

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

**FE Choices Learner Destinations Study, Version 3
(2010/11)**

A technical report for the Skills Funding Agency

Provided by: GfK NOP Social Research

Date: October 2012

Your contact: Claire Ivins, Divisional Director

Phone: +44 (0)20 7890 9783

Fax: +44 (0)20 7890 9589

email: Claire.ivins@gfk.com

This report was undertaken by GfK NOP on behalf of the Skills Funding Agency.

Table of Contents

1.0 Summary	4
2.0 Objective of the work	4
2.1 Defined destinations	4
3.0 Stages within the work	4
3.1 Stage 1: Definition of in-scope providers and in-scope learners.	4
3.1.1 Definition of in-scope providers	4
3.1.2 Definition of in scope learners	5
3.2 Stage 2: Data Preparation and Matching	5
3.2.1 Identifying the correct datasets	5
3.2.2 Identifying in-scope FE in FE learners	6
3.2.3 Identifying in-scope FE Higher Education (HE) learners	8
3.3 Stage 3: Establishing sample size per provider, sample selection and compilation	10
3.3.1 Establishing sample size per provider	10
3.3.2 Identification of learners not to be included in the survey	11
3.3.3 Managing telephone numbers	13
3.3.4 Sample selection and compilation	14
3.3.5 Removal of out of scope providers	14
3.4 Stage 4: Survey field work	15
3.4.1 Telephone survey	16
3.4.2 Development of the self-completion questionnaire option	20
3.5 Stage 5: Data matching	22
3.5.1 Data matching to identify positive destinations in learning	22
3.5.2 The criteria for determining whether a positive destination has been achieved	23
3.5.3 The datasets used	24
3.6 Stage 6: Defining and establishing a positive destination	27
3.6.1 Research Methodology: Classifying learner destinations	27
3.6.2 Variables Used in Identifying Positive Destinations	32

3.6.3	Positive learning destinations established through interview	33
3.6.4	Neutral destinations from the survey (code 6)	36
3.7	Stage 7: the Research Methodology	36
3.7.1	Defining 'Known' Destinations.....	36
3.7.2	Learner Destination Score.....	37
3.7.3	Defining Learning Rate	38
3.7.4	Defining Employment Rate	38
3.7.5	Approach to calculating the three measures	39
3.7.6	Quality Thresholds	41
3.8	Stage 8: Calculating the measures and reporting.....	43
3.8.1	Deliverables.....	43
3.8.2	Publishing Scores	43
3.8.3	Learner Numbers by Destinations Obtained	44
3.8.4	Response rates.....	44
4.0	Considerations	54
4.1	Background on legal and ethical requirements.....	54
5.0	Appendices	55
5.1	APPENDIX 1: CALCULATING THE LEARNING DESTINATION SCORE ...	55
5.2	APPENDIX 2: CALCULATING THE LEARNING RATE.....	56
5.3	APPENDIX 3: CALCULATING THE EMPLOYMENT RATE	57
5.4	APPENDIX 4: CONFIDENCE INTERVAL CALCULATIONS FOR THE LEARNER DESTINATIONS SCORE AND LEARNING RATE	58
5.5	APPENDIX 5: CONFIDENCE INTERVAL CALCULATIONS FOR THE EMPLOYMENT RATE.....	59
5.6	APPENDIX 6: CALCULATIONS TO DETERMINE SKEW	60
5.7	APPENDIX 7: ILR DATA FIELDS REQUESTED FROM DATA SERVICE ...	61
Learner level fields	61	
Learning aim level fields	64	
5.8	APPENDIX 8: LETTER TO HEIS RE DATA REQUEST	65
5.9	APPENDIX 9: LIST OF DATA FIELDS REQUESTED FROM HEIS.....	65
5.10	APPENDIX 10: QUESTIONNAIRE FOR CATI INTERVIEW.....	65
5.11	APPENDIX 11: QUESTIONNAIRE VERSION FOR WAP MOBILE PHONE INTERVIEWS	65

1.0 Summary

This report describes the technical aspects of the 2010/11 FE Choices Learner Destinations Study (known as Version 3) which was undertaken by GfK NOP on behalf of the Skills Funding Agency.

This study determined a provider-level measure for each in-scope provider of the proportion of learners completing one of a number of specific Skills Funding Agency-funded programmes in one academic year and progressing in the next academic year to a defined destination.

The target population for this Learner Destinations study was learners who had completed *priority learning provision*, with specific providers (*in-scope providers*), in the academic year 2008/9 (*the completion year*), and the study aimed to establish their destinations in the academic year 2009/10 (*the destination year*), using a combination of telephone interviews and data matching techniques.

Details of priority learning provision follow in Section 3.1.2.

2.0 Objective of the work

The overall aim was to determine the Learner Destinations Performance Indicator for Further Education providers, which is the proportion of learners on priority programmes completing a Skills Funding Agency-funded programme in one academic year and progressing in the next academic year to a defined destination.

2.1 Defined destinations

As noted in the original Invitation to Tender, the destinations which the study aimed to identify were those learners who had:

- Enrolled in priority learning in 2009/10 with the same/ highest level of learning
- Progressed to learning with a higher level of highest learning aim
- Remained in employment or self-employment, with improved job security or enhanced career prospects
- Entered employment or self-employment in 2009/10, having been in learning prior to 2008/09 where the 2008/09 learning had a positive impact
- Entered employment or self-employment or training in 2009/10, having previously been outside the labour market
- Not in employment, education or training, but in an activity categorised as neutral for the purposes of the measure
- Learner not tracked into further learning and no contact possible because of lack of permission to contact for research purposes
- Learner not tracked into further learning and no contact made for other reasons
- Learner interviewed but did not meet any of the criteria for a positive or neutral outcome.

Section 3.6 discusses positive destinations and how these were established in more detail.

3.0 Stages within the work

3.1 Stage 1: Definition of in-scope providers and in-scope learners.

3.1.1 Definition of in-scope providers

The 2010/11 Learner Destinations Performance Indicator applied to all organisations funded by the Skills Funding Agency to deliver Learner Responsive or Employer Responsive provision except:

- Schools
- Central government departments and/or organisations reporting directly to them
- Non-departmental public bodies
- Organisations co-funded to deliver European Social Fund programmes only
- Organisations funded to deliver Informal Adult Learning (IAL) provision only.

Types of provider which were in scope were therefore:

- General Further Education (FE) and Tertiary Colleges
- Sixth Form Colleges
- Specialist Colleges including Art and Design, Land-based and Special Designated Institutions (SDIs)
- Other Public Funded Institutions including Higher Education Institutions (HEIs) providing FE and the University for Industry (Ufi)
- Private Sector Public Funded Institutions.

In order to be in scope, providers had to be in receipt of Skills Funding Agency funding or YPLA funding in 2010/11 and to have had at least 30 in-scope learners in 2008/9. Employers and local authorities funded only to train their own employees were exempt.

3.1.2 Definition of in scope learners

In-scope learners were defined as those who had completed any LSC-funded learning aim and did not have any continuing LSC learning aims. Additionally learners had to be a priority learner by being aged 16-18 in the completion year or having completed a programme of priority learning, defined as:

- An Apprenticeship or Advanced Apprenticeship
- A Train to Gain programme
- A target-bearing Skills for Life programme
- A programme contributing to a Full Level 2 or Full Level 3 qualification, as flagged on the Individualised Learner Record (ILR.)

Learners who had LSC-funded learning aims which they had started but not completed in 2008/9 were not in scope for the research. So learners who had completed AS programmes but would be progressing to take A2s the following year were not in scope. A more detailed definition is given within sections 3.2.2 and 3.2.3 of this report.

3.2 Stage 2: Data Preparation and Matching

3.2.1 Identifying the correct datasets

Identifying the correct datasets was the first task in data preparation. The datasets used for the first stage of identifying in-scope learners in FE institutions were the Learner Responsive LR

ILR F05 and the Employer Responsive ER ILR P13 Learner and Aims files for the academic year 2008/9 for the FE in FE learners.

For FE in HE learners a range of datasets were used for the first stage of identifying in-scope learners in HE institutions, as HEIs used ILRs alone, Higher Education Statistics Agency (HESA) student records alone or a combination of ILR and HESA student records for their FE learners.

For the HEIs which used ILRs, GfK NOP used a combination of the Learner Responsive LR ILR F05 and the Employer Responsive ER ILR P13 Learner and Aims files for the academic year 2008/9 to identify their in-scope learners. GfK NOP also used the HESA return records for 2008/9.

In addition, GfK made use of the Analytical Learning Aims Database (LAD). This provided detailed information about learning aims which was not available within the ILR or HESA records and which was needed to identify priority aims and levels of learning.

The Analytical LAD was an export from the LAD into flat file format. It contained information about all LSC-recognised learning aims offered by providers and enabled more detailed analysis of provider provision. The LAD was a relational database with multiple tables of data and lookup tables. We used the Analytical LAD for the 2008/9 year.

For the second stage of identifying in-scope learners, namely identifying those who were continuing with A level studies in the destination year (who needed to be removed from the sample because they were not eligible for inclusion), GfK NOP used LR ILR F05 and ER ILR P13 Learner and Aims files, together with the Analytical LAD, for the academic year 2009/10.

All the ILR and HESA datasets mentioned were supplied to GfK NOP by the Data Service, following the submission of a detailed data request form to the Data Service. In order for the Data Service to be able to release the HESA records to GfK NOP, discussions took place between the Skills Funding Agency and HESA to obtain clearance for the use of the records for this purpose.

The ILR variables requested are listed in Appendix 7 of this report.

3.2.2 Identifying in-scope FE in FE learners

GfK NOP took a two-stage approach to identify learners in scope in the completion year.

Stage 1 involved identifying those who were potentially in scope in the completion year and involved the following steps:

1. First GfK NOP aggregated the aims from both the LR and ER files for 2008/9 at learner level.
2. GfK NOP identified learners who had one or more LSC-funded aims which were completed and who had no LSC-funded aims which were continuing. Learning aims which were not LSC-funded were ignored, as were learning aims which were neither completed nor continuing.
 - a. LSC funded aims were defined as A10=21, 22, 45, 46, 70, 80.

- b. Completed aims were defined as A34=2 and continuing aims were defined as A34=1.
3. Then GfK NOP identified learners who were on A level provision in both the completion year and in the destination year, using the 2009/10 Learner and Aims files. A-level provision was defined as A_ATYPE=1. GfK NOP did this by data matching between the 2008/9 and 2009/10 data files, attempting to match learners:
- a. on L45 (Unique Learner Number);
 - b. on L01 (Provider number), L03 (Learner reference number) and L11 (Date of Birth) combined;
 - c. by fuzzy matching based on:
 - i. Full Name and Home Postcode combined;
 - ii. Full Name and DOB combined;
 - iii. Initial and Surname and DOB combined.¹
4. If learners were identified as having been on A level provision in both the completion and destination years they were deemed out of scope, unless their completed LSC-funded A level aims in the completion year were all A2s (defined as learning aim type codes in the LAD=1413, 1434 or 1435). All of the latter learners were deemed in scope for the research because any A levels they were undertaking in the destination year would be a new programme of study.
5. Then GfK NOP identified learners who met any of the following conditions in the completion year 2008/9, and these were all deemed in scope for the research:
- a. They were aged 16-18 at the start of 2008/9, defined as L_AGEB=2;
 - b. They were learners on LSC-funded apprenticeships, advanced apprenticeships or higher apprenticeships, defined as (A10= 21 OR 22 OR 45 OR 46 OR 70 OR 80) AND (A15=02 (advanced apprenticeship) OR 03 (apprenticeship) OR 10 (higher level apprenticeship));
 - c. They were learners on Train to Gain programmes, defined as L_TTGAIN=2;
 - d. They were learners on LSC-funded target bearing Skills for Life programmes, defined as (A10=21 OR 22 OR 45 OR 46 OR 70 OR 80) AND L_SFL=1;
 - e. They were learners on LSC-funded programmes contributing to a Full Level 2 or Full level 3 qualification, defined as (A10= 21 OR 22 OR 45 OR 46 OR 70 OR 80) AND (A_L2PCT in the LAD=1 or more OR A_L3PCT in the LAD=1 or more).

¹ All stages were subject to a manual validation procedure, especially stage iii, due to the potential mismatches amongst common surnames.

Stage 2 of the process then involved using the list of in-scope providers as a filter and removing those providers from the list which emerged from Stage 1 as having too few learners or which became out of scope for other reasons, such as their contract ending.

3.2.3 Identifying in-scope FE Higher Education (HE) learners

3.2.3.1 Liaising with the providers and obtaining learner contact details (part 1)

There were a small number of providers in scope for this part of the study.

These providers variously used ILRs alone, HESA student records alone or a combination of ILR and HESA student records for their FE learners.

Where the providers used HESA records, it was necessary to approach the providers to request them to provide the learners' contact details plus an identifier which would enable GfK NOP to link them to the HESA records, as the HESA records themselves do not include contact details. The providers were also asked not to send the contact details of any students who had indicated that they did not wish to be contacted for research purposes, as this information was not included in the HESA records. (Where the providers used ILRs alone, it was not necessary for them to provide any additional information.)

The Skills Funding Agency approached HESA and HEFCE to request their approval for approaching the providers and requesting the contact details. Once HESA and HEFCE had given their approval, the Skills Funding Agency made the request to the providers by e-mail and provided a template for the provision of the details required (Please see Appendix 8 and 9 for more information). GfK NOP set up a secure FTP site for each provider where they could upload the datafiles required. Unique log-in details were sent to each of the providers.

In order to comply with the HEIs' data sharing protocols, the Skills Funding Agency had to take responsibility for compiling these files into a single file, which was then passed on to GfK.

Following all these processes, providers with learner datasets went into the Learner Destinations research.

Where institutions did not return data they were excluded.

This process of gathering the sample and undertaking the survey started in February 2011 with fieldwork for the FE in HE learners being carried out between 17 August and 29 September 2011.

3.2.3.2 Combining ILR and HESA records and de-duping to identify in scope learners (part 2)

Where providers used only ILRs for their FE in HE learners, the process used for identifying in-scope learners was exactly as described in section 3.2.2 above.

Where providers used HESA records, a modified version of this process was used which took account of the different variables available in the HESA record.

1. First GfK NOP identified learners who were LSC-funded, defined as FESTUMK=1 or 3;
2. Then GfK NOP aggregated the learning aims (INSTANCES) at learner level and identified learners who had one or more aims (INSTANCES) which were completed (CSTAT=2) and had no learning aims which were continuing (CSTAT=1);

3. Next GfK NOP identified learners who had been on A level provision in the completion year AND in the destination year. This was done using the field FEQAIMC which is identical to A09 in the ILR, looking up the learning aim type codes for their particular learning aims in the analytical LAD, and A-level provision was defined as A_ATYPE=1. The individuals were identified by data matching between the 2008/9 and 2009/10 datasets, attempting to match learners:
 - a. On L45 (Unique Learner Number) if from the ILR dataset, or HUSID if from the HESA dataset;
 - b. on L01 (Provider number), L03 (Learner reference number) and L11 (Date of Birth) combined, if from the ILR dataset;
 - c. by fuzzy matching based on
 - i. Full Name and Home Postcode combined
 - ii. Full Name and DOB combined
 - iii. Initial and Surname and DOB combined.²
4. If learners were identified as having been on A level provision in both the completion and destination years they were deemed out of scope, unless their completed LSC-funded A level aims in the completion year were all A2s (defined as learning aim type codes in the LAD=1413, 1434 or 1435). All of the latter learners were deemed in scope for the research because any A levels they were undertaking in the destination year would be a new programme of study.
5. Then GfK NOP identified learners who met any of the following conditions in the completion year 2008/9, and these were all deemed in scope for the research:
 - a. Learners aged 16-18 at the start of 2008/9, defined as BIRTHDTE= between 01/09/1989 and 31/08/1992;
 - b. Learners on apprenticeships, advanced apprenticeships or higher apprenticeships, defined as learners who had completed instances where GOVINIT1=31, GOVINIT2=31, MSTUFEE=09;
 - c. Learners on Train To Gain programmes, defined as learners who had completed instances where GOVINIT1=63,64, GOVINIT2=63,64;
 - d. Learners on target bearing Skills for Life programmes, defined as learners who had completed instances where SKILLSFORLIFE=YES in the analytical LAD;
 - e. Learners on programmes contributing to a Full Level 2 or Full level 3 qualification, defined as learners who had completed instances where LEVEL2_PCT=1 or more, or LEVEL3_PCT=1 or more, in the analytical LAD.

² All stages were subject to a manual validation procedure, especially stage iii, due to the potential mismatches among common surnames.

Where providers used both ILR and HESA records, GfK NOP carried out the processes already described for the ILR and HESA records separately, and then de-duplicated the lists of learners against each other, and where either set of aims would have put the learner in-scope, GfK NOP evaluated if the newly combined set of aims would now mean the learner was out of scope (e.g. in-scope in the ILR records, but had a continuing aim in the HESA records).

The de-duplication process involved fuzzy matching with the same provider using:

- i. Full Name
- ii. Surname and DOB combined
- iii. Surname and Postcode combined.

3.3 Stage 3: Establishing sample size per provider, sample selection and compilation

3.3.1 Establishing sample size per provider

A key objective of the survey is to produce a statistically robust score, for each in-scope provider, which measures the progression of its learners in terms of moving to a 'positive destination', with supporting scores to understand positive 'learning' and 'employment' destinations. The robustness of the scores is ensured through four quality thresholds that must be met in order for a provider's score to be published. Details of these quality thresholds can be found in section 3.7.6.

Using these quality thresholds, relating to the minimum number of destinations required, the size of confidence interval required and the proportion of unmatched learners needing to be interviewed, in conjunction with the number of learners at each provider, GfK NOP calculated a minimum number of interviews required for each provider, with the aim of ensuring to a reasonable extent that they had a robust score that could be published.

Although the margin of error decreases by completing more interviews, or attempting a census of all learners as in the previous year, agreement was reached between the Skills Funding Agency and GfK that a statistically robust score could be achieved with fewer interviews for some of the larger providers.

GfK NOP had proposed to calculate two minimum base sizes for each provider. The lower threshold (which would take account of the number of learners data matched into further learning in the destination year) would allow the Learner Destination and Learner Rate score to be published, while the higher threshold would allow the Employment Rate score to be published. However, since it was not possible to complete the data matching before the end of the fieldwork period, it was not possible to operationalize the lower threshold, and the higher threshold was used throughout, to set target sample sizes for each provider.

The calculation used to ensure that the confidence interval would be +/- 10% was:

$$\text{Statistical Target Base} = N * (((CI * Z)^2) / (P * (1-P))) - 1$$

Where:

N = In-scope Learner Population

Z = 1.96 (z-score associated with the 95% confidence level)

CI = 10%

P = 50% (which would yield the 'worst case' base size required).

The Target Base size was set at the maximum of the Statistical Target Base and 15% of the In-scope Learner Population.

3.3.2 Identification of learners not to be included in the survey

Although all learners were included in the data matching element of the process, not all in-scope learners could be included in the survey element. The learners who could not be included in the survey were:

- Those who were flagged at the L27 field in the ILR as not giving permission to be contacted for research purposes (L27=1, 2 or 4);
- Those whose details were held in HESA records only and whose contact details were withheld by their provider (HESA records do not include the equivalent of the L27 field, so HEIs had to withhold all contact details for learners on HESA records who had not consented to be contacted for research purposes);
 - Where an individual learner's details were included in both an ILR and a HESA record, if the ILR indicated consent to be contacted, he/she was able to be included in the survey sample, even if the HEI had not provided contact details;
- Those who had certain disabilities or learning difficulties flagged on their ILR;
- Those whose ILR or HEI-supplied contact details did not include a telephone number.

