21	26	5		
£13,000 - £14,999	13	17	2		
£15,000 - £17,999	11	14	1		
£18,000 to £20,999	7	9	2		

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
Base: All answering**	724	515	114	<i>DATA NOT SHOWN AS BASE <25</i>	
	%	%	%		
£21,000 to £24,999	3	3	1		
£25,000 to £29,999	1	1	-		
£30,000 to £32,999	-	-	-		
£33,000 to £35,999	*	*	-		
£36,000 to £45,999	*	*	-		
£46,000 plus a year	-	-	-		
Summary: £21,000 plus	4	5	1		
Mean income***	£11,900	£13,200	£8,100		

*= <0.5% but >0%

- = zero

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

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

Table D2: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_Level 2 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	399 %	275 %	101 %	DATA NOT SHOWN AS BASE <25	
Less than £6,000	11	2	25		
£6,000 - £10,999	25	15	55		
£11,000 - £12,999	16	19	8		
£13,000 - £14,999	12	14	6		
£15,000 - £17,999	12	16	3		
£18,000 to £20,999	9	12	1		
£21,000 to £24,999	9	13	2		
£25,000 to £29,999	3	4	-		
£30,000 to £32,999	2	2	-		
£33,000 to £35,999	1	1	-		
£36,000 to £45,999	1	1	-		
£46,000 plus a year	-	-	-		
Summary: £21,000 plus	16	21	2		
Mean income***	£14,100	£16,300	£9,100		

*= <0.5% but >0%

- = zero

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

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

Table D3: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_Level 3 Apprentices aged 19 to 24

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base:</i>	635	532	37	25	<i>DATA NOT SHOWN AS BASE <25</i>
<i>All answering**</i>	%	%	%	%	
Less than £6,000	7	2	32	20	
£6,000 - £10,999	21	20	41	8	
£11,000 - £12,999	21	23	16	12	
£13,000 - £14,999	15	16	5	16	
£15,000 - £17,999	15	17	3	12	
£18,000 to £20,999	9	10	-	16	
£21,000 to £24,999	6	7	3	-	
£25,000 to £29,999	4	4	-	8	
£30,000 to £32,999	*	*	-	-	
£33,000 to £35,999	*	*	-	4	
£36,000 to £45,999	1	1	-	-	
£46,000 plus a year	*	*	-	4	
Summary:					
£21,000 plus	11	12	3	16	
Mean income***	£14,100	£14,800	£9,200	£16,100	

*= <0.5% but >0%

- = zero

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

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

Table D4: Personal income (annual) amongst those who had completed November 2010 course by the time of interview_Level 3 Apprentices aged 25 plus

	All who completed or left Apprenticeship	In full time work	In part-time work	Self-employed	Claiming benefit/ credit and not in work
<i>Base: All answering**</i>	375 %	260 %	87 %	DATA NOT SHOWN AS BASE <25	
Less than £6,000	8	2	17		
£6,000 - £10,999	19	8	51		
£11,000 - £12,999	10	10	10		
£13,000 - £14,999	10	12	8		
£15,000 - £17,999	16	20	7		
£18,000 to £20,999	15	19	5		
£21,000 to £24,999	10	13	2		
£25,000 to £29,999	6	8	-		
£30,000 to £32,999	2	3	-		
£33,000 to £35,999	1	1	-		
£36,000 to £45,999	3	4	-		
£46,000 plus a year	*	*	-		
Summary: £21,000 plus	22	30	2		
Mean income***	£16,600	£18,800	£10,300		

*= <0.5% but >0%

- = zero

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

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

E - Questionnaire

Prior Achievements Questionnaire 2011 IFF Research

Screener

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 the Department for Business, Innovation and Skills of people who were on [FE / Apprenticeship/ Work Based Learning] courses at colleges or training providers in late 2010 (i.e. last year). It is an important study for the Department, 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 Department for Business, Innovation and Skills.

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 Skills Funding Agency on recent learners [in FE/on Apprenticeships/on Work Based Learning].

Contacts:

At IFF – Peter Hall or Laura Godwin at IFF Research on 0207 250 3035

At the Department for Business, Innovation and Skills: James Davison **on**
 James.davison@skillsfundingagency.bis.gov.uk.

