Individual Learning Accounts Wales
April 2005

• Second Main Evaluation Report •

CONTENTS

Executive Summary

Introduction

This executive summary summarises the content of the second main evaluation report produced in relation to the Individual Learning Account Wales (ILAW) programme.

This report is the output of the second round of evaluation of the ILAW programme.   It is delivered within an overall three-year evaluation programme.   [The ILAW programme itself began in July 2003.   A first main evaluation report was produced in May 2004.   A final (third) main evaluation report will be produced in or around May 2006.]

The evaluation processes on which the Report draws comprise:

- An updated review of data outputs from the programme's internal Management Information System.

- A series of surveys with different groups of individual learners or aspirant learners connected with the ILAW programme in various ways.

- A series of interviews with representatives of learndirect, the organisation commissioned to act as the enquiry and advisory point for the ILAW programme, and with representatives of some of the providers who provide ILAW-supported courses.

The outputs of each of these research elements are summarised below.   A summary of the conclusions of this phase of evaluation is then set out.

Outputs from ILAW's Management Information System

Key points from a review of the outputs of ILAW's Management Information System are as follows.

Client profiling

The programme has established a consistent client profile which favours those who, in other programmes and contexts, have been shown as more likely to learn than their counterparts; that is….

- Women

- Younger people

- Employed people

- Those with Level 2 qualifications (rather than Level 1 qualifications or none at all).

However, unemployed people are attracted to the programme in disproportionate numbers.   26% of registrants were unemployed at the point of registration compared with around 3.5% of the adult population.

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Moreover, around 35% of registrants had not learned within the last 5 years or had not learned since leaving school.

Client numbers

Numbers of approved registrations have increased overall as a result of a successful 'renewals' process. The 'underlying trend' of new registrations was downwards when the second year of the programme was compared with the first.

However, *conversion of approvals to course bookings has improved dramatically and the numbers of people actually learning has consequently increased significantly.*

Performance against target

Essentially, the original target of 10,000 approved registrations per year now appears arbitrary (and has, in any case, been revised downwards). The ILAW programme has established a 'learning niche' which, providing a consistent renewals process is operated and assuming no major changes in programme design or marketing occur, is such as to encourage 5,000-6,000 people to register/renew and around 3,000-3,500 to actually learn – at a subsidy cost per individual of around £80-£85.

Findings from surveys of actual and potential ILAW learners

Survey analysis revealed a large variety of detailed points. Some *key* points of analysis, however, are:

- Non-employed people who enquire – those enquirers who are more likely to be in priority groups – are less likely than employed enquirers to progress through ILAW application stages and proceed into learning.

- Various analyses suggest that a small minority of ineligible individuals (with Level 3+ qualifications) continue to 'sneak through' into registration and learning.

- Amongst those who registered but didn't learn and those who were invited to renew but didn't do so, higher proportions (than in other surveyed groups) reported having other 'government' funding to support recent learning. This may support the argument (put forward by some providers) that other programmes or funding sources are more attractive for some of the ILAW client group.

- ILAW continues to support a high proportion of IT and, to a lesser extent, of care courses (for example, 46% of course bookings are for IT courses and 13% are for care courses) – consistent with its higher take-up amongst women.

- Overall, the most significant motivation to obtain ILAW is to gain a qualification, most applicants are clear about what they want to study, most ILAW learners study towards a qualification, and most get it. Where ILAW is

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allocated and taken up, it appears to give clients what they want.

- Thus, most learners are satisfied with their courses, are able to report numerous benefits (social, psychological and economic) in various blends, believe their courses are good value for money (where they have been required to contribute), and are satisfied with the level of financial support which ILAW offers. Examples of positive outputs include:

    - 84% of learners had enjoyed their course.

    - 75% said the course was good socially and helped them to meet people

    - 75% said the course had made them more confident.

    - 71% said the course had improved their knowledge and skills.

    - And 50% were more optimistic about getting another job.

- In terms of 'hard' outcomes:

    - 26% felt able to perform better in their job.

    - Around 1 in 5 (in each case) said that the course would help them get a job or move to a new or better job.

    - And 7% said the course had helped them gain a promotion.

- Learners' employment circumstances had changed in over 1 in 10 cases since learning supported by ILAW. In over a quarter (27%) of these cases, ILAW-supported learning was seen as wholly or partly responsible and played a minor role in a further 46% of cases.

- Those people who renewed their accounts and went on to learn reported a similar high level of benefit. For example, 99% said they had widened their knowledge, 74% had improved their skills, 82% had got a qualification and 91% had gained confidence.

- Drop out rates are very low.

- Most ILAW learners originally became aware of ILAW informally – through friends, work colleagues, colleges and other providers. The impact of formal advertising is lesser. This may support the views of some learndirect respondents and providers who suggest that ILAW marketing is too low-key.

- The learndirect advisory service is well-regarded by the majority of ILAW clients or potential clients; though, as in previous surveys, there may be some concern that the financial aspects of ILAW are insufficiently well-clarified.

- When enquirers don't proceed to application the reasons are mainly ineligibility, and a mix of 'personal-circumstance' reasons. Relatively fewer don't proceed

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because of course-related matters (availability, distance, etc.).   Very few don't proceed because of the level of ILAW funding or difficulties with the application process.

- Those who have registered but not gone on to learn report, in a majority of cases, that they are actually waiting to start (19% of these cases) or have had various hiccups in relation to a prospective course (missed start, course cancelled, course booked-up, course not eligible for ILAW, etc.).   They are mainly not prevented from learning by fundamental weakness in the ILAW administration process.   Two-thirds say they will go on to use their ILAW (which helps to explain the success of the renewals process).

- 44% of those who have registered but not gone on to learn expect to use their ILAW in the next 3 months whilst a further 29% expect to use their account in the following months.

- The 'additionality' of ILAW – its capacity to deliver 'extra' learners over those who would have learned anyway – has increased over the last year.   In the previous round of surveys, it was estimated that only 29% of learners would not anyway have gone into learning.   In the recent survey, that figure has increased to 37%.

Interviews with learndirect and provider representatives

Some caution is necessary in interpreting interviewees' contributions to an evaluation of the ILAW programme.   There may be a tendency to exaggerate the negatives and underplay the positives.   And the interview process may reveal attitudes to the programme rather than actual 'facts'. However, allowing for these caveats, what the interview process suggests in essence is:

- Some respondents, both from learndirect and providers, are concerned about a variety of aspects of the programme which are *intrinsic to the programme's design*.   These include:
    - Its eligibility rules as to the nature of the courses which can be supported and as to the acceptance of learners for registration and support.

    - The allocation of learning accounts via a registration process which by-passes colleges and other providers.

    - The overlap of the programme's client group with clients of other programmes which they regard as easier to administer.

    - The consequent moderate numbers of ILAW account holders and, hence, their modest contribution to overall provider incomes; and the administrative burden which is seen as relatively high in relation to those incomes.

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- Some respondents, reflecting on the modest up-take of ILAW, suggest that the *marketing* of ILAW needs to be extended or refocused as to its nature and content.

- Some respondents continue to report a range of niggles in respect of *programme administration*, though, with familiarity, these have reduced in number and intensity since the first round of interviews (undertaken at the first stage of this evaluation process).

Conclusions

Overall, the evaluation notes a number of programme strengths:

- Disadvantaged learners are encouraged to learn.

- The programme has successfully engaged a significant proportion of people who have not learned for a significant length of time – around a third of people in our survey had not learnt since leaving school.

- Around 2 in 5 people who enquire about ILAW (43%) subsequently go on to do some learning.

- Clients are largely satisfied with ILAW processes.

- Failure to advance through those processes is seldom concerned with the processes themselves (but rather with factors to do with the clients or with the availability of courses at a particular point in time).

- Courses undertaken in consequence of ILAW support are well-regarded and beneficial for participants and drop out rates are low.

- Providers report administrative procedures as quicker and more efficient and some early hostility to the programme (and its administrators) has largely dissipated.

- The renewals process prompting previous registrants towards use of their accounts has been successful.

- The rate of conversion of registrations into course bookings has markedly improved.

However, a number of negative features remain….

- The overall modest contribution of ILAW to adult learning in Wales is noted.

- It is noted that the rate of new registrations (excluding renewals) has fallen year-on-year by around 14%.

- Though programme additionality has increased, over 6 out of 10 learners say they would have learned irrespective of ILAW being available to them.

A number of probable reasons for moderate ILAW take-up, mainly concerned with the strictures of the programme's framework, are noted.

Overall, it is concluded, that though further procedural improvements and renewed marketing may increase programme participation somewhat (and have already done so), ILAW has established itself within a constrained niche in the adult learning market. This niche is unlikely to expand significantly in the longer term without some basic change to underlying precepts as to the programme's target markets or its allocation procedures.

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1.   Introduction

1.   BMG Research has been contracted to undertake an evaluation of the new Individual Learning Account Wales (ILA Wales) programme.

2.   ILA Wales is a programme introduced in 2003 which is now in its second year of operation.   It is designed to increase levels of participation in learning amongst groups of adults who, in the past, have tended not to learn.   These include those with lower levels of qualification – Level 2 or lower – and, particularly, people in receipt of a range of benefits.   A financial contribution to learning costs of £200 per year is available.   The contribution (up to that maximum) is of 100% of eligible costs if the learner is claiming income support, Job Seekers Allowance or Pension Credit and of 80% if claiming Working Tax Credit, Pension Savings, Housing Benefit or Council Tax Benefit. If the individual is not in receipt of those benefits then 50% of eligible costs (up to a maximum of £100) is available.   The first two groups, eligible for assistance with higher proportions of learning costs, are regarded as priority groups.

3.   The programme has a basic mechanism in which learners are encouraged to enquire about assistance via a dedicated telephone number staffed by learndirect.   Enquirers' eligibility is checked, prospective learners are advised about course availability, and are sent a registration form.   Registration forms are returned to ELWa and eligibility confirmed (following checks where necessary). Prospective learners are sent a confirmation of registration which they may then take to any of a list of recognised providers in order to receive training – the cost of which will be assisted to the appropriate level.

4.   Thus, the programme is a revised version of the 'old' Individual Learning Account (ILA) programme in England and Wales.   The new ILAW is essentially different in that it has a tighter focus on disadvantaged learner groups (as in paragraph 2 above) in order to increase the 'additionality' of funding.

5.   The evaluation of the new programme will continue across the first three years of the programme – which was marketed in early Summer 2003 and went live (in the sense of first learner registrations for the programme) in July 2003.

6.   The *evaluation framework* involves a series of consultations, surveys and reviews of Management Information System (MIS) outputs at prescribed intervals over the three-year period.

7.   This is the second main evaluation report output from that programme (following an interim report delivered to ELWa in February 2004, a first main evaluation report delivered to ELWa in May 2004, and a MIS monitoring report delivered to ELWa in September 2004).

8.   The report's aim is to identify the main strengths and weaknesses evident in the second year of the programme and to use that analysis to suggest how the programme may be beneficially adjusted in the future.

9.   The evaluation report structure is such as to....

- Set out findings from each segment of the evaluation process in a series of separate report chapters.

- Summarise those findings as 'key points' at the end of each chapter.

- Draw together all the key findings in a concluding summary chapter.

10.   Thus….

- *Chapter 2* sets out a brief review of the *management information* produced by ELWa and its partners in the programme for the period April 2004 – January 2005.

- *Chapter 3* sets out the results of *a series of surveys*….

    - Of individuals who enquired about ILAW but did not subsequently apply.

    - Of individuals who registered for ILAW but had not undertaken learning activity (funded by ILAW) at the point of survey.

    - Of individuals who registered and then *did* go on to learn using their ILAW to fund that learning (in whole or part).

    - Of 'non-renewals' – people who were prompted to renew their lapsed ILAW account but did not do so.

    - Of 'renewals' – people who were prompted to renew their lapsed ILAW account and did so.

- *Chapter 4* sets out the outputs of a series of 22 consultations with providers (18 cases) and learndirect co-ordinators/team leaders/advisors (4 cases) undertaken late in 2004

- *Chapter 5* summarises key points and offers an overall evaluation of the programme as at February 2005.

2.   A review of MIS

Introduction

11.   The ILA Wales Management Information System (MIS) produces a range of valuable statistical information on the outputs of the programme.   This is briefly reviewed here as context for reports of consultation and survey findings in chapters which follow.

12.   The MIS period reviewed is mainly that following the first main evaluation report (which drew on statistics to March 2004) up to January 2005 (the latest date for which MIS statistics are available) – ie. April 2004 to January 2005.   However, earlier figures are also included for comparative purposes.

Participation in the programme

13.   Firstly, therefore, we look at some cumulative statistics.   These show the number of people who are sent an application form, who are subsequently registered, and who actually start a course. Where possible, the data is disaggregated between the three levels of funding support:

Table 1: Progression from 'form sent' to course starts; April 2004-January 2005			
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group *	Not known	3,126	1,885	60%
80% Group *	Not known	784	507	64%
100% Group *	Not known	845	554	66%
Total	7,108	4,755	2,946	62%

Source: ILA WALES MIS
* Priority Group membership is known only once applicants have been assessed

14.   This data indicates that around 67% of 'forms sent' result in registrations and around 62% of registrations result in actual learning. These figures represent a considerable improvement on the 49% and 41% (respectively) reported in the first main evaluation report.

15.   However, the figures in this later case include 'renewals'.   Earlier ILAW registrants were prompted (from July 2004 onwards) to renew their registration.   These did not, therefore, require a 'form to be sent'.   If these are taken out of the calculation, then the revised table is:

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Table 2: Progression from 'form sent' to course starts, excluding 'renewals'; April 2004-January 2005				
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group	Not known	2,376	1,463	62%
80% Group	Not known	652	425	65%
100% Group	Not known	845	554	66%
Total	7,106	3,762	2,362	63%

Source: ILA WALES MIS

16.   In this analysis, conversion from 'form sent' to registrations is 53% and from registrations to course starts is 63%. These statistics still suggest, even in strictly comparable terms (dealing only with new enquirers) that ILAW has made progress in converting enquiries into registrations (up from 49% in the earlier period to 53% in the present one) and *significant* progress in converting registrations into course starts (up from 41% to 63%).

17.   We can also see that the proportion of 'non-priority' (50% group) registrations has remained broadly stable (65% in July 2003-March 2004 compared with 66% in April 2004-January 2005).

18.   In terms of *trends* in registrations and course bookings, the basic data is:

Table 3 : ILAW : Registrations and course bookings since programme inception to January 2005 (latest available data)								
	Approved registrations				Course bookings			
	Originals	Renewals	Total	% of total	Originals	Renewals	Total	% of total
2003 July	115	-	115	1.3	1	-	1	-
August	813	-	813	9.0	130	-	130	2.8
September	1,840	-	1,840	20.3	584	-	584	12.4
October	576	-	576	6.4	371	-	371	7.0
November	206	-	206	2.3	188	-	188	4.0
December	113	-	113	1.2	116	-	116	2.5
2004 January	238	-	238	2.6	144	-	144	3.0
February	194	-	194	2.1	118	-	118	2.5
March	204	-	204	2.2	117	-	117	2.5
April	117	-	117	1.3	72	-	72	1.5
May	118	-	118	1.3	47	-	47	1.0
June	194	-	194	2.1	56	-	56	1.2
July	425	163	588	6.5	130	124	254	5.4
August	674	476	1,150	1.3	310	112	422	8.9
September	1,264	204	1,468	1.6	961	258	1,219	25.8
October	415	49	464	5.1	387	41	438	9.2
November	221	51	272	3.0	184	18	202	4.3
December	133	18	151	1.7	92	9	101	2.1
2005 January	201	32	233	2.6	124	20	144	3.0
TOTAL	8,061	993	9,054	100	4,133	592	4,724	100

19.   The basic trends in this data can be presented graphically as following:

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Graph 1: Trend in approved registrations

Graph 2: Trend in course bookings
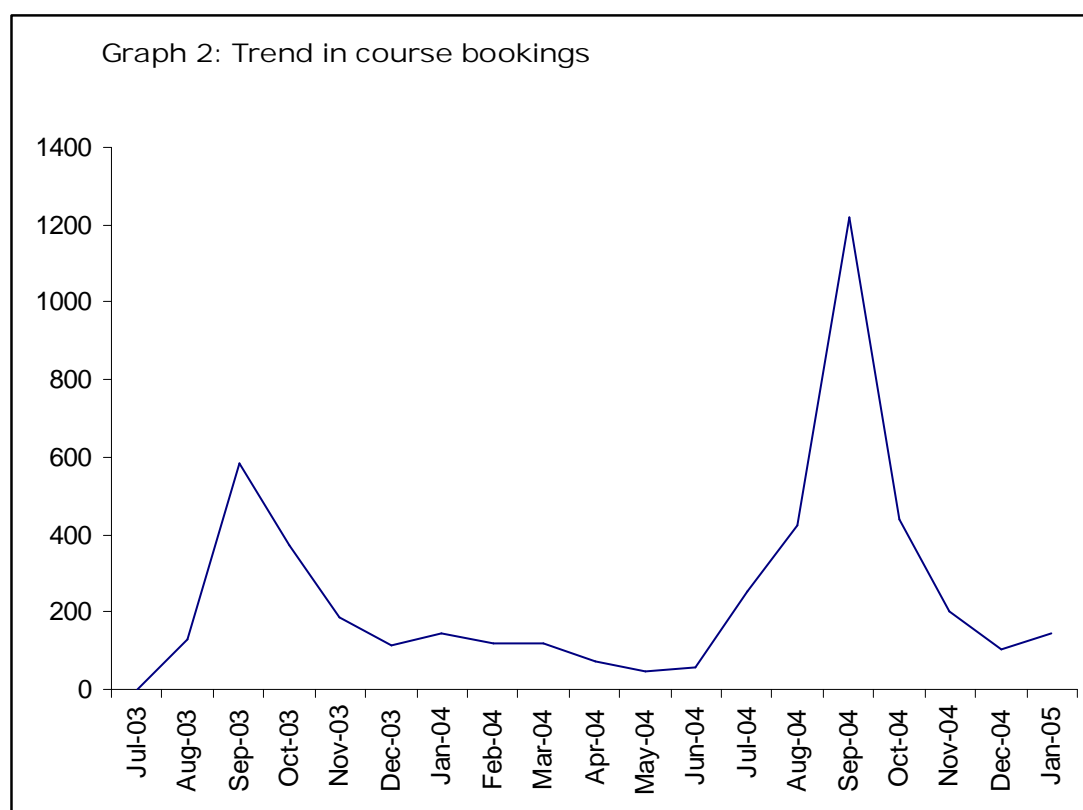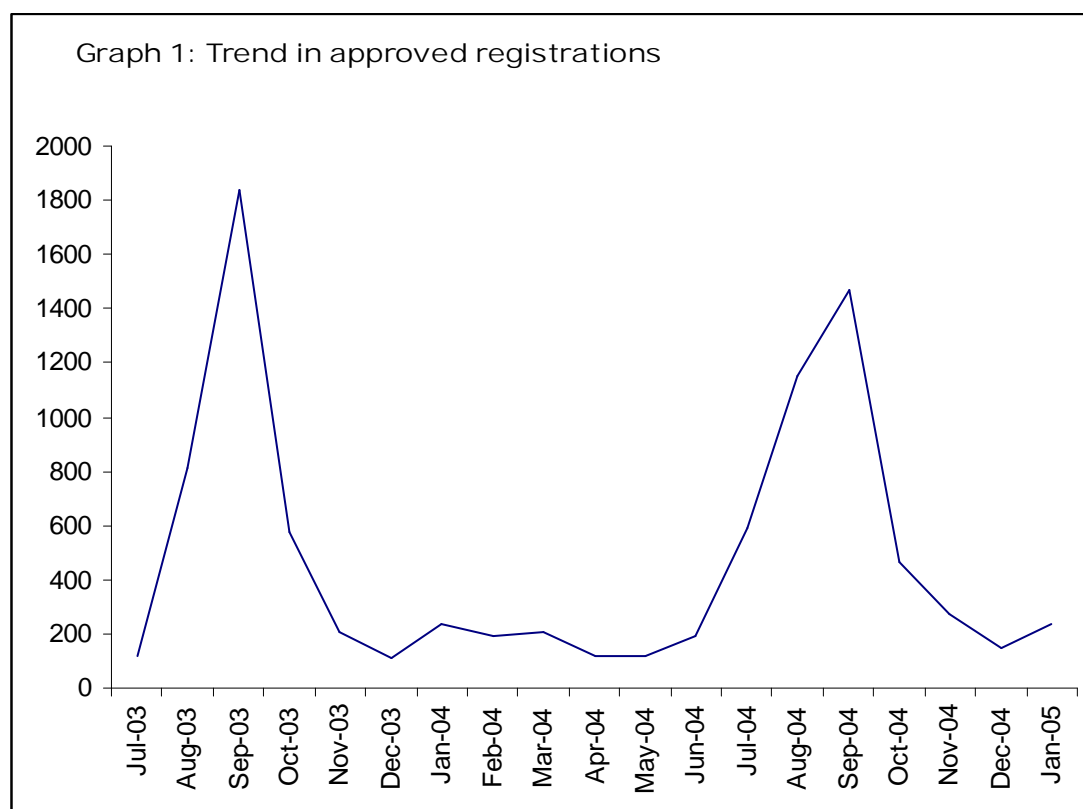
20.   This data suggests....

- Of course, major peaks of registrations/bookings occur in August/September – the main start of the college year.

- There has been some acceleration in registration. For example, there were 3,901 registrations between July 2003 and January 2004 compared with 4,362 registrations between July 2004 and January 2005 – an increase of 12%. However, the figure in the later period includes 993 'renewals' (ie. prompted re-registrations) which resulted in 592 course starts. If these are excluded then there was actually a fall in '*new*' registrations of 14% when the two periods are compared.

- However, because conversion from registration to course bookings has improved significantly, the trend in *course bookings* is more satisfactory. *Including* renewals, the figures show an increase of 65% and, even if renewals are *excluded*, an increase of 34% is apparent (when the period August 2003 to January 2004 is compared with the period August 2004 to January 2005). ELWa comments that the significant increase in the course bookings is largely due to the increased flexibility in the course booking procedure, introduced in July 2004; and the greater familiarisation with the process of learning providers. The use of vouchers has also helped to alert learning providers of the importance of following the correct sequence when booking ILA Wales registered learners onto courses.

ILA Wales potential client/client profiling

Demographic characteristics

21.   If we turn now to consider client profiles, then ILA Wales MIS allows the characteristics of those whose registration is approved to be described. In some cases this can be set against comparator statistics for Wales' adult population. A first table considers some *demographic* characteristics.