3.3.2.1 Learners with learning difficulties and/or disabilities

In Version 2, 2007/8 learners were included in the telephone survey if their (combined) learning difficulties and disabilities indicated that the risk was low. Learners who had any learning difficulty or disability flagged in the L15 and L16 fields of their ILR could be included only if they had a visual impairment or a disability affecting mobility combined either with dyslexia or with no learning difficulty at all (L15=01 and L16=10 or 98; L15=3 and L16=10 or 98), or if they had moderate learning difficulty, dyslexia or dyscalculia combined with no physical disability at all (L15=98 and L16=01, 10 or 11).

In 2010/11, the Skills Funding Agency reviewed the approach to learners with learning difficulties and/or disabilities for Version 3. The Agency decided that learners who had hearing impairment, emotional/behavioural difficulties, mental health difficulty, profound complex disabilities, or multiple disabilities (L15=02, 06, 07, 09, 90) or severe learning difficulty or multiple learning difficulties (L16=02, 90) flagged on their ILR should not be included in the survey in case they found the questioning inappropriate or distressing. Learners who had

other types of disability or learning difficulty flagged on their ILR could be included in the sample for the telephone survey but their records were flagged so that interviewers would be aware that they might require extra assistance or sensitivity when contacted. Those learners with visual impairments were not selected to take part in the web-based self-completion questionnaire which was trialled in 2010/11 (for details of this trial see Section 3.4.2) because the visual nature of this method was felt to be inappropriate for these learners.

This approach worked well in the 2010/11 study with no reported problems relating to the inclusion of learners with disabilities or learning difficulties.

3.3.2.2 The L27 restricted use indicator

All providers have to use a data protection statement on forms which collect ILR information. Learners have the right to decline permission for their data to be used for certain follow-up activities such as the provision of information about courses/learning opportunities or surveys and research. The L27 field of the ILR is where the learner's stated preferences with regard to contact are recorded. It can also be used by providers to record reasons why a learner's home should not be contacted, for example because of the death of the learner or serious illness or injury.

In the 2008/9 ILR, valid entry codes in the L27 field were:

1	Learner has withheld permission for the LSC or other users to contact them
2	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme
3	Learner has only withheld permission to be contacted about courses or learning opportunities by post
4	Learner has only withheld permission to be contacted for survey and research
9	No additional restrictions on the use of this learner's record

The Skills Funding Agency abides by the commitments made in the data protection statement and therefore excludes learners whose L27 fields contained codes 1, 2 or 4.

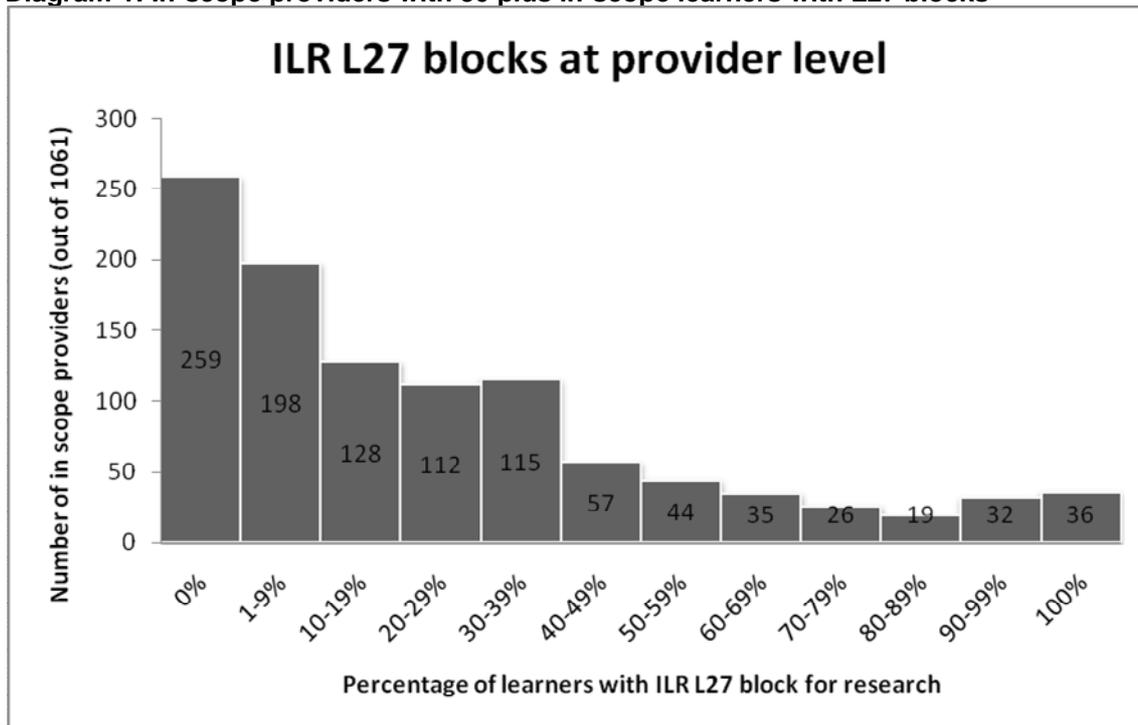
Across all in-scope FE providers with 30 plus in-scope learners (excluding HEIs), the average proportion of learners who could not be included within the survey element of the Learner Destinations research because they had not consented to be contacted for research purposes via the L27 of the ILR was 29.3%. However, this proportion varied greatly between providers, with some having no in-scope learners with L27 blocks to contact for research purposes, and at the other end of the spectrum, others having 100% of their in-scope learners with L27 blocks to contact for research purposes. This suggests that providers may be continuing to take different approaches to this ILR field, even though the guidance to providers clearly states that this field should be completed in accordance with the learner's own wishes and with their input.

Providers with a high proportion of L27 blockages are not able to gain a Learner Destinations score due to the quality thresholds applied to ensure robustness (at least 10% of unmatched learners must be interviewed, which is clearly impossible if 90% or more of learners have an L27 block, and unlikely even at much lower levels of L27 blockage). This safeguard is applied in order to ensure an appropriate balance between outcomes obtained from data matching and

those obtained from telephone interviews, as the outcomes obtained from data matching can only be positive destinations whereas those obtained from the telephone interviews can be positive, neutral or neither.

Diagram 1 below shows the number of in-scope providers with 30 plus in-scope learners with different levels of L27 block in the Version 3 Learner Destinations study. Seventy-four of the 1061 in-scope FE providers with 30 plus in-scope learners (just under 7% of the total) had L27 blocks in 86% or more of their learner records.

Diagram 1: In-scope providers with 30 plus in-scope learners with L27 blocks



Among in-scope HEIs using ILRs, a similar proportion of learner records had L27 blocks to contact for research purposes (24.8%) and this also varied markedly between providers.

3.3.3 Managing telephone numbers

3.3.3.1 Missing telephone numbers

In the ILRs from in-scope FE providers with 30 plus in-scope learners, the absence of telephone numbers also presented an obstacle to the inclusion of learners in the survey element of Learner Destinations. Across these providers, 13.8% of learner records could not be included in the survey because of the absence of any telephone number, so a total of 43.1% of learner records from these providers could not be included in the survey because of L27 block or lack of telephone number.

In the ILRs from in-scope HEIs with 30 plus in-scope learners, the absence of telephone numbers was much less of an issue as only 3.7% of learners could not be included in the survey because of the absence of a telephone number in their ILR, so the contactable base among HEIs using ILRs was higher (on average) than among comparable FE providers.

3.3.3.2 Telephone number cleansing

Some of the telephone numbers collated from the ILRs were invalid, e.g. had too many or too few digits, were missing a leading zero or had no area code. This affected about 36,500 telephone numbers for in scope learners who had not refused to be contacted for surveys (representing about 3.5% of these telephone numbers). Manual cleansing and adjustment of the numbers was carried out where it was reasonably obvious what the problem was and the pool of “problem” numbers was significantly reduced in this way. With the remaining numbers (around 6,700) it was not obvious what the problem was and GfK NOP decided to have these learners’ telephone numbers looked up by UK Changes. UK Changes were able to supply numbers for about 1,700 of these learners.

Learners whose telephone numbers remained invalid after all these processes had been carried out were not included in the pool for selection of provider-level samples (there were about 5,000 of these).

Where learners had not included a telephone number at all in their ILR, no attempt was made to look up a number, and this was consistent with the approach taken in previous sweeps of Learner Destinations. Learners in this position were deemed to have denied consent for telephone contact.

3.3.4 Sample selection and compilation

Once these exclusions had been made, the number of learners available for inclusion in the telephone survey was compared with the target number required at provider level.

- Where the number available exceeded the target number required by a factor of more than 4 to 1, it was decided to carry out a sampling approach to maximise all interviews and to better control the level of skew that might impact a provider’s opportunity to obtain a score. The profile of all in scope learners in terms of gender, age band and qualification level was established at provider level and the sample was selected to match this profile, using random sampling within each of eight cells based on gender, age band and qualification levels. The age bands used were 16-18 and 19 plus while the qualification levels used were up to Level 1, Level 2 and Level 3 plus. Sufficient leads were selected to provide 4 leads per interview required. It was hoped that this would make sufficient allowance for invalid leads (wrong numbers, moved etc) as well as for refusals, learners who could not be contacted etc.
- Where the number of learners available exceeded the target number by a smaller factor, or indeed was smaller than the target number of interviews, all available learner leads were put into the survey sample.

3.3.5 Removal of out of scope providers

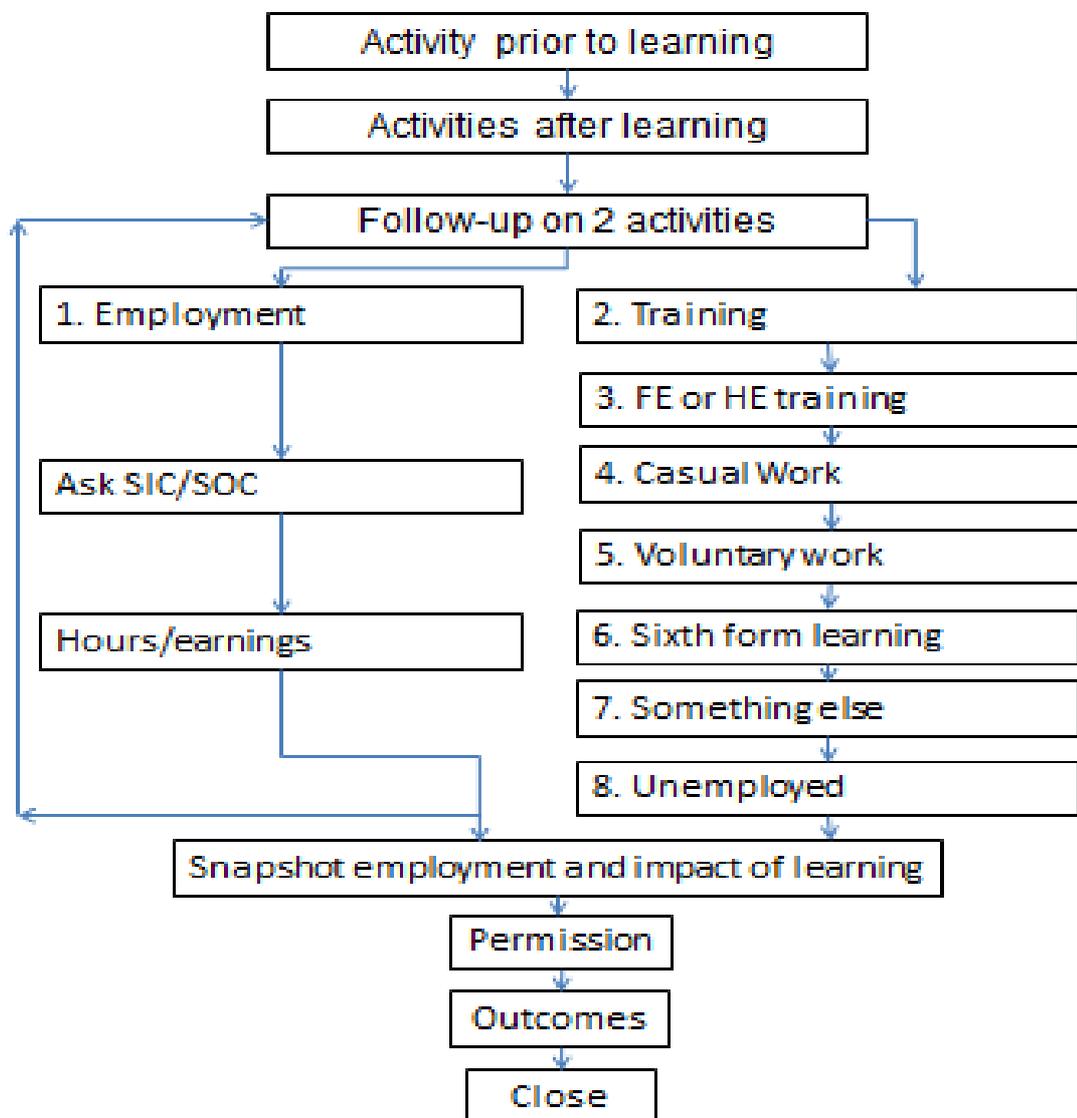
Providers were deemed out of scope if they were out of contract in the destination year by the time Version 3 was in fieldwork (and during). Out of contract would have included those that merged or those that had simply gone out of business. All out of scope providers were identified by the Skills Funding Agency and forwarded to GfK NOP who removed all learners originating from these particular providers from the survey sample. This activity took place throughout the sampling process and before and after the fieldwork started.

3.4 Stage 4: Survey field work

Diagram 2: Overview of the survey questionnaire content

This shows the flow of questions and topics in the questionnaire.

Overview of questionnaire content



In the first two Learner Destinations surveys, referred to as Version 1 and Version 2, telephone interviewing was the only survey method used. In the 2010/11 study (Version 3) the main survey method remained telephone interviewing but with the Skills Funding Agency's agreement GfK NOP trialed a new survey method on an experimental basis, alongside this.

The new data collection method trialled was self-completion of a web-based questionnaire via smartphone or PC. As levels of smartphone ownership are rising rapidly, and are particularly high among younger people, it was felt to be worth trialling this approach for two reasons:

- It might reduce non-response bias, by attracting responses from types of learner who would not have taken part in a telephone interview.
- It had the potential to reduce data collection costs, depending on the level of uptake.

However, this approach could not be targeted specifically at smartphone owners as these cannot be identified through ILR data. It was decided that a sample of learners whose telephone numbers in the ILR were mobile numbers should be invited to participate via this method. They would be sent an invitation to take part in the study via an SMS message which would also include a hyperlink to a web-based version of the survey questionnaire. If they did not have a smartphone, they would have to ignore the message, as they would not be able to access the link. If they did have a smartphone, they would be able to access and complete the questionnaire either using the phone itself, or through a laptop/PC. Further details of the self-completion questionnaire are included in section 3.4.2 following.

3.4.1 Telephone survey

3.4.1.1 Fieldwork details

The telephone fieldwork was conducted by GfK NOP Telephone Interviewing Services (TIS). Prior to the start of fieldwork, interviewers were briefed by the GfK NOP project executives at the interviewing centres in Luton and in central London. (The interviewers had already undertaken a full standard programme of training, prior to this.) The briefing covered the background and objectives of the study, the need to maximise response rates, refusal avoidance, and how to probe respondents for sufficient information to enable Standard Industrial Classification (SIC) and Standard Occupational Classification (SOC) to be coded to four digits. The TIS project managers and team leaders at the two centres carried out additional briefings as required, on points of detail and any problems which interviewers were experiencing.

Fieldwork for the main sample (i.e. excluding HEIs) was carried out between 28 February and 17 July 2011. A total of 186,356 interviews with learners from in-scope providers were completed from an issued sample of 723,183 leads, giving an unadjusted response rate of 25.8%. The adjusted response rate, based on leads from learners who were contacted and who did not turn out to be ineligible, was 55.2%.

Fieldwork for the sample of FE in HE learners was carried out between 17 August and 29 September 2011. A total of 1,903 interviews with learners from in-scope HEIs which had provided sample were completed from an issued sample of 7,629 leads giving an unadjusted response rate of 24.9%. The adjusted response rate, based on leads from learners who were contacted and who remained eligible, was 55.4%.

After interviewing, coding was undertaken by specialist members of GfK NOP's Coding Team to provide a four digit code for SIC and SOC for all employment activities. Throughout fieldwork, verbatim responses were checked to ensure that sufficient detail had been collected. In a small proportion of cases it was necessary to re-contact respondents in order to supplement the details which had been recorded during the interview. A very small number of

respondents (about 150) could not be coded for SIC and SOC even after attempts had been made to re-contact them.

3.4.1.2 Response maximisation activities during the telephone survey

GfK NOP's aim was to maximise response and to minimise non-response bias. A comprehensive strategy was developed, covering:

- A detailed plan relating to call patterns, to improve our chances of making contact with the named learner;
- Ensuring that interviewers are fully briefed and well-motivated, to improve our chances of achieving an interview once contact is established.

The plan for call patterns included not only calling a minimum of 12 times, in order to establish an outcome, but also calling both at weekends and on weekday evenings, over a period of at least 8 weeks. In order to maximise efficiency, calls were made to unanswered numbers on a systematic basis that mixes up short periods of frequent attempts to contact a number followed by a week or so without attempting a number at all, on the grounds that the people may well be temporarily away, before attempting another series of calls relatively closer together.

If GfK NOP made contact with someone at the telephone number and established that the named learner was away but would be contactable at a later date, we asked about their return date and booked a call back at that time.

If GfK NOP made contact with someone at the telephone number and established that the named learner had moved away, they asked for a new contact telephone number and this was recorded in the sample file and called in turn. If no new number was available from this informant (not everyone was willing to pass on alternative contact details to our interviewers), we carried out a telephone number look-up via UK Changes, a company contracted by GfK to source telephone numbers.

Telephone number look-ups were also carried out for other telephone numbers which were identified as wrong or invalid numbers. As a broad average, GfK NOP found that UK Changes, could typically find telephone numbers for about 18-19% of learners. Just under 10% of any batch looked up produced new numbers to try.

On an experimental basis, we trialled sending out letters to the former addresses of learners who had been found to have moved and for whom no new telephone number had been provided by an informant. The letters were marked for forwarding to the learner's new address, as it was hoped that residents at learners' former addresses might be willing and able to forward a letter even if they had been reluctant to provide a new telephone number. The letters invited the learners to contact GfK NOP by e-mail (with a dedicated e-mail address) or telephone (with a Freephone number and a facility to leave messages) if they were willing to be involved in the Learner Destinations study. Unfortunately the numbers of new address details obtained by this method were extremely low in relation to the cost of the mailing, so with the agreement of the Skills Funding Agency, this approach was discontinued.

Afternoons and early evenings are particularly good times to achieve interviews with young adults GfK NOP note from their previous experience. Therefore, in addition to interviewing during normal hours (5pm to 9pm on weekday nights, plus weekend afternoons and evenings), a proportion of interviewing was also carried out earlier on weekday afternoons, in order to be able to capture both workers who are unavailable in the evening and those who go out in the early evening for other reasons.