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

RECORD FROM SAMPLE:

S1) GENDER (sex)

Male	1
Female	2

S2) AGE (agecomb)

19-24	1
25-44	2
45-60 (if female) / 45-65 (if male)	3
61+ (if female) / 66+ (if male)	4

S3) LEVEL (levelr2)

Full Level 2	1
Full Level 3	2
Skill for Life	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
National	10

S6A) Work Based Learning (DP note: use ttgnov as per existing set-up)

YES	1
NO	2

S7) APPRENTICESHIP (appren)

YES	1
NO	2

S7A) ADULT LEARNER RESPONSIVE (DP note: as mainfe but re-label as 'alr')

YES	1
NO	2

S8) SKILLS FOR LIFE (DP note: new variable – label 'sfl')

Literacy – Entry level	1
Literacy – Level 1	2
Literacy – Level 2	3
Numeracy – Entry level	4
Numeracy – Level 1	5
Numeracy – Level 2	6
ESOL	7

- 1) First can I just check, in late 2010 were you enrolled on a course at (INSERT COLLEGE or PROVIDER)?
 [IF ASKED ADD 'by late 2010 we mean 'November' 2010]

Yes	1	ASK Q1a
No / not sure	2	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 [IF Q1A=1:: are you enrolled on] [IF Q1A=NOT 1: were you enrolled on in November 2010] at (INSERT COLLEGE or PROVIDER)?

Text:	1	CHECK Q1c
-------	---	-----------

- IF APPREN=1 OR WBL=1 (APPRENTICESHIP OR WORK BASED LEARNING)
 1c) **Were you based with an employer when you undertook this course or programme?**

Yes	1	ASK Q1d
No	2	ASK Q2
Don't know	3	ASK Q2

- IF APPREN=1 & Q1C=1 (APPRENTICESHIP & BASED WITH AN EMPLOYER)
 1d) **Were you already working for the employer when you started the Apprenticeship, or were you recruited specifically as an apprentice?**

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

- 1e) IF Q1C=1 (APPRENTICE OR WORK BASED LEARNING & BASED WITH AN EMPLOYER)
Roughly how many people would you estimate work for this employer across the whole of the UK...READ OUT

Fewer than 10	1
10-49	2
51-249	3
250 - 499	4
500 or more	5
(DO NOT READ OUT) Don't know	X

ASK ALL

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

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

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

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

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

- IF ANY QUALIFICATIONS:
- 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 NON UK QUALIFICATIONS 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	8
A Diploma in Higher Education: this usually takes two years full-time or three years part-time. (Examples are DipHE in youth and community work, or DipHE in design)	2	5
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	5
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 e.g. Certificate of Higher Education	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 – this was 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 6 th 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,	26	2

ESOL or IT qualifications		
<i>Welsh Baccalaureate</i>	27	Level 3
International Baccalaureate (acquired in the UK or elsewhere)	28	Level 3
<i>Entry Level Qualifications</i>	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 – BTEC Advanced Certificate or Diploma (level 4 or higher)	1	Full (100%) level 4
At National Certificate or National Diploma level (level 3)	2	Full (100%) level 3
A first diploma or general diploma (level 2)	3	Full (100%) level 2
A first certificate or general certificate (below level 2)	4	Full (100%) level 1
(DO NOT READ OUT) not sure	5	= treat as full (100%) level 1 for determining level

IF SCOTVEC / SCOTEC / SCOTBEC AT Q5

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

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

IF A LEVEL AT Q5

- 8) Did you have...

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)

- 10) IF NVQ/SVQ AT Q5
 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

- 10a) IF NEW DIPLOMA AT Q5
 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

- 11) IF GNVQ/GSVQ AT Q5
 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

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

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

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 Q15=17 (HAVE O LEVELS / AO LEVELS)

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

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

IF HAVE SCE STANDARD / ORDINARY O GRADE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 15e) What grade did you achieve in your English Literature GCSE?

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

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

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

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

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

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

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

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

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

One Higher	1	Counts as 33% of level 3
Two Highers	2	Counts as 66% of level 3
Three of more Highers	3	Full (100%) level 3

(DO NOT READ OUT) not sure	4	= treat as 33% of level 3 for determining level
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- 19) IF INTERMEDIATE LEVEL 1 AT Q17
How many Scottish National Qualifications Intermediate level 1 did you have at grade B or above ...
READ OUT AND CODE?