Table 4: Demographic characteristics of ILA Wales-approved registrants and of adult residents of Wales			
	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – JANUARY 2005	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Male	34.0%	35.7%	47.5%
Female	66.0%	64.3%	52.5%
18-24 years	14.7%	16.0%	9.5%
25-39 Years	43.5%	43.9%	25.4%
40-59 Years	36.9%	34.4%	34.8%
60-64 Years	2.5%	2.6%	7.0%
65+ Years	2.3%	3.0%	22.7%
White	98.4%	97.2%	96.0%**
Non-White	1.6%	2.8%	4.0%**
Have a disability	10.8%	8.4%	23.3%**
Don't have a disability	89.2%	91.6%	76.7%**

*Source : Census 2001
** Percentage of 16+ population

22.   This data shows:

- ILA Wales continues to attract *women* to a disproportionate degree.

- ILA Wales disproportionately attracts *younger applicants* below age 40.

- ILA Wales is somewhat *less* likely to involve *ethnic minorities* (than their proportion in the adult population would suggest).

- ILA Wales is markedly *less* likely to involve people with a disability (than their proportion in the adult population would suggest).

Economic status

23.   A further table examines the *economic* status of those whose registrations were approved:

Table 5: Economic status of ILA Wales-approved registrants and of adult residents of Wales			
	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – JANUARY 2005	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Employed	58.1%	56.4%	48.8%
Retired	4.8%	5.2%	15.4%
Self-Employed	4.5%	4.8%	8.0%
Student	1.4%	1.7%	4.7%
Unemployed	26.5%	26.1%	3.5%
All Others	4.7%	5.7%	19.6%

* Source: Census 2001

24.   This data suggests:

- In line with the finding (Table 1) that a majority of registrants are in the 50% support group, a *majority* are *in employment.*

- Self-employed people are *under-represented* amongst ILA Wales registrants.

- The programme appeals substantially to non-retired, *non-working* people.   Unemployed people are significantly over-represented amongst ILAW registrants. However, other non-working people below retirement age (the 'economically inactive') are under-represented.

Learning characteristics

25.   Turning to some learning characteristics, analysis compares the highest qualification and most recent previous learning of ILA Wales registrants with the same characteristics of all adult residents of Wales:

Table 6: Highest qualification and previous learning; ILA Wales registrants and adult residents of Wales compared			
	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – JANUARY 2005	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Highest Qualification*			
Level 4/5	Not applicable	Not applicable	18.0%
Level 3	Not applicable	Not applicable	7.3%
Level 2	61.2%	59.7%	18.9%
Level 1	6.2%	8.3%	15.4%
No qualifications	32.6%	31.9%	32.9%
Other qualifications/ level unknown	None	None	7.4%
Previous Learning			
In the last year	33.3%	39.9%	53.0%**
1-3 years ago	20.5%	15.9%	Not known
3-5 years ago	9.7%	8.9%	Not known
More than 5 years ago	19.7%	16.9%	Not known
None since school	16.7%	18.4%	Not known

Source : Census 2001
** Source : Future Skills Wales 2003

26. It can be seen that 35% of registrants had not learnt within the last 5 years or since leaving school.

27. The data for '*highest qualification'* of all adult residents can be recalculated excluding those with Level 3+ qualifications who are, of course, not eligible for ILA Wales. The comparison then becomes:

Table 7: Highest qualification; ILA Wales registrants and adult residents of Wales compared after those with Level 3+ qualifications are excluded from the 'all adults' base		
	ILA Wales registrants	Adult residents
Level 2	59.7	25.3
Level 1	8.3	20.6
No qualifications	31.9	44.1
Other qualifications/not known	0.0	9.9
	100	100

28. It is apparent that ILA Wales attracts....

- A disproportionately high proportion of those already with Level 2 qualifications (as the programme's original design anticipated). However, these registrants, although at Level 2, include around 10% of those in priority groups because of their unemployment; and significant further proportions of people with Level 2 have not learned in recent years. Thus, possession of Level 2 cannot be *simply* equated with non-priority status;

- a lower proportion of those without any qualification. This group, whilst not reflected in numbers proportionate to the population statistic, makes a disproportionately high contribution to the target for priority groups;

- and a *severely* disproportionately low proportion of those with Level 1 qualifications.

29. In terms of registrants' *last learning* episode, a *detailed* (broken-down) comparison is not available for 'all adults' (ie. the population comparison statistics). However, it is apparent (see Table 6 above) that ILA Wales is *successful* in that it attracts a disproportionately high proportion of people who have *not* recently studied (in the last 12 months) – only four out of ten of ILA Wales registrants *had* studied in the last year compared with over half in the general adult population.

Geographical characteristics

30. Finally, in profiling ILA Wales registrants, we turn to their *place of residence*:

Table 8: Distribution of ILAW registrations by Local Authority area				
	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – JANUARY 2005	CHANGE IN % BETWEEN THE TWO PERIODS	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Blaenau Gwent	4.0%	5.1%	+1.1%	2.4%
Bridgend	3.2%	4.4%	+1.2%	4.4%
Caerphilly	18.6%	9.5%	-9.1%	5.7%
Cardiff	7.7%	8.9%	+1.2%	10.5%
Carmarthenshire	3.0%	3.5%	+0.5%	6.0%
Ceredigion	2.6%	3.6%	+1.0%	2.7%
Conwy	3.2%	3.5%	+0.3%	3.9%
Denbighshire	3.3%	3.6%	+0.3%	3.2%
Flintshire	4.6%	3.8%	-0.8%	5.1%
Gwynedd	2.6%	2.1%	-0.5%	4.1%
Isle of Anglesey	2.0%	1.4%	-0.6%	2.3%
Merthyr Tydfil	2.3%	2.8%	+0.5%	1.9%
Monmouthshire	1.5%	2.1%	+0.%	2.9%
Neath Port Talbot	4.0%	3.3%	-0.7%	4.7%
Newport	2.2%	2.9%	+0.7%	4.6%
Pembrokeshire	9.7%	9.6%	-0.1%	3.9%
Powys	5.0%	4.8%	-0.2%	4.4%
Rhondda Cynon Taff	7.6%	8.1%	+0.5%	7.9%
Swansea	5.3%	8.9%	+3.6%	7.8%
The Vale of Glamorgan	2.4%	3.1%	+0.9%	4.0%
Torfaen	1.8%	1.7%	-0.1%	3.1%
Wrexham	3.7%	3.3%	-0.3%	4.4%
Total	100%	100%	-	100%

Source: Census 2001

31.   This data shows….

- ILA Wales participation is spread across all Welsh Unitary Authorities approximately in proportion to their populations.

- However, there is one noticeable imbalance in distribution concerning *Caerphilly* where non-standard recruitment procedures by the provider early in the programme resulted in strong over-representation of ILA Wales registrants in that Unitary Authority area. This factor continues but to a much lesser degree.

- A similar imbalance in the same direction occurs in respect of *Pembrokeshire* again as a consequence of the activity of one provider. This imbalance continues to be evident.

Performance against profile

32. The original target for ILAW was to achieve 10,000 approved registrations per year. This target was reduced in Year 2 of the programme to 5,500 approved registrations. By January 2005 (10 months into the April 2004-March 2005 planning year), 4,755 approved registrations had been achieved with an expectation that the full year will see a total of around 5,100 approvals and around 3,150 course bookings.

33. The total annual subsidy cost is likely to be of around £261,000 with an average per-learner subsidy of around £83.

MIS: key points

Client profiling

34. The programme has established a consistent client profile which favours those who, as in other programmes and contexts, have been shown as more likely to learn than their counterparts; that is….

   - Women

   - Younger people

   - Employed people

   - Those with Level 2 qualifications (rather than Level 1 qualifications or none at all).

Client numbers

35. The numbers of approved registrations continues to be well below the *original* target for the programme but is likely to be closer to the revised, Year 2, target. Though numbers overall have increased, this is because the 'renewals' process has been successful. The 'underlying trend' of new registrations was downwards when the second year of the programme is compared with the first.

36. However, conversion of approvals to course bookings has improved dramatically and the numbers of people actually learning has consequently increased significantly.

Performance against target

37.   Essentially, the original target of 10,000 approved registrations per year now appears arbitrary (indeed, as we note, the target has been revised downwards since programme inception).   The ILAW programme has established a 'learning niche' which, providing a consistent renewals process is operated and assuming no major changes in programme design or marketing occur, is such as to encourage 5,000-6,000 people to register/renew and around 3,000-3,500 to actually learn – at a subsidy cost per individual of around £80-£85.

3. Findings from surveys of actual and potential ILAW learners

Introduction

38. This chapter of the report details the findings from the survey research undertaken as part of the evaluation of the ILA (Wales) programme. It details the methodology used, the sample profiles, and sets out the survey findings and conclusions.

Methodology

39. The quantitative phase of the evaluation was used to engage with potential and actual users of the ILA programme. This stage of the research involved *five* surveys being carried out with respondents at different 'stages' of the ILA process. Figure 1, below, explains these five different stages:

Figure 1: Summary of survey samples

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┌─────────────────────────────────────────────────┐
│           1. ENQUIRERS (200)#                    │
│   ENQUIRED ABOUT AN ILA (WALES) BUT DID NOT      │
│                   APPLY                          │
└─────────────────────────────────────────────────┘
                        ⇓
┌─────────────────────────────────────────────────┐
│       2. REGISTERED NON-LEARNERS (200)#          │
│     APPLIED FOR AN ILA (WALES) BUT DID NOT       │
│            UNDERTAKE LEARNING ACTIVITY           │
└─────────────────────────────────────────────────┘
                        ⇓
┌─────────────────────────────────────────────────┐
│            3. LEARNERS (100)*                    │
│    APPLIED FOR AN ILAW AND PROGRESSED TO         │
│         LEARNING USING THEIR ILAW                │
└─────────────────────────────────────────────────┘
                        ⇓
┌─────────────────────────────────────────────────┐
│          4. NON-RENEWALS (100)*                  │
│   INVITED TO RENEW AN EXPIRED ILAW BUT DID NOT   │
│                   DO SO                          │
└─────────────────────────────────────────────────┘
                        ⇓
┌─────────────────────────────────────────────────┐
│            5. RENEWALS (100)*                    │
│   INVITED TO RENEW AN EXPIRED ILAW AND DID SO    │
└─────────────────────────────────────────────────┘
```
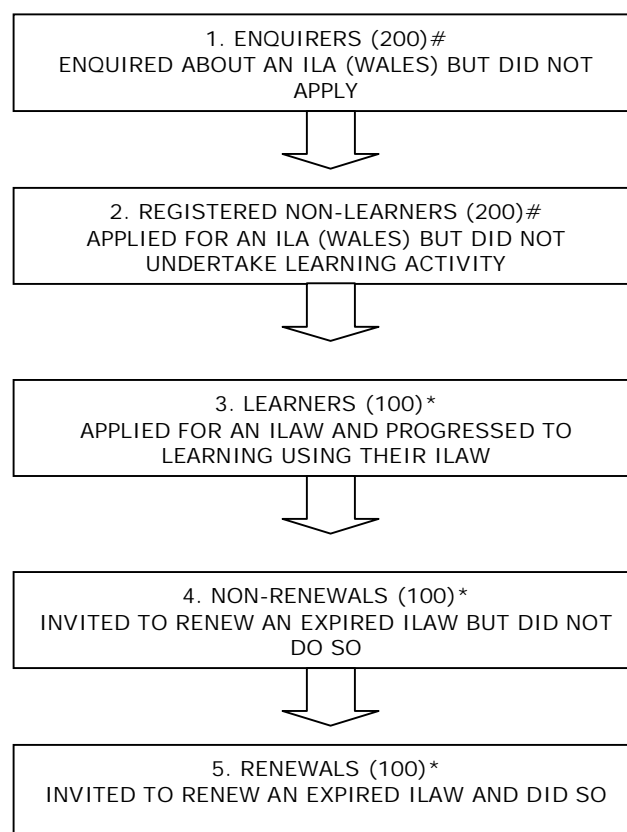
```
┌─────────────────────────────────────────────────────────────────────┐
│   Key                                                                 │
│  #  A sample size of 200 has a standard error of +/- 6.9% at the 95% level of confidence │
│   * A sample size of 100 has a standard error of +/- 9.8% at the 95% level of confidence │
└─────────────────────────────────────────────────────────────────────┘
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40. Thus, as can be seen from the diagram, BMG Research was commissioned to carry out 200 telephone interviews with 'Enquirers' and 'Registered non-Learners' and 100 interviews with 'Learners', 'Non-renewals' and 'Renewals'.

41. In terms of the *content* of the research, there were 'core' information requirements which were addressed in each of the five surveys:

- Occupational status;

- Learning background i.e. previous learning activity;

- Motivations for learning;

- Perceived benefits of learning;

- Experiences of learning since contacting/participating in ILA Wales

42. However as the surveys were focused on different stages of the ILAW process there were also certain differences between the surveys – issues which were addressed in some surveys and not in others. These included:

- Awareness and experience of the ILA (Wales) Programme;

- Reasons for not progressing to the next 'stage' of the ILAW process e.g. specific reasons for 'enquirers' not progressing to application stage: and 'registered non-learners' not progressing to learning.

- The impact/actual benefits of ILA (Wales).

Characteristics of respondents in the five surveys

43. Quotas were applied to each of the five survey samples in terms of age, gender and economic status in order to reflect the actual ILA (Wales) customer base. As a result, comparable profiles were achieved for each of the five surveys. These are detailed in Table 9 below:

		ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
Table 9: Summary of five survey samples						
		%	%	%	%	%
GENDER	MALE	39	35	31	29	29
	FEMALE	61	65	69	71	72
AGE	16-19	2	4	3	2	0
	20-29	27	24	17	20	14
	30-39	32	31	33	34	33
	40-49	22	25	26	26	29
	50-59	12	12	14	13	18
	60+	4	6	7	5	7
EMPLOYMENT STATUS	EMPLOYED	53	55	57	62	66
	UNEMPLOYED	37	30	25	24	23
	SELF-EMPLOYED	4	2	5	4	5
	RETIRED	4	6	6	3	5
	STUDENT	1	3	2	1	0
	OTHER	2	3	3	0	2
TOTAL SAMPLE SIZE		202	200	100	100	101

44.   As can be seen from the table, there are more women making up the ILAW programme client base than men - averaging a two-thirds (66%): one-third (33%) gender split across all five samples.

45.   The proportion of women actually *rises* through each of the ILA programme stages. Thus, not only are a disproportionate number of women likely to make an initial enquiry but even more women are likely to apply and an even greater proportion is likely to proceed to renewal of their learning account and actual learning.

46.   The overwhelming majority of respondents (between 76% and 80%) in all five surveys is aged between 20 and 49 years with a relatively even spread of people aged between 20-29 years, 30-39 years and 40-49 years.

47.   The proportion of over-50s is highest in the 'learner' and 'renewal' samples (21% and 25% respectively) suggesting that, compared to other age groups, once an interest has been expressed, these age groups are more likely to progress to learning and renewal.

48.   The most obvious minority group is that aged between 16 and 24 years.   This group does not represent more than 4% of any of the survey samples. This is to be expected considering the educational support already available to this age group.

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49. As would be expected from the ILAW Management Information System, there is a consistent, overall bias towards *employed* potential and actual users of the ILA programme. The proportion of employed people rises at each stage of the ILAW process, from 53% of the overall sample in survey 1, 'enquirers', to 66% in survey 5, 'renewals'. This suggests that employed people are most likely to progress through the stages of the ILAW process.

50. Although non-employed people are in a minority, they are still present in significant proportions, ranging from 23% in survey 5 ('renewals') to 37% in survey 1 ('enquirers'). This is far higher than the 5% unemployment rate in Wales (according to the Labour Force Survey 2004). Clearly, the programme is attracting a disproportionate number of people from this target group. However, it should be noted that the proportion of unemployed people is highest at enquiry stage. Hence they are not 'following through' the programme at a similar rate as employed people:

Table 10: Economic status of respondents						
		ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
		%	%	%	%	%
EMPLOYED	FULL TIME	36	27	26	36	44
	PART TIME	17	28	31	26	22
NON-EMPLOYED	CLAIMANTS	15	15	14	13	9
	NON-CLAIMANTS	10	9	6	7	9
	LONG TERM DISABLED/SICK	8	3	3	4	3
	NO DESIRE FOR WORK	4	3	2	6	2
	SAMPLE SIZE	202	200	100	100	101

51. The *locational* distribution of survey respondents can also be set out:

Table 11: Region of residence of respondents					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
Location	%	%	%	%	%
North Wales	18	25	18	28	17
Mid Wales	4	8	6	8	4
South West Wales	24	25	32	15	21
South East Wales	54	43	44	57	54
Sample Size	202	200	100	100	101

52. As would be expected, the majority of ILA programme customers are based in South Wales (a minimum of 68% in the 'registered non-learner' sample and a maximum of 78% in the 'enquirer' sample). There is also a noticeable bias to the South East of the country as opposed to the South West in every survey sample. These figures, of course, reflect the underlying population distributions of the four regions of Wales.

53. In relation to the *ethnic background* of respondents, Census data (2001) reports that 96% of the Welsh population is 'white'. However, the surveys reveal that the actual or potential clientele for the ILA programme is 97% or 98% 'white'. There is, therefore, modest scope to raise the appeal to ethnic minority groups in line with the 4% representation existing in Wales.

54. The *occupational group* of respondents who were in employment at the time of survey is shown in a further table:

Table 12: Occupational group of employed respondents					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
Occupational Group	%	%	%	%	%
1. Managers and senior officials	4	5	3	3	3
2. Professional occupations	1	0	2	5	3
3. Associate professional and technical occupations	12	6	7	9	7
4. Administrative and Secretarial	18	22	23	18	25
5. Skilled trade occupations	16	7	18	9	10
6. Personal service occupations	13	22	10	14	18
7. Sales and customer service occupations	4	11	13	11	4
8. Process plant and machine operatives	14	13	11	9	17
9. Elementary occupations	18	13	15	17	9
Sample size	113	114	62	66	71

55. It is encouraging that in all five samples, the majority of employed persons (between 78% and 90%) falls into occupational Category 4 or below. Essentially, the programme is supporting its 'target' group of people with intermediate or lower skill levels (though, of course, the programme's eligibility criteria are likely to secure this circumstance).

56. The surveys also established the period of time which had elapsed since respondents *last learned*:

Table 13: Whether respondents had undertaken learning since leaving school					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
Have trained in the last five years	69	78	72	72	66
Not since leaving school	30	20	27	26	33
Sample Size	202	200	100	100	101

57.   In most cases, as the table above shows, the majority of actual or potential clients of the ILA programme had taken part in some training in the last five years (ranging from 66% of 'renewals' to 78% of 'registered non-learners').   However, it is still notable that the programme is attracting between one-fifth (20%) and one third (33%) of its actual or potential customers who actually had *not* studied since leaving school.   The ILA programme is therefore tapping into a clientele that includes a significant proportion of people who are not traditional 'learners'.

58.   When those who had undertaken learning in the last five years were asked *where* they had carried out this learning, the most common reply from all samples was at 'a college' (cited by between 54% and 59% of 'enquirers', 'registered non-learners' and 'learners', by 63% of 'renewals' and by 80% of 'non-renewals').   Other responses were 'at school' (cited by between 7% and 15% of respondents), at 'work' reported by 6%-14% of respondents or a 'training provider' (6%-14% of respondents).   A few respondents had last learned at university (no more than 3% in any one sample) suggesting that (as last year) a small proportion of ineligible individuals may squeeze into the programme:

Table 14: Where training had taken place					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
College	59	57	54	80	63
School	8	9	15	7	12
Work	14	7	7	6	14
Private training provider	7	10	14	6	3
University	1	3	1	1	0
Sample Size	139	153	72	72	67

59.   Respondents who had undertaken learning in the last five years were then asked how they had *funded* that learning. As the table below reveals, this led to a mixed response across the samples but with four main responses: that they 'funded the course themselves/were supported by their family';   that they were funded by the 'Government/LEA';   that they had been funded by their 'employers'; or that they perceived there to be 'no cost involved'.

60.   The most common means of funding learning over the past five years was through 'themselves/their family' (averaging 36% of all respondents). It was only in the 'enquirer' and 'registered non-learner' samples that being funded through the 'Government/LEA' was more commonly cited than self-funding.   This may reflect the higher proportions of non-employed respondents at these stages.

61.   Overall, however, a significant minority of *all* survey samples (averaging 29%) had received training in the last five years which had been funded by the 'Government/LEA'. This may simply reflect that the ILAW client group, towards the more disadvantaged end of the social spectrum, may well have been previously encouraged into learning by New Deal or other 'regenerative' programmes:

Table 15: Source of funding					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
Themselves/ family	28	20	36	43	51
Government/LEA	30	39	26	39	12
Employers	22	9	13	6	18
No cost involved	14	13	21	17	15
Sample Size	139	153	72	72	67

62.   Of respondents who had received training in the last five years, three-fifths or more (60%-77%) had *received a qualification.*   The highest proportions of people who had received a qualification came from the 'renewal' and 'non-renewal' surveys (77% and 71% respectively). The qualification received was most likely to be a Level 1 or 2 qualification. These qualifications accounted for 89% of the 'learner' sample, 71% of the 'registered non-learner' and 'renewal' samples and 67% of the 'non-renewal' sample.

63.   Only in the 'enquirer' and 'non renewal' and 'renewal' samples were there significant proportions of people who had obtained Level 3 qualifications in the last five years; the most significant being in the 'enquirer' sample where 25% had obtained Level 3 qualifications or above.   In the 'enquirer' case, presumably the Level 3+ qualification prevented (most) of these people from proceeding.   However, in some other groups, as noted above, there are apparently minority groups of registrants and learners who are getting into the programme though ostensibly ineligible to do so:

Table 16: Highest qualification achieved pre-ILA (Wales)					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
Post graduate degree level 5 or equivalent	1	0	1	0	0
Degree, higher degree hnd, hnc nvq level 4 or equivalent	5	1	1	0	0
A levels, as levels, gnvq advanced, nvq level 3 or equivalent	19	6	4	8	8
GCSEs/O-levels grades A-C, gnvq intermediate, nvq level 2 equivalent	50	37	50	51	73
GCSEs below grade C, GNVQ foundation, nvq level 1	22	47	42	40	16
Other	2	9	2	2	2
Sample size	92	91	52	53	51

Learner aspirations

64. Each of the respondent groups was asked what they expected ILA (Wales) to do for them e.g. in terms of getting a new job, allowing them to perform better in their job, etc. Table 17, below, sets out this information. Responses are very similar across the five samples.

65. In terms of motivations for pursuing learning, the table reveals that:

   • Overall, the four main motivations for pursuing learning activity are to 'get a qualification', 'gain more confidence', 'get out of the house/do something different' and/or 'go onto further learning'.