Interviewer training is a key element to maximising survey response. As mentioned earlier, all interviewers working on the project were fully briefed by the executive team. At the briefing the executive team provided the interviewing team with background information about the project, stressed the importance of achieving a good response rate, reminded interviewers of procedures that would help them to achieve a good response rate and went through the Computer Assisted Telephone Interviewing (CATI) script to ensure that the interviewers were completely familiar with the script and fully understood what was required of them. GfK NOP interviewers were trained specifically to avoid “situational” refusals by ensuring they were flexible on when they can call back so that a time convenient to the respondent can be arranged, and by providing reassurances about data protection and confidentiality. The interviewers were monitored carefully by remote listening through the fieldwork period, but particularly early in the fieldwork period and when any new interviewers joined the team, to pick up any problems and re-briefing requirements, which were then addressed by the team leaders based at the telephone interviewing centres. Key points of information that interviewers needed to be aware of at all times (e.g. in case respondents had queries) were printed on laminated reminder sheets which were visible in all the interviewing booths.

3.4.1.3 Questionnaire coverage

All learners were asked about their activity in the year prior to their 2008/9 learning and then about their activities in the 12 months following the learning. This was followed up by a flexible set of questions about the activities completed since the end of the learning. Learners in employment or waiting to start a confirmed job in July 2010 were asked about their occupation, industry sector, salary and number of hours worked. These learners were also asked their views on the impact of the learning, for example on salary increases, progression at work, their ability to do their job better and obtaining the job (if relevant). Learners who were not in employment were asked follow-up questions about the nature of these activities tailored according to the activity: training course or scheme; further and higher education; casual or temporary work; voluntary or unpaid work; school or sixth form learning; some other activities such as caring; and unemployment.

In instances where learners had engaged in more than two activities in the 12 months since the end of their learning, follow-up questions were asked about a maximum of two activities to maintain a reasonable questionnaire length, so the activities asked about were selected based on the following order of priority:

1. Paid work or self-employment
2. Training course or scheme
3. Student at a college or university
4. Casual or temporary work
5. Voluntary or unpaid work
6. Student at a school or sixth form
7. Some other activities such as caring
8. Unemployment and looking for work.

After this, learners were asked questions about any employment they might have been in during one specific week, the first week of July 2010, and the overall impact the learning had had on them.

The full questionnaire for the telephone interview is included in Appendix 10 of this report.

3.4.1.4 Development of the questions for the telephone survey

The aim in the 2010/11 study was to replicate the previous sweep as closely as possible in terms of question areas. The questions used in the telephone survey had all been used in the previous sweep of Learner Destinations and no questions were removed from the previous sweep's script, so no development work or piloting was carried out in advance of starting the fieldwork. A small number of minor edits were made to the question wordings used in 2009/10 to improve clarity (e.g. changes to tenses of verbs).

However, as a result of the interviewer briefings and the first interviews completed, two changes to the questionnaire were requested by GfK NOP and agreed to by the Skills Funding Agency:

1. At Q34a, which asked "*We would like to ask you about the first week of July 2010. That was the week beginning Monday 28 June. In that week were you working or in self-employment?*" a "don't know" response was allowed, for those who genuinely could not remember their employment status for the snapshot employment section. It was stressed that this should be a last resort and that interviewers should encourage respondents to try to remember.
2. An issue was identified with the follow-up question Q24A, which asked "*You said in this period from the end of your learning up to the end of July 2010, you were not working, studying or looking for work. What was the main reason why?*" At Q8 respondents are asked about all the things they were doing between the end of the learning and July 2010. If they say "something else" (code 8) they are then asked Q24A, which assumes they were doing the activities covered by code 8 at different times and not concurrently with the activities covered by codes 1 to 7 at Q8. As a result of the early interviews it was noted that Q24A was worded inappropriately for some respondents. It was agreed that an additional response code would be created for Q24A: "does not apply – respondent was actually working, studying or looking for work during this whole period."

Shortly after the start of fieldwork, GfK NOP requested permission to re-word the survey introduction, with the aim of shortening the overall length and improving the success rate. This change was approved by the Skills Funding Agency project manager.

Later on in the fieldwork, GfK NOP again requested permission to re-word the survey introduction, presenting the key items of information in a slightly different order and ascertaining whether the respondent was broadly willing to participate, before giving fuller details about what participation involved and getting final agreement to participate. GfK NOP also requested permission not to mention the likely interview length unless the respondent asked. This was tested resulting in an improvement in interviewer productivity, suggesting that respondents were more likely to agree to take part if the interview length was not stated in the standard introduction. With the Skills Funding Agency's agreement, this revision to the introduction was implemented as standard.

3.4.2 Development of the self-completion questionnaire option

The questionnaire for the telephone survey had to be amended slightly in order to make it suitable for the self-completion approach. The amendments were generally very minor text changes (e.g. to section and question introductions); the only area in which the questions used had to be very different from those in the telephone survey was employment data to facilitate the coding of SIC and SOC. Open questions such as those used to establish SIC and SOC in interviewer-administered studies generally achieve poor levels of response and inadequate detail when administered by self-completion. In this area it was decided that the questioning should be closed rather than open. The questionnaire was set up to two different templates to suit the different needs of smartphone and PC completers; the software was able to detect automatically which template was appropriate.

Following some in-house testing using i-phone, BlackBerry and PCs, a small-scale pilot study was carried out in February 2011. Three hundred learner leads with mobile numbers were selected from providers with more leads than would be required for the main survey. From these, 15 learners studying entry level literacy or ESOL qualifications were removed as it was felt the mobile self-completion survey would not be suitable for them. SMS text invitations to take part in the survey by mobile self-completion were sent out to the remaining 285 learners on 18th February 2011. The invitation sent out was worded: "Please tell us what you did after your learning in 2008/9? Click on this link, or enter it into your PC web browser."

The intention was to look at patterns of take-up and drop out during the completion of the questionnaire, and to carry out follow-up telephone calls with some of those who completed the questionnaire to obtain feedback. The questionnaire used included three additional questions at the end to obtain feedback about perceptions of the difficulty and length of the questionnaire (using a scale) and also about willingness to be re-contacted for more detailed feedback.

The SMS messages were delivered to only 140 of the 285 learners selected, indicating issues with the quality of the telephone numbers recorded in the ILR. Unfortunately no learners completed the survey, so it was not possible to carry out the follow-up activity. The key message of this first pilot exercise was that take-up of this option was likely to be very low.

- Only 5 learners clicked on the link; 4 did not get past the intro page; the fifth refused at Q1;
- GfK NOP set up the invitation so that people could send the link to their email inboxes and then go into the survey via a web browser, as the survey is much more suitable for a PC than a mobile screen, but no one took up this option;
- The online/mobile survey team commented that the introduction page was very long for a mobile survey. However, given that most of the information in the introduction is legally required, we had little scope to shorten it;
- We decided to trial alternative wordings of the SMS invitation, as an alternative wording might be more appealing to respondents;
- We also decided to trial the use of a pre-invitation SMS, sent out one or two days before the actual invitation, as the advice of the online/mobile survey team was that this could be effective in raising response levels. However there were cost implications to this.

A second, larger trial was carried out in early March 2011 on an experimental basis with leads from the issued survey sample. We took a sample of 9,000 leads for which the telephone number provided were mobile numbers and divided them equally between three categories on the basis of the type of invitation they were to receive:

1. a pre-invitation personalised text message, followed two days later by a personalised invitation to participate
2. no pre-invitation, but a personalised invitation to participate
3. no pre-invitation and a generic, un-personalised invitation to participate.

In the case of the first category, GfK NOP did not send an invitation to the numbers where it had not been possible for the initial text message to be delivered. So in total just over 7,600 text messages were sent out.

In total, 293 individuals accessed the link sent to them; 202 did so using their mobile and 91 did so using a PC (having forwarded the message they received); 79 interviews were completed following this; 48 with learners who were in the first category above; 20 from the second category and 11 from the third category. In the following table we show an analysis of uptake and response rates for each method. We can see that the use of the pre-invitation text followed by a personalised invitation has the highest success rate, and should result in the lowest cost per interview completed, but that all three methods enjoyed a very low success rate.

If the results of this experiment had indicated this route would be worth further exploration, GfK would have recommended putting a further sample of 34,000 leads with mobile phones through this process, with the aim of comparing in detail the response rates and the profile of those who respond using this method compared with those who respond to the telephone interview (the main data collection methodology), as it had been hoped that it would reduce non-response bias. In the table we show projected levels of success per completed interview assuming that the remaining 34,000 leads originally allocated to the mobile self-completion option were put through one of these options.

Table 1: Outcome of mobile self-completion experiment

	1	2	3
	Prenote plus invitation with respondent name	Invitation with respondent name	Invitation without respondent name
Sent out prenote	3,000	0	0
Prenotes delivered	1,561	0	0
Sent out invitations	1,561	3,000	3,000
Invitations delivered	1,561	1,534	1,531
Accessed link to survey	109	113	71
Completed interviews	48	20	11
Gross response rate based on delivered invitations (%)	3.07	1.30	0.72
Response rate based on those with smartphones (assuming 25% have smartphones) %	12.30	5.22	2.87
Response rate based on those with smartphones (assuming 45% have smartphones) %	6.83	2.90	1.60
Partial interviews	15	17	6
Other starts	43	71	54
Refusals	3	5	0
<i>Projected outcomes and costs for the remaining 34000 mobile number leads:</i>			
Number of pre-invitation SMS to send out	34,000	0	0
Number of pre-invitation SMS likely to be delivered	17,510	0	0
Number of invitations to be sent out by SMS	17,510	34,000	34,000
Number of invitations likely to be delivered	17,510	17,510	17,510
Number of learners likely to access link to survey	1,223	1,290	812
Number of interviews likely to be completed	538	228	126

All three of these options were likely to result in a higher cost to the Agency for each completed interview than if the completed interview were carried out by telephone. Because of this, the Agency decided not to proceed with sending out any more invitations to the self-completion questionnaire, and all the remaining leads with mobile phone numbers (including those which had been sent an invitation to the mobile self-completion questionnaire but not responded) were put into the sample for the telephone survey.

The full script for the Wireless Application Protocol (WAP) mobile self-completion questionnaire is given in Appendix 11 of this report.

3.5 Stage 5: Data matching

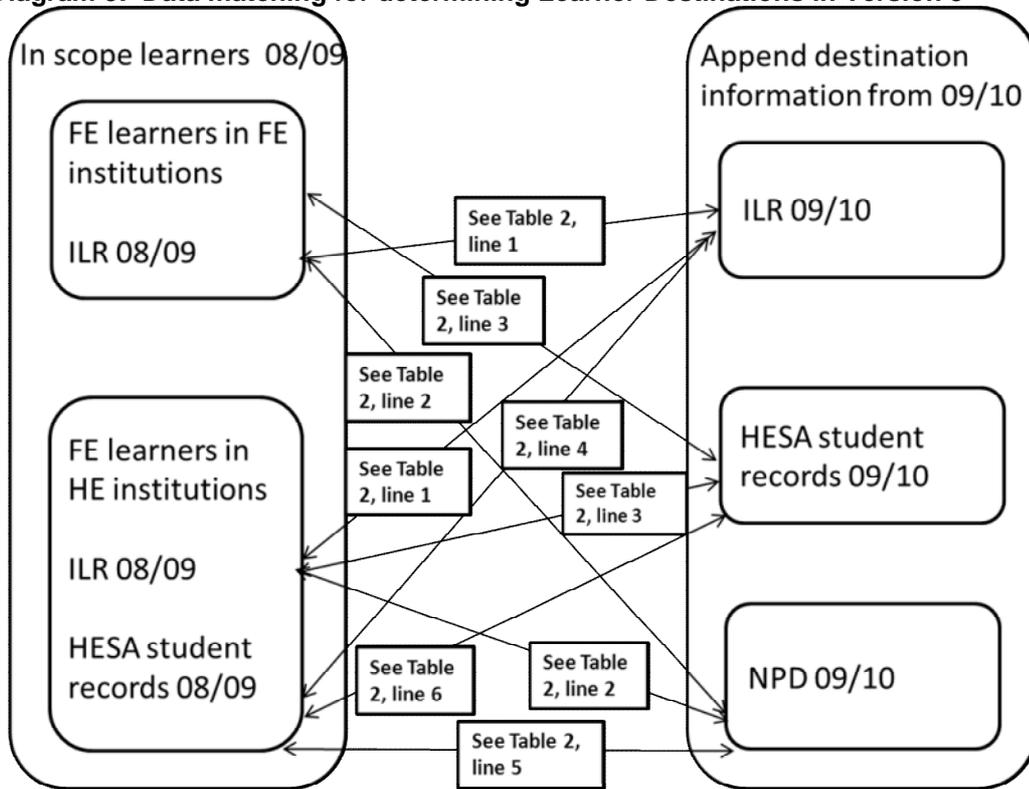
3.5.1 Data matching to identify positive destinations in learning

Data matching was undertaken to identify positive destinations in learning. The three overarching rules are that a learner has achieved a positive destination if they have:

1. Continued in any learning, if aged 16-18 at the start of 2009/10
2. Progressed to any learning in 2009/10 with a higher level of highest learning aim
3. Enrolled in priority learning in 2009/10 with the same highest level of learning

Diagram 3, below, provides a brief end to end description of the data matching process undertaken in Version 3.

Diagram 3: Data matching for determining Learner Destinations in Version 3



3.5.2 The criteria for determining whether a positive destination has been achieved

Following discussions with the Skills Funding Agency and BIS, a set of rules were agreed to determine where a positive destination had or had not been achieved. These rules are set out in Table 4, in section 3.6.1.

The rules in Table 4 should be taken in conjunction with the rules governing which learners are in scope for the Learner Destination study. They should also be applied in the order in which they are set out.

In Table 4, the levels referred to in the column for completion year status are the levels of the learner's highest completed learning aim; in the column for destination year status, the levels referred to are the levels of the highest learning aim for which the learner enrolled. By definition, all in-scope learners are undertaking priority learning in the completion year; however, they may also have other learning aims at higher levels which are not priority learning. In establishing whether a positive destination in learning has been achieved, it is the learner's highest level of completed learning aim in the completion year which is compared with the highest level of learning aim in the destination year.

3.5.3 The datasets used

Destinations in learning were established using a range of datasets. Destinations of learners originating from Higher Education Institutions using Higher Education Statistics Agency (HESA) student records, and all progression into Higher Education (HE), were established by the Higher Education Funding Council for England (HEFCE), on behalf of the Skills Funding Agency, using datasets provided by HESA. All other destinations in learning were established by GfK NOP.

Table 2: Data matching carried out in Version 3

Completion year dataset	Destination year dataset	Carried out by	Looking for
ILR 2008/9 LR F05 and ER P13	ILR 2009/10 LR F05 and ER P13	GfK	Continuing in priority learning at same level or continuing at a higher level
ILR 2008/9 LR F05 and ER P13	KS5 and PLAMS datasets plus School Census data 2009/10	GfK	Continuing in priority learning at same level or continuing at a higher level
ILR 2008/9 LR F05 and ER P13 (ER to be included for future years, in Version 3 it was excluded.)	HESA student records for 2009/10	HEFCE	Continuing in priority learning at same level or continuing at a higher level within HEIs; progression into HE
HESA student records 2008/9	ILR 2009/10 LR F05 and ER P13	GfK	Continuing in priority learning at same level or continuing at a higher level
HESA student records 2008/9	KS5 and PLAMS datasets plus School Census Data 2009/10	GfK	Continuing in priority learning at same level or continuing at a higher level
HESA student records 2008/9	HESA student records for 2009/10	HEFCE	Continuing in priority learning at same level or continuing at a higher level; progression into HE

Where possible a similar approach was used when matching in-scope learners that were identified on the ILR records and/or HESA records in the completion year (08/09).

3.5.3.1 Matching to ILR

For matching learners between the ILR and HESA dataset in 08/09 and the ILR in 09/10 the following process was used to identify learners that were present in both years.

- a. on L45 (Unique Learner Number):
- b. on L01 (Provider number), L03 (Learner reference number) and L11 (Date of Birth) combined:
- c. by fuzzy matching based on
 - i. Full Name and Home Postcode
 - ii. Full Name and DOB
 - iii. Initial, Surname, Postcode and DOB

iv. Initial and Surname and DOB³

Only stage c. was possible for learners that were only captured in the HESA records.

3.5.3.2 Matching to National Pupil Database data (KS5, PLAMS and School Census)

The National Pupil Database (NPD) is a longitudinal database for all children in maintained schools in England, linking pupil/student characteristics to school and college learning aims and attainment. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who partake in the tests/exams.

The NPD holds pupil/student and school characteristics e.g. age, gender, ethnicity, attendance and exclusions (sourced from the School Census for maintained schools only), matched to pupil level attainment data collected from schools and Local Authorities (LAs) by the Department for Education and awarding bodies.

Information from the National Pupil Database (NPD) was provided by the Department for Education to GfK NOP in the form of three separate extracts which had to be linked:

- KS5, which contained details relevant to the learning aims of pupils learning at Key Stage 5, or Level 3 learning
- PLAMS (Post-16 Learning Aims and Achievements), which contained details relevant to the learning aims all learners taking learning aims at level 3 or higher, and all learners who are in National Curriculum year group 12 or above, regardless of their level of learning
- School Census data, which contained personal information about these learners, to facilitate data matching against other datasets

As a number of learners were present in both the KS5 and PLAMS dataset, GfK NOP consolidated the learners into a single duplicated dataset using:

- KS5_PupilMatchingRefAnonymous (in KS5)
- pl_PupilMatchingRefAnonymous (in PLAMS)

This single dataset was then used as the primary source for data matching into the 08/09 ILR and HESA datasets.

For matching learners between the ILR and HESA dataset in 08/09 and the consolidated 09/10 KS5, PLAMS and School Census databases the following process was used to identify learners that were present in both years.

- a. on L45 (Unique Learner Number) – KS5 only
- b. by fuzzy matching based on

³ All stages were subject to a manual validation procedure, especially stage iv. due to the potential mismatches amongst common surnames

- i. Full Name and DOB
- ii. Full Name and Home Postcode
- iii. Initial and Surname and DOB and Gender and Postcode⁴

If any of these links produced a match, the information from the NPD (09/10) was appended to the in-scope learners in the ILR 08/09 to enable us to determine the learner destination.

Multiple Postcodes were available in the dataset, so matching was conducted using the earliest postcode available, as that would be closest in time to the 08/09 ILR.

Only stage b. was possible for learners that were only captured in the HESA records.

3.5.3.3 Matching to HESA

The process of matching the ILR and HESA 08/09 learners to the HESA 09/10 dataset was undertaken by HEFCE on behalf of the Data Service, following a Data Sharing Agreement between the Data Service and HESA. To facilitate this GfK NOP provided a file containing the following fields for learners on the ILR.

L01	Provider Number
L03	Learner Reference Number
L09	Surname/Family Name
L10	Forenames
L11	Date of Birth
L13	Sex
L17	Home Postcode
L22	Current Postcode
L46	UK Provider Reference Number

Equivalent fields were provided for learners in the HESA returns. (Obviously for Version 3, as there were no ER ILR records used HEFCE did not carry out any matching on them.)

3.6 Stage 6: Defining and establishing a positive destination

3.6.1 Research Methodology: Classifying learner destinations

Table 3 below shows the list of possible status codes that were assigned to every in-scope learner.

⁴ All stages were subject to a manual validation procedure, especially stage iii. due to the potential mis matches amongst common surnames.