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

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

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

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

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

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

A higher diploma	1	Full (100%) level 4
An advanced diploma or advanced certificate	2	Full (100%) level 3
A diploma	3	Full (100%) level 2

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

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 Baccaulaureate' AT Q5 ASK

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

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

IF Q5=26 (HAVE BASIC SKILLS / SKILLS FOR LIFE)

24b) Before starting the course you were on in 2010, was your highest Basic Skills or Skills For Life qualification at...? READ OUT

Level 2	1	100% level 2
Level 1	2	100% level 1
Entry level	3	Treat as 50% level 1
(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

30a) IF SAY 'Teaching qualification other than PGCE' AT Q5 (Q5=7) ASK 30a (OTHERS CHECK Q30b) You said earlier that you had some teaching qualification other than a PGCE. Can you tell me a bit about this teaching qualification?

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

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

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

NOW CHECK Q30a ⁱⁱ

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 (1920-2010)
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 2010.

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 (1920-2010)
Don't know	2	ASK Q37

- 37) IF DON'T KNOW (OTHERS GO TO NEXT SECTION)
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) ASK ALL
I'd like you to think about why you started the course. Did you decide to start the course for any of the following reasons....READ OUT
ROTATE START

	Yes	No	Don't know
To do something interesting	1	2	X
To find out about the subject	1	2	X
To improve my knowledge/ability in the subject	1	2	X
To gain knowledge and skills that would be useful in my everyday life	1	2	X
To gain a certificate or qualification	1	2	X
To start another course	1	2	X
To make new friends/ meet new people	1	2	X
To do something with my spare time	1	2	X
To have some fun	1	2	X
To keep my body active	1	2	X
To get involved in voluntary or community activities	1	2	X
To help my child(ren) with their school work	1	2	X
To help me with my health problems/disability	1	2	X

- 39) And did you decide to start the course for any of the following job-related reasons...READ OUT
ROTATE START

	Yes	No	Don't know
To get a new job	1	2	X
To develop your career	1	2	X
To change to a different type of work	1	2	X
To gain new skills for your job	1	2	X
To stay in a job, that you might have lost without doing this course	1	2	X
To get a pay-rise	1	2	X
To get a promotion	1	2	X
To get more satisfaction out of your work	1	2	X
To set up my own/family business	1	2	X
To help you with work problems which were related to your health problem or disability	1	2	X

- 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

42) IF 'UNEMPLOYED BUT NOT LOOKING OR NOT AVAILABLE FOR WORK' (ie q41=7) ASK:
When, if at all, do you expect to be available for work again...READ OUT

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

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

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

Yes	1
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?

INTERVIEWER NOTE: do not include expenses

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

- 46) IF Q45=NOT 4 (NOT REF)
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 £115 a week	Less than £500 a month	Less than £6,000 a year
2	£115 up to £210 a week	£500 up to £914 a month	£6,000 to £10,999 a year
3	£211 up to £249 a week	£915 up to £1,084 a month	£11,000 to £12,999 a year
4	£250 up to £289 a week	£1,085 up to £1,249 a month	£13,000 to £14,999 a year
5	£290 up to £344 a week	£1,250 up to £1,499 a month	£15,000 to £17,999 a year
6	£345 up to £403 a week	£1,500 up to £1,749 a month	£18,000 to £20,999 a year
7	£404 up to £479 a week	£1,750 up to £2,084 a month	£21,000 to £24,999 a year
8	£480 up to £576 a week	£2,085 up to £2,499 a month	£25,000 to £29,999 a year
9	£577 up to £634 a week	£2,500 up to £2,749 a month	£30,000 to £32,999 a year
10	£635 up to £689 a week	£2,750 up to £2,999 a month	£33,000 to £35,999 a year
11	£690 up to £884 a week	£3,000 up to £3,835 a month	£36,000 to £45,999 a year
12	More than £885 a week	More than £3,835 a month	£46,000 plus a year
X	Don't know	Don't know	Don't know
V	Refused	Refused	Refused

46a) There is no q46a

47) There is no q47

48) There is no q48

ASK ALL

49) Were you born in the UK?

Yes	1	ASK Q51
No	2	ASK Q50
Don't know	X	ASK Q51
Refused	V	ASK Q51

- 50) IF NO
What year did you first arrive in the UK? (PROBE FOR BEST ESTIMATE)

_____ (1900 – 2011)	1
Don't know	X
Refused	V

- 51) ASK ALL
Finally, can I just check, you mentioned that in late 2010 you were undertaking [INSERT TEXT AT Q1b] course at [INSERT PROVIDER NAME]. Can you tell me if any of the following apply:
[PROGRAMMER: this is the old Q49]

	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"

THANK RESPONDENT AND CLOSE INTERVIEW

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

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