   • Even for those who have actually undertaken learning (ie. the 'learner' group), the most commonly cited motivators are not 'harder' outcomes such as to 'get another job', 'perform better in current job', 'gain promotion', 'move into a better job' or 'change career', but to get a qualification, to gain confidence and 'to do something different':

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Table 17: Learner aspirations					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
Get a job	70	68	66	60	66
Perform better in current job	50	51	44	61	52
Gain promotion	34	30	19	33	32
Move into a better job	53	47	52	46	52
Change career	67	58	60	61	55
Gain more confidence	79	83	83	87	89
Get out of the house/do something different	75	73	79	79	82
Keep up with the kids	33	32	38	44	39
Go onto further learning	72	74	78	81	80
Pursue an interest not related to employment	52	53	57	49	69
Get a qualification	87	86	84	93	87
Sample size	202	200	100	100	101

66. The differences in motivations between those who are in employment and those who are not are surprisingly similar in all five samples. The only major difference is in terms of 'getting out of the house/doing something different' and 'pursuing an interest not related to employment' which feature much higher as 'motivators' for the unemployed samples than they do for the employed samples.

67. When asked what subjects they had *aspired* to learning, the following responses were received....

Table 18: Most popular subjects					
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS	NON-RENEWALS	RENEWALS
	%	%	%	%	%
IT and information	20	24	43	38	45
Healthcare, medicine, health and safety	15	18	12	15	9
Construction, property (environment)	15	9	7	3	14
Family care/personal development	4	9	7	13	6
Area studies/cultural studies/language/literature	4	7	9	6	10
Education/teaching and training	6	5	7	3	3
Business management/office	8	3	4	3	1
Transport services	7	5	6	-	1
Engineering/manufacturing	8	3	2	1	-
Sample size	164	176	91	87	89

68.   The overwhelming majority of respondents (88%-91%) claimed to have a clear idea of what subject they wanted to study or train in. Only in the 'Enquirer' sample was this different - with a slightly smaller proportion of people at that early stage of the process (81%) having a clear idea of what they wanted to study.

69.   Of those who knew what they wanted to study, by far the most popular subject was 'I.T.'.   This is the case for all survey samples but was particularly the case for 'learners', 'non-renewals' and 'renewals' where 43%, 38% and 45% of respondents respectively aspired to taking IT courses.

70.   The other significant courses cited were 'healthcare, medicine and health and safety' (averaging 14%), 'construction and property' (averaging 10%) and 'family care/personal development' (averaging 8%).

71.   Other courses mentioned included 'Politics/economics/law/social science';   'Arts and crafts', 'Authorship/photography/publishing/ media'; 'Sports/games and recreation'; 'Environmental protection/ cleansing/security': 'Agriculture/horticulture/animal care'; 'Humanities'; 'Catering/food'; 'Sales and marketing'; and 'Science and maths' – but not by more than 1% of any of the five survey samples.

Awareness of the ILA programme

72.   Only 'enquirers', 'registered non-learners' and 'learners' were asked about awareness of the ILA programme because it is for these groups that this is more fresh in mind (awareness factors being more distant for the 'non-renewal' and 'renewal' groups).

73.   Firstly, 'enquirers' and 'registered non-learners' were asked whether they remembered making an enquiry. In response to this, almost all of the 'enquirers' (98%) and 'registered non-learners' (99%) remembered making their ILA enquiry.

74.   'Enquirers', 'registered non-learners' and 'learners' were then asked *how* they had become aware of the ILA programme. Table 19, below, reveals the responses gathered from the three samples.   Of particular importance (in all three survey samples) was the role of the friend/ colleague and the local provider and college.   This confirms the importance of 'word of mouth' and marketing via providers as a means of extending the client base.

75.   In terms of the programme's *direct* promotional activities, the most significant has been the television advertisement. Only a very small number of respondents had seen the poster, heard the radio advertisement, read about it in a newspaper, or gained awareness through the internet.

76.   There is probably scope to improve awareness through careers advisors or Jobcentre Plus (in cases where clients are not eligible for JC+ support).   Very few respondents cited awareness through these sources:

Table 19: Sources of awareness			
	ENQUIRERS	REGISTERED NON-LEARNERS	LEARNERS
	%	%	%
Saw poster	5	3	2
Heard radio advertisement	2	2	2
Saw television advertisement	18	7	8
Picked up a leaflet about it	6	5	5
Letter from ILAW (previous account holder)	1	0	4
All marketing	32	17	21
Local provider told me about it	5	18	19
Learndirect	4	5	4
Friend/colleague	24	29	45
College	15	10	19
Job centre	4	5	3
Careers Advisor	2	3	1
Newspaper	1	2	2
Internet	2	1	1
Don't know	4	3	2
Sample size	202	200	100

77. It can be seen that around 32% of enquirers were directly prompted to enquire by the programme's marketing programme.

78. Overall, sources of awareness are comparable to those identified in the 2004 survey.

Perceptions of learndirect programme advisors

79. 'Enquirers', 'registered non-learners' and 'learners' had all recently come into contact with a learndirect programme advisor. They were asked whether they found this advisor to be helpful, what advice they had received, whether they had been given any *careers* advice, whether ILAW procedures had been clear and whether they had understood the financial support underpinning the programme. In response to these questions:

- The majority of 'enquirers', 'registered non-learners' and 'learners' had found advisors to be helpful (90% of 'enquirers, 81% of 'learners', and 68% of 'registered non-learners').

- The percentage of clients saying 'helpful' amongst 'registered non-learners' has declined from 80% in the 2004 survey to 68% in the 2005 survey. The 'helpful' rating for 'enquirers' has risen by 5%. These variations appear to be normal sample variances in relatively small sub-samples of respondents.

- In terms of whether respondents had received 'general' or more 'specific' information from their advisor, the vast majority claimed to have received only 'general

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information', cited by 73% of 'enquirers' and 'learners' and 70% of 'registered non-learners'. There remains some potential to improve the quality of the advice given by advisors.

- With respect to whether they were offered careers advice/interview or not, very few respondents said they *had* been offered this. 92% of the learner sample claim *not* to have been offered careers advice/interview compared with 86% of 'registered non-learners' and 76% of 'enquirers'. With over three-quarters of each sample *not* being offered this service, this could be an area which the programme looks to improve.

- There does not appear, however, to be a link between how far the respondent progresses with the ILAW programme and whether the potential clients are offered careers advice/interview. Indeed, the 'enquirer' sample had the highest proportion of respondents who claimed to have been offered this service (with a rise of 4% from 2004).

- In total, between 80-83% of all respondents across the three survey samples thought their advisor had been 'clear' at explaining the ILAW procedure. This is a positive result (comparable to that in the 2004 survey). However, respondents were less clear about the financial support that accompanies the programme. Approximately half of the 'enquirer' and 'learner' samples (51% and 49% respectively) and 40% of the 'registered non-learner' sample claimed not to understand the financial arrangements of the programme. And a significant minority of each of the three survey samples claimed that their advisor *had not* confirmed/clarified the financial support available. This was most commonly the case with 'enquirers' where over one-quarter of all respondents claimed their advisor hadn't confirmed/clarified the financial arrangements compared with 20% of 'registered non-learners' and 15% of 'learners'.

- Thus, understandably, the level of understanding of the financial support underpinning the programme was found to relate to how far the respondents have progressed with their ILA application. Again, this is comparable to 2004 survey findings.

Views on the level of financial support offered by ILA (Wales)

80. Respondents in all the survey samples were asked about their perception of the financial support offered by the ILA (Wales) programme:

- The learner sample was the most satisfied with the financial support offered by ILA (Wales) with four-fifths (80%) of these respondents reporting that the support is

'about right' or 'plenty'; only 6% of this sample think the support isn't 'enough'.

- The findings for the other four surveys are comparable – with 74% of 'registered non-learners', 69% of 'non-renewals' and 'enquirers' and 68% of 'non-renewals' feeling that the financial support available is 'about right/plenty'.

- Nevertheless, the views of one-fifth or more respondents in each of the surveys should, perhaps, not be ignored. 20% of the 'enquirer' and 'registered non-learner' samples felt the support was not enough and over one-quarter (27%) of the 'renewal' sample felt the support was not enough (although it did not stop them renewing!).

- The data does not reveal significant differences in the *type* of person who feels that the financial support is insufficient. Unemployed people, for example, are no more likely to feel this way than employed people or vice versa.

Experience of the ILAW application process

81. With respect to the application process, the different surveys asked different questions. Not all samples were included in each of the survey questions, answers to which are discussed below.

82. When asked *how promptly* they received an application form, 77% of 'non-registered learners', 74% of 'learners' and 67% of 'enquirers' claimed to have received their form within a few days; and a further 19% of 'registered non-learners' and 24% of 'learners' received their form in a 'week or two'. As in the earlier round of surveys, the administration of forms does not appear to be a big problem. In fact for the non-registered learner sample, only 2% thought they had been waiting 'a while' compared with 10% who claimed they had been waiting 'a while' in the 2004 survey.

83. Unsurprisingly, the 'enquirer' sample was the most problematic with respect to receiving their forms but still over two-thirds remembered receiving them within a week or two and only 5% claimed it had 'been a while'. More encouraging is the fact that only 5% of all 'enquirers' claimed *never* to have received an application form (which is lower than the 7% of non-receivers reported in the 2004 survey).

84. Even more encouraging is that a massive 92% of 'registered non-learners' and 93% of 'learners' found the application form easy to fill in and had no problems with this. Thus, the majority, 82% of 'registered non-learners' and 88% of 'learners', did not need to phone for help in completing their form.

85. Similarly when 'non-renewals' and 'renewals' were asked if the process of applying for an ILA was 'easy', 86% of 'non-renewals' and 96% of 'renewals' found the process 'quite easy' or 'very easy'. Again, there does not therefore appear to be a major problem with the application process.

86. Once 'registered non-learners' and 'learners' had submitted their application forms, almost all (92% and 96% respectively) received a reply within a couple of weeks.

87. In total, 7% of 'registered non-learners' waited more than two weeks for a reply which is an improvement on the figure for last year - the 2004 survey finding that 14% had waited longer than two weeks for a reply.

88. In total, over three-quarters of 'registered non-learners' and 'learners' had called the learndirect helpline on 0800 100 900 to set up an ILAW. Where they had not called the helpline the only significant 'other' means of contact was through local providers or, in very few cases, through a member of their family. There were a few further minority explanations for how they applied for their ILA but none of these was cited by more than one respondent:

     "*The Jobcentre set the account up for me*"

     "*The college gave me an application form to fill out*"

     "*My careers advisor helped me*"

     "*I filled in a slip in the back of the course directory and received the application in the post*"

Why 'Enquirers' did not apply for an ILA (Wales)

89. When 'enquirers' were asked (*unprompted*) why they did not return their application forms, there were multiple reasons as to why this was the case.   19% of responses were so diverse they could not be coded. Such responses included 'lack of childcare' or 'becoming pregnant,' 'not knowing how to fill in the application form' deciding it was 'too costly', 'not knowing what course to apply for', being 'too far away from a training facility', 'delaying the procedure for another year' or 'being confused about how it affected their benefits claims'.

90. The most common (*unprompted*) explanations for 'enquirers' were the fact that they 'didn't think they were eligible' (cited by 12% of respondents) or that they hadn't received the letter, 'didn't have the time' or wanted 'to cover a subject that was not available' (each cited by 8% of 'enquirers').

91. Interestingly, one quarter (25%) of unemployed people felt they were not eligible for ILAW (presumably because of their prior qualification level).

92. When *prompted* with some possible explanations for not returning their application forms, the most common explanation was that their 'circumstances changed' (22%). However, as with the unprompted explanation, a significant proportion found they 'were not eligible'

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(cited by 21% of 'enquirers' who did not send back their application forms).

93.   Other explanations, accounting for between 7% and 10% of responses included the fact that they had just 'changed their mind' (10%), they were 'too busy at home' (9%), 'too busy at work' (8%) or 'couldn't find a course' (7%).

94.   It is worth noting that 7% of this sample think they *will* return the application form in the future but 'haven't got round to it yet' and that the majority of those (70%) feel they will return their application forms within three months.

95.   Following on from this, 'enquirers' were asked specifically whether they would be interested in *reactivating* their ILA Wales enquiry. Figure 2 reveals the response to this question.   Over half of all 'enquirers' (52%) said they would 'definitely' consider reactivating their interest in ILA Wales:

FIGURE 2: ENQUIRERS' LEVEL OF INTEREST IN REACTIVATING THEIR ILA WALES (ALL RESPONDENTS)
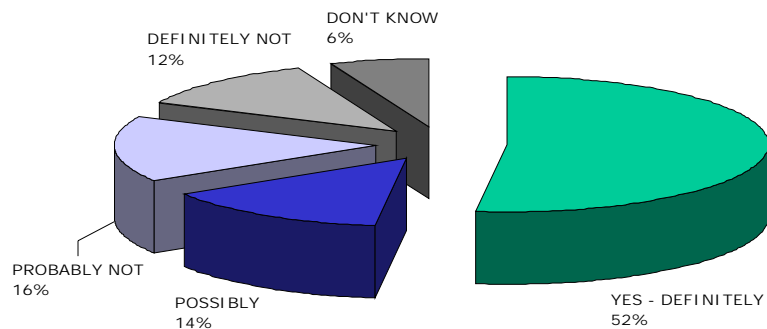
SAMPLE BASE = 202

96.   The *other* learning which 'enquirers' have done since enquiring about the ILA programme can be summarised:

- Almost two-thirds (58%) of all enquirers have not done any learning. However, it is significant that over two-fifths of enquirers (43%) *have* gone to other learning.

- Where enquirers went on to other learning, the majority (66%) did not receive any financial help for this.

- The minority (19%) received financial support from a variety of sources.   The sources mentioned were Business Eye, CITB, JC+/New Deal, ELWa, Assembly Learning Grant (ALG), Tax Credits or their employer.

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- The courses that they went on to do reflected those they intended to do using ILA Wales i.e. most commonly IT, health care, construction/property, education/training/ teaching, and family care/personal development.

- In total, 45% of enquirers who had gone onto other learning had done so in a college. There were only occasional mentions of private training providers, community learning or work based learning providers.

- The clear majority of those who have gone onto other learning activity feel that their courses have been successful (60%); only 7% feel that their learning has been unsuccessful.

Why 'Registered Non-Learners' applied but did not proceed to learning

97.   'Registered non-learners' were asked whether they had had their application forms accepted first time round. The overwhelming majority (93%) had had them accepted with only 4% reporting that they had been forced to reapply (4% didn't know).

98.   Critically, these respondents were asked why they hadn't trained using the ILAW despite registering with ILA Wales. There were various reasons cited for this. Amongst the prompted responses, the most commonly cited were that they were 'waiting for the course to start' and they were 'just about to start their course' (hence they *will* become learners in the near future). These responses were cited by 15% of respondents in this survey sample.

99.   The only other significant (prompted) explanations were that respondents were 'too busy at work' (cited by 8% of respondents) or that they obtained 'better funding elsewhere', cited by 9% of respondents.

100.   Perhaps more enlightening are the *unprompted* explanations for not proceeding to training. These were actually reported by a total of 35% of the sample (i.e. 35% of the sample provided an 'other' explanation instead of the prompted responses). Despite the fact that these responses could not be coded according to the standard responses offered by the questionnaire, there were certain patterns in these explanations. They largely surrounded....

- Colleges cancelling courses;

- Colleges not accepting the vouchers;

- Courses being fully booked;

- Vouchers not being needed because the courses were free anyway;

- Vouchers not being relevant to certain courses e.g. floristry

- Courses not meeting client expectations (in terms of content or time commitments)

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- Missing the start date of courses e.g. because they received their voucher too late.

101. Interestingly, there were very few reasons concerning negative aspects of the ILAW programme itself (eg. in terms of being too expensive, inefficient processes, etc.).   Although there were a few instances of vouchers being received too late, most of the issues concerned specific *courses,* eg. being booked-up, cancelled, not as expected etc.

102. Where registered non-learners were waiting for a course to start (ie. 19% of these respondents), the majority were waiting to start IT or health care/medicine/health and safety courses (these courses account for 55% of those waiting to start a course).   Again, these are the courses which were seen to be the most popular in the 'learning background' section earlier.

103. In total, 66% of 'registered non-learners' report that they are *likely or certain to use their ILA (Wales)* and a further 27% say they 'might/they don't know'.   Only a minority, 8%, feel they are not likely to use their account.

104. Just under half (44%) of those who said that they would use their ILA Wales felt that they would do so in the next three months whilst a further 25% thought they would use their account in 4 months or longer.   Almost a third of respondents 'didn't know' when they would use their account.

105. Few 'registered non-learners' – only 5 out 200 cases – had actually proceeded into *other* learning in the meantime.   Again, IT, care, and construction courses were identified as learning areas in which these people had studied or trained.

The ILAW process: how learners proceeded into learning

106. The 'learner' sample was specifically asked about the ILAW process once they had applied and proceeded to learning.

107. When asked whether they had taken their ILA references with them to the college or training provider, almost all learners (95%) reported that they had; only 4% did not take their references and 1% did not know.

108. Colleges also seemed proficient at dealing with their ILAW clients. 88% of learners claiming that their college or training provider had been clear on how to handle ILAW.   Only 4% claimed that they seemed 'very confused/not at all clear'.

109. 'Learners' were also asked how they had *financed* their learning.   In total, 81% of 'learners' claimed to have personally contributed to their course.   Unsurprisingly, of the 19% who had not personally contributed, 63% were unemployed.

110. When the 81% of learners who had contributed were asked *why* they had personally contributed to their course, almost three-quarters

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(74%) were 'not eligible for 100%' and a further 12% stated that 'the course was more expensive than the limit'. It is worth noting that 7% 'didn't really understand the figures'.

111. In terms of the *amount* they personally contributed, over half of all learners (51%) had contributed £50 or more, 25% had contributed between £20 and £49 whilst 23% contributed less than £20. As expected, financial contributions became larger if the learner was working.

112. Despite having to make a contribution, 56% of all those who had contributed to their learning considered this to be 'very good value' whilst just under two-fifths (38%) felt this to be 'reasonably good value'. Only 3% had come to the conclusion that it had not been 'very good value'.

'Renewals' and 'non-renewals': reasons for non-use of their account

113. Those 'renewals' who had been prompted to renew their account, had done so but had not gone on to learn (20% of all 'renewals') and 'non-renewals', those who had been prompted to renew but had not done so, were asked the reason why their account (renewed in the first case, remaining lapsed in the second case) had not been used.

114. Amongst '*renewals'*, the most commonly cited explanations were that they were 'too busy at work', their 'circumstances had changed' or they were 'too busy at home' (all cited by 15% of those that had not used their account).

115. There were fewer 'other' explanations in the '*renewal*' sample but they included:

    "*I'm too late to start the course"*

    "*The course wasn't on the approved list for funding"*

    "*I needed to work more than I needed to learn"*

    "*The course isn't running anymore".*

116. Amongst prompted responses, the most common explanations for '*non-renewals'* were that they 'couldn't find the course they wanted', they were 'too busy at work', they 'got better funding elsewhere' and/or their 'circumstances changed' (cited by 13%, 10%, 10% and 8% of respondents respectively).

117. However, over one-third of all explanations in the 'non-renewal' survey fell into the 'other' category i.e. they did not fall into any of the prompted categories identified before the fieldwork started.

118. The 'other' explanations followed a theme:

'*I could not use the account for that particular course*"

"*The college did not recognise it*"

"*The funding came too late/they started the course before waiting for acceptance*"

"*The course was free anyway*"

"*There were administrative problems with the ILA in terms of not getting a reply or getting the funding too late*".

119. It should also be noted that 8% of those that did not use their account are waiting for their course to start so will become account users.

Use of ILAW: learners and 'renewals who had learned since renewal'

120. Those who had learned using an ILAW (learners plus around 80% of renewals) were asked *what* they had studied:

- Many – around 45% - had studied IT and ICT courses;

- Care subjects came next;

- Followed by a mix of languages, business, transport and education courses.

121. The majority of 'learners' (82%) have not actually completed their course yet. However, 16% have completed the course. Only 2% have dropped out because they 'didn't like the way it was taught' or 'the course had no structure' or 'lack of people'.

122. Similarly, 80% of the renewal sample are still doing the course. A further 16% have completed it. A small minority (4%) have not completed or gave up half way through (because 'they didn't like the way it was taught', 'they didn't like the college', 'they became ill' or the 'district learning college went bankrupt').

123. *Learners* were specifically asked for more information relating to their courses:

- The overwhelming majority of learners expect their courses to lead to a certificate or qualification (91%). Only 7% do not expect their course to lead to a certificate or qualification.

- Of those who expect their courses to lead to a qualification, just over one-fifth (21%) thought this would lead to a National Vocational Qualification (NVQ). Half of these did not specify a level. However, 9% expected to obtain a Level Two qualification and 6% a Level Three qualification.

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- The second most commonly cited qualification was 'Clait'. 16% of respondents claimed to be working towards a Clait certificate at various levels.

- Other qualifications were also mentioned – 9% are working towards a 'European Computer Driving License', 6% towards City and Guilds qualifications, 4% towards OCR qualifications, 3% towards GCSEs, and 2% will obtain a fork lift truck licence.

- Of those who have *completed* their course, 80% have received a qualification whilst 20% have not.

- In terms of *additionality*, just over one third (35%) of learners reported that they would have done their courses anyway without ILA. A further 25% claimed they would 'probably' have gone ahead and done it. 25% were 'possibly but not likely' to have learned without ILAW. Whilst 12% would *definitely* not have undertaken training without ILA (Wales). *Overall*, these figures suggest that around 4 out of 10 ILAW learners are 'levered into' learning by ILAW support.

Benefits of learning: learners

124. Learners were asked what they *gained from* their participation. As with *motivations* for learning, the three most commonly benefits of learning were 'softer' outcomes. Simple 'enjoyment of the course', cited by 84% of learners, 'good socially and to meet people' and 'made me more confident (both cited by 75% of people) were the most frequently-reported benefits.

125. Just under three-quarters of learners (71%) feel that their course has 'improved their knowledge and skills' whilst 50% replied that their course had 'made them more optimistic about getting another job'.

126. In terms of 'hard' outcomes, the course helped 26% 'perform better in their job', 19% 'get a job', 17% to 'get a new/better job' and 7% to 'gain a promotion'.

127. Learners' employment circumstances have changed in over 1 in 10 cases. However, this change has occurred mostly for employed learners (in 73% of cases). For the great majority (89%), employment circumstances have *not* changed. When asked how far *ILAW* had effected this change in employment circumstances, over one-quarter of learners (27%) said that ILAW was wholly or partly responsible for the change. The majority believed that ILAW played either a small part (46%) or was wholly unrelated (27%).