Table 3: Status outcome codes

Status (outcome) codes	Source	Description
		Positive destination codes
1i	Interview	Enrolled in learning with the same level of highest learning aim, found through telephone interview
1m	Matching	19+ learner enrolled in priority learning with the same level of highest learning aim, or 16-18 learner enrolled in priority learning with same or lower level of highest learning aim, found through data matching
2h	Matching	Progressed to HE, found by data matching into HE enrolment records
2i	Interview	Progressed to learning with a higher level of highest learning aim, found through telephone interview
2m	Matching	Progressed to learning with a higher level of highest learning aim, found by data matching
3	Interview	Remained in employment/self-employment with improved job security, increased skill levels, increased salary or more responsibility
4	Interview	Entered into employment or self-employment having been in learning prior to 2008/9, where the 2008/09 learning had an impact
5	Interview	Entered into employment, self-employment or training in 2008/9 having been outside the labour market and learning had an impact
		Neutral destination code
6	Interview	Not in employment, self-employment or learning, but activity neutral for the purposes of the measure
		Neither positive nor neutral destination code
10	Interview	Interviewed but gave no answers that qualified as a positive or neutral response (Codes 1 to 6)
		Learners whose destination could not be found
8	Matching	Not tracked into further learning and ILR L27 field prevented any contact by survey
9	Interview	Not tracked into further learning and eligible for telephone interview phase but no contact was made (due to incorrect/missing contact details, learners with learning difficulties and/or disabilities (LLDD), not being chosen as part of the sampling process or not taking part in the survey when contacted)
		Administrative code
7		Learners who did not give permission for individual destinations to be forwarded to the provider

It will be noted from the above that slightly different criteria were applied in the interview than in the data matching. Whereas in data matching the concept of priority learning can be applied to completion year and destination year activities, in the interview GfK NOP only knew that the learners' completion year activities counted as priority learning. The concept of "priority learning" could not be applied in the interview: learners could not be expected to know whether their learning counted as priority learning and it was not desirable to lengthen the interview and greatly complicate the analysis by asking detailed questions about the type of learning undertaken. Therefore in the survey GfK NOP took a proxy for continuing priority learning, i.e. continuing learning at the same level.

Continuing in priority learning is one of the key concepts in determining progression. There are two ways of establishing progression: the data matching and the survey.

Data matching and interviewing were used to identify positive destinations in learning. Interviewing alone was used to identify positive destinations in employment. The approach to establishing positive destinations in learning through data matching is covered in section 3.5. The approach to establishing positive destinations in learning through the survey is covered in the same section. The approach to establishing positive destinations in employment through the survey is covered in section 3.6.3.2. Neutral destinations were established through the survey (see section 3.6.4). However, it is important to remember that learners could have multiple destinations. Destinations are prioritised differently in the Learner Destinations, Learning Rate and Employment Rate measures. This is discussed in section 3.7.

Table 4: Positive destinations from data matching

Completion year status (2008/9)	Destination year status (2009/10)	Movement in terms of level of learning	Positive destination?	Reason	Destination code
16-18 learner, any level or type of learning	16-18 learner, any level or type of learning	Any	Yes	Any continuation in learning represents progression for 16-18 learners	2h if in HE in destination year; 2m if moved up a level but not HE; otherwise 1m ⁵
Any level 3 learning	Any Level 4+/HE level learning or enrolment in HE learning	Higher	Yes	Learning at higher level (or HE learning) is always a positive destination	2h if in HE in destination year; 2m if not HE
Any level 2 learning	Any Level 3+ learning or enrolment in HE learning	Higher	Yes	Learning at higher level (or HE learning) is always a positive destination	2h if in HE in destination year; 2m if not HE

⁵ If 16-18 learners' highest level of learning was unknown in either the completion or destination year, they were allocated a default outcome of 1m.

Completion year status (2008/9)	Destination year status (2009/10)	Movement in terms of level of learning	Positive destination?	Reason	Destination code
Any level 1 learning	Any Level 2+ learning or enrolment in HE learning	Higher	Yes	Learning at higher level (or HE learning) is always a positive destination	2h if in HE in destination year; 2m if not HE
Any Entry level learning	Any Level 1+ learning or enrolment in HE learning	Higher	Yes	Learning at higher level (or HE learning) is always a positive destination	2h if in HE in destination year; 2m if not HE
Any Level 3	Learning contributing to a Full Level 3, Learning at level 3 under TTG or Apprenticeship umbrellas	Same	Yes	Because continuing in priority learning at same level	1m
Any Level 2	Learning contributing to a Full Level 2, Learning at Level 2 under Skills For Life, TTG or Apprenticeship umbrellas	Same	Yes	Because continuing in priority learning at same level	1m
Any Level 1	Level 1 learning under TTG, SFL or Apprenticeship umbrellas	Same	Yes	Because continuing in priority learning at same level	1m

Completion year status (2008/9)	Destination year status (2009/10)	Movement in terms of level of learning	Positive destination?	Reason	Destination code
Any Entry level	Entry level learning under TTG, SFL or Apprenticeship umbrellas	Same	Yes	Because continuing in priority learning at same level	1m
Any level of learning	19+ learner learning at a lower level	Lower	No	Lower level is never positive for 19+ learners	Not applicable
Any Level 6	19+ learner, learning at Level 6	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable
Any Level 5	19+ learner, learning at Level 5	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable
Any Level 4	19+ learner, learning at Level 4	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable

Completion year status (2008/9)	Destination year status (2009/10)	Movement in terms of level of learning	Positive destination?	Reason	Destination code
Any Level 3	19+ learner learning at Level 3 but not TTG or Apprenticeship and not contributing to Full Level 3	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable
Any Level 2	19+ learner learning at level 2 but not TTG, SFL or Apprenticeship , and not contributing to Full Level 2	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable
Any Level 1	19+ learner, learning at Level 1 but not TTG, SFL or Apprenticeship	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable
Any Entry level	19+ learner, learning at Entry level but not TTG, SFL or Apprenticeship	Same	No	Because not priority learner and not engaged in priority learning, even though level is same	Not applicable

3.6.2 Variables Used in Identifying Positive Destinations

In order to assess whether a learner had progressed to a positive destination, a number of variables had to be assessed in the different datasets. For each individual aim, in both the completion and destination year, we had to establish the 'highest level of learning' and whether the aim was identified as priority learning. In addition it was necessary to capture the age of the learner in both years.

There were several stages to link the hierarchical datasets (learner, aims and LAD), but the ultimate variables used to establish progression were:

- Age
 - ILR: L_AGEB
 - HESA: BIRTHDTE
 - KS5 KS5_DOB
 - PLAMs PL_DOB

- Level of Learning
 - ILR NOTIONAL_LEVEL_V2_CODE (in Analytical LAD)
 - HESA: MatchHESACAIM (from HEFCE) HE Learning is assumed to be positive
 - KS5 Assumed all Level 3
 - PLAMs PL_QUAL_LEV_REF

- Whether contributing to Full Level 2 or Full Level 3^{6*}
 - ILR: A_L2PCT and A_L3PCT (in Analytical LAD)
 - KS5 A_L2PCT and A_L3PCT (in Analytical LAD) linked by KS5_QAN
 - PLAMs A_L2PCT and A_L3PCT (in Analytical LAD) linked by PL_QAN

- Apprenticeship^{7*}
 - ILR: A15

- Skills for Life^{8*}
 - ILR: A_SFL

- Train to Gain^{9*}
 - ILR: A_TTGAIN

3.6.3 Positive learning destinations established through interview

Positive learning destinations could be identified either through data matching or through learner responses in the survey. Some learners who had remained in learning might not have been identified through the data matching process, for example if they did not have a ULN and had changed name or address between the completion and destination years. In the survey, learners could not be asked the learning aim codes for the learning they had undertaken in the

⁶ It was not possible to identify if aims in the HESA student records were contributing to Full Level 2 or Full Level 3 programmes

⁷ It was not possible to identify if aims on the KS5, PLAMS or HESA records were Apprenticeship programmes

⁸ It was not possible to identify if aims on the KS5, PLAMS or HESA records were Skills for Life programmes

⁹ It was not possible to identify if aims on the KS5, PLAMS or HESA records were Train to Gain programmes

destination year, so their judgement had to be used to help establish if they had progressed or not.

3.6.3.1 Positive destinations relating to learning

3.6.3.1.1 Code 1i

Interviewed learners were judged to be in code 1i if they:

- Were in learning or training as their main 2009/10 activity; and
- Considered they were at the same level of study (Q20=3); or
- Were on a training course in the destination year which they thought was helping to get the sort of job they wanted (Q15=1); or
- Did not know their current level of study (Q20=4) but thought they could “probably not” have enrolled on their training without the learning they undertook in 2008/9 (Q22=3); or
- Were aged 16-18 at a lower or unknown level of learning (Q20=2 or 4).

3.6.3.1.2 Code 2i

Interviewed learners were judged to be in code 2i if they:

- Were in learning or training as their main 2009/10 activity; and
- Were in higher education in 2009/10 (Q19=1) or were travelling on a gap year in 2009/10 with a guaranteed university place on their return; or
- Considered they were at a higher level of study (Q20=1); or
- Were at a college or school sixth form (Q8_5=1); or
- Did not know their current level of study (Q20=4) but thought they could “definitely not” have enrolled on their training without the learning they undertook in 2008/9 (Q22=4).

3.6.3.2 Positive destinations relating to employment

All destinations relating to employment were established by the survey.

3.6.3.2.1 Positive destinations from remaining in work (code 3)

Positive destinations from remaining in work (code 3) were identified from the interview phase and required a learner to have been in employment or self-employment prior to the 2008/9 learning (Q2=1) and to have employment or self-employment as one of their main activities in 2009/10 (Q8_1=1). They then needed to:

- Answer yes to any of the four parts of Q13 to indicate improved job performance, more money, more responsibilities or a promotion as a result of the 2008/9 learning (Q13a=1, Q13b=1, Q13c=1, Q13d=1); or
- Answer at Q14 that they probably or definitely could not have kept their current job without the 2008/9 learning (Q14=3, 4).

3.6.3.2.2 Positive destinations from entering work from learning (code 4).

Positive destinations from entering work (code 4) required the learner to have been in learning before the 2008/9 learning (school, training, college or university, defined as Q2=2,4,5,6) and to have employment or self-employment as their main activity in 2009/10 (Q8_1=1). They then needed to:

- Answer at Q14 that they probably or definitely could not have got their current job without the 2008/9 learning (Q14=3,4); or
- Pass an income “test” to assess whether the 2008/9 learning had given the learner a labour market income premium, based on their answers to the income questions at the end of the survey.

The income questions were designed to establish the learner’s hourly rate of pay. A judgement then had to be taken on whether the 2008/9 learning had given the learner a labour market income premium. It was agreed in 2008/9 that this would be based on a comparison with Labour Force Survey data and this approach was also used in 2009/10. In 2010/11, it was agreed between the Skills Funding Agency and BIS that it should be based on a comparison with the Annual Population Survey (APS), rather than the Local Labour Force Survey as this would provide a more robust sample size.

1. A learner aged 16-18 was deemed to have derived a benefit if their average hourly wage was above the average APS figure for people in their age band whose highest qualification was one level below the learner’s highest level of study in 2008/9.
2. A learner aged 19-24 or 25+ was deemed to have derived a benefit if their average hourly wage was above the average APS figure for people in their age band and regional grouping whose highest qualification was one level below the learner’s highest level of study in 2008/9. For the regional comparison, regions were placed into two groups based on similar hourly wages in order to generate APS base sizes which were deemed robust. The two regional groupings used were:
 - London, South East, East of England
 - North East, North West, Yorkshire and Humberside, East Midlands, West Midlands, South West.

No regional comparison was undertaken for the 16-18 year old learners as the base sizes at regional level were felt to be too small to be robust.

The comparison data from APS was provided to GfK NOP by BIS. It was based on the “hourpay” variable in the APS, which provides gross hourly pay.

3.6.3.2.3 Positive destinations from entering the labour market (code 5)

Code 5 positive destinations from entering the labour market are specifically for learners who were not in learning and not in the labour market before they undertook their learning in 2008/9, based on their responses at Q2 (Q2=3,7,8,9,10,11,12). They may have been in voluntary work, unemployed, have had caring responsibilities or have been incapacitated.

These learners then had to be:

- In work or training in 2009/10 (Q8=1,3) and to say at Q14 anything other than that they definitely did not need the 2008/9 learning to get their job (Q14=2,3,4,5), or to say at Q15 that the training was helping them to get the sort of job they wanted (Q15=1), or to say at Q16 anything other than that they definitely did not need the 2008/9 learning to be able to do this training (Q16=2,3,4,5); or
- Outside the labour market with a confirmed job pending (Q24a_1=1) and to say at Q14 anything other than that they definitely did not need the 2008/9 learning to get their job (Q14=2,3,4,5).

3.6.4 Neutral destinations from the survey (code 6)

Code 6 was used when a learner's responses indicated that they could not be counted as having a positive destination, but neither should they count against the provider's score in the way that a coding of 10 (neither positive nor neutral destination code) would. Learners coded 6 were excluded from the calculation of the provider's Learner Destinations score.

Learners were coded 6 (neutral) if they were:

- In casual, voluntary or unpaid activity (Q8_2=1, Q8_4=1) related to the learning they did in 2008/9 (q17a=1, Q17b=1) or to their intended career (Q18a=1,2, Q18b=1,2); or
- In a caring role (Q24b=1,2,3) and had no acceptable care services available (Q24c=1,2,3); or
- In ill health or retired (Q24a=5,6,11), or travelling without a guaranteed university place on their return (q24a=8 and q24e=2,3). This last point represented a change since Version 2. (In Version 2 those who were travelling without a guaranteed university place on their return were treated as having a neither positive nor neutral destination.)

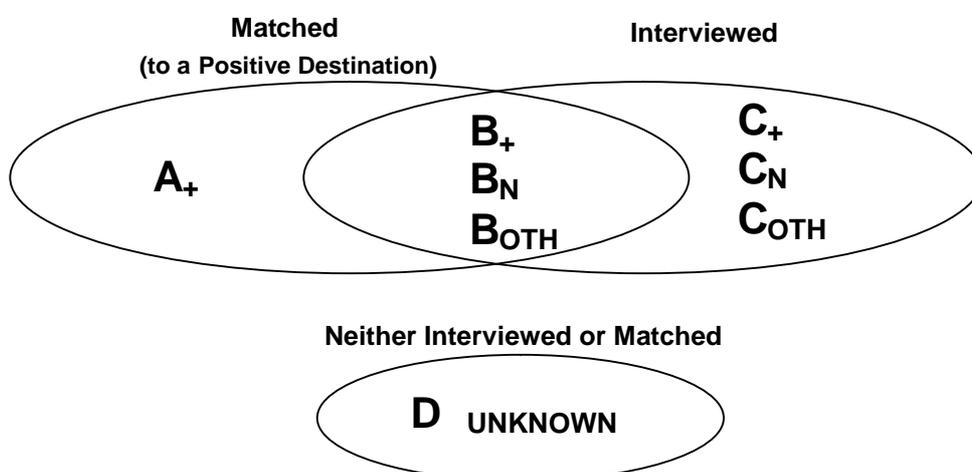
Learners could only be finally allocated to code 6 if it had been established that they had no positive destination identified through the data matching processes or through the survey, as positive destinations took priority over neutral destinations.

3.7 Stage 7: the Research Methodology

3.7.1 Defining 'Known' Destinations

Through the data matching and survey we establish 'known' learning and/or employment destinations for those learners. However, learners can fall into multiple different destinations and these need to be prioritised to assign a final unique 'known' destination in each of the three measures.

Diagram 4: Defining “known” destinations



As Diagram 4 above shows, there are a number of different sources that need to be considered in determining these destinations.

Section A: Data matched only

These learners have positive learning destinations, but there is no information to determine their employment destinations (which need to be projected).

Section B: Data matched and surveyed

These learners all have positive learning destinations through the data matching, but there is information from the survey to determine their employment destinations.

Section C: Surveyed Only

The learning and employment destinations for these learners are all determined from their responses to the survey.

Section D: Neither Interviewed or matched

There is no information captured to determine these learners' learning and employment destinations (all destinations have to be projected for this group).

3.7.2 Learner Destination Score

The 'Known' destinations to be used in calculating the Learner Destination scores are defined as;

- Positive:
 - The learner has any positive learning or employment destinations, established through either data matching (1m, 2m, 2h) or their survey responses (1i, 2i, 3, 4, 5).

- Neutral;
 - The learner does not have any positive learning or employment destinations in either the data matching or survey, but had a neutral destination established in the survey (6).
- Neither positive nor Neutral
 - The learner does not have any positive learning or employment destinations in either the data matching or survey, and also does not have a neutral destination established in the survey.

3.7.3 Defining Learning Rate

In order to keep consistency with Version 2 of Learner Destinations, the 'Known' destinations used in calculating the Learning Rate are defined as:

- Positive:
 - The learner has a positive learning destination, established through either data matching (1m, 2m, 2h) or their survey responses (1i, 2i).
- Neutral:
 - The learner does not have any positive learning destinations in either the data matching or survey, but had either a positive employment destination (3, 4, 5) or a neutral destination established in the survey (6).
- Neither Positive nor Neutral:
 - The learner does not have any positive learning or employment destinations in either the data matching or survey, and also does not have a neutral destination established in the survey.

3.7.4 Defining Employment Rate

In order to keep consistency with Version 2 of Learner Destinations, the 'Known' destinations used in calculating the Employment Rate are defined as:

- Positive:
 - The learner has any positive employment destinations, established through their survey responses (3, 4, 5).
- Neutral;
 - The learner does not have any positive employment or learning destinations in the survey, but has a neutral destination established in the survey (6).
- Neither positive nor Neutral
 - The learner does not have any positive employment destinations in the survey, and also does not have a neutral destination established in the survey. These learners could have positive learning destinations.

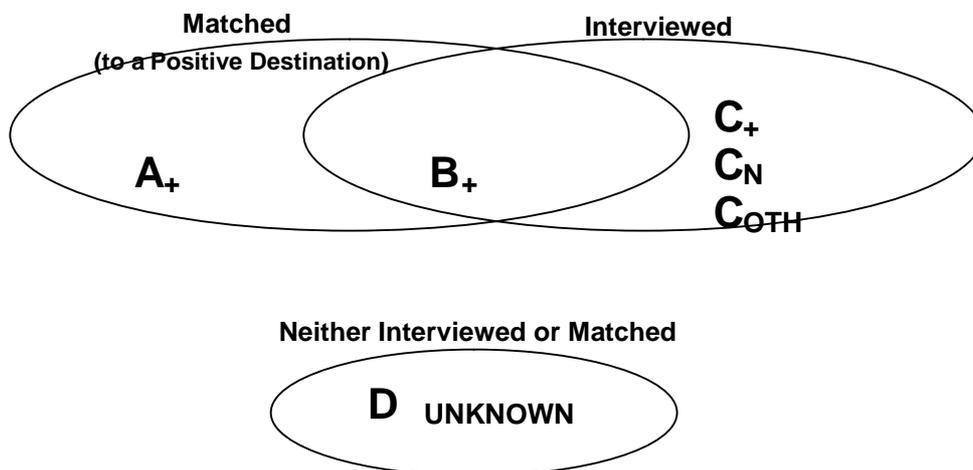
- The learner does not have any positive employment destinations in the survey, has a neutral destination established in the survey, but also has positive learning destinations.

3.7.5 Approach to calculating the three measures

3.7.5.1 Calculating the Learner Destinations score.

The Learner Destinations Performance Indicator is based on a projection of the proportion of a provider’s learners who have gone into a positive destination (i.e. any of codes 1 to 5) in the destination year. The calculation involves making a projection for those learners whose destination is not known. This is illustrated in Diagram 5 below, which also shows the overall number of learners in each part of the diagram.

Diagram 5: Calculating the Learner Destinations score



Sections A and B of Diagram 5 show positive (+) destinations established through data matching. For those learners in section B the data matching takes precedence over the learners’ responses to the survey, and they are always deemed to have moved to a positive destination even if they had responded otherwise in the survey. Section C shows learners who were interviewed but not matched and Section D shows learners for whom no information was known.

In order to establish the overall score, the proportions of ‘positive’ (C₊), ‘neutral’ (C_N) and ‘neither positive nor neutral’ (C_{OTH}) destinations in Section C (as defined in section 3.7.2 of this report) have to be applied to the learners in Section D. This then allows a final total count of positive, neutral and neither positive nor neutral destinations to be established based on the known in Sections A, B and C and the projected destinations in Section D.

The process of making a projection for Section D has to take into account the profile of learners in section C to avoid any bias. Learners were divided into eight categories or “cells” based on their age band (16-18 and 19+), gender and highest level of study (level 2 or below and Level 3 and above). The proportion of ‘positive’, ‘neutral’ and ‘neither positive nor neutral’ destinations for each cell was then applied to the learners in the equivalent cell within Section D. If the number of interviewed learners in any of the eight cells in Section C was less than 10,

the overall proportion of positive/neutral/neither positive nor neutral destinations for that provider in Section C was applied to that cell.

The Learning Destination score is based on the proportion of in-scope learners (minus the known and projected number of learners with a neutral destination) who are known or projected to have a positive destination.

A more detailed explanation of the calculations is given in Appendix 1.

3.7.5.2 Calculating the Learning Rate.

The **Learning Rate** is the proportion of in-scope learners completing an Skills Funding Agency-funded programme in the completion year (minus the projected number of neutrals) that are projected to have progressed to one of the following destinations in the destination year:

- remained in learning with the same highest level of learning aim, where at least one aim was a priority learning aim;
- remained in publicly-funded education or training with a highest learning aim below Level 4 that was higher than the highest learning aim in the completion year; or
- remained in publicly-funded learning with a highest learning aim of Level 4 or above.

The same approach as for the Learner Destination Score is used to establish the number of known and projected learners that have a positive, neutral or neither positive nor neutral learning destination based on using the known information established in Sections A, B and C (as defined in section 3.7.1 of this report) plus the projected destinations of those learners in Section D (of diagram 5 above).

Using the approach established in Version 2 of Learner Destinations, the Learning Rate is calculated by dividing the number of learners who have a known or projected positive learning destination by the number of in-scope learners (minus the known and projected number of learners with a neutral destination established in the Learning Destination Score calculation, section 3.7.2.)

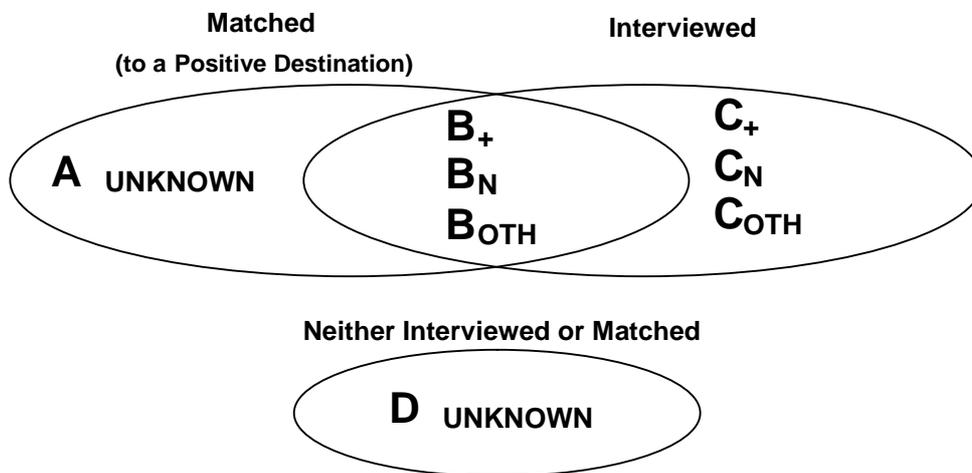
A more detailed explanation of the calculations is given in Appendix 2.

3.7.5.3 Calculating the Employment Rate

The **Employment Rate** is the proportion of in-scope learners completing an Skills Funding Agency-funded programme in the completion year (minus the projected number of neutrals) that are projected to have progressed to one of the following destinations in the destination year:

- remained in employment or self-employment in the destination year, with improved job security or enhanced career prospects;
- entered employment or self-employment in the destination year, having been in learning prior to the completion year, where the completion year's learning had a positive impact; or
- entered employment, self-employment or training in the destination year, having been outside the labour market prior to the completion year.

Diagram 6: How the Employment Rate is calculated



This is based on using the destinations (as defined in section 3.7.4) established in the survey interviews (Sections B and C in Diagram 6 above), and using these results to project the employment progressions for those learners that were not interviewed (Sections A and D) so that the Employment Rate represents the whole group of in-scope learners. As there is no data matching component to the Employment Rate, Sections B and C are used as a single group to use for projections.

Unlike the Learner Destination Score and Learning Rate, learners were not divided into the eight categories but were instead treated as a single category. The proportion of 'positive', 'neutral' and 'neither positive nor neutral' destinations for all learners from sections B and C was then applied to all the learners within Sections A and D.

The Employment Rate is calculated by dividing the number of learners with positive employment destinations by the number of interviewed learners (minus the known number of neutral destinations, as defined in section 3.7.4)

A more detailed explanation of the calculations is given in Appendix 3.

3.7.6 Quality Thresholds

3.7.6.1 Quality Thresholds for Learner Destination Score and Learning Rate.

In Version 3 there are four quality thresholds which all had to be met before a Learning Destination score can be published:

1. At least 30 learners' destinations must be established;
2. At least 10% of the provider's unmatched learners must have been interviewed.

3. Standard measures of the robustness of the sample must be such that we can be 95% confident that the true value of the score lies within +/- 10 percentage points of the recorded value.

4. The sample profile had to be within acceptable levels of bias.

These thresholds were agreed by the Skills Funding Agency and BIS. The second quality threshold was different from the one used in Version 2, which had been set at 15%.

There was also a new exception rule agreed with the Skills Funding Agency and BIS for the second quality threshold. In those instances where a provider had an extremely high level of data matching successfully completed (over 95% of learners), then this gave an acceptable level of robustness for the Learner Destination score and Learning Rate to be reported in the absence of any/enough unmatched interviews to meet the second quality threshold. For the calculation of the scores, these unknown learners were projected to be neutral destinations.

The same quality thresholds as used for the Learning Destination score are also used for the Learning Rate.

The formula to establish the confidence interval for Learning Rate is the same as used for the Learner Destination score. However, as the percentage scores are different, the actual confidence interval calculated for the Learning Rate will differ to that calculated for the Learning Destination score.

As skew is based on all interviews conducted (sections B and C of Diagram 5 in 3.7.5.1) then the skew (measure of bias) is identical for both measures.

3.7.6.2 Quality Thresholds for Employment Rate.

Only three of the quality thresholds are appropriate for the Employment Rate, as there is no data matching, and all had to be met before a score could be published:

1. At least 30 learners' destinations must be established;
2. Standard measures of the robustness of the sample must be such that we can be 95% confident that the true value of the score lies within +/- 10 percentage points of the recorded value;
3. The sample profile had to be within acceptable levels of bias.

As there is no data matching, the confidence interval for the Employment Rate is therefore dependent on the survey element alone, and a different formula is used.

The formula for calculating the skew is for the Employment Rate is the same as for the other measures. As skew is based on all interviews conducted (sections B and C of Diagram 6 in 3.7.5.3) then the skew (measure of bias) is identical to that in the Learning Destination score and Learning Rate.

Appendix 4 gives the detailed formulae for the Confidence Interval and Skew calculations for all of the three measures.

3.8 Stage 8: Calculating the measures and reporting

3.8.1 Deliverables

The FE Choices Data Interchange Specification drawn up by the Data Service and the Skills Funding Agency details the three data deliverables:

1. Dissemination File

- Aggregated provider level results used in both the dissemination (to providers via the Gateway) and in publication (to the FE Choices website) phases. This deliverable is made up of seven individual csv files, one for each sheet in the dissemination report.
- Data was validated by GfK, before being supplied to the Data Service.
- Data is supplied to 10 decimal places so that validation checks can be made, and rounding for the final reporting is completed by the Data Service.

2. Working File

- Aggregated provider level results, which although not used directly in the dissemination or publication processes, will be used in a second line support capacity should queries arise.

3. Learner Level File

- A file at the lowest level of granularity (i.e. learner level), this is primarily for the purposes of BIS.

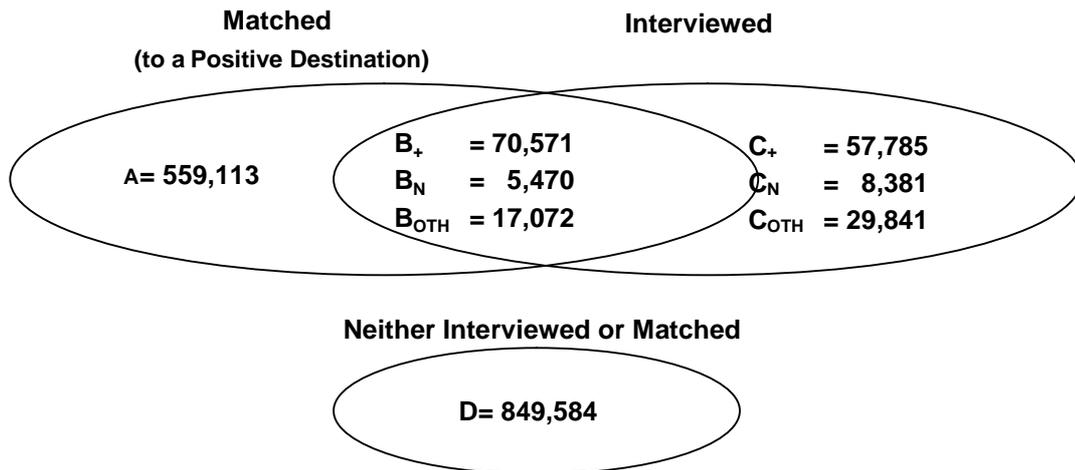
3.8.2 Publishing Scores

As agreed by the Skills Funding Agency and BIS. The Learning Rate and Employment Rates will only be published if all three of the measures pass all of their respective Quality Thresholds.

Where either one of the Learning Rate or Employment Rate fails to meet all of their quality thresholds, but the Learning Destination score passes its quality thresholds, then only the Learning Destination score will be published.

3.8.3 Learner Numbers by Destinations Obtained

Diagram 7: The numbers of learners by the destinations obtained in calculating the Learner Destination scores



Total Learners: 1,597,817

These figures represent all providers where there were any in-scope learners.

3.8.4 Response rates

3.8.4.1 FE providers.

Tables 5, 6 and 7 below show the outcomes for all learners believed to be in-scope on the basis of ILR data, from in-scope FE providers with 30 plus in-scope learners. The outcomes for learners from in-scope, participating HEIs are shown separately in Tables 8, 9 and 10 below, while those for all in-scope and participating providers combined are shown in Tables 11, 12 and 13, also below.

Table 5: Outcomes for in-scope learners from FE providers

Outcomes	Number	Subtotals
IN-SCOPE LEARNERS NOT INCLUDED IN SAMPLE FOR SURVEY		
L27 blocked	413,463	
L27 ok but no tel.	197,683	
Learners with Learning difficulties and disabilities (LLDD)	15,524	
Unknown age	102	
Not sampled	91,881	
Subtotal in scope learners not included in telephone survey sample		718,653
ELIGIBLE ISSUED SAMPLE		
Completed interview	186,356	
Respondent refused	94,048	
Closed at Q1 (not happy to take part)	1,406	
Other refused	-	
Closed at Q1a	102	
Respondent moved	31,063	
Soft appointment	179	
Not available during f/w	8,981	
Interview quit or abandoned	7,753	
Away at University	1,476	
Wrong language	4,447	
Referred elsewhere	-	
Hard appointment	1,413	
Tel no. on Do not call list	-	
Wants personal/postal interview	-	
Closed at Q1b	436	
Stopped interview	78	
Subtotal eligible issued sample		337,738
INELIGIBLE ISSUED SAMPLE		
Unobtainable (missing or incorrect no.)	5,109	
Lead tried max no. of times	45,985	
Number out of order	37,317	
Unassigned number	61,583	
No reply	323	
Wrong number	40,334	
Incomplete number	13,894	
Engaged	19	
Business number	10,997	
Duplicates	1,376	
ID withheld	-	
Not eligible respondent	-	
No. barred	14	
Computer/fax line	2,640	
Out of quota	125,775	

Outcomes	Number	Subtotals
Dialer - resource bottleneck	208	
Dialer - nuisance hangup	1,888	
Unspecified call failure	31,820	
Studied for A-Levels	1,089	
Said they were not eligible for the survey	6,163	
Subtotal ineligible issued sample		386,534
Total	1,442,925	

3.8.4.2 Response rates based on all in-scope learners from FE providers

Table 6: Response rates based on all in-scope learners from FE providers: unknown/ineligible sample

Detailed unknown/ineligible sample (in-scope FE providers)			
Outcome	Total	% of all	% of unknown/ineligible
Unissued sample*	718,653	49.8	65.0
Out of quota	125,775	8.7	11.4
Unobtainable (no. not in service)	5,109	0.4	0.5
Lead tried max no. of times	45,985	3.2	4.2
Number out of order	69,137	4.8	6.3
Unassigned number	61,583	4.3	5.6
No reply	2,419	0.2	0.2
Wrong number	42,974	3.0	3.9
Incomplete number	13,894	1.0	1.3
Engaged	19	0.0	0.0
Business number	10,997	0.8	1.0
Duplicates	1,376	0.1	0.1
ID withheld	-	-	-
No eligible respondent	-	-	-
Number barred	14	0.0	0.0
Studied for A-Levels	1,089	0.1	0.1
Said they were not eligible for survey	6,163	0.4	0.6
Total ineligible	1,105,187	76.6	100.0

* includes:

L27 blocked	413,463
L27 ok but no tel.	197,683
LLDD	15,524
Unknown age	102
Not sampled	91,881

Table 7: Response rates based on all in-scope learners from FE providers: known/eligible sample

Detailed known/eligible sample (in-scope FE providers)			
Outcome	Total	% of all	% of known/eligible
Completed interview	186,356	12.9	55.2
Respondent refused	94,048	6.5	27.8
Closed at Q1 (not happy to take part)	1,406	0.1	0.4
Other refused	0	0.0	0.0
Closed at Q1a	102	0.0	0.0
Respondent moved	31,063	2.2	9.2
Soft appointment	179	0.0	0.1
Not available during fieldwork period	8,981	0.6	2.7
Interview quit or abandoned	7,753	0.5	2.3
Away at University	1,476	0.1	0.4
Wrong language	4,447	0.3	1.3
Referred elsewhere	-	-	-
Hard appointment	1,413	0.1	0.4
Tel number on Do not call list	-	-	-
Wants personal/postal	-	-	-
Closed at Q1b	436	0.0	0.1
Stopped interview	78	0.0	0.0
Total eligible	337,738	23.4	100.0

3.8.4.3 HEIs

The table below shows the outcomes for all learners believed to be in-scope on the basis of ILR/HESA record data, for the HEIs with 30 plus in-scope learners who had ILR data or provided contact details for learners.

Table 8: Outcomes for in-scope learners from HEIs

Outcomes	Number	Subtotals
IN-SCOPE LEARNERS NOT INCLUDED IN SAMPLE FOR SURVEY		
L27 blocked	3,182	
L27 ok but no tel.	472	
LLDD	102	
Unknown age	0	
Not sampled	1,419	
Subtotal in scope learners not included in telephone survey sample		5,175
ELIGIBLE ISSUED SAMPLE		
Completed interview	1,903	
Respondent refused	945	
Closed at Q1 (not happy to take part)	0	

Outcomes	Number	Subtotals
Other refused	0	
Closed at Q1a	0	
Respondent moved	212	
Soft appointment	117	
Not available during f/w	59	
Interview quit or abandoned	57	
Away at University	87	
Wrong language	43	
Referred elsewhere	0	
Hard appointment	5	
Tel no. on Do not call list	0	
Wants personal/postal interview	0	
Closed at Q1b	2	
Stopped interview	3	
Subtotal eligible issued sample		3,433
INELIGIBLE ISSUED SAMPLE		
Unobtainable (missing or incorrect no.)	239	
Lead tried max no. of times	170	
Number out of order	84	
Unassigned number	348	
No reply	481	
Wrong number	266	
Incomplete number	154	
Engaged	0	
Business number	26	
Duplicates	7	
ID withheld	0	
Not eligible respondent	0	
No. barred	0	
Computer/fax line	27	
Out of quota	2,053	
Dialer - resource bottleneck	1	
Dialer - nuisance hangup	35	
Unspecified call failure	279	
Studied for A-Levels	7	
Said they were not eligible for the survey	36	
Subtotal ineligible issued sample		4,213
Total	12,821	

3.8.4.3.1 Response rates based on all in-scope learners from participating HE providers

Table 9: Response rates based on all in-scope learners from HEIs: unknown/ineligible sample

Detailed unknown/ineligible sample (in-scope HE providers)			
Outcome	Total	% of all	% of unknown/ineligible
Unissued sample*	5,175	40.4	55.1
Out of quota	2,053	16.0	21.9
Unobtainable (number not in service)	239	1.9	2.5
Lead tried max number of times	170	1.3	1.8
Number out of order	84	0.7	0.9
Unassigned number	348	2.7	3.7
No reply	481	3.8	5.1
Wrong number	266	2.1	2.8
Incomplete number	154	1.2	1.6
Engaged	0	0.0	0.0
Business number	26	0.2	0.3
Duplicates	7	0.1	0.1
ID withheld	-	-	-
No eligible respondent	-	-	-
Number barred	-	-	-
Computer/fax line	27	0.2	0.3
Dialer - resource bottleneck	1	0.0	0.0
Dialer - nuisance hangup	35	0.3	0.4
Unspecified call failure	279	2.2	3.0
Studied for A-Levels	7	0.1	0.1
Said they were not eligible for survey	36	0.3	0.4
Total unknown/ineligible	9,388	73.2	100.0

* includes:

L27 blocked	3,182
L27 ok but no tel.	472
LLDD	102
Unknown age	0
Not sampled	1,419

Table10: Response rates based on all in-scope learners from HEIs: known/eligible sample

Detailed known/eligible sample (in-scope HE providers)			
Outcome	Total	% of all	% of known/eligible
Completed interview	1,903	14.8	55.4
Respondent refused	945	7.4	27.5
Closed at Q1 (not happy to take part)	-	-	-
Other refused	-	-	-
Closed at Q1a	-	-	-
Respondent moved	212	1.7	6.2
Soft appointment	117	0.9	3.4
Not available during fieldwork	59	0.5	1.7
Interview quit or abandoned	57	0.4	1.7
Away at University	87	0.7	2.5
Wrong language	43	0.3	1.3
Referred elsewhere	-	-	-
Hard appointment	5	0.0	0.1
Tel number on Do not call list	-	-	-
Wants personal/postal	-	-	-
Closed at Q1b	2	0.0	0.1
Stopped interview	3	0.0	0.1
Total eligible	3,433	26.8	100.0

3.8.4.4 FE and HE providers combined outcomes

Table 11: Outcomes for in-scope learners from both FE and HE providers

Outcomes	Number	Subtotals
IN-SCOPE LEARNERS NOT INCLUDED IN SAMPLE FOR SURVEY		
L27 blocked	416,645	
L27 ok but no tel.	198,155	
LLDD	15,626	
Unknown age	102	
Not sampled	93,300	
Subtotal in scope learners not included in telephone survey sample		723,828
ELIGIBLE ISSUED SAMPLE		
Completed interview	188,259	
Respondent refused	94,993	
Closed at Q1 (not happy to take part)	1,406	
Other refused	0	
Closed at Q1a	102	
Respondent moved	31,275	
Soft appointment	296	
Not available during f/w	9,040	
Interview quit or abandoned	7,810	
Away at University	1,563	