128. When asked to rate their satisfaction with their course, over three-fifths (62%) were 'totally satisfied' with a further 33% being 'quite satisfied'. Only 3% were 'totally unsatisfied'. Furthermore, three-quarters of learners agreed with the statement '*Having or using an ILA has made me more interested in learning'*. Only 8% completely disagreed with this statement and 15% were indifferent.

Benefits of learning: 'renewal' learners

129.   Table 20 below reports the impact of learning undertaken through the ILA (Wales) on to the 81 'renewals' who had actually utilised their accounts.   The most commonly cited impacts reported by 'renewals' who had learned were:

- 'Widening knowledge' (99% of renewals),

- 'Improving skills' (94% of renewals),

- 'Getting a qualification' (82% of renewals),

- 'Gaining confidence' (91% of renewals),

- 'Going onto further learning' and 'getting out of the house/doing something different' (both cited by 83% of renewals).

Table 20: Impact of ILA Wales on 'renewals'	
	ALL RENEWALS
	%
HELPED TO GET A NEW JOB	40
PERFORM BETTER IN CURRENT JOB	57
GAIN PROMOTION	26
MOVE INTO A BETTER JOB WITHOUT CHANGING CAREER	30
CHANGE CAREER	48
GAIN MORE CONFIDENCE	91
GET OUT OF THE HOUSE AND DO SOMETHING DIFFERENT/INTERESTING	83
PURSUE AN INTEREST NOT RELATED TO EMPLOYMENT	69
GET A QUALIFICATION	82
IMPROVE SKILLS	94
WIDEN KNOWLEDGE	99
KEEP UP WITH THE KIDS	40
TO GO ONTO FURTHER LEARNING	83
UNWEIGHTED SAMPLE BASE	81

130.   The most encouraging outcome in terms of changes in the workplace is 'performing better in their job' – an outcome cited by over half, 57%, of 'renewals'.

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131.   Although the learning experience has benefited learners in terms of many of the softer, 'earning' outcomes, the data suggests that they have not translated quite so frequently into harder outcomes such as 'getting a new job', 'gaining a promotion' or 'moving into a better job'.

132.   Finally, 'renewals' were asked to consider how satisfied they were with the course they studied through ILA (Wales).   Overall, satisfaction ratings were very positive with 89% of 'renewals' being satisfied/very satisfied (including 63% who were 'very satisfied').

133.

'Renewals': how and why they renewed their ILA Wales

134.   The 100 respondents in this survey had been sent a letter asking them to renew or continue to hold their ILA (Wales).   The great majority (71%) recalled receiving the letter (compared with 46% of respondents in the non-renewal sample – see below).

135.   When asked why they had renewed their account, the most common reason for renewing were….

   I have gained a lot from previous learning and want to progress (cited by 47% of respondents)

   An ILA Wales is the only way that I would be able to afford to undertake the learning I want to do (stated by 35% of respondents)

   If I am eligible for the financial assistance I might as well use it (quoted by 13% of respondents)

136.   Since renewing their ILA Wales, 70% have registered for a course. Of those who have registered for a course, the great majority (84%) have made a financial contribution – largely because they are not eligible for 100% assistance (in 83% of cases).

137.   This financial contribution is most likely to be less than £20 (in 62% of cases) or over £50 (in 29% of cases).   7% expect to contribute between £20-49.

138.   Where respondents have registered for a course and made a financial contribution to this course, over half (55%) think this is 'very good' value for money and a further (41%) feel this is 'good' value for money.   Only a minority of 2% feel their course is *not* very good value for money.

139.   As in other analyses, IT, care and construction courses predominate:

Category	Percentage
IT/COMPUTING	40%
CONSTRUCTION AND PROPERTY	24%
HEALTHCARE/MEDICINE/HEALTH AND SAFETY	8%
FAMILY CARE/PERSONAL DEVELOPMENT/PERSONAL CARE AND APPEARANCE	8%
AREA STUDIES/CULTURAL STUDIES/LANGUAGE/LITERATURE	6%
TEACHING/EDUCATION	4%
BUSINESS MANAGEMENT	2%
ARTS AND CRAFT	2%
SPORTS GAMES AND RECREATION	2%
TRANSPORT SERVICES	2%
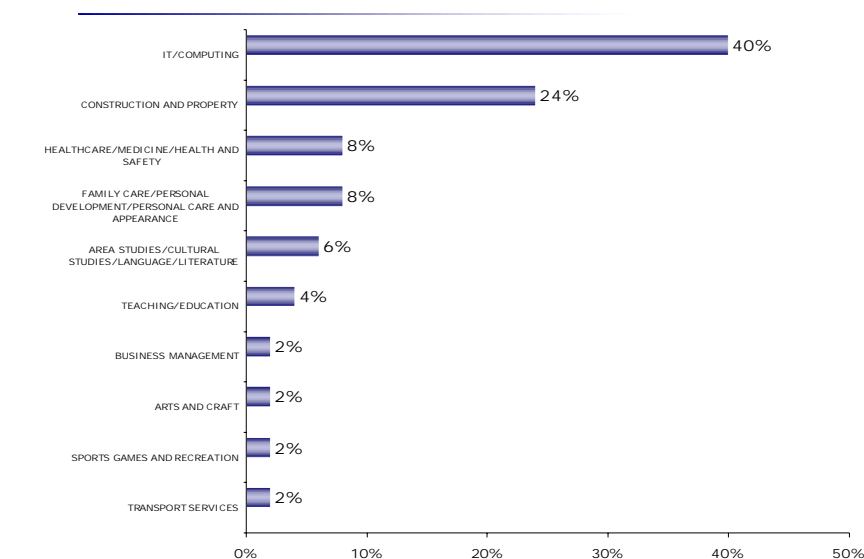
SAMPLE BASE = 50

140. Of those who are currently taking a course, the overwhelming majority (90%) are working towards a qualification.   The nature of these qualifications is wide ranging.   A quarter (25%) are working towards NVQs, 18% are working towards OCR/Clait courses, 16% towards City and Guilds and the remainder towards the 'European Computer Driving Licence' (ECDL) cited by 11% of respondents.

141. Respondents were asked how likely they were to have registered for the course if ILA (Wales) had not been available.   Responses were fairly even – with 52% feeling they were likely/quite likely to have applied anyway and 48% not very likely/not likely at all to have done the course.

142. In cases in which 'renewals' were *not* registered on courses (22 respondents), the reason given most frequently for this was 'too busy at home/domestic circumstances' (cited by 6 or 27% of these respondents) followed by 'ill health' (reported by 4 or 18% of these respondents).   No other reason was cited by more than 2 respondents. Examples, however, include:

I was put off by having to contribute money myself

I was too busy at work

I couldn't find the course I want

I couldn't decide which course to do

There are not enough people on the course

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143. All 'renewal' respondents were asked whether they are likely to take part in training in the future. Encouragingly, three-fifths (60%) reported that they are 'very likely' to take part in training in the future and a further 29% thought they were 'quite likely' to do so. Only 7% were against the idea and 4% did not know.

'Non-Renewals': why they did not renew their ILA Wales

144. All of the 100 respondents in this survey had also been sent a letter asking them to renew or continue to hold their ILA (Wales). However, over half (54%) of these respondents did not recall receiving this letter.

145. 46 respondents (46% of the sample) *did* recall receiving a letter. In analysis of *prompted* responses, it is encouraging that the most commonly cited answer, by 17% of these respondents, is that they are 'planning to renew but they have not yet got round to doing this'. Other significant explanations include 'not being interested in doing any more learning' (cited by 15% of respondents), being 'too busy at work' (an explanation provided by 13% of respondents), and the fact that their 'circumstances changed'/'can't find the course they want' both reported by 11% of respondents.

146. 9 respondents supplied explanations that did not fit with our 10 prompted responses. These included:

    "*There was no cost involved with my course for the second year*"

    "*I didn't realise I had to renew again because I am still enrolled on the course*"

    "*I no longer qualify for the grant*"

147. In terms of the likelihood of respondents registering for an ILAW *in the future*, one-fifth (20%) said that they are 'very likely' to do so, 38% are 'quite likely', and a further 14% 'don't know'. Only a minority (29%) do not think they will be registering again.

148. It is further encouraging that 80% of all 'non-renewals' feel they will participate in learning/training in the future (whether through ILAW or otherwise).

Survey: key points

149. Survey analysis has revealed a large variety of detailed points. Some *key* points of analysis, however, are:

    - Unemployed people who enquire – those enquirers who are more likely to be in priority groups – are less likely than employed enquirers to progress through ILAW application stages and proceed into learning. The reasons for this fall-off can only be speculation. These

enquirers may have lesser confidence and, possibly, lesser motivation and ability to work their way through bureaucratic processes. To this extent 'bureaucracy' *may* be the enemy of the programme's basic objectives to engage traditionally non-learning groups in learning. On the other hand, it may simply be that unemployed people find employment in the meantime and no longer feel ILAW-supported training is necessary or may not have the time to undertake it.

- Various analyses suggest that a minority of ineligible individuals (with Level 3+ qualifications) continue to 'sneak through' into registration and learning.

- Amongst those who registered but didn't learn and those who were invited to renew but didn't do so, higher proportions (than in other surveyed groups) reported having other 'government' funding to support recent learning. This may support the argument (put forward by providers) that other programmes or funding sources are more attractive for some of the ILAW client group.

- ILAW continues to support a high proportion of IT and care courses (over 40% of learners undertook IT courses and around 15% took health and social care courses) – consistent with its higher take-up amongst women.

- Overall, the most significant motivation to obtain ILAW is to gain a qualification, most applicants are clear about what they want to study, most ILAW learners study towards a qualification, and most get it – where ILA is allocated and taken up, it appears to give clients what they want.

- Perhaps in consequence, most learners are satisfied with their courses, are able to report numerous benefits (social, psychological and 'economic') in various blends, believe their courses are good value for money (where they have been required to contribute), and are satisfied with the level of financial support which ILAW offers. Drop-out rates are very low.

- Most ILAW learners originally became aware of ILAW informally – through friends, work colleagues, colleges and other providers. The impact of formal advertising is much less. This may support the views of learndirect respondents and providers who suggest that ILAW marketing is too low-key.

- The learndirect advisory service is well-regarded by the majority of ILAW clients or potential clients. Though, as in previous surveys, there may be some concern that the financial aspects of ILAW are insufficiently well-clarified.

- When enquirers don't proceed to application the reasons are mainly ineligibility, and a mix of 'personal-circumstance' reasons. Relatively fewer don't proceed because of course-related matters (availability, distance, etc.). Very few don't proceed because of the level of ILAW funding or difficulties with the application process.

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- Those who have registered but not gone on to learn report, in a majority of cases, that they are actually waiting to start or have had various hiccups in relation to a prospective course (missed start, course cancelled, course booked-up, course not eligible for ILAW, etc.). They are mainly not prevented from learning by a fundamental weakness in the ILAW administration process. Two-thirds say they will go on to use their ILAW (which helps to explain the success of the renewals process).

- The 'additionality' of ILAW – its capacity to deliver 'extra' learners over those who would have learned anyway – has increased over the last year. In the previous round of surveys, it was estimated that only 29% of learners would not anyway have gone into learning. In the recent survey, that figure has increased to 37%.

4. Interviews with learndirect and ILAW providers

Method and respondent profile

150. Eighteen face-to-face depth interviews with managers of learning providers and four face-to-face depth interviews with coordinators at learndirect call centres were booked during the week commencing the 22nd November 2004. Respondents were selected randomly from those available for interview within the survey period (December 2004/January 2005). For each of the depth interviews, recruiters used screening questionnaires to ensure that depth interviews were conducted across the four regions:

- 1-2 interviews in Mid Wales

- 3-5 interviews in North Wales

- 9-11 interviews in South East Wales

- 3-5 interviews in West Wales

151. Respondents' anonymity was assured, and with their permission, discussions were tape-recorded. Each depth interview lasted for approximately forty-five minutes and was conducted at respondents' workplaces. Respondents were interviewed at the following locations:

Learndirect offices

- Llandrindod Wells

- Neath

- Rhyl

- Cardiff

Learning providers

- Computeraid Ltd, Swansea

- Powys Training, Llandrindod Wells, Powys

- Pitman Training Group, Swansea

- OLC International Ltd, Carmarthen

- Welsh College of Horticulture, Mold

- Hyfforddiant Mon Training, Anglesey

- ACT Ltd, Business Cardiff

- Barry Training Services Ltd, Barry

- Barry College, Barry

- Vale of Glamorgan County Council, Barry

- M G Training, Pontypridd

- Merthyr Tydfil College, Merthyr Tydfil

- Sanctuary Training, Merthyr Tydfil

- Blaenau Gwent Business Resource Centre, Tredegar

- EBS Associates, Towyn

- Cardiff City Council, Leisure and lifelong learning ACL Service, Cardiff

- Rhondda Cynon Taff Council, Rhondda Cynon Taff

- Lifelong learning service, Port Talbot

152. It should be recognised in considering the reports of interviews set out in the remainder of this chapter that:

- The number of interviews is modest and comprises only a selection of the much larger number of interviewees from learndirect and training providers who could have been interviewed.

- The points made by interviewees are their views and are not necessarily statements of fact. In some cases, interviewees may be misinformed as to the up-to-date position with respect to the ILAW programme. At some points in this chapter, we have added ELWa information as to the current position.

- Points made by individual respondents should not be taken to be the 'official' views of the organisations they represent.

- In some cases, interviewees' opinions are quite varied and occasionally contradictory. It should be recognised that qualitative research, as reported here, generates a range of opinions.

153. It should also be recognised that interviews which invite respondents to comment on particular programmes (using a semi-structured discussion guide which asks for comments on various aspects of the programme) may tend to provoke more comment on occasional defects than on the things which run smoothly. This can produce a review of responses, as here, which is useful in identifying points for administrative action (where respondents' comments are accurate) but, perhaps, gives an unduly negative overall view. This factor should be borne in mind when reading this chapter.

The learndirect perspective on ILA Wales

Enquiry rates

154. One learndirect respondent reported that it is not unusual for them to answer two or three ILA Wales-related calls per day. Their busiest time of the year for dealing with ILA Wales enquiries is during the beginning of most terms; all other periods are relatively quiet:

> *It's peaks and troughs. During July, August and September we're busy with ILAs then it falls off again until December and January. Every other time we may get two maybe three calls per day*

155. One suggestion was that interest in the scheme may be somewhat lower now because many previous ILA claimants used their entitlement to achieve the qualification they wanted last time around:

> *Last year we were busy, but this year we've been much quieter. People have already had their ILA Wales to get up to or beyond level two and so there is whole load of people that are ineligible for it now.*

156. One respondent felt that response rates are lower this year because the scheme has not been widely advertised and the number of participating learning providers has fallen:

> *I don't think it has been widely advertised enough this year and also the number of providers has fallen too, so referrals have probably dropped because of this too.*

157. However, ELWa notes that this perception is factually incorrect.   The number of 'active providers' has increased from 56 in July 2004 to 69 in March 2005.

Marketing

158. A learndirect interviewee believed the programme's TV advertising campaign was accurate because it featured a range of people learning different subjects – but that it failed to make greater impact because it was not shown widely enough:

> *There was quite a bit of publicity last year on telly but not this year. People generally were a lot more aware of ILA Wales last year it seems. It does need more publicity though because it's a good scheme. The TV ad campaign was good because it featured different people doing different things. People could relate to that.*

159. However, one respondent considered the words 'Don't have a qualification?' on ILA Wales literature as too negative, and instead they would like to see more positive sentiments used instead, such as: 'do you need' or 'do you want a qualification?':

> *Maybe it should read – 'do you need a qualification?' or 'do you want a qualification?' rather than 'don't have a qualification?'*

160. Indeed, some respondent feels the word 'qualification' in the strap line is potentially off-putting because the word can often remind people of exams or academia, of which some people might have unpleasant experiences.   One respondent commented:

> *For some people the word qualification equates to exams, and exams imply fright – academic fright, not all courses are academic or need exams.*

161.   Also, it was suggested that advertisements and publicity material should begin stating eligibility criteria more explicitly because learndirect are still receiving calls from people who have absolutely no idea what a Level 3 qualification equates to:

It [the headline] needs changing – we need more explicit information. Eligibility criteria are too ambiguous.

162.   ELWa notes, however, that eligibility criteria relating to qualifications are set out in the ILAW application pack and on the ILAW database. And the eligibility criteria are quite clear and simple.   Essentially, people are eligible if they are:

- Aged 18 or over

- Resident in Wales

- Highest qualification is Level 2 of the National Qualification Framework (NQF)

163.   ELWa points out that if there is any doubt where an individual's qualification should sit within the framework, then the individual should be issued with an application form and the full details will be investigated by the ILA Wales team when the application is received. Little evidence has been brought to the attention of ILA Wales about the difficulty in placing qualifications correctly within the levels of the framework.   ELWa is sceptical, therefore, about the view that eligibility criteria relating to individuals are 'ambiguous'.

164.   There was also a comment that the current process whereby learndirect e-mail requests for stationary and publicity material is not working effectively because ILA Wales do not acknowledge receipt of their orders by return e-mail.   These perceived errors sometimes leave them without adequate levels of stock literature.   One comment was:

There's one issue - when we email them for stationary, they don't acknowledge receipt of the enquiry. They don't process the request for brochures and consequently we are a bit low on stock.

165.   ELWa is aware of one occasion on which this problem arose but believes this was an isolated instance which has now been dealt with. Overall, ELWa supplied learndirect with 20,000 pieces of ILAW literature in the last year.

166.   One learndirect respondent would like ILA Wales literature to be more explicit about the application process, especially those aspects relating to learners taking their approval letter, voucher and reference number to the providers 'at least two weeks before their courses begin':

A bit more should be made of the eligibility criteria – we're still getting people turning up on the day of the course.

ILA Wales application process

167. There was a general sense that the time it takes to process learner and/or course applications is now a lot quicker than before:

> *It's a thousand times better that it was previously, much, much quicker. They say it'll take five days to approve something etc but its much quicker and easier now*

168. However, even though the new ILA Wales programme is eighteen months old, Learndirect still receive applications on the day or a period very near to the start dates:

> *People are still applying too late, often on the day of their course, so we have to reject them. They typically phone up on the day of the course, they often don't think about something until the last minute – but this system doesn't really cater for that. So maybe an earlier ad campaign might work*

169. In respect of this point, ELWa notes that, as a result of experience with course bookings in September 2003, a Task and Finish group was established to review the course booking procedure and to recommend ways in which the procedure could be streamlined. The recommendation to allow some flexibility within the course booking process was introduced in July 2004, in good time for the next peak enrolment period. In effect, those who had registered for ILA Wales close to their start date would be allowed some time for their chosen learner provider to make their course booking, via the ILA Wales database.

170. The details of this change were notified to learning providers and Careers Wales, learndirect help line. In total, four presentations were delivered in June 2004 to explain, among other things, the changes in the course booking procedure. The increase in course bookings in September 2004 as compared with September 2003, could indicate that the flexibility had a positive impact.

171. To counter these problems, one learndirect respondent suggested that the scheme should allow either temporary enrolments or defer start dates so that all necessary paperwork can be administered within a few weeks and no one is unfairly rejected:

> *They're supposed to have the second letter before they start their course, but this isn't workable I don't think. Instead, there should be a bit of leeway between the learning provider and Swansea because the first couple of weeks are the most important. They should be allowed to temporarily enrol*

172. A learndirect representative was concerned about the suggestion to allow providers to complete application forms with individuals. They are particularly concerned that commercial imperatives might affect the provider's ability to remain unbiased during this process:

> *We get calls from learning providers asking if they can help
> individuals complete application forms but that's when the system
> will be open to abuse because that's when the colleges and providers
> are going to give bad advice. Providers are only looking at bums on
> seats whereas we are neutral.   We can give them impartial advice
> and also tell them all the options available locally to them.*

Eligibility criteria

173.   A learndirect respondent suggested that numbers of elderly people are
benefiting from the scheme (contrary to actual statistics; see Chapter
2), to the detriment of other 'more deserving' people.   Although the
eligibility criteria allow retired people to apply, the scheme should
ideally be for work related purposes, they feel. More specifically, the
programme should be a source of funding for people who are looking
to move forward in their lives:

> *It is targeting the right people, but we do get an awful lot of the
> elderly applying which I think is a waste of money. I think the money
> could be better spent on people wanting to improve their job
> prospects or improve their skills.*

174.   Another issue raised was the 'unfair' nature whereby previous, and
often 'irrelevant' qualifications affect people's current entitlement to
claim ILA Wales funding.   A provider asked:

> *If they have a qualification from twenty years ago where does this fit
> into your life now?*

175.   Some learndirect respondents said that a comprehensive guide issued
by ILA Wales made identifying equivalents to qualifications easier.
However, the guide does not appear to be available to all learndirect
representatives, and discrepancies in service provision may occur:

> *We need a guide, we've only ever been told what a Level Two and
> Level Three is.   We need something black and white like a list*

176.   Although most interviewed learndirect staff acknowledged that
marketing brochures and leaflets are now more clear, calls from
people wanting to use ILAWs to buy equipment for their courses are
still received:

> *A lot of respondents don't realise that the £200 goes to the provider
> and not themselves.   A lot think they can buy kit with the money.*

177.   A learndirect respondent had some sympathy with these requests
because many of these courses are already free but the cost of
equipment is often not covered by ILAWs and therefore some people
may subsequently drop out of their courses altogether:

> *People on job seekers allowance (JSA) can already claim funding for
> courses so that they are often free of charge, but the cost of kit, as
> in the case of beauty therapy or hairdressing for example, isn't*

covered. Very often these people won't then do the course because people on JSA haven't really got £200 to pay for kit. Very often kit is bought from the colleges themselves so it is not like the individual is getting the cash. I think an allowance in certain areas such as these ought to be made.