Outcomes	Number	Subtotals
Wrong language	4,490	
Referred elsewhere	0	
Hard appointment	1,418	
Tel no. on Do not call list	0	
Wants personal/postal interview	0	
Closed at Q1b	438	
Stopped interview	81	
Subtotal eligible issued sample		341,171
INELIGIBLE ISSUED SAMPLE		
Unobtainable (missing or incorrect no.)	5,348	
Lead tried max no. of times	46,155	
Number out of order	37,401	
Unassigned number	61,931	
No reply	804	
Wrong number	40,600	
Incomplete number	14,048	
Engaged	19	
Business number	11,023	
Duplicates	1,383	
ID withheld	0	
Not eligible respondent	0	
No. barred	14	
Computer/fax line	2,667	
Out of quota	127,828	
Dialer - resource bottleneck	209	
Dialer - nuisance hangup	1,923	
Unspecified call failure	32,099	
Studied for A-Levels	1,096	
Said they were not eligible for the survey	6,199	
Subtotal ineligible issued sample		390,747
Total	1,455,746	

3.8.4.4.1 Response rates based on all in-scope learners from FE and HE providers

Table 12: Response rates based on all in-scope learners from FE and HE providers: unknown/ineligible sample

Detailed unknown/ineligible sample (in-scope FE and HE providers)			
Outcome	Total	% of all	% of unknown/ineligible
Unissued sample*	723,828	49.7	64.9
Out of quota	127,828	8.8	11.5
Unobtainable (number not in service)	5,348	0.4	0.5
Lead tried max number of times	46,155	3.2	4.1
Number out of order	69,221	4.8	6.2
Unassigned number	61,931	4.3	5.6
No reply	2,900	0.2	0.3
Wrong number	43,240	3.0	3.9
Incomplete number	14,048	1.0	1.3
Engaged	19	0.0	0.0
Business number	11,023	0.8	1.0
Duplicates	1,383	0.1	0.1
ID withheld	-	-	-
No eligible respondent	-	-	-
Number barred	14	0.0	0.0
Computer/fax line	27	0.0	0.0
Dialer - resource bottleneck	1	0.0	0.0
Dialer - nuisance hangup	35	0.0	0.0
Unspecified call failure	279	0.0	0.0
Studied for A-Levels	1,096	0.1	0.1
Said they were not eligible for survey	6,199	0.4	0.6
Total unknown/ineligible	1,114,575	76.6	100.0

*Includes:

L27 blocked	416,645
L27 ok but no tel.	198,155
LLDD	15,626
Unknown age	102
Not sampled	93,300

Table 13: Response rates based on all in-scope learners from FE and HE providers: known/eligible sample

Detailed known/eligible sample (in-scope FE and HE providers)			
Outcome	Total	% of all	% of known/eligible
Completed interview	188,259	12.9	55.2
Respondent refused	94,993	6.5	27.8
Closed at Q1 (not happy to take part)	1,406	0.1	0.4
Other refused	-	-	-
Closed at Q1a	102	0.0	0.0
Respondent moved	31,275	2.1	9.2
Soft appointment	296	0.0	0.1
Not available during fieldwork	9,040	0.6	2.6
Interview quit or abandoned	7,810	0.5	2.3
Away at University	1,563	0.1	0.5
Wrong language	4,490	0.3	1.3
Referred elsewhere	-	-	-
Hard appointment	1,418	0.1	0.4
Tel number on Do not call list	-	-	-
Wants personal/postal	-	-	-
Closed at Q1b	438	0.0	0.1
Stopped interview	81	0.0	0.0
Total eligible	341,171	23.4	100.0

4.0 Considerations

4.1 Background on legal and ethical requirements

GfK NOP adheres fully to the Market Research Society Code of Conduct and is accredited under the international market research industry standard ISO 20252. These both place a strong emphasis on ensuring that survey respondents give informed consent to their involvement in any survey and understand the uses which will be made of their answers before they participate.

The Code of Conduct and ISO 20252 also require full compliance with Data Protection legislation, which ensures that arrangements for the holding and possible sharing of a respondent's answers are made clear to the respondent before they consent to take part. In the case of public bodies, this requirement is complicated by the Freedom of Information Act under which an organisation can be asked to make data it holds available to a third party.

The introduction to the survey questionnaire includes a detailed explanation of the purpose of the research and the uses to which the responses would be put. At the end of the questionnaire, all respondents were asked if they were willing to have their answers shared with their former provider and whether they were willing to be contacted again should a need for clarification arise.

The questionnaire included a set of questions about income levels which were asked of learners who were in work one year after the end of their learning. The telephone interviewers were briefed to make clear to learners that they could opt out of those questions. It was also made clear to learners that, where they gave permission for their answers to be shared with their former provider, income questions were excluded from this.

5.0 Appendices

5.1 APPENDIX 1: CALCULATING THE LEARNING DESTINATION SCORE

1. Define learners with any positive learning destination (DM: 1m, 2m, 2h or Survey: 1i or 2i) or positive employment destination (codes 3, 4, 5) as **Positive**.
2. If a learner has no positive destination, but a Neutral destination (code 6), then define as **Neutral**
3. If a learner was interviewed but has no Positive or Neutral destination, then define as **'Neither Positive Nor Neutral'** (shortened to **'Neither Nor'** in following descriptions)
4. If a learner was not data matched or interviewed, then they are defined as **'Unknown'**
5. For each of the 8 quota groups, the % of learners who were Positive, Neutral or Neither Nor is calculated, amongst the sample of learners who were surveyed but not data matched.
 - a. Where the number of learners in any quota group is less than 10, then the %s for all 8 groups combined are calculated instead for that quota group
6. The %'s in step 5 above are applied to the 'Unknown' counts for each quota group to project the destinations of the 'unknown' learners
7. Calculate the Total number of 'Actual and Projected' Positive Learners
 - a. Known Positives (as defined in 1):
 - i. All data matched learners
 - ii. Any positive survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Positives
 - i. Projected Positives from 'Unknown' learners
8. Calculate the Total number of 'Actual and Projected' Neutral Learners
 - a. Known Neutral (as defined in 2):
 - i. All neutral survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Neutrals
 - i. Projected Neutrals from 'Unknown' learners
9. Calculate the Total number of 'Actual and Projected' 'Neither Nor' Learners
 - a. Known 'Neither Nor' (as defined in 3):
 - i. All 'neither nor' survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Neutrals
 - i. Projected Neutrals from 'Unknown' learners
10. Calculate the Learner Destinations Score by dividing the Actual and Projected Positives by the total learner base minus 'Actual and Projected Neutrals'.

5.2 APPENDIX 2: CALCULATING THE LEARNING RATE

For consistency the approach used for the Learning Rate is the same as used for version 2 of Learner Destinations

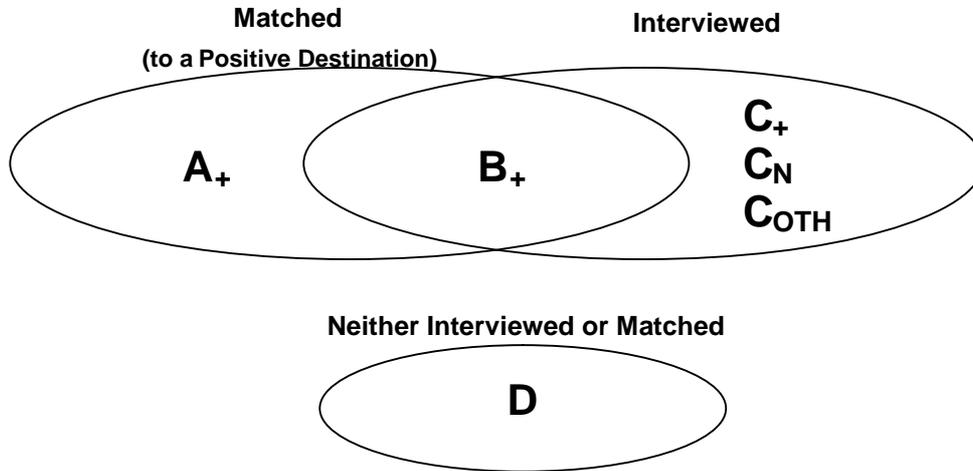
1. Define learners with any positive learning destination (DM: 1m, 2m, 2h or Survey: 1i or 2i) as **Positive**.
2. If a learner has no positive learning destination BUT has either a positive Employment Destination (3, 4, or 5) or a Neutral destination (code 6), then define as **Neutral**.
3. If a learner was interviewed but has no positive learning, positive employment or Neutral destination, then define as '**Neither Positive Nor Neutral**' (shortened to '**Neither Nor**' in following descriptions).
4. If a learner was not data matched or interviewed, then they are defined as '**Unknown**'
5. For each of the 8 quota groups, the % of learners who were Positive, Neutral or Neither Nor is calculated, amongst the sample of learners who were surveyed but not data matched.
 - a. Where the number of learners in any quota group is less than 10, then the %s for all 8 groups combined are calculated instead for that quota group
6. The %'s in step 5 above are applied to the 'Unknown' counts for each quota group to project the destinations of the 'unknown' learners
7. Calculate the Total number of 'Actual and Projected' Positive Learners
 - a. Known Positives (as defined in 1):
 - i. All data matched learners
 - ii. Any positive survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Positives
 - i. Projected Positives from 'Unknown' learners
8. Calculate the Total number of 'Actual and Projected' Neutral Learners
 - a. Known Neutral (as defined in 2):
 - i. All neutral survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Neutrals
 - i. Projected Neutrals from 'Unknown' learners
9. Calculate the Total number of 'Actual and Projected' 'Neither Nor' Learners
 - a. Known 'Neither Nor' (as defined in 3):
 - i. All 'neither nor' survey destinations (from those learners who were surveyed but not data matched)
 - b. Unknown Neutrals
 - i. Projected Neutrals from 'Unknown' learners
10. Calculate the Learning Rate by dividing the Actual and Projected Positives by 'the total base minus the 'Actual and Projected Neutrals' (established in the Learner Destination calculations – Section 5.1, step 8).

5.3 APPENDIX 3: CALCULATING THE EMPLOYMENT RATE

For consistency the approach used for the Employment Rate is the same as used for version 2 of Learner Destinations:

1. Define learners with any positive employment destination in the survey (codes 3, 4, 5) as **Positive**.
2. If a learner has no positive employment or learning destinations but has a Neutral destination established in the survey (code 6), then define as **Neutral**.
3. If a learner was interviewed but has no positive employment destination nor a neutral destination, then define as '**Neither Positive nor Neutral**' (shortened to '**Neither nor**' in following descriptions.
 - a. These learners might have a positive learning destination established in the interview
4. If a learner was interviewed but has no positive employment destination, but has a positive learning destination and a neutral destination, then define as '**Neither Positive nor Neutral**' (shortened to '**Neither nor**' in following descriptions.
5. Calculate the Employment Rate by dividing the Positives by 'the total base minus the Neutrals'

5.4 APPENDIX 4: CONFIDENCE INTERVAL CALCULATIONS FOR THE LEARNER DESTINATION SCORE AND LEARNING RATE



The confidence interval for the Learner Destinations score is based on the proportion of learners in groups A, B, C and D and the sampling proportion for all surveyed only learners. This is calculated as follows;

$$CI = \sqrt{\{[(A_{ALL} + B_{ALL})/T] \times (\pm 1.96 \times SE_{A+B})\}^2 + \{[(C_{ALL} + D_{ALL})/T] \times (\pm 1.96 \times SE_{C+D})\}^2} .$$

Since the matched group (A+B) has 100% positive destinations, the standard error (SE) for this group is zero.

Thus the calculation for the confidence interval becomes;

$$\Rightarrow CI = \sqrt{\{[(A_{ALL} + B_{ALL})/T] \times (\pm 1.96 \times 0)\}^2 + \{[(C_{ALL} + D_{ALL})/T] \times (\pm 1.96 \times SE_{C+D})\}^2}$$

And can be simplified further to become;

$$\Rightarrow CI = \sqrt{\{[(C_{ALL} + D_{ALL})/T] \times (\pm 1.96 \times SE_{C+D})\}^2}$$

$$\Rightarrow CI = \{[(C_{ALL} + D_{ALL})/T] \times (\pm 1.96 \times SE_{C+D})\}$$

$$\Rightarrow CI = [N \times (\pm 1.96 \times \sqrt{[(p \times q / n) \times ((T - A_{ALL} - B_{ALL} - n) / (T - 1))]])] / T$$

where;

$$p = \{C_+ / (C_{ALL})\}$$

$$q = 1 - p$$

$$n = (C_{ALL})$$

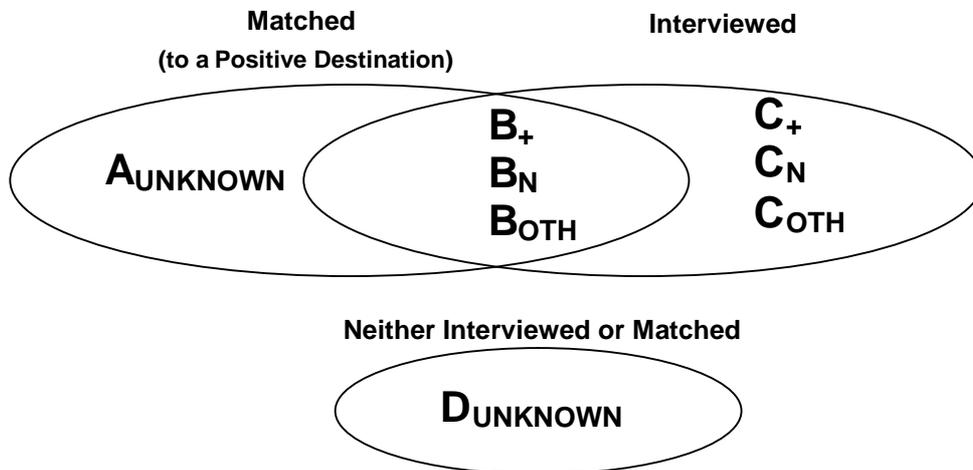
$$N = (C_{ALL} + D_{ALL})$$

$$T = (A_{ALL} + B_{ALL} + C_{ALL} + D_{ALL})$$

In the special case where we have no survey responses the confidence interval for the interviewed only group is set to 100%. The overall CI will then be:

$$CI = [D_{ALL} \times 100\%] / T$$

5.5 APPENDIX 5: CONFIDENCE INTERVAL CALCULATIONS FOR THE EMPLOYMENT RATE



The confidence interval is based on the sampling proportion for all surveyed learners:

$$CI = \pm 1.96 \times \text{SQRT}[\left(\frac{p \times q}{n}\right) \times \left(\frac{T-n}{T-1}\right)]$$

Where:

$$p = \{ B_+ + C_+ \} / (B_{ALL} + C_{ALL})$$

$$q = 1 - p$$

$$n = (B_{ALL} + C_{ALL})$$

$$T = (A_{ALL} + B_{ALL} + C_{ALL} + D_{ALL})$$

5.6 APPENDIX 6: CALCULATIONS TO DETERMINE SKEW

We must be sure that the sample interviewed is broadly representative of the overall population if we are to be confident in our projections from these interviews to the whole unknown group.

This is done by measuring how much skew (or imbalance) is contained in the interviews that are used as the basis for the projections to the unknown learners. This is measured by understanding how different the distribution of the interviews across the 8 quota groups (age/gender/level combinations) is, compared to the distribution of the total learners at the provider.

GfK NOP did this by applying the distribution of learners in the population to the number of interviews completed. This gives us the expected number of responses in each category. We then calculate the difference between the expected numbers and our actual numbers in each category. If the difference is positive, that particular group has been under-sampled.

By summing only the positive values, we get the total number of responses which would need to be allocated to these groups (from the over-sampled groups) in order to achieve a perfectly representative sample. The final skew score is this figure expressed as a percentage of the sample size.

We ignore the negative values between the expected numbers and the actual numbers (i.e. give a value of 0 to these), since summing these negative values would cancel the positive ones and result in a skew score of 0%.

The sample will be those learners who have been interviewed, so the skew measure will reflect how well the interviewed group represents the whole population. The skew threshold for Learner Destinations was set at 40%. Any providers who pass the 10% confidence interval test must have a skew score less than 40% to have their score published. If the skew was greater than 40% providers could not achieve a publishable score.

5.7 APPENDIX 7: ILR DATA FIELDS REQUESTED FROM DATA SERVICE

Learner level fields

Field name	Description	Data Definition	Required for
L_A23	DV - L_A23 Main Aim Delivery Location postcode	Delivery Location Postcode (Learner)	analysis
L_AGE	DV - Age of the learner as at 31 August 2003	Age	used to identify priority learners
L_AGEB	DV - Age of the learner as at 31 August 2003 banded	Age	used to identify priority learners
L_ATYPE	DV - In-year aim type of the learner	Aim Type	analysis
L_DISADV	DV - 1/0 flag to indicate IF the learner is considered to be disadvantaged or not	Disadvantaged Learner	analysis
L_FRANCH	DV - does the learner have any franchised aims (1/0 flag)	Franchised Aim	analysis
L_FTFLP	DV - Full time equivalent learner profile method i.e expected learner cyglh/450, up to a maximum value of 1 FTE.	Full Time Equivalent	analysis
L_FULLEVEL2	DV - Full NVQ level 2 learner flag	Full Level 2 and 3	analysis
L_FULLEVEL3	DV - Full NVQ level 3 learner flag	Full Level 2 and 3	analysis
L_FUND	DV - Sources of funding for the learner	Source of Funding	used to filter out non-LSC funded
L_IL_P1	DV - Learner In-Learning Programme Type Period 1	Learner Level In Learning	identification of in-scope learners
L_IL_P10	DV - Learner In-Learning Programme Type Period 10	Learner Level In Learning	identification of in-scope learners
L_IL_P11	DV - Learner In-Learning Programme Type Period 11	Learner Level In Learning	identification of in-scope learners
L_IL_P12	DV - Learner In-Learning Programme Type Period 12	Learner Level In Learning	identification of in-scope learners
L_IL_P2	DV - Learner In-Learning Programme Type Period 2	Learner Level In Learning	identification of in-scope learners
L_IL_P3	DV - Learner In-Learning Programme Type Period 3	Learner Level In Learning	identification of in-scope learners
L_IL_P4	DV - Learner In-Learning Programme Type Period 4	Learner Level In Learning	identification of in-scope learners
L_IL_P5	DV - Learner In-Learning Programme Type Period 5	Learner Level In Learning	identification of in-scope learners
L_IL_P6	DV - Learner In-Learning Programme Type Period 6	Learner Level In Learning	identification of in-scope learners
L_IL_P7	DV - Learner In-Learning Programme Type Period 7	Learner Level In Learning	identification of in-scope learners
L_IL_P8	DV - Learner In-Learning Programme Type Period 8	Learner Level In Learning	identification of in-scope learners

Field name	Description	Data Definition	Required for
L_IL_P9	DV - Learner In-Learning Programme Type Period 9	Learner Level In Learning	identification of in-scope learners
L_JAN	DV - Learner was active on 1 Jan in this year	Active on Census Date	analysis
L_LLA	DV - Local Authority based on the Learner postcode	Location of the Learner	analysis
L_LLLSC	DV - Home LSC of the Learner, based on the Learner postcode	Location of the Learner	analysis
L_LREG	DV - Home Region of the Learner, based on the Learner postcode	Location of the Learner	analysis
L_LWAR01	DV - Local Authority ward code of the Learner (2001 census)	Location of the Learner	analysis
L_LWAR03	DV - Local Authority ward code of the Learner (2003 census)	Location of the Learner	analysis
L_LWARD	DV - Local Authority ward code of the Learner (1991 census)	Location of the Learner	analysis
L_MODE_B	DV - Learners mode of attendance using 1 Oct 1 Feb 15 May	Mode of Attendance	used in the survey
L_NOV	DV - Learner was active on 1 Nov in this year	Active on Census Date	analysis
L_NVQLEV	DV - NVQ level of the learner	Notional NVQ Level	used in the matching process in the completion year and to identify progression in destination year
L_OCT	DV - Learner was active on 1 Oct in this year	Active on Census Date	analysis
L_OSEGLH	DV – expected daytime on-site GLH	Expected daytime on-site GLH	analysis
L_PLLSC	DV - LLSC based on the 1-1 'owner' relationship UPIN to LLSC	Location of the Delivery Provider (Learner level)	analysis
L_PREG	DV - Region of the Owning Provider, based on the Learner postcode	Location of the Delivery Provider (Learner level)	analysis
L_SFL	DV - Skills For Life Learner	Skills for Life	used to identify priority learners
L_TTGAIN	DV - Train to Gain Learner	Train to Gain	used in the matching process and to identify priority learners
L01	Provider number		identify providers and linkage to aims table
L03	Learner reference number		used in the matching process and linkage to the aims table
L09	Learner surname/family name		used in matching process and for survey

Field name	Description	Data Definition	Required for
L10	Learner forenames		used in matching process and for survey
L11	Date of birth		used in the matching process
L12	Ethnicity		analysis
L13	Sex		used in the matching process
L14	Learning difficulties and/or disabilities and/or health problems		used to identify priority learners and to identify learners who should not be contacted for the interviews
L15	Disability		used to identify priority learners and to identify learners who should not be contacted for the interviews
L16	Learning difficulty		used to identify priority learners and to identify learners who should not be contacted for the interviews
L17	Home postcode		used in the matching process
L18	Address line 1		used in survey for postal element or telephone number look-ups if required
L19	Address line 2		used in survey for postal element or telephone number look-ups if required
L20	Address line 3		used in survey for postal element or telephone number look-ups if required
L21	Address line 4		used in survey for postal element or telephone number look-ups if required
L22	Current Postcode		used in survey for postal element or telephone number look-ups if required
L23	Telephone number		used in survey
L24	Country of domicile		used in matching process
L26	National insurance number		used in matching process
L27	Restricted use indicator		used to block interviews
L28A	Eligibility for enhanced funding instance 1 of 2		analysis

Field name	Description	Data Definition	Required for
L28B	Eligibility for enhanced funding instance 2 of 2		analysis
L29	Additional support (FE)		analysis
L32	Eligibility for disadvantaged uplift (FE)		analysis
L33	Disadvantage uplift factor (FE)		analysis
L34A	Learner support reason instance 1 of 4		analysis
L34B	Learner support reason instance 2 of 4		analysis
L34C	Learner support reason instance 3 of 4		analysis
L34D	Learner support reason instance 4 of 4		analysis
L35	Prior attainment level		analysis
L38	Employment status on last day of learning		analysis
L39	Destination (WBL)		used to help identify positive destination
L40A	National learning monitoring instance 1 of 2		analysis
L40B	National learning monitoring instance 2 of 2		analysis
L41A	Local learning monitoring instance 1 of 2		analysis
L41B	Local learning monitoring instance 2 of 2		analysis
L45	Unique learner number		used in the matching process and linkage to the aims table
L46	UK provider reference number		analysis

Learning aim level fields

Field name	Description	Data Definition	Required for:
A01	Provider number		used in identification of in-scope providers and learners
A03	Learner reference number		used in matching process
A05	Learning aim data set sequence		analysis
A09	Learning aim reference		identify in-scope learners and progression
A10	LSC Funding stream		analysis
A11A	Source of funding instance 1 of 2 (FE)		analysis
A11B	Source of funding instance 2 of 2 (FE)		analysis
A13	Tuition fee received for year (FE)		analysis
A14	Reason for partial or full non payment of fees (FE)		analysis

Field name	Description	Data Definition	Required for:
A15	Programme type (WBL)		identify priority learners
A16	Programme entry route (WBL)		analysis
A17	Delivery mode (FE)		analysis
A18	Main delivery method (FE)		analysis
A19	Employer role (FE)		analysis
A21	Franchised out and partnership arrangement (FE)		analysis
A22	Franchised out and partnership delivery provider number		analysis
A23	Delivery location postcode		analysis
A27	Learning start date		identify in-scope learners
A28	Learning planned end date		identify in-scope learners
A31	Learning actual end date		identify in-scope learners
A32	Guided learning hours (FE)		analysis
A34	Completion status		identify learners completing all their aims and not continuing any others (in completion year)
A35	Learning outcome		analysis
A36	Learning outcome grade (FE)		analysis
A37	Number of units completed		analysis
A38	Number of units to achieve a full qualification		analysis
A46A	National learning aim monitoring instance 1 of 2		analysis
A46B	National learning aim monitoring instance 2 of 2		analysis
A49	Special Projects and pilots		analysis
A53	Additional learning needs		analysis
A55	Unique learner number		used in data matching
A56	UK provider reference number		identify in-scope learners
A57	Source of tuition fees		analysis
COLLECTION	Collection (FE, WBL, ESFSE, UFI, ACL)		used in the matching process and linkage to the learner table
L01	Provider Number		identify providers and linkage to learner table
L03	Learner reference number		used in the matching process and linkage to the learner table
PERIOD	Period of the year this file relates to	Period	analysis
A_AGEST	DV - Age of the learner as at the start date of aim	Age	identify in-scope learners
A_AGESTB	DV - Age of the learner as at the start date of aim banded	Age	identify in-scope learners
A_ATYPE	DV - Type of Aim	Aim Type	analysis

Field name	Description	Data Definition	Required for:
A_IL_P1	DV - In-Learning in Period 1	In Learning	identification of in-scope learners
A_IL_P10	DV - In-Learning in Period 10	In Learning	identification of in-scope learners
A_IL_P11	DV - In-Learning in Period 11	In Learning	identification of in-scope learners
A_IL_P12	DV - In-Learning in Period 12	In Learning	identification of in-scope learners
A_IL_P2	DV - In-Learning in Period 2	In Learning	identification of in-scope learners
A_IL_P3	DV - In-Learning in Period 3	In Learning	identification of in-scope learners
A_IL_P4	DV - In-Learning in Period 4	In Learning	identification of in-scope learners
A_IL_P5	DV - In-Learning in Period 5	In Learning	identification of in-scope learners
A_IL_P6	DV - In-Learning in Period 6	In Learning	identification of in-scope learners
A_IL_P7	DV - In-Learning in Period 7	In Learning	identification of in-scope learners
A_IL_P8	DV - In-Learning in Period 8	In Learning	identification of in-scope learners
A_IL_P9	DV - In-Learning in Period 9	In Learning	identification of in-scope learners
A_JAN	DV - Aim was active on 1 Jan in this year	Active on Census Date	analysis
A_NOV	DV - Aim was active on 1 Nov in this year	Active on Census Date	analysis
A_NVQLEV	DV - Notional NVQ level of the aim	Notional NVQ Level	used in the matching process and to identify progression
A_OCT	DV - Aim was active on 1 October in this year	Active on Census Date	analysis
A_SFL	DV - 1/0 flag to indicate if the aim is basic skills or not	Skills for Life	identify priority learners
A_SFLP	DV - Skills For Life Participation	Skills For Life Participation	analysis
A_SFLTYP	DV - Advanced Skills For Life Type	Skills For Life Participation	analysis
A_SSA_T1	LAD - SSA Tier 1 Code	Sector Subject Areas	analysis
A_SSA_T2	LAD - SSA Tier 2	Sector Subject Areas	analysis
A_TTGAIN	DV - Train to Gain Aim	Train to Gain	analysis

5.8 APPENDIX 8: LETTER TO HEIS RE DATA REQUEST

Dear

DATA REQUEST TO SUPPORT FRAMEWORK FOR EXCELLENCE LEARNER DESTINATION SURVEY

We are writing to you to request learner data associated with learners in your institution that benefited from Skills Funding Agency funding (FE in HE), completing their learning in 2008/9.

As you will be aware, the Skills Funding Agency is responsible for undertaking an annual learner destination survey on behalf of the Department for Business Innovation and Skills and the Department of Education as part of the Framework for Excellence. The survey is designed to help inform learner choice about post 16 education and training and to provide consistent management information on key performance indicators for all post 16 providers receiving funding from the Skills Funding Agency. The Agency is responsible for ensuring that as many Agency funded learners as possible are able to participate in the survey and that we maximise the available sample and response for any given provider.

The Agency, for those providers that have made a Higher Education Statistics Agency (HESA) return, already holds the datasets supplied to the HESA; however, for the purposes of the Learner destinations survey, we require additional data fields to undertake the survey. These are listed in the attachment and will be linked to the HESA data we already hold.

We would be grateful if this information could be provided to GfK NOP, the research contractor undertaking this survey on behalf of the Skills Funding Agency. Transfer should be made via a dedicated secure file transfer protocol (sFTP).

The secure file transfer protocol (sFTP) link is <https://gfk.com>.

Your username is: {INSERT MERGE FIELD HERE}

The site can be accessed using FileZilla or similar utilities. You will be e-mailed a key to your sFTP to enable secure data transfer.

Full instructions of how to send the data are appended to this letter. If you would like a copy of GfK NOP's IT service centre security statement, this is available on request.

This information is required by 31.03.2011. Please be assured this data will only be used by the Skills Funding Agency and the survey contractor for the above survey. If you have any queries about this request, please contact Satnam Sangar at the Skills Funding Agency (satnam.sangar@skillfundingagency.bis.gov.uk)

A similar request will follow for learners completing their learning in 2009/10 later in the year.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R. Culpin', with a stylized flourish at the end.

Roger Culpin

Head of Delivery

Skills Funding Agency

LEARNER DESTINATION SURVEY

INSTRUCTIONS FOR SENDING DATA TO THE SKILLS FUNDING AGENCY'S LEARNER DESTINATION CONTRACTOR GfK NOP

For background to this request, please refer to the letter sent to the HEI Chief Officer and the main data contact 15th March 2011

1. HESA has provided the Skills Funding Agency with a named, key data contact for each HEI. This 'authorised user' will have access to a dedicated, named secure FTP (sFTP) provided by the research contractor GfK NOP.
 2. Via the authorised user, the Skills Funding Agency will notify each HEI of the name of the GfK NOP site unique to their institution and the information needed to be able to use it. A simple Excel template will be included for each HEI to populate. (If Excel is not a convenient option, a csv file can be sent, but it would be appreciated if the same format in terms of the order of fields for Excel outputs could be provided.)
 3. Separately, each HEI will be sent a 'key' (password) for their dedicated sFTP site, which will allow the HEI to access it.
 4. The secure file transfer protocol (sFTP) site is ftps.gfk.com. This should be accessed using FileZilla or a similar utility.
 5. Once encrypted/password-protected files have been placed on the GfK NOP site, please notify Claire Ivins (claire.ivins@gfk.com) and Paul Strange (paul.strange@gfk.com). GfK NOP ask that WinZip is used and that the HEI provides GfK NOP with the password to enable the file to be unencrypted and the data extracted.
 6. GfK NOP on behalf of the Skills Funding Agency require all FE in HE learner data for data matching. For the purposes of any subsequent telephone follow-up, they will ensure they take into account learners' wishes about the use of their data e.g. they will not be used where a student has indicated that they do not wish to be contacted for research purposes.
- *The secure FTP (sFTP) site is provided via GfK NOP's central IT service centre in Germany – therefore the data do not leave the EEA. A copy of GfK NOP's IT service centre security statement can be provided upon request.*
 - *For further details or queries relating to this request, please contact [the Skills Funding Agency.]*

5.9 APPENDIX 9: LIST OF DATA FIELDS REQUESTED FROM HEIS

Description of data field	Is this data field collected by HESA	HESA data field name	Data type	List A For those providers who submit a HESA record
HESA institution identifier	Yes	XINSTID01	AlphaNumeric	Required
HESA unique student identifier	Yes	HUSID	AlphaNumeric	Required
Statutory customer checksum field	Yes	CHECKSUM	AlphaNumeric	Required
Student instance identifier	Yes	NUMHUS	AlphaNumeric	Required
UK Provider Reference Number	Yes	UKPRN	Numeric	Required
Unique identifier	Yes	STUDENTKEY	AlphaNumeric	Required
Unique Learner Number		ULN		Required
Family name	Yes	SURNAME	AlphaNumeric	Required
Family name on 16th birthday	Yes	SNAME16	AlphaNumeric	Required
Forenames	Yes	FNAMES	AlphaNumeric	Required
Forenames reason for null	Yes	FNAMES RFN	AlphaNumeric	Required
Date of birth	Yes	BIRTHDTE	Date	Required
Term-time accommodation	Yes	TTACCOM	AlphaNumeric	Required
Term-time postcode	Yes	TTPCODE	AlphaNumeric	Required
Learners preferred contact number	No			Required
Learners alterative telephone number	No			Required
Term-time address line 1	No			Required
Term-time address line 2	No			Required
Term-time address line 3	No			Required
Term-time address line 4	No			Required
Home postcode	No			Required
Home address line 1	No			Required
Home address line 2	No			Required
Home address line 3	No			Required
Home address line 4	No			Required

5.10 APPENDIX 10: QUESTIONNAIRE FOR CATI INTERVIEW

Learner Destinations

Questionnaire for Version 3 Research

CATI script v 9 07/03/2011

1. INTRODUCTION

<FRONT SCREEN TO SHOW TO INTERVIEWER FROM SAMPLE:

COURSE NAME = <Course1> <Course2> <Course3>

TRAIN TO GAIN LEARNER = < TTGAIN VALUE>

CONSORTIUM PROVISION = <CONSORTIUM VALUE>

MORE THAN ONE COURSE TAKEN AT DIFFERENT PROVIDERS = <MULTIPROVIDER VALUE>

IF LEARNER HAS BEEN FLAGGED AS HAVING A LEARNING DIFFICULTY OR DISABILITY (LDD)
BUT IDENTIFIED AS LIKELY TO BE ABLE TO PARTICIPATE IN A TELEPHONE INTERVIEW =
<DISABILITY VALUE>

SHOWCARD INTRO FOR INTERVIEWERS

ON CALLING NUMBER

1		PROCEED (THE PHONE RINGS)
5	tipnans	No answer
6	tipbusy	Engaged/ busy
13	tipnins	Number unobtainable
16	tipbus	Business number
17	tipcomms	Computer/ fax line
101	tipvmr	Voicemail (respondent's)
102	tipvmg	Voicemail (general)

May I speak to <L10> <L09> please?

SINGLE CODE ONLY

- 1 Speaking to named respondent (PROCEED)
- 2 Named contact not available (SMS see below)
- 3 Respondent moved - have new details - COLLECT DETAILS
- 4 Respondent moved - no contact details - COLLECT DETAILS
- 5 Wrong number (go to SMS see below)

NEXT SCREEN

Hello, my name is <your name> and I am calling from GfK NOP, the independent research organisation. We are interviewing learners from around the country, including people who went to <providername>. We understand you were a learner there in 2008 or 2009.

We are interested in finding out what learners did after they finished at <providername>. The interview takes between 8 and 10 minutes, would you be happy to take part?

NOTE: PROMPT USING COURSE TITLES IF REQUIRED BUT LEARNERS MAY NOT RECOGNISE THE EXACT COURSE TITLES SHOWN.

IF FLAGGED AS MULTIPROVIDER=2 – ADD FOLLOWING

You may have already completed this survey about another college or training provider you went to, but this time we would like to ask you about <provider name> instead.

IF LEARNER DOES NOT RECOGNISE PROVIDERS NAME BUT DID UNDERTAKE TRAINING IN 2008 OR 2009, IT IS LIKELY THIS COURSE.

IF THEY ARE FLAGGED AS TTGAIN=2 – USE THE FOLLOWING

It may be that you have received training in your place of work delivered by this training provider – but were not made aware of their actual name.

IF THEY ARE FLAGGED AS CONSORTIUM=2 – USE THE FOLLOWING

Sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training.

ASK ALL

I'm just going to tell you a bit about the sponsors of the study and how the results will be used before we start the survey.

The survey is being carried out for the Chief Executive Learning and Skills, which funds colleges and training providers, The Department for Business, Innovation and Skills (BIS), the Department for Education and the Young People's Learning Agency (YPLA).

The results will help improve courses for future learners and to provide information on the choices they have after they finish their courses.

Your participation, and all the information you provide will be kept confidential to the research teams at GfK NOP, Chief Executive Learning and Skills, BIS, DfE and the YPLA. The research teams will link your responses to this survey with information they hold about you and your learning for research purposes only.

INTERVIEWER NOTE: WE WANT TO SPEAK TO ANYONE WHO HAS UNDERTAKEN A COURSE AT THIS PROVIDER, REGARDLESS OF WHAT THE COURSE WAS

2. CONSENT TO PARTICIPATION

ASK ALL

Q1 **Can I just check that you are happy to take part in this survey on this basis?**
SINGLE CODE ONLY

Yes – INTERVIEW NOW	1	GO TO Q1D
Yes but not now - make an appointment (Go To SMS)	2	GO TO SMS
No	3	CONTINUE TO Q1A
Respondent doesn't recognise college/course or did not complete course	4	GO TO Q1C

ASK IF Q1=2

Q1A **INTERVIEWER CHECK: Is respondent unable to take part due to a hearing impairment or other disability?** SINGLE CODE ONLY

Yes	1	CONTINUE TO Q1B
No	2	GO TO SMS

ASK IF Q1A=1

Q1B **Is there someone that will be able to help you take part by telephone?** SINGLE CODE

Yes	1	ARRANGE TO CALL BACK WHEN PROXY AVAILABLE <CLOSE>
No	2	THANK AND CLOSE
Yes, proxy available	3	CONTINUE TO Q2

ASK IF Q1=5

Q1C INTERVIEWER CHECK: Code lack of recognition. SINGLE CODE ONLY

Doesn't recognise course but happy to proceed	1	CONTINUE TO Q1D
Doesn't recognise course and will not proceed	2	THANK AND CLOSE
Doesn't recognise college but happy to proceed	3	CONTINUE TO Q1D
Doesn't recognise college and will not proceed	4	THANK AND CLOSE
Didn't attend in 2008/09	5	
Believe did not complete any learning aims but happy to proceed	6	CONTINUE TO Q1D
Believe did not complete any learning aims and will not proceed	7	THANK AND CLOSE

NOTE SMS OPTIONS FOR QA, Q1 AND Q1A

VALID TIPCODES AT SMS SCREEN for QA, Q1 OR Q1A -

3 tiphard Hard call back (made with respondent)
4 tipsoft Soft call back (made with other)
7 tipref Refusal to participate
12 tipwro Wrong number
18 tipdup Duplicate number
26 tipfield Not available during fieldwork
28 tipoths Other - cannot continue
76 tipref2m Refusal, called too many times
79 tiplang Language difficulty
100 tipntel Change telephone number

QPERM (THIS QUESTION RELATES TO PERMISSION TO RECORD THE INTERVIEW FOR QUALITY CONTROL PURPOSES)

IF CODE 1 AT Q1, CODE 3 AT Q1B OR CODE 1 AT Q1C – USE THE FOLLOWING:

Throughout the interview I'm going to refer to the learning you did at <providername> in 2008/09. Please keep this in mind as we go through the questions.