Management information system

178. Learndirect respondents suggested that the ILAW Management Information System, which is used regularly by learndirect to search for relevant information, has improved considerably, in that it now contains a more accurate and extensive database of courses and providers. Thus, previously, when learndirect looked for courses they often had to sort through 'endless' lists of 'irrelevant' data before they found what they were looking for. Now they can refine searches and reach data much more quickly:

> *The original problems we had with the ILA Wales database have now been rectified. Things like searching for courses is now a lot easier. Previously we had to search the whole country for a course but now it's split into geographic areas.*

179. However, a learndirect respondent remarked that identifying *distance-learning* courses from the programme's MIS is still a time-consuming process. Searching for these types of courses is especially arduous for their staff because these enquiries are increasing considerably:

> *We can't really yet search accurately for distance learning courses, it's presently a time-consuming process*

180. Search capabilities are mostly hindered by inaccurate course information or spelling mistakes. A respondent would like ILA Wales to implement quality assessment procedures to ensure that data is more accurately input onto the MIS by providers uploading information:

> *Course details including spelling mistakes have been inaccurately input by either ELWa or the providers themselves which has caused us problems. I don't think there is enough quality assessment being done to ensure accurate information is placed onto the databases, which is making our searching a bit more difficult.*

The provider perspective on ILA Wales

Some general points

181. In some parts of Wales, Objective One funding is already enabling members of the target client group to access free education and training. By comparison, ILA Wales is often seen as a less attractive funding option for both provider and learner. Indeed, some providers say that, compared to the ILA Wales scheme, Objective One funding is more substantial and less complicated to administer:

There's lots of Objective One funding in many parts of Wales – so lots of people already get funding. Also Objective One funding is more money and less hassle to administer

182. Although interest in ILA Wales at the beginning of term is significant, enquiries overall are still relatively low. A provider commented:

The level of enquiries throughout the year for ILAs is not particularly high. There are a few peak periods around the start of the academic semesters but that's all. We tend to deal with companies directly rather than individuals.

183. In terms of extra business, it is still very hard for some providers to quantify the programme's worth:

In terms of extra business, it's hard to quantify the worth of ILAs, but in principle they're fine

184. Some also suggest that the scheme is still frustrating and difficult to administer, even though changes have been introduced. One commented:

It's a whole lot of trouble for what we get out of it. I want to offer it but it involves extra work for the admin people.

185. One provider remarked that there appeared to be a relationship between provider confidence in the scheme and their numbers of successful ILA Wales applications. The implication may be that when the provider is not completely up to speed with the scheme, that they are less likely to want to promote it:

I wasn't sold on it myself, so that's probably why it hasn't done very good here. Also, we've not had one referral from learndirect either.

186. A provider also reported that the target client group is still finding it difficult to comprehend the two-stage application process and is therefore less inclined to become involved:

Overall, its not attracting the target audience because of the long-winded application process. Having to apply for an ILA before enrolling is a complete non-starter. We've found that it's mostly mature students who are taking up ILA Wales because they know beforehand what they want to do. They are better at forward planning than the target audience. I think we should be allowed to get them into the centre and fill in forms.

187. Providers suggest other, similar, reasons why the new ILA Wales scheme continues to receive relatively few applicants. A provider only had a small range of courses eligible to receive ILA Wales funding:

> *We have very few courses here that are eligible for an ILA because we are only a small provider.*

188. There was also a suggestion by a provider that, because some people are ashamed to admit they have poor literacy skills, they may be shy in coming forward and embracing the ethos of the programme:

> *Employees are also ashamed to admit their poor literacy*

189. Additionally, some providers believe the programme's eligibility criteria relating to employer funding, are not considered to be particularly useful or relevant to employees who want to upskill or change employers/vocation.   One provider remarked:

> *It's not useful if you want to upskill or get a better job than you have at present. The majority of people we get here are work-based learners and are ineligible for an ILA Wales*

190. Some providers feel that ILAWs are not particularly suitable for lifelong learning because previous Level Three qualifications prevent people being able to qualify.   The eligibility criteria relating to qualifications disqualify some people who would like to use ILAWs as a first step towards returning to learn.   One said:

> *The scheme is not really good for lifelong learners because previous qualifications often stop them being able to claim an ILA.   Even though the previous qualifications are probably irrelevant to their lives anymore because they've had a baby or whatever and they've been off work for several years.*

191. It is suggested that learners from isolated rural areas sometimes only access their centres of learning on the first day or night of their courses, and consequently they do not learn about ILAWs until it is too late to apply:

> *Many don't know about ILA Wales until they arrive at the centre. Some don't live anywhere near the centre and therefore the only time they ever access it is one their first night – and then it's too late to get an ILA.*

192. It is also suggested that many people simply do not know that the programme is now fully operational following its suspension for fraud:

> *Everyone heard that it was stopped because of fraud but hardly anyone knows its back in operation*

193. Indeed, although many individual institutions appear to be promoting the scheme, some providers commented that there is not enough advertising being done on a *regional* and/or *national* scale, to compliment their efforts.   One said:

Although we try and tell people about the scheme, we feel that the public don't seem to know much about ILA Wales. I haven't seen many ads for it either; certainly we don't have many people come into our centre knowing much about it

The learndirect service

194. Most providers are pleased to report that learndirect provide bonafide referrals, and indeed most are impressed by the standard and quality of information they make available to enquirers. However, there are exceptions:

We haven't had too many referrals from learndirect, I'm not sure whether they are actually referring us so I am a bit concerned

195. Some providers question learndirect's capacity to provide *independent* advice to callers to their service. Those providers with few successful ILA Wales applications were mainly responsible for raising these doubts and concerns; for example:

Learndirect run all the community learning centres – I reckon there's some indirect steering going on and I've asked ELWa in Swansea about this but I've had no response. I'd like to know how many ILAs have been issued in this borough and to whom. What are we doing wrong that we have so few ILA applicants? What about other providers in the area? I'd like to know how well they're doing.

196. Other issues relate to the cost to mobile phones users of calling the 'free phone' telephone number. Because mobile phones are now *the* channel of communication for many young people, one provider felt that ILA Wales/learndirect should introduce a number that is genuinely free to all callers, not just callers from landline telephones:

A lot of young people don't have landlines and therefore they use their mobiles to contact Learndirect and it is expensive

197. Similarly, a provider commented that it would be useful if adverts explained that calls to learndirect's 0800 service is actually free of charge from most phones because this fact is not absolutely clear:

They should say that it's free to call

Marketing

198. Several providers feel that the current ILA Wales marketing campaign needs reinvigorating.

199. These providers feel that the level of marketing and promotion of the scheme has been modest. Certainly, the perceived shortage of activity has caused some providers to question whether the new scheme genuinely reflects the widening participation agenda. One commented:

> *There's not enough advertising, it's not inspiring and it's certainly not in public spaces such as doctors' surgeries. The whole marketing has been very low key. Are they really trying to widen participation?*

200.   Several providers say that the 'pass on the good news' leaflets are useful and informative but ordering them from the ILA Wales website can be a problem because the wrong leaflets arrive.   One said:

> *The 'pass on the good news' leaflets are really informative but when we go to order them off the website, they keep sending the bog standard leaflets*

201.   Also, because current advertising literature does not contain details of participating learning providers, potential applicants may not realise that places of learning near to them may indeed be part of the new ILA Wales programme:

> *When our target audience look at the ads for ILA Wales they don't realise that we are a registered provider.   They just don't see the connection. Maybe the advertising needs to list local providers. Maybe they should have regional or locals ads to help people.*

202.   Although there are no references to distance learning in the programme publicity material, this learning option is becoming increasingly popular and, more significantly, is also eligible to receive ILA Wales funding.   One provider offering this learning route would like to see more references made to distance learning in the programme's publicity material:

> *There are no references at all to distance learning in any of the publicity material, so I'd like them to start mentioning it because distance learning can be an excellent idea for people in work or unmarried mothers who can't get out of their homes.*

203.   ELWa notes this point but comments that there is a general requirement to keep literature as simple as possible; and that there is a specific reference to distance learning on the ILAW website.

204.   It was also felt that the wording 'don't have any qualifications?' is slightly misleading to those people who *do* have some qualifications:

> *There needs to be more marketing of the scheme.   The leaflets just aren't inspiring people.   Those that are picking up the leaflets think they can't get it*

205.   A provider suggested that the wording 'don't have any qualifications?' is causing a stigma because it is seen as being a 'negative' statement:

> *The wording 'don't have any qualifications?' is creating a stigma, because the ILA Wales scheme isn't just for unemployed people or people with no qualifications. The headline copy 'don't have any*

qualifications?' is particularly misleading to people with qualifications because some of them can still get an ILA.

206. Instead, a provider argued that the headline needs to give people the confidence to feel that they might be able to get an ILA:

They need to promote it so that instead of people reading the copy and saying 'I'm sure I won't be able to have that' they think 'I might be able to get this'. If they think that they can't get the ILA then they won't even pick up the phone!

207. Providers suggest a number of alternative headlines which are more positive in their sentiment: 'Whoever you are, wherever you are, whatever qualifications you've got, or not, give us a call – we might be able to help'; 'If we can't help you, we'll try'; 'In need of gaining extra qualifications?'.

208. ELWa points out that focussed marketing is necessary to attract the eligible groups, and not to give the impression that ILAW is available to everyone. They note that the advertising point is actually 'Don't have any qualifications or maybe just a few' and is supported by the effective strap line 'Learn Yourself a Living' which has been well received.

209. Providers also continue to argue that marketing and application literature sent from learndirect are not easy for individuals with literacy problems to understand. There is simply too much text, one provider said:

Less text, more diagrams

210. ELWa notes, however, that all ILAW literature was reviewed in June 2004 by the Plain English Campaign and was adjusted accordingly.

211. Upon discovering that some applicants to the scheme are failing to read or understand the literature sent out by learndirect, at least one provider now successfully issues flow chart diagrams which outline in pictures rather than words, the application process:

Its difficult for some respondents to comprehend the application process. Consequently, we produce our own flowchart telling them the process and procedures for applying. I think the process really needs spelling out to some people a lot more clearly than at present.

212. It may be noted, however, that although some providers saw the application process as complex, this was *not* frequently the view of individuals in the surveys reported in our previous chapter.

Recruitment into ILA Wales/application process

213. Providers suggest that some applicants are still failing to bring their reference codes and vouchers along to their learning provider at least seven days before their course starts. Thus, one provider believes

the application process ought to be simplified or ILA Wales literature needs to emphasise more explicitly the two-stages of the application process:

The literature or learndirect aren't emphasising that applicants have to bring in their reference codes at least seven days before they start their courses. ELWa need to understand that people are not reading this

214.   Even though learndirect do offer remote help with the application process, some providers believe that many of the target audience would benefit from further one-to-one support, especially through the initial stages of the application process, so that applicants complete things correctly.   One commented:

The language used in all stages of the application process is pitched too high for the majority of the target client group. Consequently we've had to give a lot of one to one support to help people through it all. However, the process is all anonymous and I fear people drop out because they are unsure of what to do.

215.   Indeed, some providers would prefer to assist individuals with the completion of ILA Wales application forms because their support and input would help to reduce errors and delays. One relevant comment was:

The application process is a bit convoluted. I would prefer to have application forms here so we can get it filled in correctly and sent off in time to get approval for them to start.

216.   As above, this perspective – that the application process is difficult – is not supported by evidence from surveys of individuals reported earlier in this document.

217.   Alternatively, a number of other providers suggested that the ILA Wales application process could be made easier for people with literacy problems if an *online* version of the application form was available. A comment was:

Why can't they enrol online with online application forms? Many of the target client group have literacy problems, and online is seen as easier than the paper based option – which is also a bit time-consuming with all the posting and that.

Learner eligibility criteria

218.   At least one provider was still uncertain about many of the new programme's eligibility criteria:

We are still unsure of the eligibility criteria ourselves, we don't one hundred percent know ourselves what is eligible

219.	Indeed, some still find it difficult to identify and evaluate the equivalents of some older and more obscure qualifications. One provider would appreciate clearer guidelines on this matter:

> *The eligibility process is not that clear. Elderly people in their fifties and sixties have qualifications I've never heard of. Perhaps we need some more guidance on those obscure qualifications and diplomas.*

220.	Due to the large volume of enquiries by people with 'A' levels, some providers are unhappy that people who possess qualifications above Level Two are ineligible for ILA Wales funding. This is especially disconcerting because the 'priority group' audience has shown lesser interest in the scheme. One provider explained:

> *We're not happy about the eligibility criteria here because we have had to turn a lot of people away because an A level, which they took several years ago makes them ineligible for an ILA now – which we think is wrong. There should be a cut-off period of several years because the A level they took years ago may not be relevant to their lives now. We've had to turn a lot of people away because of that.*

221.	ELWa, however, remark that they do not believe that statistics on the matter are collected and the comment may be exaggerated. ELWa has had only one written complaint and five telephone calls on this matter since programme inception in July 2003.

222.	A provider suggests that people's previous qualifications are still a significant cause of their ineligibility to receive ILA Wales support, despite their often being irrelevant to their current circumstances or potential careers:

> *I'd like to see ILAs be available to those people in employment that have qualifications over and above Level Two because their qualifications may not be necessarily relevant to what they want to do or are doing now*

223.	One provider also felt the programme's eligibility criteria should be relaxed so that newly employed people could be allowed to use ILAWs for their career development:

> *I think the scheme should be more targeted at twenty to forty year olds who really need the help, rather than sixty year olds looking for a hobby.*

224.	Indeed, several providers believe that the scheme needs to become more of a resource for promoting work related training and development and less of a resource for the elderly to pursue 'leisure' courses. A sample comment was:

> *We're still getting a lot of elderly people using ILA Wales for leisure courses*

60

225.   ELWa, however, comments that, in line with the Welsh Assembly Government's 'Strategy for Older People in Wales', there is no upper age limit imposed on the ILAW Wales programme.   However, the number of individuals registered with ILA Wales who are over 60 years of age is only 5% of the total; the biggest proportion, 44%, are from the 25-39 years age group.   Those aged over 60 years of age account for 7% of approved course bookings.   These bookings relate to 134 different courses and 63% of these are in ICT.   Some examples of other courses that have been approved for this category include GCSE Mathematics, Sign Language, AAT Foundation, Teeline Shorthand and Start Your Own Import and Export Agency.   Generally, therefore, ELWa believes that this view is significantly over-stated.

226.   Also, some providers feel that seventeen year olds should be made eligible for the programme.   Unlike those aged sixteen and eighteen, they are frequently unable to access funding outside of mainstream education.   These providers feel that ILAWs could offer a more pragmatic route back into training and learning for some seventeen year olds, especially those who have left mainstream education because they disliked it so much.   ILAWs can provide them with opportunities to experience different learning environments.   A comment was:

> *There's an allowance for sixteen year olds and eighteen year olds but there's nothing for seventeen year olds. We think ILA Wales could be ideally suited for these, a lot of them have dropped out of school and so they really need the help*

227.   Providers also report that despite the support available to them, many people who are claiming sickness related benefits are still failing to become involved significantly with the scheme because they are concerned that their entitlements might be adversely affected by an ILAW:

> *Without a doubt many unemployed people we speak to are afraid that ILAs will affect their benefits in some way, especially those on sickness benefits – these people protect everything.*

228.   Training providers specialising in the development of haulage driving skills and qualifications have seen ILA Wales applications fall significantly. Previously, individual learners used ILAWs to complete ADR licence courses (carriage of dangerous goods by road driving licence courses) but due to changes in the new programme's eligibility criteria, individual funding has largely ceased. (The new ruling stipulates that ILAWs cannot be used to fund training that is a statutory requirement of an individual's terms of employment). However, providers that are most affected say the ruling is unfair because many individual applicants are often transitory workers and they themselves own the licences, and not their temporary employer:

> *A lot of our learners can't access ILAs to do ADR courses because of something written on page six of the learner provider guide which states that it is 'a statutory requirement of an employer to pay for such courses.   But the actual ADR card itself belongs to the*

individual and not the employer because many of these guys are freelances who go around the country looking for work.

229. Some providers remark that a number of potential learners are missing out on ILA Wales funding because the programme's eligibility criteria do not cover short, 'first step' type courses. Although they are seen as worthwhile because they help to boost people's confidence, these pathways into learning, which precede basic skill level courses, are often not accredited and are therefore ineligible to receive ILA Wales funding:

A lot of the courses that we run are 'first step', prior to basic skills courses and they are often not accredited, because ILAs can only fund accredited courses. Course like French for beginners or beauty therapy or computers for beginners are the first steps for people looking to re train.

230. Childcare is a further area that is ineligible for ILA Wales funding. Although people are allowed to claim financial help for books and fees, women learners especially still cannot use their ILA Wales allowance to pay for things like crèche provision:

Another barrier is childcare, ILAs fund books and fees – why not crèche fees?   They are a major barrier for some women looking to get back into education.

Management Information System/administration

231. For the most part, providers say that the programme's Management Information System is more reliable now because improvements have been made and technical glitches have mostly been rectified:

It's fine now.   There were a few teething problems to begin with but the system is allowing us to print out start certificates now

232. It is also true that several providers are now beginning to feel more confident in the programme's MIS.   In these cases, familiarity seems to have replaced initial confusion and apprehension. However, slight concerns and uncertainties are still felt by those training providers who are still relatively inexperienced in administering applications to the scheme.   One comment was:

We've only had four so there haven't been any problems so far. However we are unsure about start certificates.   We've generated them but we're unsure what to do next.

233. Some providers note that the process whereby course bookings are approved and confirmed has improved enormously.   Indeed, confirmation of these is now possible in less than twenty-four hours, which is greatly appreciated:

Approving the course and booking is often done overnight by ELWA which is excellent, it's a lot quicker than it was

234.   Some providers still lament the cost and time implications of training staff to administer the scheme. Moreover, they feel ELWa ought to contribute financially towards the cost of training staff to operate the scheme. Some providers are in favour of this because of the perceived difficulties and levels of bureaucracy attaching to the ILAW programme:

> *We never really received a lot of support or training to administer and run the scheme and consequently we don't have total confidence in the scheme. They should at least pay us for all the hard work it creates.*

235.   However, since the number of ILA Wales applicants is relatively low, some providers continue to operate paper-based management information systems alongside electronic versions because they are easier to manage:

> *It's easy to manage. All our system is paper-based and any dialogue which we have students is all written down. We haven't really had a huge amount of ILAs, but it's quite clear what we have to do*

236.   Larger providers, using Sage accounting systems to generate invoices and update accounts, also say that they have experienced few problems incorporating the programme's MIS alongside their own:

> *We use Sage to invoice people, and alongside that we have a paper-based filing system for ILA Wales*

237.   However, because of firewalls, some providers cannot link *directly* into the ILA Wales programme's MIS:

> *We can't link into the programme's MIS because we have firewalls preventing it*

238.   Highlighting and selecting details from the programme's MIS still creates extra work, say some providers. Presently the system is still not allowing providers to select, right click and paste items from one area to another:

> *You can't use your right click to highlight a list of people. So if you want to print out this for the finance people or you want to monitor things like who has paid, you can't. Instead I have to type it all out again – it's just a real hassle.*

239.   Also, before start certificates can be edited they have to be downloaded and exported, which again is time consuming:

> *You have to download and export start certificates and invoicing before you can actually do anything with them, they are just static on the page*

240.   Similarly, identifying awarding bodies from the programme's database can be a difficult and time consuming:

> *The MIS doesn't really fit into the college's admin. system. For example, identifying awarding bodies is sometimes very difficult.*

Start certificates

241.   Some providers reported that they do not currently experience problems with start certificates because they have evolved simple systems and procedures to cope.   However, others suggest that start certificates continue to be a 'hassle' to administer.   One view expressed was that, compared to other sources of funding, the new ILA Wales scheme suffers from too much bureaucracy and is subsequently viewed as a less attractive funding stream for both providers and learners:

> *Compared to other funding streams, the levels of bureaucracy with ILA Wales are a nightmare. There's up to thirty pieces of paper involved per person!*

242.   ELWa recognises that the administration process does include a number of checks in order to ensure that the individual is fully informed of what the ILA Wales funding is supporting.   However, given the history of the previous ILA scheme which operated across the UK, it is important that individuals take their share of responsibility for their learning and keeping them informed at each stage of the process contributes to this.   The paperwork involved in the process is as follows:

- Letter and application form issued to learner.

- Letter with voucher informing learner of the outcome of the assessment.

- Learner presents voucher to learning provider to book him/her onto their chosen course.

- Letter issued to learner to confirm details of the course and reminding them of their level of contribution (if any).   Message sent electronically to learning provider to notify them whether or not the course booking is approved.

- Learning provider generates the start certificate (3 copies required, one of which is sent to ILAW Wales).

- Following receipt of the start certificate at ILA Wales, the course booking is authorised and is displayed on the learning provider's statement page on the ILA database.

- Learning provider generates the statement, attaches it to an invoice and sends to ILA Wales for payment.

- Notification of payment sent to learning provider and payment sent to the relevant bank account.

243.   The above process would generate less than 10 pieces of paper related to the individual;   for the learning provider 5 or less pieces of paper

are involved.   Generally, therefore, ELWa suggests that the provider making this comment is over-exaggerating ILAW's complexity.

244.   A number of larger providers say that it would be helpful to them if ILA Wales could acknowledge receipt of the start certificates they forward because return payments for ILAWs are often very difficult to locate amongst other invoices and payments from ELWa:

There's no acknowledgement that once we send the signed start certificate back to ELWa, that we get paid.   There's no dialogue. We have lots of payments coming into our bank accounts so it's hard to trace.

245.   ELWa notes that the start certificate *is* acknowledged, in that these authorisations appear on the learning provider's statement on the ILA Wales database.   The learning provider prints the statement to attach to their invoice and submits to ILA Wales for payment.   However, ELWa will investigate how the remittance statements issued through the ILAW finance team are broken down and will consider how more specific information could be provided.

Contributions

246.   Mostly, collecting learner contributions has become easier as the scheme has unfolded.   Some providers reported that they continued to employ paper-based systems to track some contributions. However, in some instances this does seem to have its disadvantages. Providers say that even though the numbers of ILA Wales applicants are still relatively low, all paper-based information has eventually to be transferred onto computer, which can be a time-consuming process:

People always pay with cheques or cash here so it's not unusual for us to collect contributions.   We have our own enrolment forms where we record their contributions − it's all paper-based first and then we transfer it all onto an Excel spreadsheet for accounts.

247.   ELWa notes that the requirement to collect the learner contribution is part of the terms and conditions of the programme administration.   It was anticipated that the learning provider would have systems in place already to handle payments from learners and that the ILAW contribution would be incorporated into such a system.

248.   Problems collecting contributions have also been minimised because many providers have learned the importance of making the contribution element abundantly clear to the learner from the outset. A sample comment was:

We've not noticed any problems, but that's because we explain the contribution element clearly to them

249.   However, some of those providers running evening courses still find it difficult to track contributions down from learners − but it is largely

manageable because the volume of ILA Wales learners are still relatively low:

> *We run a lot of evening courses and so it's harder to track down contributions*

250. Several providers extract contributions after official start dates because they much prefer to 'get people onto courses first and ask questions later'. Indeed, they are afraid that if they do not make allowances for the client group, they may risk losing them completely – something that most providers are loath to see happen:

> *We have a number of learners who simply cannot afford to pay their contributions so we'll get the money off them at the end of the course, we've made them sign stating to this effect.*

> *We send them an invoice but we require payment by the end of the course*

251. Distance learning providers do not tend to experience any problems monitoring learner contributions because they request payment for courses upfront:

> *We don't have any issues with tracking down contributions because we take payment up front rather than in instalments because we are a distance-learning provider.*

252. ELWa points out, however, that, procedurally, all personal contributions should be paid after the learner has received confirmation from ILA Wales that the course has been approved. The learner should pay their contribution only and the balance payable by ILA Wales is made following receipt of a completed start certificate.

Progression

253. Progression was reported by some providers as occurring for some people who use ILAWs to fund their first steps back into learning. However, the view was also expressed that ILA Wales cannot be used to fund the latter years of some courses and, therefore, in some instances, progression is not taking place:

> *No major problems with progression, but they can't get progression for year two of the plumbing courses. [why?] Because if they claimed an ILA in year one, they're not allowed to claim one for year two. I think the whole scheme is looking at hooking people in learning.*

> *If they want to do level four of counselling they can't use their ILA Wales because its too high a qualification so therefore there's often no progression*

254. Most providers are genuinely impressed by the attitude and response of the team at ILA Wales to their queries about ILAWs. Most respondents describe them as personable and responsive:

> *They respond quickly to any queries we have either by phone or email. They are quite personable, they always answer the phone promptly and I think they do try to be honest with us, which we appreciate.*

255. Indeed, most providers are particularly pleased that their thoughts and concerns about the programme's MIS were taken seriously and acted upon. Certainly, it is now a much easier scheme to operate than before. However, more needs to be done by ILA Wales to coordinate the *promotion* of the scheme.

Interviews with learndirect and provider representatives: key points

256. As we noted in our introduction to this chapter, some caution is necessary in interpreting interviewers' contributions to an evaluation of the ILAW programme. There may be a tendency to exaggerate the negatives and underplay the positives. And the interview process may reveal attitudes to the programme rather than actual 'facts'. However, allowing for these caveats, what the interview process suggests in essence is:

- Some respondents, both from learndirect and providers, are concerned about a variety of aspects of the programme which are *intrinsic to the programme's design*. These include:

    - Its eligibility rules as to the nature of the courses which can be supported and as to the acceptance of learners for registration and support.

    - The allocation of learning accounts via a registration which by-passes Colleges and other providers.

    - The overlap of the programme's client group with clients of other programmes which they regard as administratively more simple.

    - The consequent numbers of ILAW account holders and, hence, their modest contribution to overall provider incomes; and the administrative burden which is seen as relatively high in relation to those incomes.

- Some respondents, reflecting on the modest up-take of ILAW, suggest that the *marketing* of ILAW needs to be extended or refocused as to its nature and content.

- Some respondents continue to report a range of niggles in respect of *programme administration*, though, with familiarity, these have reduced in number and intensity

since the first round of interviews undertaken at the first stage of this evaluation process.

5.   Conclusions

257.   Essentially, the message of this second main round of evaluation is that the ILAW programme has achieved a settled but minority position in the Wales' repertoire of adult learning routes and opportunities.

258.   Thus, the programme has the same strengths as were identified in the first main evaluation report:

- ILAW gets a number of disadvantaged learners into learning at modest cost per learner.

- The processes by which clients are drawn towards ILAW learning (involving learndirect and the application procedure) appear to be successful in that surveyed clients report positively on them.   (Though we have no knowledge of potential learners who are put off by the very first requirement – to ring the learndirect number.)

- When clients don't proceed from enquiry into learning, the basic reasons are to do with client circumstances or change of mind or to do with the availability of courses – not the application processes themselves.

- Where clients do proceed into learning, the courses they undertake are regarded by them as beneficial and good value and drop out rates are low.

259.   In addition, three further gains can be observed in the year:

- Firstly, though providers still report a series of administrative irritations, these seem at a generally lower level than was the case in the first round of consultations and the hostility of some towards ELWa's ILAW administrators seems to have largely dissipated. Many providers remain unconvinced of ILAW's value, either conceptually or as a meaningful revenue source, but the early friction which accompanied these judgements seems much less.

- Secondly, the renewals process prompting lapsed or lapsing accounts back into life has been successful, in that it has encouraged a significant additional volume of learning.

- Thirdly, overall, irrespective of the renewals process, the conversion of new registrations into course bookings has improved very significantly, suggesting that administrative efficiency gains and more positive provider attitudes are bearing significant fruit.

260.   Against these positive features, a number of negative ones remain:

- The programme overall attracts only modest numbers into registration and even smaller ones into learning.   A fundamental 'significance' question hangs over a programme which actually results in learning for only around 3,000-3,500 people per year.   And without the renewals process, the actual number of new registrations would have declined by around 14% year-on-year.

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- Although 'additionality' (as measured by asking learners 'would you have learned anyway?') has improved, 63% of learners still say that they *would* have learned anyway. Taking a fairly simple view of this statistic would suggest that ILAW might actually add only around 1,300 or so learners to Wales' total learner population each year.

261. Some more minor points are that a few ineligible (too highly qualified) individuals continue to be registered and assisted; and some providers continue to be sceptical as to whether they get fair treatment from the learndirect advice and referral process.

262. Various reasons for ILAW's modest take-up are suggested by learndirect and provider representatives. These include....

- Tight eligibility rules which exclude worthwhile candidates who have historic and now largely valueless qualifications at Level 3 and above.

- Tight eligibility rules which exclude various employment-related courses from being taken up

- Reluctance from benefit claimants to risk their claimant status.

- Marketing constraints – insufficient in total volume, and not sufficiently specific to particular institutions and courses at a local or regional level.

- Competition from easier-to-access funding for training from other funding programmes aimed particularly at ILAW's priority groups.

- The in-built constraint in the ILAW programme such that providers are not allowed to capture nervous potential learners with an on-the-spot ILAW allocation (though some learndirect representatives were suspicious, as is the basic ILAW administrative design, that this would open the door to a variety of improprieties which brought down the original ILA programme).

263. In short, a second main evaluation broadly identifies the ILAW programme as stabilising within a fairly constricted niche in the adult learning environment. Its basic 'rules', established by the original ILAW Statutory Instrument, have been revealed as capable of generating only a modest additional volume of adult learners despite efficient administration within those rules.

264. However, some attention to remaining procedural issues (those which can be tackled without breaching the underlying ILAW framework) may bring further reward (such as that noted above whereby the rate of conversion of registrations to course bookings has markedly improved).

265. And some further consideration of marketing approaches (perhaps towards the specific local and regional marketing of specific courses and institutions which some providers favour) may also bring additional growth. (Though, clearly, marketing costs will need to be

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carefully considered in relation to the additional learner volumes which they generate.)

266. Whether, in the longer term, ILAW is capable of developing a *much* more significant contribution to adult learning in Wales without changing the underlying framework is debatable. It seems likely that our third and final evaluation report (in 2006) may need to return to that question.

6. Annexes: survey questionnaire and interview discussion guide

Questionnaire 1 (Sent registration form; not sent back) (enquirers)

Introduction: *Establish contact with named individual.   Then say:* Good evening/morning/afternoon.   My name is ……………   I am an interviewer calling from a research company called BMG Research. We are undertaking a study on behalf of ELWa, the organisation responsible for developing adult skills sponsored by the Welsh Assembly Government. What I am calling about is the Individual Learning Account (Wales) about which you enquired last year.   ELWa is trying to find out how people who enquired now view the Individual Learning Account (Wales), to help them improve the delivery of ILA (Wales) in future?   Could I ask you a few questions about this? *Reassure* voluntary, confidential will only take a few minutes.

RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

ASK ALL:

1.A. Have you heard/aware of ILA (Wales)

Yes	1
No	2 (close)

1. Can you remember enquiring –

Yes	1
No, I'd forgotten about it but remember now	2

ASK ALL:

2. At the time you enquired about the Individual Learning Account (Wales), what were you doing in terms of employment.   Were you *Read out code one only*

Employed full-time (35 hours per week)	1
Employed part-time (less than 35 hours per week)	2
Self-employed	3
Unemployed and claiming benefit	4
Unemployed but not claiming benefit	5
Not working and not looking for work	6
Permanently retired	7
Suffering long-term illness or disability, preventing you from working	8
Part or full-time student	9
Other	10
Don't Know/Refused	11

If employed/self-employed WHERE CODED 1-3 IN Q2 ASK, OTHERS GO TO Q4

3. What were you employed/self-employed as?   *Probe for job description and write in.*

_____

_____

Input 2 digit soc

ASK ALL:

4. Before you enquired about your Individual Learning Account (Wales), how long was it since you had last studied or done any training?   *Prompt; code one only.*

Within the last year	1
1-2 years ago	2
3-4 years ago	3
5+ years ago	4
Not since leaving school	5 GO TO Q9
Don't know	6 GO TO Q9

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5. Where did you study or train on that last occasion? *Prompt; code one only.*

At school	1
At a College of Further Education	2
At University	3
At work	4
At a private training company	5
At home	6
Other *(write in)*	95
Don't know	97

6. Who paid for that study or training? *Prompt; code one only.*

Government or local Education Authority	1
Employer	2
Myself or my family	3
No cost involved	4
Other *(write in)*	95
Don't know	97

7. Did that last episode or period of study or training result in any qualification(s)? *Code one only.*

Yes	1 CONTINUE
No	2 GO TO Q9
Don't know	3 GO TO Q9

8. What type of qualification(s)? *Code all that apply*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

9. Thinking about qualifications more widely, at the point where you enquired about your Individual Learning Account (Wales), did you have any qualifications gained from education or through work or from any other source? *Code one only.*

Yes	1	CONTINUE
No	2	(Go to Q11)
Don't know	3	(Go to Q11)

10. What would you say was your highest qualification? *Probe; code one only.*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

11. Turning to the Individual Learning Account (Wales) more directly, could I ask how you found out about Individual Learning Account (Wales) in the first place? *Read out all; code one only.*

Saw poster	1
Heard radio advertisement	2
Saw television advertisement	3
Picked up a leaflet about it	4
Received a letter from ILA (Wales) e.g. previous Account (Wales) holder	5
Local provider told me about it	6
learndirect	7
A friend/colleague told me about it	8
Other *(write in ....)*	9
Don't know	10

WHERE CODED OPTION 6 AT Q11 ASK, OTHERS GO TO Q13

12. How did the local provider inform you about Individual Learning Account (Wales)?

Prospectus	1
Leaflet	2
Spoke to someone there	3
Other (Specify)	4

ASK ALL
WHERE CODED 4-11 IN Q2 DO NOT ASK OPTIONS 2-4 AT Q13

13. Did you expect or hope that the training funded by the Individual Learning Account (Wales) would do any of the following things? *Read out all; code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1. Help you get a job	1	2	3
2. Help you to perform better the job you held at the time	1	2	3
3. Help you to gain promotion from the job you held at the time	1	2	3
4. Help you to move into a better job of the same type as the job you held at that time	1	2	3
5. Help you to change career	1	2	3
6. Help to give you more confidence	1	2	3
7. Get you out of the house to do something different or interesting	1	2	3
8. Help you to pursue an interest which was not related to employment	1	2	3
9. Get a qualification	1	2	3
10. Family learning e.g. to help/ keep up with kids	1	2	3
11. Help you go onto further learning	1	2	3
12. Give you some other benefit. What? *(Write in)*	1	2	3
None of these – didn't really have any clear idea of what I expected	1	2	3

ASK ALL:

14. Did you have a clear idea of what *subject* you wanted to study or train in before you made contact with the ILA (Wales) administration? *Code one only*
.

Yes	1	(Go to Q15)
No	2	(Go to Q16)
Don't know	3	(Go to Q16)

15. What subject was that?   Write in (e.g. electronics, IT, French, etc.)

_____

2 digit superclass code

ASK ALL:

16. When you spoke on the telephone to enquire about Individual Learning Account (Wales), how helpful was the advisor who you spoke to?   *Prompt; code one only.*

Very helpful	1
Reasonably helpful	2
Not very helpful	3
Very unhelpful	4
Don't know	5

ASK ALL:

17. Did he or she suggest specific courses that may be suitable and for example where they were available, or was the information you were given more general? *Code one only*

Specific course information	1
More general Information	2
Don't know	3

ASK ALL:

18. Were you offered careers advice or a careers interview?

Yes – helped me to clarify	1
No – already knew these things	2
Don't know	3

ASK ALL:

19. How clearly did he or she explain the procedure for getting an Individual Learning Account (Wales)? *Prompt; code one only.*

Very clearly	1
Reasonably clearly	2
Not very clearly	3
Not at all clearly	4

ASK ALL:

20. Before you called, did you understand the financial support which you might be eligible for? *Code one only.*

Yes	1
No	2
Don't know	3

21. Did the advisor help to confirm or clarify this? *Code one only.*

Yes   1

No   2

Don't know   3

    If yes at Q20, Others go to Q23

22. Before you enquired about an ILAW did you think the financial contribution that you understood you were eligible for would be enough for your planned learning activity?

Plenty   1

About right   2

Not enough   3

Don't Know   4

    ASK ALL:
23. Subsequently, how promptly did you receive an Individual Learning Account (Wales) application form? *Prompt; code one only.*

Promptly – within a few days   1

Reasonably – came within a week or two   2

Slow – was waiting quite a while   3

Never got an application form   4

Don't know   5

    ASK ALL:
24. Since then we have no record of your returning the application form. Did you return it? *Code one only; prompt 'yes' with are you certain about that?*

Yes   1   (Go to Q30)

No   2   CONTINUE

IF CODED 1 – INTERVIEWER – Assure respondent that we will ask ELWa will look into this for you, to see what has happened to their application
25. Would you mind telling me why not? *Write in.*

_____

_____

_____

26. Could just check, were any of the following involved in your decision not to return it? *Read out; Code all mentioned.*

Decided I wasn't eligible	1
Form too complicated	2
Questions too personal	3
Procedure generally was too complicated	4
Couldn't find course I wanted	5
Not enough money in programme	6
Found out I had to contribute myself	7
Had been put off by original telephone call	8
Just changed my mind	9
Ill health	10
Got better funding assistance elsewhere	11
Lost it	12
Forgot about it	13
Couldn't be bothered	14
Too busy at work	15
Changed circumstances	16
Too busy at home/domestic circumstances	17
Not got round to it yet but will or may return it	18
Other *(write in)*	19
Don't know	20

WHERE CODED OPTION 18 AT Q26 ASK Q27-Q29 OTHERS GO TO Q30

27. What has been the reason for the delay? *Code one only.*

Work pressures	1
Domestic circumstances	2
Change in my circumstances	3
Too busy	4
Forgot about it	5
Can't find course I want	6
Other *(write in)*	7

28. How definite is it that you will return it? *Code one only.*

Definitely won't	1	(Go to Q30)
Probably won't	2	(Go to Q30)
Might/Don't know	3	CONTINUE
Probably will	4	CONTINUE
Definitely will	5	CONTINUE

29. When do you expect to return it (if you do)? *Prompt; code one only.*

Within one month	1
Within 1-3 months	2
Within 4-6 months	3
Longer than 6 months	4
Don't know	5

ASK ALL:

30. Have you gone on to do the training which you thought the Individual Learning Account (Wales) might help you with? *Code one only.*

Yes	1	CONTINUE
No	2	(Go to Q36)

31. Did you get any other financial help with this training? *Code one only.*

Yes	1	CONTINUE
No – It was free	2	(Go to Q33)
No	3	(Go to Q33)

32. Where did you get this other financial help? *Write in.*

_____

_____

_____

33. What was the training you did? *Write in subject and level.*

_____

_____

_____

_____

34. Where did you do/are doing it? *Code one only.*

35. How successful was/is the training? ON A SCALE OF 1 TO 5 WHERE 1 IS VERY UNSUCCESSFUL AND 5 IS VERY SUCCESSFUL*.

Very unsuccessful	1
Not successful	2
Ok	3
Quite successful	4
Very successful	5
Don't Know/Too early to say	6

ASK ALL:

36. Would you be interested now in reactivating your interest in Individual Learning Account (Wales)?

Yes – Definitely	1
Possibly	2
Probably not	3
Definitely not	4
Don't know	5

ASK ALL:

37. Finally, could I ask you a few personal questions which will be used just to classify survey responses?   Firstly, could you put your age into one of these groups? *Read out; code one only.*

16-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

ASK ALL:

*38.*And would you mind putting yourself into one of the following broad ethnic groups? *Read out code one only.*

White	1
Black Caribbean	2
Black African	3
Chinese	4
Indian, Pakistani or Bangladeshi	5
Of mixed ethnic background	6
Other	7
Refused	8

ASK ALL:

39. What do you consider your national identity to be? Read out and code all that apply

Welsh	1
English	2
Scottish	3
Irish	4
British	5
Other, How would you describe your national identity?	6

ASK ALL:

40. Interviewer code gender

Male	1
Female	2

ASK ALL:

41. ELWa may wish to undertake research in this area, again in the future. Would you be willing to assist us in further research?

Yes	1
No	2

As I mentioned at the beginning of the survey, this research has been conducted on behalf of ELWa. If you have any queries I have the name and contact number of someone at ELWa to contact. Would you like to take a note of this:- Julie Owen, Tel. 01443 663 892.

Thank and close

Questionnaire 2 (Registered; not trained)

Introduction: *Establish contact with named individual. Then say:* Good evening/morning/afternoon. My name is ……………… I am an interviewer calling from a research company called BMG Research. We are undertaking a study on behalf of ELWa, the organisation responsible for developing adult skills sponsored by the Welsh Assembly Government. What I am calling about is the Individual Learning Account (Wales) which you registered for earlier this year. ELWa is trying to find out how people who have registered but not yet trained are currently thinking about the programme. The information from the survey will be used by ELWa to try and improve the programmes they offer. Could I ask you a few questions about this? *Reassure:* voluntary confidential; will only take a few minutes.

RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

ASK ALL:

1.A Have you heard/aware of ILA (Wales)

Yes	1
No	2 (Close)

1. Are you still aware that you have registered for an ILA (Wales)?

Yes	1
No, I'd forgotten about it but remember now	2

ASK ALL:

2. At the time you applied for the Individual Learning Account (Wales), what were you doing in terms of employment. Were you…… *(Read out and code one only)*

Employed full-time (35 hours per week)	1
Employed part-time (less than 35 hours per week)	2
Self-employed	3
Unemployed and claiming benefit	4
Unemployed but not claiming benefit	5
Not working and not looking for work	6
Permanently retired	7
Suffering long-term illness or disability, preventing you from working	8
Part or full-time student	9
Other	10
Don't know/refused	11

If employed/self-employed CODES 1 – 3 AT Q2 ASK, OTHER GO TO Q4

3. What were you employed/self-employed as? *Probe for job description and write in.*

_____

_____

_____

Soc 2000 2 digit

ASK ALL:

4. Before you applied for your Individual Learning Account (Wales), how long was it since you had last studied or done any training? *Prompt; code one only.*

Within the last year	1
1-2 years ago	2
3-4 years ago	3
5+ years ago	4
Not since leaving school	5 GO TO Q9
Don't know	6 GO TO Q9

WHERE CODED 1-4 AT Q4 ASK
5. Where did you study or train on that last occasion?   *Prompt;   code one only.*

At school	1
At a College of Further Education	2
At University	3
At work	4
At a private training company	5
At home	6
Other *(write in ……………………..……..)*	95
Don't know	97

6. Who paid for that study or training?   *Prompt;   code one only.*

Government or local Education Authority	1
Employer	2
Myself or my family	3
No cost involved	4
Other *(write in ………………………………..)*	5

7. Did that last episode or period of study or training result in any qualification(s)?   *Code one only.*

Yes	1 (Go to Q8)
No	2 (Go to Q9)
Don't know	3 (Go to Q9)

8. What type of qualification(s)?   *Code all that apply*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

9. Thinking about qualifications more widely, at the point where you applied for your Individual Learning Account (Wales), did you have any qualifications gained from education or through work or from any other source?   *Code one only.*

Yes	1	(Go to Q10)
No	2	(Go to Q11)
Don't know	3	(Go to Q11)

10. What would you say was your highest qualification?   *Probe; code one only.*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

11. Turning to the Individual Learning Account (Wales) more directly, could I ask how you found out about Individual Learning Account (Wales) in the first place?   *Read out all and code one only.*

Saw poster	1
Heard radio advertisement	2
Saw television advertisement	3
Picked up a leaflet about it	4
Received a letter from ILA (Wales) e.g. previous account holder	5
Local provider told me about it	6
learndirect	7
A friend/colleague told me about it	8
Other *(write in ……………………….)*	9
Don't know	10

WHERE CODE OPTION 6 IN Q11 ASK OTHERS GO TO Q13.

12. How did the local provider inform you about Individual Learning Account (Wales)s?

Prospectus	1
Leaflet	2
Spoke to someone there	3
Other (Specify)	4

ASK ALL:

13. What attracted you to the idea of getting an Individual Learning Account (Wales)? *Read out all AND code main one only.*

I'd been thinking about training or studying and this seemed a good way of starting	1
I hadn't been thinking about training or studying but when I saw the advertisement this prompted the idea	2
Someone said I could get financial help with a course I was interested in	3
Just that I could get financial help and thought I might as well go for it	4
I was told by a local provider	5
I went to sign up for a course and was told to apply to help with course fees	6
Or something else (*write in)*	7

WHERE CODE 1 AT Q13 ASK, OTHERS GO Q15

14. You mentioned that you had been thinking about training or studying, how long had you been thinking about this before you registered for your Individual Learning Account (Wales)*.*

One month or less	1
2 –3 months	2
4-6 months	3
7-12 months	4
More than 12 months	5
Don't Know	6

ASK ALL:
WHERE CODED CODES 4-11 AT Q2 DO NOT ASK OPTIONS 2-4 AT Q15

15. Did you expect or hope that the training funded by the Individual Learning Account (Wales) would do any of the following things? *Read out all code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1.Help you get a job	1	2	3
2.Help you to perform better the job you held at the time	1	2	3
3.Help you to gain promotion from the job you held at the time	1	2	3
4.Help you to move into a better job of the same type as the job you held at that time	1	2	3
5.Help you to change career	1	2	3
6.Help to give you more confidence	1	2	3
7.Get you out of the house to do something different or interesting	1	2	3
8.Help you to pursue an interest which was not related to employment	1	2	3
9. Get a qualification	1	2	3
10. Family learning e.g. to help/ keep up with kids	1	2	3
11. Help you go onto further learning	1	2	3
12.Give you some other benefit. What? *(Write in)*	1	2	3
None of these – didn't really have any clear idea of what I expected	1	2	3

ASK ALL:
16. Did you have a clear idea of what *subject* you wanted to study or train in before you made contact with the ILA (Wales) administration? *Code one only*

Yes	1	(Go to Q17)
No	2	(Go to Q18)
Don't know	3	(Go to Q18)

17. What subject was that? Write in (e.g. electronics, IT, French, etc.)

_____

Input 2 digit superclass code
_____

ASK ALL:

18. To establish your Individual Learning Account (Wales), did you call the Learndirect telephone line (0800 100 900)?   *Code one only.*

Yes	1	(Go to Q20)
No	2	(Go to Q19)
Don't know	3	(Go to Q19)

19. How *did* you establish your Individual Learning Account (Wales) then?   *Code one only.*

Local Provider set it up for me	1
A member of family or friend set it up for me	2
Other *(write in)*	3
Don't know	4

NOW GO TO Q28

20. How helpful was the advisor that you spoke to? ON A SCALE OF 1 TO 4 WHERE 1 IS VERY UNHELPFUL AND 4 IS VERY HELPFUL

Very unhelpful	1
Not very helpful	2
Reasonably helpful	3
Very helpful	4
Don't know	5

21. Did he or she suggest specific courses that may be suitable and for example where they were available, or was the information you were given more general? *Code one only*

Specific course information	1
More general Information	2
Don't know	3

22. Were you offered careers advice or a careers interview?

Yes	1
No	2
Don't know	3

23. How clearly did he or she explain the procedure for getting an Individual Learning Account (Wales)? *Prompt code one only.*

Very clearly	1
Reasonably clearly	2
Not very clearly	3
Not at all clearly	4
Can't recall	5

24. Before you called, did you understand the financial support which you might be eligible for? *Code one only.*

Yes	1
No	2
Don't know	3

25. Did the advisor help to confirm or clarify this? *Code one only.*

Yes	1
No	2
Don't know	3

If yes at Q24. Others go to Q27

26. Before you enquired about an ILAW did you think the financial contribution that you understood you were eligible for would be enough for your planned learning activity?

Plenty	1
About right	2
Not enough	3
Don't Know	4

27. Subsequently, how promptly did you receive an Individual Learning Account (Wales) application form? *Prompt; code one only.*

Promptly – within a few days	1
Reasonably – came within a week or two	2
Slow – was waiting quite a while	3
Never got an application form	4
Don't know	5

ASK ALL
28. How easy or difficult did you find it to complete the application form? *Prompt; code one only.*

Easy – no problems	1
Bit confusing but managed it	2
Difficult	3
Don't know	4

ASK ALL:
29. Did you ask for any help with completing your application form?

Yes	1
No – I didn't need any help	2
No – didn't know I could ask for help	3
Don't know	4

ASK ALL:
30. After you submitted it, how promptly did you receive a reply? *Prompt; code one only.*

Promptly – within a few days	1
Reasonably – came within a week or two	2
Slow – was waiting quite a while	3
Don't know	4

ASK ALL:
31. Did that reply accept your application first time round or did you have to reapply? *Code one only.*

Accepted first time round	1
Had to reapply	2
Don't know	3

ASK ALL:

32. Since registering for an Individual Learning Account (Wales), you haven't actually trained as yet using the Individual Learning Account (Wales). Would you mind telling me why not? Is it because... *Read out; Code all mentioned.*

Procedure too complicated	1
Decided there's not enough money in programme	2
Put off by having to contribute money myself	3
Just changed my mind	4
Too busy at work	5
Circumstances changed	6
Too busy at home/domestic circumstances	7
Couldn't be bothered	8
Ill health	9
Got better funding elsewhere	10
Provider did not book me on a course	11
Can't afford additional money	12
Couldn't find course I wanted	13
Waiting for particular course to start	14
Just about to start	15
Other *(write in)*	16
Don't know	17

WHERE CODED CODES 14-15 IN Q32 ASK, OTHERS GO TO Q35

33. What course are you waiting for/about to start? *Probe for subject and level and write in.*

_____

_____

34. Where do you expect to do this course? *Write in e.g. Name of college/private training provider.*

_____

_____

_____

ASK ALL

35. How likely is it that you will use your Individual Learning Account (Wales) to assist with training? *Prompt; code one only.*

Certain to	1
Likely to	2
Might/Don't know	3
Possibly won't	4
Definitely won't	5

WHERE CODES 1-3 IN Q35 ASK, OTHERS GO TO Q37

36. When do you expect to train (if you do)? *Prompt; code one only.*

Within one month	1
Within 1-3 months	2
Within 4-6 months	3
Longer than 6 months	4
Don't know	5

NOW GO TO Q43

37. Have you gone on to do the training which you thought the Individual Learning Account (Wales) might help you with? *Code one only.*

Yes	1 (Go to Q38)
No	2 (Go to Q43)

38. Did you get any other financial help with this training? *Code one only.*

Yes	1 (Go to Q39)
No – It was free	2 (Go to Q40)
No	3 (Go to Q39)

39. Where did you get this other financial help? *Write in verbatim.*

_____

_____

_____

40. What was the training you did? *Write in subject and level.*

_____

_____

_____

_____

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41. Where did you do/are doing it? *Code one only.*

_____

_____

42. How successful was/is the training? ON A SCALE OF 1 TO 5 WHERE 1 IS VERY UNSUCCESFUL AND 5 IS VERY SUCCESSFUL

Very unsuccessful	1
Not successful	2
Ok	3
Quite successful	4
Very successful	5
Don't know	6

ASK ALL:

43. Finally, could I ask you a few personal questions which will be used just to classify survey responses?   Firstly, could you put your age into one of these groups? *Read out; code one only.*

16-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

ASK ALL:

44. And would you mind putting yourself into one of the following broad ethnic groups? *Read out; code one only.*

White	1
Black Caribbean	2
Black African	3
Chinese	4
Indian, Pakistani or Bangladeshi	5
Of mixed ethnic background	6
Other	7
Refused	8

ASK ALL:
45. What do you consider your national identity to be? Read out and code all that apply

Welsh	1
English	2
Scottish	3
Irish	4
British	5
Other, How would you describe your national identity?	6

ASK ALL:
46. Interviewer code sex

Male	1
Female	2

ASK ALL:
47. ELWa may wish to undertake research in this area, again in the future. Would you be willing to assist us in further research?

Yes	1
No	2

As I mentioned at the beginning of the survey, this research has been conducted on behalf of ELWa. If you have any queries I have the name and contact number of someone at ELWa to contact. Would you like to take a note of this:- Julie Owen, Tel. 01443 663 892.

Thank and close

Questionnaire 3 (Learners)

Introduction: *Establish contact with named account holder.   Then say:* Good evening/morning/afternoon.   My name is ……………   I am an interviewer calling from a research company called BMG Research.   We are undertaking a study on behalf of ELWa, the organisation responsible for developing adult skills sponsored by the Welsh Assembly Government.   What I am calling about is the Individual Learning Account (Wales), which you applied for earlier this year (with the last 9 months).   ELWa is trying to find out how useful Individual Learning Account (Wales) have been, so that they can improve delivery of ILA (WALES)'s in the future.   Could I ask you a few questions about this?   *Reassure:*   voluntary, confidential; will only take a few minutes.

RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

   ASK ALL:
1.A Have you heard/aware of ILA (Wales)

Yes	1
No	2

1. Firstly, at the time you applied for the Individual Learning Account (Wales), what were you doing in terms of employment. Were you...... *(Read out code one only)*

Employed full-time (35 hours per week)	1
Employed part-time	2
Self-employed	3
Unemployed and claiming benefit	4
Unemployed but not claiming benefit	5
Not working and not looking for work	6
Permanently retired	7
Suffering long-term illness or disability, preventing you from working	8
Part or full-time student	9
Other	10
Don't Know/Refused	11

    If employed/self-employed CODES 1-3 AT Q1 ASK, OTHERS GO TO Q3

2. What were you employed/self-employed as? *Probe for job description and write in.*

    _____

    _____

    _____

    SOC 2000 2 DIGIT

    ASK ALL:

3. Before you applied for your Individual Learning Account (Wales) for the (mention course title) which you recently booked in (enter date booked course) , had you previously used an ILAW for learning? *Prompt; code one only.*

Previously had an ILAW but didn't use it for learning/booking a course	1
Previously had an ILAW and did use it for learning/booking a course	2
Have not previously had an ILAW	3
Don't know	4

ASK ALL:

4. Before you applied for your (first) (i.e. if codes 1 or2 at Q3) Individual Learning Account (Wales), how long was it since you had last studied or did any training? *Prompt; code one only.*

Within the last year	1
1-2 years ago	2
3-4 years ago	3
5+ years ago	4
Not since leaving school	5 GO TO Q9
Don't know	6 GO TO Q9

WHERE CODED 1-4 AT Q4 ASK, OTHERS GO TO Q9

5. Where did you study or train on that last occasion? *Prompt code one only.*

At school	1
At a College of Further Education	2
At University	3
At work	4
At a private training company	5
At home (this would include distance learning)	6
Other *(write in ……………………….………)*	95
Don't know	97

6. Who paid for that study or training? *Prompt; code one only.*

Government or local Education Authority	1
Employer	2
Myself or my family	3
No cost involved	4
Other *(write in)*	95
Don't know	97

7. Did that last episode or period of study or training result in any qualification(s)? *Code one only.*

Yes	1 (Go to Q8)
No	2 (Go to Q9)
Don't know	3 (Go to Q9)

8. What type of qualification(s)?   *Code all that apply*

    A postgraduate degree or doctorate, NVQ level 5 or equivalent   1

    A degree or higher degree, HND, HNC, NVQ level 4 or equivalent   2

     A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent   3

    GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or 4
    equivalent

    GCSE's below C grade, GNVQ Foundation, NVQ level 1   5

    Other (Specify)   6

    ASK ALL:
9. Thinking about qualifications more widely, at the point where you applied for
    your Individual Learning Account (Wales), did you have any qualifications
    gained from education or through work or from any other source?   *Code one
    only.*

    Yes   1   (Go to Q10)

    No   2   (Go to Q11)

    Don't know   3   (Go to Q11)

10. What would you say was your highest qualification at that time?   *Probe;
    code one only.*

    A postgraduate degree or doctorate, NVQ level 5 or equivalent   1

    A degree or higher degree, HND, HNC, NVQ level 4 or equivalent   2

     A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent   3

    GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or 4
    equivalent

    GCSE's below C grade, GNVQ Foundation, NVQ level 1   5

    Other (Specify)   6

ASK ALL:

11. Turning to the Individual Learning Account (Wales) more directly, could I ask how you found out about Individual Learning Account (Wales) in the first place? *Read out all; code one only.*

Saw poster	1
Heard radio advertisement	2
Saw television advertisement	3
Picked up a leaflet about it	4
Received a letter from ILA (Wales) e.g. previous account holder	5
Local provider told me about it	6
learndirect	7
A friend/colleague told me about it	8
Other *(write in ……………………………..)*	9
Don't know	10

WHERE CODED OPTION 6 AT Q11 ASK, OTHERS GO TO Q13

12. How did the local provider inform you about Individual Learning Account (Wales)?

Prospectus	1
Leaflet	2
Spoke to someone there	3
Other (Specify)	4

ASK ALL

13. Which if any of the following statements apply to you, in terms of attracting you to the idea of getting an Individual Learning Account (Wales)? *Read out all and code one only.*

I'd been thinking about training or studying and this seemed a good way of starting	1
I hadn't been thinking about training or studying but when I saw the advertisement this prompted the idea	2
Someone said I could get financial help with a course I was interested in	3
Just that I could get financial help and thought I might as well go for it	4
I was told by a local provider	5
I went to sign up for a course and was told to apply to help with course fees	6
Or something else *(write in)*	7

IF CODE 1 AT Q13 ASK:, OTHERS GO TO Q15

14. You mentioned that you had been thinking about training or studying, how long had you been thinking about this before you registered for your Individual Learning Account (Wales)*.*

In the last year	1
2 –3 years	2
4-5 years	3
5+ years	4
Don't Know	5

ASK ALL
WHERE CODED 4-11 AT Q1 DO NOT ASK OPTION 2-4 IN Q15

15. Did you expect or hope that the training funded by the Individual Learning Account (Wales) would do any of the following things? *Read out all; code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1.Help you get a job	1	2	3
2.Help you to perform better the job you held at the time	1	2	3
3.Help you to gain promotion from the job you held at the time	1	2	3
4.Help you to move into a better job of the same type as the job you held at that time	1	2	3
5.Help you to change career	1	2	3
6.Help to give you more confidence	1	2	3
7.Get you out of the house to do something different or interesting	1	2	3
8.Help you to pursue an interest which was not related to employment	1	2	3
9. Get a qualification	1	2	3
10. Family learning e.g. to help/ keep up with kids	1	2	3
11. Help you go onto further learning	1	2	3
12.Give you some other benefit. What?	1	2	3
Write in ....)			
None of these – didn't really have any clear idea of what I expected	1	2	3

ASK ALL:
16. Did you have a clear idea of what *subject* you wanted to study or train in before you made contact with the ILA (WALES) administration? *Code one only   .*

Yes	1	(Go to Q17)
No	2	(Go to Q18)
Don't know	3	(Go to Q18)

17. What subject was that?   Write in (e.g. electronics, IT, French, etc.)

_____

Input 2 digit superclass

_____

ASK ALL:

18. To establish your Individual Learning Account (Wales), did you call the Learndirect telephone line (0800 100 900)?   *Code one only.*

Yes	1	(Go to Q20)
No	2	(Go to Q19)
Don't know	3	(Go to Q19)

19. How *did* you establish your Individual Learning Account (Wales) then?   *Code one only.*

Local provider set it up for me	1
A member of family or friend set it up for me	2
Other *(write in)*	3
Don't know	4

NOW GO TO Q28

20. How helpful was the advisor that you spoke to?   ON A SCALE OF 1 TO 4 WHERE 1 IS VERY UNHELPFUL AND 4 IS VERY HELPFUL.

Very unhelpful	1
Not very helpful	2
Reasonably helpful	3
Very helpful	4
Don't know	5

21. Did he or she suggest specific courses that may be suitable and for example where they were available, or was the information you were given more general?   *Code one only*

Specific course information	1
More general Information	2
Don't know	3

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22. Were you offered careers advice or a careers interview?

Yes	1
No	2
Don't know	3

23. How clearly did he or she explain the procedure for getting an Individual Learning Account (Wales)? *Prompt; code one only.*

Very clearly	1
Reasonably clearly	2
Not very clearly	3
Not at all clearly	4

24. Before you called, did you understand the financial support which you might be eligible for? *Code one only.*

Yes	1
No	2
Don't know	3

25. Did the advisor help to confirm or clarify this? *Code one only.*

Yes	1
No	2
Don't know	3

If yes at Q24, Others go to Q27

26. Before you enquired about an ILAW did you think the financial contribution that you understood you were eligible for would be enough for your planned learning activity?

Plenty	1
About right	2
Not enough	3
Don't Know	4

27. Subsequently, how promptly did you receive an Individual Learning Account (Wales) application form? *Prompt; code one only.*

Promptly – within a few days	1
Reasonably – came within a week or two	2
Slow – was waiting quite a while	3
Never got an application form	4
Don't know	5

ASK ALL

28. How easy or difficult did you find it to complete the application form? *Prompt; code one only.*

Easy – no problems	1
Bit confusing but managed it	2
Difficult	3
Don't know	4

ASK ALL:

29. Did you ask for any help with completing your application form?

Yes	1
No – I didn't need any help	2
No – didn't know I could ask for help	3
Don't know	4

ASK ALL:

30. After you submitted it, how promptly did you receive a reply? *Prompt; code one only.*

Promptly – within a few days	1
Reasonably – came within a week or two	2
Slow – was waiting quite a while	3
Don't know	4

ASK ALL:

31. Did you take your ILA (WALES) references with you to the college or training provider to prove that you were eligible?

Yes	1
No	2
Don't know	3

ASK ALL:

32. When you went to the College or training provider for your course, did they seem clear as to how to handle the Individual Learning Account (Wales) procedure? *Prompt; code one only.*

Yes – no problems, all clear	1
They seemed a bit confused but it worked OK	2
Very confused – not at all clear	3
Don't know	4

ASK ALL:

33. Did the course you undertook/are undertaking require you to make a personal financial contribution? *Code one only.*

Yes	1	(Go to Q34)
No	2	(Go to Q37)

34. Was this because you were not eligible for 100% of cost of the course or because the course was more expensive than the Individual Learning Account (Wales) limit, or both? *Code one only.*

Not eligible for 100%	1
Course more expensive than limit	2
Both of these	3
Don't know – didn't really understand the figures	4

35. How much did you personally have to contribute? *Write in amount or code 'don't know/refused'.*

£ _____

or

Don't know/refused   9997

36. Did you think the course was/is good value for money? *Prompt; code one only*

Yes – very good value	1
Reasonably good value	2
Not very good value	3
Very poor value	4
Don't know/don't know yet	5

ASK ALL

*37.*What was the subject of the course you undertook/are undertaking?   *Write in.*

_____

Input 2 digit superclass

_____

ASK ALL:

38. Was it/is it intended to lead to any certificate or qualification?   *Code one only.*

Yes	1	(Go to Q39)
No	2	(Go to Q40)

39. What certificate or qualification?   *Write in.*

_____

_____

ASK ALL:

40. Did you complete the course?   *Code one only.*

Yes	1	(Go to Q42)
No	2	(Go to Q41)
Still doing it	3	(Go to Q42)

41. Why did you not complete?   *Read out all and code all mentioned.*

Found it was wrong course – not what I had wanted	1
It was boring	2
It was too difficult	3
Didn't like the way it was taught	4
Didn't like the College or training provider	5
Found it too difficult to find the time	6
Travelling proved too difficult	7
Personal or domestic circumstances intervened	8
Ill-health	9
Other *(write in …………………………………………. …………………………………………………)*	10
Don't know	11

ASK ALL:

42. How satisfactory was/is the course in meeting your hopes or expectations? ON A SCALE OF 1 TO 5 WHERE 1 IS TOTALLY UNSATISFACTORY AND 4 IS TOTALLY SATISFACTORY.

Totally unsatisfactory	1
Not very satisfactory	2
Quite satisfactory	3
Totally satisfactory	4
Don't know	5

If qualification intended (code 1 at Q38) and completed (code 1 at Q40), OTHERS GO TO Q44

43. Did you receive the certificate or qualification at the end?   *Code one only.*

Yes	1
No	2

ASK ALL

44. To what extent do you agree or disagree with the statement "Having or using my ILA (Wales) has made me more interested in learning?", using a scale from 1 to 5 where 1 is disagree strongly and 5 means agree strongly.

Disagree strongly	1
Disagree Slightly	2
Neither Agree nor Disagree	3
Agree slightly	4
Agree strongly	5
Don't know	6

ASK ALL:
45. How, if at all, has your course helped you?
    Don't Prompt: Code all mentioned in Column A

	Col. A	Col. B
Enjoyed it	1	1
Good socially and to meet people	2	2
Made me more confident	3	3
Made me more optimistic about getting a job	4	4
Helped me to get a job	5	5
Helped me to perform my job better	6	6
Helped me to gain promotion	7	7
Helped me to get new/ better job	8	8
Has helped or will help me to study or train at a higher level	9	9
Improved knowledge/ skills	10	10
Gained qualification	11	11
Increased job satisfaction	12	12
Anything else *(write in)*	13	13
No help	14	-
Don't know	15	15

46. Could I just check, has it had any of these effects?   Read out list in Q43; code all mentioned in Column B above.

    ASK ALL:
47. Since your course, have you changed your employment circumstances, or your job, in any way?   *Code one only.*

    Yes   1   (Go to Q48)

    No   2   (Go to Q50)

    If 'yes'
48. What has changed?   *Probe: Code all mentioned.*

    Got a job   1
    Got promoted/pay rise   2
    Got a different (same level) job with same employer   3
    Changed employer but same job   4
    Got a different job with different employer   5
    Became unemployed   6
    Moved from part-time to full-time   7
    Moved from full-time to part-time   8
    Gone into self-employment   9
    Left self-employment to go and work for someone else   10
    Something else *(write in)*   11

49. Did the Individual Learning Account (Wales) course which you undertook/are undertaking have any part to play in that change? *Prompt; code one only.*

Yes – wholly because of ILA (WALES)	1
Had quite a large part to play	2
Only a small part of the change	3
No – wholly unrelated	4
Don't know	5

ASK ALL:
50. Generally, if your Individual Learning Account (Wales) hadn't been available, would you have undertaken that particular episode of training/ study anyway? *Prompt; code one only.*

Yes – definitely	1
Yes – probably	2
Possibly but not likely	3
Definitely not	4
Don't know	5

ASK ALL:
51. Finally, could I ask you a few personal questions which will be used just to classify survey responses? Firstly, could you put your age into one of these groups? *Read out; code one only.*

16-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

ASK ALL:

52. And would you mind putting yourself into one of the following broad ethnic groups? *Read out; code one only.*

White	1
Black Caribbean	2
Black African	3
Chinese	4
Indian, Pakistani or Bangladeshi	5
Of mixed ethnic background	6
Other	7
Refused	8

ASK ALL:

53. What do you consider your national identity to be? Read out and code all that apply

Welsh	1
English	2
Scottish	3
Irish	4
British	5
Other, How would you describe your national identity?	6

ASK ALL:

54. Interviewer code gender

Male	1
Female	2

ASK ALL:

55. ELWa may wish to undertake research in this area, again in the future. Would you be willing to assist us in further research?

Yes	1
No	2

As I mentioned at the beginning of the survey, this research has been conducted on behalf of ELWa. If you have any queries I have the name and contact number of someone at ELWa to contact. Would you like to take a note of this:- Julie Owen, Tel. 01443 663 892.

Thank and close

Questionnaire 4 (Renewal; not renewed)

Introduction: *Establish contact with named individual.   Then say:* Good evening/morning/afternoon.   My name is ……………   I am an interviewer calling from a research company called BMG Research.   We are undertaking a study on behalf of ELWa, the organisation responsible for developing adult skills sponsored by the Welsh Assembly Government. I am calling about the Individual Learning Account (Wales) which you registered for last year and the recent letter you should have received asking you whether you would like to continue with you ILA Wales. The information from the survey will be used by ELWa to try and improve the programmes they offer.   Could I ask you a few questions about this? *Reassure:* voluntary confidential; will only take a few minutes.

RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

ASK ALL:
1. Have you heard of ILA (Wales) / an Individual Learning Account?

    Yes   1

    No   **2 Close**

2. Do you remember registering for an ILA Wales about a year ago?

    Yes   1

    No   2 Close

ASK ALL:
3. At the time you applied for the Individual Learning Account (Wales) last year, what were you doing in terms of employment. Were you…… *(Read out and code one only)*

Employed full-time (35 hours per week)	1
Employed part-time (less than 35 hours per week)	2
Self-employed	3
Unemployed and claiming benefit	4
Unemployed but not claiming benefit	5
Not working and not looking for work	6
Permanently retired	7
Suffering long-term illness or disability, preventing you from working	8
Part or full-time student	9
Other	10
Don't know/refused	11

If employed/self-employed CODES 1 – 3 AT Q3 ASK, OTHER GO TO Q5
4. What were you employed/self-employed as? *Probe for job description and write in.*

_____

_____

_____

Soc 2000 2 digit

ASK ALL:
5. Before you applied for your Individual Learning Account (Wales) last year, how long was it since you had last studied or done any training? *Prompt; code one only.*

Within the last year	1
1-2 years ago	2
3-4 years ago	3
5+ years ago	4
Not since leaving school	5 GO TO Q10
Don't know	6 GO TO Q10

WHERE CODED 1-4 AT Q5 ASK
6. Where did you study or train on that last occasion? *Prompt; code one only.*

At school	1
At a College of Further Education	2
At University	3
At work	4
At a private training company	5
At home	6
Other *(write in ....…........)*	7
Don't know	8

7. Who paid for that study or training? *Prompt; multiple response.*

Government or local Education Authority	1
Employer	2
Myself or my family	3
No cost involved	4
Other *(write in ....)*	5

8. Did that last episode or period of study or training result in any qualification(s)? *Code one only.*

Yes	1 (Go to Q9)
No	2 (Go to Q10)
Don't know	3 (Go to Q10)

9. What type of qualification(s)? *Code all that apply*

A postgraduate/higher degree or doctorate, NVQ level 5 or equivalent	1
A degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

10. Thinking about qualifications more widely, at the point where you applied for your Individual Learning Account (Wales) last year, did you have any qualifications gained from education or through work or from any other source? *Code one only.*

Yes	1	(Go to Q11)
No	2	(Go to Q12)
Don't know	3	(Go to Q12)

IF YES

11. What would you say was your highest qualification? *Probe; code one only.*

A postgraduate /higher degree or doctorate, NVQ level 5 or equivalent	1
A degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

12. What attracted you to the idea of getting an Individual Learning Account (Wales)? *Read out all AND code main one only.*

I'd been thinking about training or studying and this seemed a good way of starting	1
I hadn't been thinking about training or studying but when I saw the advertisement this prompted the idea	2
Someone said I could get financial help with a course I was interested in	3
Just that I could get financial help and thought I might as well go for it	4
I was told by a local provider	5
I went to sign up for a course and was told to apply to help with course fees	6
Or something else (*write in)*	7

ASK ALL:
WHERE CODED CODES 4-11 AT Q3 DO NOT ASK OPTIONS 2-4 AT Q13
13. Did you expect or hope that the training funded by the Individual Learning Account (Wales) would do any of the following things?   *Read out all code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1.Help you get a job	1	2	3
2.Help you to perform better the job you held at the time	1	2	3
3.Help you to gain promotion from the job you held at the time	1	2	3
4.Help you to move into a better job of the same type as the job you held at that time	1	2	3
5.Help you to change career	1	2	3
6.Help to give you more confidence	1	2	3
7.Get you out of the house to do something different or interesting	1	2	3
8.Help you to pursue an interest which was not related to employment	1	2	3
9. Get a qualification	1	2	3
10. Family learning e.g. to help/ keep up with kids	1	2	3
11. Help you go onto further learning	1	2	3
12.Give you some other benefit. What? *(Write in)*	1	2	3
None of these – didn't really have any clear idea of what I expected	1	2	3

ASK ALL:
14. Did you have a clear idea of what *subject* you wanted to study or train in before you made contact with the ILA (Wales) administration?   *Code one only*
.

Yes   1   (Go to Q15)

No   2   (Go to Q16)

Don't know   3   (Go to Q16)

15. What subject was that?   Write in (e.g. electronics, IT, French, etc.)

_____

Input 2 digit superclass code

ASK ALL
16. Since applying for your ILA (Wales) last year, have you used it for learning?

Yes   1

No   2 (Go to Q22)

IF YES
17. What type of learning/course (s) did you undertake?

_____

18. Have you completed this learning/course (s)?

1. Yes, have completed all of it
2. No still doing it
3. No, have not completed/gave up part way through

WHERE CODE 3 AT Q18 ASK, OTHER GO TO Q20
19. Why haven't you completed the learning? *Read out all and code all mentioned.*

Found it was wrong course – not what I had wanted	1
It was boring	2
It was too difficult	3
Didn't like the way it was taught	4
Didn't like the College or training provider	5
Found it too difficult to find the time	6
Travelling proved too difficult	7
Personal or domestic circumstances intervened	8
Ill-health	9
Cost too much/financial reasons	10
Other *(write in ……………………………………….)*	11
Don't know	12

WHERE CODE 1 OR 2 AT Q18
20. Which, if any, of the following do you think the learning you have done has helped with? *Read out all code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1.Helped you get a job	1	2	3
2.Helped you to perform better in a job	1	2	3
3.Helped you to gain promotion in a job	1	2	3
4.Helped you to move into a better job in the same type of job you have done previously	1	2	3
5.Helped you to change career	1	2	3
6.Helped to give you more confidence	1	2	3
7.Got you out of the house to do something different or interesting	1	2	3
8.Helped you to pursue an interest which was not related to employment	1	2	3
9. Given you a qualification	1	2	3
10. Improved your skills	1	2	3
11. Widened your knowledge	1	2	3
12. Provided Family learning e.g. to help/ keep up with kids	1	2	3
13. Helped you go onto further learning	1	2	3
13.Given you some other benefit. What? *(Write in)*	1	2	3

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21. Overall, how satisfied or dissatisfied are you with the learning your ILA Wales has enabled you to do? On a scale of 1 to 5 where 1 is very dissatisfied and 5 is very satisfied?

      1   2   3   4   5   6 Don't Know

NOW GO TO Q23

WHERE HAVE NOT USED ILAW FOR LEARNING (CODE 2 AT Q16)
22. Since registering for an Individual Learning Account (Wales), you haven't actually trained as yet using the Individual Learning Account (Wales). Would you mind telling me why not? Is it because... *Read out; Code all mentioned.*

Procedure too complicated	1
Decided there's not enough money in programme	2
Put off by having to contribute money myself	3
Just changed my mind	4
Too busy at work	5
Circumstances changed	6
Too busy at home/domestic circumstances	7
Couldn't be bothered	8
Ill health	9
Got better funding elsewhere	10
Provider did not book me on a course	11
Can't afford additional money	12
Couldn't find course I wanted	13
Waiting for particular course to start	14
Just about to start	15
Other *(write in)*	16
Don't know	17

ASK ALL
23. When you were told the financial contribution that you were eligible for, from ILA Wales, did you think this amount would be enough for your planned learning activity?

Plenty	1
About right	2
Not enough	3
Don't Know	4

24. Overall how easy or difficult did you find the process of applying for an ILA Wales?

Very Easy	1
Quite Easy	2
Quite Difficult	3
Very Difficult	4
Don't Know	5

25. And to what extent do you agree or disagree that ILA Wales is a good way to encourage or help adults participate in learning?

Agree Strongly	1
Agree Slightly	2
Neither Agree nor Disagree	3
Disagree Slightly	4
Disagree Strongly	5
Don't Know	6

26. Do you remember receiving a letter recently that asked you if you would like to renew or continue to hold your ILA Wales?

Yes	1
No	2 (Go to Q28)

IF YES

27. I understand that you have not renewed your Individual Learning Account (Wales) or that you have decided not to continue with it. Would you mind telling me why not? Is it because... *Read out; Code all mentioned.*

Procedure too complicated	1
Decided there's not enough money in programme	2
Put off by having to contribute money myself	3
Put of by my previous experience of ILA Wales	4
Too busy at work	5
Circumstances changed	6
Too busy at home/domestic circumstances	7
Couldn't be bothered	8
Ill health	9
Got better funding elsewhere	10
Can't afford additional money	11
Can't find course I want to do	12
Not interested in doing any (more) learning	13
You are planning to renew but just haven't got around to it	14
Other *(write in)*	15
Don't know	16

ASK ALL

28. How likely is it that you will register for an ILA Wales again in the future?

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

29. And how likely is it that you will take part in any training or learning in the future?

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

30. Finally, could I ask you a few personal questions which will be used just to classify survey responses?   Firstly, could you put your age into one of these groups? *Read out; code one only.*

16-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

31. And would you mind putting yourself into one of the following broad ethnic groups? *Read out; code one only.*

White	1
Black Caribbean	2
Black African	3
Chinese	4
Indian, Pakistani or Bangladeshi	5
Of mixed ethnic background	6
Other	7
Refused	8

32. What do you consider your national identity to be? Read out and code all that apply

Welsh	1
English	2
Scottish	3
Irish	4
British	5
Other, How would you describe your national identity?	6

33. Interviewer code sex

   Male   1

   Female   2

34. ELWa may wish to undertake research in this area, again in the future. Would you be willing to assist us in further research?

   Yes   1

   No   2

As I mentioned at the beginning of the survey, this research has been conducted on behalf of ELWa. If you have any queries I have the name and contact number of someone at ELWa to contact. Would you like to take a note of this:- Julie Owen, Tel. 01443 663 892.

Thank and close

Questionnaire 5 (Renewal; has renewed)

Introduction: *Establish contact with named individual.* *Then say:* Good evening/morning/afternoon. My name is ……………. I am an interviewer calling from a research company called BMG Research. We are undertaking a study on behalf of ELWa, the organisation responsible for developing adult skills sponsored by the Welsh Assembly Government. I am calling about the Individual Learning Account (Wales) which you registered for last year and the recent letter you should have received asking you whether you would like to continue with you ILA Wales. The information from the survey will be used by ELWa to try and improve the programmes they offer. Could I ask you a few questions about this? *Reassure:* voluntary confidential; will only take a few minutes.

RESPONDENT'S NAME	
ADDRESS	
POSTCODE (ESSENTIAL)	
TELEPHONE NUMBER (INC. STD)	

ASK ALL:
1. Have you heard of ILA (Wales) / an Individual Learning Account?

   Yes   1

   No   **2 Close**

2. Do you remember registering for an ILA Wales about a year ago?

   Yes   1

   No   2 Close

ASK ALL:

3. At the time you applied for the Individual Learning Account (Wales) last year, what were you doing in terms of employment. Were you…… *(Read out and code one only)*

Employed full-time (35 hours per week)	1
Employed part-time (less than 35 hours per week)	2
Self-employed	3
Unemployed and claiming benefit	4
Unemployed but not claiming benefit	5
Not working and not looking for work	6
Permanently retired	7
Suffering long-term illness or disability, preventing you from working	8
Part or full-time student	9
Other	10
Don't know/refused	11

If employed/self-employed CODES 1 – 3 AT Q3 ASK, OTHER GO TO Q5

4. What were you employed/self-employed as? *Probe for job description and write in.*

_____

_____

_____

Soc 2000 2 digit

ASK ALL:

5. Before you applied for your Individual Learning Account (Wales) last year, how long was it since you had last studied or done any training? *Prompt; code one only.*

Within the last year	1
1-2 years ago	2
3-4 years ago	3
5+ years ago	4
Not since leaving school	5 GO TO Q10
Don't know	6 GO TO Q10

WHERE CODED 1-4 AT Q5 ASK

6. Where did you study or train on that last occasion? *Prompt;   code one only.*

At school	1
At a College of Further Education	2
At University	3
At work	4
At a private training company	5
At home	6
Other *(write in …………………….……..)*	7
Don't know	8

7. Who paid for that study or training? *Prompt;   multi code.*

Government or local Education Authority	1
Employer	2
Myself or my family	3
No cost involved	4
Other *(write in ………………………….)*	5

8. Did that last episode or period of study or training result in any qualification(s)? *Code one only.*

Yes	1 (Go to Q9)
No	2 (Go to Q10)
Don't know	3 (Go to Q10)

9. What type of qualification(s)? *Code all that apply*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

10. Thinking about qualifications more widely, at the point where you applied for your Individual Learning Account (Wales) last year, did you have any qualifications gained from education or through work or from any other source? *Code one only.*

Yes	1	(Go to Q11)
No	2	(Go to Q12)
Don't know	3	(Go to Q12)

IF YES

11. What would you say was your highest qualification? *Probe; code one only.*

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree or higher degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6

ASK ALL:

12. What attracted you to the idea of getting an Individual Learning Account (Wales) (i.e. at this time last year)? *Read out all AND code main one only.*

I'd been thinking about training or studying and this seemed a good way of starting	1
I hadn't been thinking about training or studying but when I saw the advertisement this prompted the idea	2
Someone said I could get financial help with a course I was interested in	3
Just that I could get financial help and thought I might as well go for it	4
I was told by a local provider	5
I went to sign up for a course and was told to apply to help with course fees	6
Or something else (*write in)*	7

ASK ALL:
WHERE CODED CODES 4-11 AT Q3 DO NOT ASK OPTIONS 2-4 AT Q13
13. Did you expect or hope that the training funded by the Individual Learning Account (Wales) would do any of the following things? *Read out all code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1. Help you get a job	1	2	3
2. Help you to perform better the job you held at the time	1	2	3
3. Help you to gain promotion from the job you held at the time	1	2	3
4. Help you to move into a better job of the same type as the job you held at that time	1	2	3
5. Help you to change career	1	2	3
6. Help to give you more confidence	1	2	3
7. Get you out of the house to do something different or interesting	1	2	3
8. Help you to pursue an interest which was not related to employment	1	2	3
9. Get a qualification	1	2	3
10. Family learning e.g. to help/ keep up with kids	1	2	3
11. Help you go onto further learning	1	2	3
12. Give you some other benefit. What? *(Write in)*	1	2	3
None of these – didn't really have any clear idea of what I expected	1	2	3

ASK ALL:
14. Did you have a clear idea of what *subject* you wanted to study or train in before you made contact with the ILA (Wales) administration? *Code one only*
.

Yes	1	(Go to Q15)
No	2	(Go to Q16)
Don't know	3	(Go to Q16)

15. What subject was that?   Write in (e.g. electronics, IT, French, etc.)

_____

Input 2 digit superclass code

_____

ASK ALL
16. Since applying for your ILA (Wales) last year, have you used it for learning?

Yes	1
No	2 (Go to Q22)

IF YES
17. What type of learning/course (s) did you undertake?

_____

18. Have you completed this learning/course (s)?

    4. Yes, have completed all of it
    5. No still doing it
    6. No, have not completed/gave up part way through

WHERE CODE 3 AT Q18 ASK, OTHER GO TO Q20
19. Why haven't you completed the learning? *Read out all and code all mentioned.*

Found it was wrong course – not what I had wanted	1
It was boring	2
It was too difficult	3
Didn't like the way it was taught	4
Didn't like the College or training provider	5
Found it too difficult to find the time	6
Travelling proved too difficult	7
Personal or domestic circumstances intervened	8
Ill-health	9
Cost too much/financial reasons	10
Other *(write in ……………………………………….)*	11
Don't know	12

WHERE CODE 1 OR 2 AT Q18
20. Which, if any, of the following do you think the learning you have done has helped with? *Read out all code 'yes', 'no' or 'don't know' for each*

	Yes	No	Don't Know
1.Helped you get a job	1	2	3
2.Helped you to perform better in a job	1	2	3
3.Helped you to gain promotion in a job	1	2	3
4.Helped you to move into a better job in the same type of job you have done previously	1	2	3
5.Helped you to change career	1	2	3
6.Helped to give you more confidence	1	2	3
7.Got you out of the house to do something different or interesting	1	2	3
8.Helped you to pursue an interest which was not related to employment	1	2	3
9. Given you a qualification	1	2	3
10. Improved your skills	1	2	3
11. Widened your knowledge	1	2	3
12. Provided Family learning e.g. to help/ keep up with kids	1	2	3
13. Helped you go onto further learning	1	2	3
14.Given you some other benefit. What? *(Write in)*	1	2	3

21. Overall, how satisfied or dissatisfied are you with the learning your ILA Wales has enabled you to do? On a scale of 1 to 5 where 1 is very dissatisfied and 5 is very satisfied?

       1   2   3   4   5   6   Don't Know

NOW GO TO Q23

WHERE HAVE NOT USED ILAW FOR LEARNING (CODE 2 AT Q16)
22. You say that since registering for an Individual Learning Account (Wales) last year, you haven't actually trained as yet using the Individual Learning Account (Wales). Would you mind telling me why not? Is it because... *Read out; Code all mentioned.*

Procedure too complicated	1
Decided there's not enough money in programme	2
Put off by having to contribute money myself	3
Just changed my mind	4
Too busy at work	5
Circumstances changed	6
Too busy at home/domestic circumstances	7
Couldn't be bothered	8
Ill health	9
Got better funding elsewhere	10
Provider did not book me on a course	11
Can't afford additional money	12
Couldn't find course I wanted	13
Waiting for particular course to start	14
Just about to start a course	15
Other *(write in)*	16
Don't know	17

ASK ALL
23. When you were told the financial contribution that you were eligible for from your ILA Wales, did you think this amount would be enough for your planned learning activity?

Plenty	1
About right	2
Not enough	3
Don't Know	4

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24. Overall how easy or difficult did you find the process of applying for an ILA Wales?

Very Easy	1
Quite Easy	2
Quite Difficult	3
Very Difficult	4
Don't Know	5

25. And to what extent do you agree or disagree that ILA Wales is a good way to encourage or help adults participate in learning?

Agree Strongly	1
Agree Slightly	2
Neither Agree nor Disagree	3
Disagree Slightly	4
Disagree Strongly	5
Don't Know	6

26. Do you remember receiving a letter recently that asked you if you would like to renew or continue to hold your ILA Wales?

Yes	1 Continue
No	2 Go to Q38

IF YES

27. I understand that you have decided to renew/continue your ILA Wales, can I ask why that is? READ OUT AND CODE ALL THAT APPLY

An ILA Wales is the only way that I would be able to afford to   1
undertake the learning I want to do

If I am eligible for the financial assistance I might as well use it   2

I have gained a lot from previous learning and want to continue to   3
progress

There is a certain course / qualification that I need to undertake in   4
order to progress in my current job / have a chance of getting a new
job

Other *(write in)*   5

28. Have you registered for a course since renewing/deciding to continue with your ILA Wales?

Yes   1 Continue

No   2 Go to Q37

IF HAVE ALREADY REGISTERED FOR A COURSE (CODE 1 AT Q28)

29. Has this course required you to make a personal financial contribution? *Code one only.*

Yes   1 Continue

No   2 Go to Q33

30. Was this because you were not eligible for 100% of cost of the course or because the course was more expensive than the Individual Learning Account (Wales) limit, or both? *Code one only.*

Not eligible for 100%   1

Course more expensive than limit   2

Both of these   3

Don't know – didn't really understand the figures   4

31. How much did you personally have to contribute? *Write in amount or code 'don't know/refused'.*

£ _____

or

Don't know/refused   9997

32. Did you think the course was/is good value for money? *Prompt; code one only*

Yes – very good value   1

Reasonably good value   2

Not very good value   3

Very poor value   4

Don't know/don't know yet   5

IF HAVE ALREADY REGISTERED FOR LEARNING (CODE 1 AT Q28)

33. What is the subject of the course you have undertaken/are undertaking? *Write in.*

_____

Input 2 digit superclass

_____

34. Was it/is it intended to lead to any certificate or qualification?   *Code one only.*

Yes	1	(Go to Q35)
No	2	(Go to Q36)

35. What certificate or qualification?   *Write in.*

_____

_____

36. How likely is it that you would have registered for this course if the ILA Wales had not been available?

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

NOW GO TO Q38

IF NOT YET REGISTERED FOR A COURSE (CODE 2 AT Q28)

37. Why have you not yet registered for a course/learning?

Procedure too complicated	1
Decided there's not enough money in programme	2
Put off by having to contribute money myself	3
Just changed my mind	4
Too busy at work	5
Circumstances changed	6
Too busy at home/domestic circumstances	7
Couldn't be bothered	8
Ill health	9
Got better funding elsewhere	10
Provider did not book me on a course	11
Can't afford additional money	12
Can't find course I want	13
Waiting for particular course to start	14
Just about to start	15
Other *(write in)*	16
Don't know	17

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ASK ALL

38. How likely is it that you will use your ILA Wales for any training or learning in the future?

Very likely	1
Quite likely	2
Not very likely	3
Not at all likely	4
Don't Know	5

ASK ALL

39. Finally, could I ask you a few personal questions which will be used just to classify survey responses?   Firstly, could you put your age into one of these groups?   *Read out; code one only.*

16-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

40. And would you mind putting yourself into one of the following broad ethnic groups?   *Read out; code one only.*

White	1
Black Caribbean	2
Black African	3
Chinese	4
Indian, Pakistani or Bangladeshi	5
Of mixed ethnic background	6
Other	7
Refused	8

41. What do you consider your national identity to be? Read out and code all that apply

   Welsh   1

   English   2

   Scottish   3

   Irish   4

   British   5

   Other, How would you describe your national identity?   6

42. Interviewer code sex

   Male   1

   Female   2

43. ELWa may wish to undertake research in this area, again in the future. Would you be willing to assist us in further research?

   Yes   1

   No   2

As I mentioned at the beginning of the survey, this research has been conducted on behalf of ELWa. If you have any queries I have the name and contact number of someone at ELWa to contact. Would you like to take a note of this:- Julie Owen, Tel. 01443 663 892.

Thank and close

learndirect – Topic Guide

Introduction

Explain purpose of interview; suggest may take around 45 minutes; cover main issues/themes as below in order to stimulate discussion

- How is ILA Wales working generally in your experience? Has the programme got easier to work with over time?

- How has the rate of enquiries changed over time? What do they think has caused the change?

- How effective is the administrative system now? What's improved, what still needs improving?

    - MIS
    - Application process for target group
    - Bureaucracy
    - Start certificates

- How much do callers know about ILAW when they call? How could this be improved/what information is missing?

- Are eligibility criteria for acceptance on to the programme and for types of study understood before people call? Is it easy to get the criteria over if not?

- How effective has recent marketing been? Is it attracting the correct profile of learner?

- Overall, what's working well?

- What's not working so well? What more needs to be done?

Learning Providers – Topic Guide

Introduction

Explain purpose of interview; suggest may take around 45 minutes; cover main issues/themes as below in order to stimulate discussion

- In general how do you feel the ILA Wales programme is working now? Has the programme got easier to work with over time?

- How has the rate of enquiries/applications changed over time? What do they think has caused the change?

- How effective is the administrative system now? What's improved, what still needs improving?

    o MIS
    o Application process for target audience
    o Bureaucracy
    o Start certificates
    o Learndirect process/referrals

- Are the eligibility criteria in respect of individuals and courses clear?

- How is the new process of learners being able to register for courses as long as they have a registration number working? Has this made things better or worse?

- How effective has recent marketing been? Is it attracting the correct profile of learner?

- Overall, what's working well?

- What's not working so well? What more needs to be done?