IF CODE 3 AT Q1C – USE THE FOLLOWING:

IF CONSORTIUM=2 – ADD FOLLOWING As I mentioned before, sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training. The provider may also have changed their name since the learning you did in 2008/09. Please answer these questions with regards to the provider you remember doing your 2008/09 learning with.

IF NOT CONSORTIUM=2 – ADD FOLLOWING Sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training. The provider may also have changed their name

since the learning you did in 2008/9 Please answer these questions with regards to the provider you remember doing your 2008/9 learning with.

3. DESTINATION FILTER

ASK IF Q1=1, OR Q1C=1 OR Q1C=3 OR Q1C=6 AND ALEVELQFLAG=1

Q1D According to the information we have, in the academic year 2008/9 you completed some A level or AS level qualifications. Can I just check with you now, did you go on to study for any more A levels, AS levels or A2 qualifications in the following academic year (that is between September 2009 and June 2010)?

Yes studied for A levels, AS levels or A2 qualifications in 2009/10	1	THANK AND CLOSE
No did not study for A levels, AS levels or A2 qualifications in 2009/10	2	CONTINUE TO Q2
Do not remember	3	THANK AND CLOSE

ASK IF Q1=1, OR Q1C=1 OR Q1C=3 OR Q1D=2

Q2 I'd now like to ask you – what was your main activity BEFORE you started your learning at [IF CODE 1 AT Q1, CODE 3 AT Q1B OR CODE 1 AT Q1C: <providername>, IF CODE 3 AT Q1C: the provider you remember] in 2008/9. By main activity I mean the thing that you spent the most time doing. ADD IF NECESSARY: If you were doing more than one thing, please tell me which one you did for the most amount of hours. SINGLE CODE ONLY

Working or self-employed	1	CONTINUE TO Q3
On a training scheme	2	
In voluntary or unpaid work	3	
At school aged 16 or below (Year 11)	4	
At school in a sixth form	5	
At a college or university	6	
Unemployed and looking for work	7	GO TO Q8
Looking after the family or home	8	
Travelling	9	
Temporarily sick or injured	10	
Long-term sick or disabled	11	
Something else	12	
Don't know or can't remember	13	

ASK IF Q2=1

Q3 At that time were you

READ OUT. SINGLE CODE ONLY

Working as an employee	1	GO TO Q8
Or self-employed?	2	

ASK ALL

Q8 I want to ask about the period from the end of your 2008/09 learning to the end of July 2010. In that time, did you do any of the following? MULTICODE READ OUT

PROBE FULLY FOR ANY OTHER ACTIVITIES IF MENTION ONLY ONE

Paid work or self-employment that lasted, or that you expect to last, 6 months or longer	1	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q9
Casual work, temporary jobs or jobs lasting less than 6 months	2	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q17A
Be on a training course or scheme (e.g. Apprenticeships)	3	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q15
Voluntary or unpaid work for more than a few days	4	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q17B
Be a student at school studying in a sixth form	5	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q34A
Be a student at a college or university	6	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q19
Be unemployed and looking for work	7	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q23
Something else	8	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q24A

ASK IF Q8=8

Q24A You said in this period from the end of your learning up to the end of July 2010 you were not working, studying or looking for work. What was the main reason why? SINGLE CODE ONLY

SHOWCARD Q24A FOR INTERVIEWERS

Waiting to start a confirmed job (e.g. Armed services)	1	PROBE AND CODE Q8FINDUM AS CODE 1, GO TO Q8FINDUM
Waiting to start a confirmed training scheme (e.g. Apprenticeship)	2	PROBE AND CODE Q8FINDUM AS CODE 3, GO TO Q8FINDUM
Student	3	GO TO Q24D
Looking after the family/home	4	CONTINUE TO Q24B
Temporarily sick, injured or disabled	5	GO TO Q8FINDUM
Long-term sick or disabled	6	
Believes no job available	7	
Travelling	8	GO TO Q24E
Not yet started looking	9	
Doesn't need employment	10	
Retired from paid work	11	
Any other reason	12	
(ONLY IF CODE 8 MULTICODED WITH AT LEAST ONE OF CODES 1 TO 7 AT Q8) Does not apply, respondent was working/studying/looking for work during the whole period	13	GO TO Q8FINDUM

ASK IF Q24A=4

Q24B Can I just check, is this because... READ OUT. MULTICODE

INTERVIEWER NOTE: DO NOT PROBE IF THE RESPONDENT IS RELUCTANT TO RESPOND

You were caring for children below school age	1	
You were caring for other children	2	CONTINUE TO Q24C
You were caring for a dependent adult relative	3	
Or some other reason	4	IF SINGLE RESPONSE ONLY GO TO Q8FINDUM

ASK IF CODE 1-3 AT Q24B

Q24C **And is this because suitable care services...** READ OUT. SINGLE CODE ONLY

were not available	1	GO TO Q8FINDUM
were not affordable	2	
were not of good enough quality	3	
Or for some other reason?	4	

ASK IF Q24A=3

Q24D **Can I just check is this as a student at:** READ OUT. SINGLE CODE ONLY

A sixth form	1	CODE Q8FINDUM AS CODE 5, GO TO Q8FINDUM
A college or university	2	CODE Q8FINDUM AS CODE 6. GO TO Q8FINDUM
Through some other learning (e.g. through informal learning or self study including learn direct)	3	CODE Q8FINDUM AS CODE 8, GO TO Q8FINDUM

ASK IF Q24A=8

Q24E **Was this part of a gap year before university? By this I mean did you hold a confirmed place at a University for 2010/11 when you began travelling.** SINGLE CODE ONLY

Yes	1	CODE Q8FINDUM AS CODE 6. GO TO Q8FINDUM
No	2	CODE Q8FINDUM AS CODE 8, GO TO Q8FINDUM
Unsure	3	

[FOR DATA PROCESSING USE ONLY]

Q8FINDUM

CODE IF Q8=1 OR (Q8=8 & Q24A = 1)	Paid work or self-employment that lasted, or that you expect to last, 6 months or longer	1	IF SINGLE RESPONSE GO TO Q9, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=2	Casual work, temporary jobs or jobs lasting less than 6 months	2	IF SINGLE RESPONSE GO TO Q17A, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=3 OR (Q8=8 & Q24A = 2)	Be on a training course or scheme	3	IF SINGLE RESPONSE GO TO Q15, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=4	Voluntary or unpaid work for more than a few days	4	IF SINGLE RESPONSE GO TO Q17B, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=5 OR (Q8=8 & Q24A = 3 & Q24D=1)	Be a student at school studying in a sixth form	5	IF SINGLE RESPONSE GO TO Q34A, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=6 OR (Q8=8 & Q24A = 3 & Q24D = 2) OR (Q8=8 & Q24A = 8 & Q24E=1)	Be a student at a college or university	6	IF SINGLE RESPONSE GO TO Q19, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=7	Be unemployed and looking for work	7	IF SINGLE RESPONSE GO TO Q23, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=8 AND (Q24A=4, 5, 6, 7, 9, 10, 11 OR 12 OR (Q24A=8 AND (Q24D=3 OR (Q24E=2 OR 3)))	Something else	8	IF SINGLE RESPONSE GO TO Q34A, OTHERWISE GO TO MULTI ROUTING

MULTI ROUTING INSTRUCTIONS

IF Q8FINDUM HAS 2 OR MORE RESPONSES, A MAXIMUM OF 2 QUESTION SETS SHOULD BE ASKED USING THE FOLLOWING HIERACHY:

- 1 = Q8FINDUM=1 SECTION 4; (WORK SUPPLEMENTARIES) GO TO Q9
- 2 = Q8FINDUM=3 SECTION 5 (TRAINING SUPPLEMENTARIES) GO TO Q15
- 3 = Q8FINDUM=6 SECTION 6 (LEARNING SUPPLEMENTARIES) GO TO Q19
- 4 = Q8FINDUM=2 SECTION 7.1A (CASUAL WORK SUPPLEMENTARIES) GO TO Q17A
- 5 = Q8FINDUM=4 SECTION 7.1B (VOLUNTARY SUPPLEMENTARIES) GO TO Q17B
- 6 = Q8FINDUM=5 SECTION 7.3 (SNAPSHOT EMPLOYMENT) GO TO Q34A
- 7 = Q8FINDUM=8 SECTION 7.3 (SNAPSHOT EMPLOYMENT) GO TO Q34A
- 8 = Q8FINDUM=7 SECTION 7.2 (UNEMPLOYED SUPPLEMENTARY) GO TO Q23

4. WORK SUPPLEMENTARIES

ASK IF Q8FINDUM=1

Q9 I am now going to ask you some questions about your main work activity/job between when you completed your 2008/09 learning and July 2010. By main, I mean either the one you did for the longest period of time or the one you consider to be the most important.

[IF Q24A=1] You have said that you had a confirmed job offer which you were waiting to take up in July 2010, or have still to take up. I'd like you to answer the next set of questions bearing that job in mind.

[ALL]In this job were you...

READ OUT. SINGLE CODE ONLY

Working as an employee	1	IF Q2=1 AND Q3=1, GO TO Q10Ai ELSE GO TO Q11
Or self-employed?	2	IF Q2=1 AND Q3=2, CONTINUE TO Q10B ELSE GO TO Q12A

ASK IF Q9=1 AND Q3=1

Q10Ai And [IF Q24A=1] were you expecting to work/ [OTHERS] were you working [ALL] for the same employer as before your learning?

SINGLE CODE ONLY

Yes	1	CONTINUE TO Q10Aii
No	2	GO TO Q11

ASK IF Q10Ai=1

Q10Aii And [IF Q24A=1] were you expecting to do/ [OTHERS] were you still doing [ALL] the same type of job as before your learning?

SINGLE CODE ONLY

Yes	1	CONTINUE TO Q11
No	2	

ASK IF Q9=2 AND Q3=2

Q10B You said were self-employed before the learning you did in 2008/09 and you also said self-employment has been your main activity between when you finished that learning and the end of July 2010. Were you doing the same type of work?

[IF Q24A=1] You said you were self-employed before the learning you did in 2008/09 and you also said you were expecting to be in self-employment in the job which you were waiting to start. Were you expecting to be doing the same type of work?

SINGLE CODE ONLY

_____	Yes	1	GO TO Q12A
_____	No	2	

ASK IF Q9 = 1

Q11 What did the firm/organisation you worked for mainly make or do (at the place where you worked)?

WRITE IN

INTERVIEWER NOTE: DESCRIBE FULLY AND PROBE MANUFACTURING, PROCESSING, SERVICE OR DISTRIBUTIONS; MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE OR RETAIL ETC. WRITE IN FULL DETAIL TO ALLOW CODING TO AN INDUSTRY SECTOR.

CONTINUE TO Q12A

ASK IF Q8FINDUM=1

Q12A [IF NOT Q24A=1] What was your (main) job?

[IF Q24A=1] What was the (main) job which you were expecting to do?

WRITE IN

INTERVIEWER NOTE: PROBE FOR A JOB TITLE THAT WOULD MAKE SENSE OUTSIDE THE COMPANY (E.G. PRODUCTION LINE MANAGER NOT HEAD OF B SECTION). WRITE IN FULLY TO ENABLE CODING TO AN OCCUPATION.

CONTINUE TO Q12B

Q12B [IF NOT Q24A=1] What did you mainly do in that job?

[IF Q24A=1] What were you expecting to mainly do in that job?

WRITE IN

PROBE: WHAT QUALIFICATIONS OR TRAINING, IF ANY, IS REQUIRED TO DO THIS JOB? WRITE IN FULLY TO ENABLE CODING.

CONTINUE TO Q12C

Q12C [IF NOT Q24A=1] In your job did you have responsibility for supervising the work of any other employees?

[IF Q24A=1] In your job were you expecting to have responsibility for supervising the work of any other employees?

SINGLE CODE ONLY

NOTE: THIS RELATES TO THE MANAGEMENT OF OTHER EMPLOYEES, NOT CHILDREN (E.G. TEACHERS) OR FACILITIES

_____	Yes	1	IF Q10Ai=1 OR Q10B=1, CONTINUE TO Q13A ELSE GO TO Q14
_____	No	2	

ASK IF Q10Ai=1 OR Q10B=1

Q13A [IF NOT Q24A=1] Still thinking about the time between finishing your learning in 2008/09 and July 2010, as a result of the learning you did in 2008/09 were you better at doing your job?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be better at doing your job?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13B
_____	No	2	
_____	Unsure	3	

Q13B [IF NOT Q24A=1] As a result of the learning you did in 2008/09 were you earning more?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be earning more?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13C
_____	No	2	
_____	Unsure	3	

Q13C [IF NOT Q24A=1] As a result of the learning you did in 2008/09 were you doing a job with more responsibilities?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be doing a job with more responsibilities?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13D
_____	No	2	
_____	Unsure	3	

Q13D [IF NOT Q24A=1] Were you promoted between when you completed your 2008/09 learning and July 2010?

[IF Q24A=1] On returning, did you expect to be promoted between when you completed your 2008/09 learning and July 2010?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q14
_____	No	2	
_____	Unsure	3	

ASK IF Q8FINDUM=1

Q14 Could you have got/stayed in this work without the learning you did?

SINGLE CODE ONLY

_____	Yes, definitely	1	CONTINUE TO Q14B
_____	Yes, probably	2	
_____	No, probably not	3	
_____	No, definitely not	4	
_____	Unsure	5	

Q14B [IF NOT Q24A=1] During the period from the end of your 2008/09 learning to the end of July 2010, did you have a formal training programme as part of your job? By "formal" I mean Apprenticeship, or training course leading to a qualification, or regular organised training on or off the job.

[IF Q24A=1] Did the job you were expecting to do have a formal training programme as part of it? By "formal" I mean Apprenticeship, or training course leading to a qualification or regular organised training on or off the job.

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q25
_____	No	2	

4.2 PAY AND HOURS

You said that you have been in work [IF Q24A=1] or waiting to start a job [ALL] for at least part of the time between finishing the learning you did in 2008/09 and July 2010. I'd now like to ask you a couple of questions about your hours of work and your earnings from the main work we have been discussing. Once again, I can reassure you that any responses you give will be kept confidential.

ASK IF Q8FINDUM = 1

Q25 IF RESPONDENT IS NOT SELF-EMPLOYED (Q9 = 1): How many hours a week did you usually work, excluding meal breaks but including any paid overtime?

[IF Q24A=1] How many hours a week did you expect to work, excluding meal breaks but including any paid overtime?

IF RESPONDENT IS SELF-EMPLOYED (Q9 = 2): How many hours a week did you usually work, excluding meal breaks?

[IF Q24A=1] How many hours a week did you expect to work, excluding meal breaks?

ENTER HOURS. ALLOW REF AND DK. IF VARIES, TAKE AVERAGE IF POSSIBLE.

SOFT CHECK: INTERVIEWER TO RECONFIRM HOURS IF LESS THAN 10 OR OVER 60

HARD CHECK: 0 IS NOT PERMISSIBLE. 120 OR MORE HOURS NOT PERMISSIBLE.

_____	Refused	1	CONTINUE TO Q26B
_____	Don't know	2	

Q26B IF RESPONDENT IS NOT SELF-EMPLOYED (Q9 = 1): **What was your usual take home pay from your main work activity, that is after all deductions for income tax, National Insurance and so on, but including overtime and bonuses?**

[IF Q24A=1] What did you expect to be your usual take home pay from your main work activity, that is after all deductions for income tax, National Insurance and so on, but including overtime and bonuses?

IF RESPONDENT IS SELF-EMPLOYED (Q9 = 2): **What do you estimate your total income was from your main self-employed work activity, after taking away all expenses and taxes?**

[IF Q24A=1] What did you expect your total income to be from your main self-employed work activity, after taking away all expenses and taxes?

ENTER AMOUNT. ALLOW REF AND DK. PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT.

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

- | | |
|---|--|
| 1. Amount per WEEK | £50 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000 |
| 2. Amount per MONTH
(AGE 25+) £5,000 | £150 TO (AGE 16-19) £1500 (AGE 20-24) £3000 |
| 3. Amount per YEAR
(AGE 25+) £50,000 | £1,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 |

Any answer	1	IF Q8FINDUM IS MULTICODE – GO TO MULTI ROUTING INSTRUCTION
Refused	2	IF Q8FINDUM = 1 ONLY GO TO Q34
Don't know	3	GO TO Q26C

ASK IF Q26B=3

Q26C **Do you know what your pay was BEFORE any deductions for tax, national insurance, etc?**

[IF Q24A=1] Do you know what you expected your pay to be BEFORE any deductions for tax, national insurance, etc?

SINGLE CODE ONLY

Yes	1	GO TO Q27B
No	2	IF Q8FINDUM IS
Don't know	3	MULTICODE – GO TO MULTI ROUTING INSTRUCTION
		IF Q8FINDUM = 1 ONLY GO TO Q34

ASK ALL ANSWERING Q26C=1 WHO ARE NOT SELF-EMPLOYED

Q27B IF RESPONDENT IS NOT SELF-EMPLOYED: **Do you know what your gross pay was, before deductions from your main work activity?**

[IF Q24A=1] Do you know what your gross pay was expected to be before deductions from your main work activity?

ENTER AMOUNT. ALLOW REF AND DK. PROBE FOR ESTIMATE IF NECESSARY.

INTERVIEWER NOTE: ENTER EXACT AMOUNT AND CODE FREQUENCY (I.E. WHETHER WEEK, MONTH, YEAR). IF INCOME VARIES, GIVE A RECENT EXAMPLE OF AN AMOUNT.

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK WITH RESPONDENT THAT THIS FIGURE IS CORRECT.

1. Amount per WEEK £50 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000
2. Amount per MONTH £150 TO (AGE 16-19) £1500 (AGE 20-24) £3000 (AGE 25+) £5,000
3. Amount per YEAR £1,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 (AGE 25+) £50,000

Refused	1	IF Q8FINDUM IS
Don't know	2	MULTICODE – GO TO MULTI ROUTING INSTRUCTION
		IF Q8FINDUM = 1 ONLY GO TO Q34

5. TRAINING SUPPLEMENTARIES

ASK IF Q8FINDUM=3

Q15 [ALL] I am now going to ask you some questions about your training activity since you completed your 2008/09 learning and up to the end of July 2010.

[IF Q24A=2] You have said that you were waiting to start a confirmed training scheme. I'd like you to answer the next set of questions bearing that training activity in mind.

[IF NOT Q24A=1] Was this training helping you to get the sort of job you want?

[Q24A=2] Were you expecting this training to help you to get the sort of job you want?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q16
_____	No	2	
_____	Unsure	3	

Q16 **Would you have been able to do this training without the learning you did?**

SINGLE CODE ONLY

_____	Yes, definitely	1	IF Q8FINDUM IS MULTICODE – GO TO MULTI ROUTING INSTRUCTION
_____	Yes, probably	2	
_____	No, probably not	3	
_____	No, definitely not	4	IF Q8FINDUM = 3 ONLY GO TO Q34
_____	Unsure	5	

6. LEARNING SUPPLEMENTARIES

ASK IF CODE 6 AT Q8FINDUM AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

Q19 I am now going to ask you some questions about your main learning activity SINCE you completed your 2008/09 learning and up to July 2010. By main, I mean either the one you did for the longest period of time or the one you consider to be the most important.

[IF Q24E=1] You have said that you were travelling but had a confirmed place at university. I'd like you to answer the next set of questions bearing that place in mind.

Was this learning leading to any of the followings qualifications: a degree, foundation degree, postgraduate qualification, diploma in higher education, NVQ4, HND/HNC?

[IF Q24E=1] Will this learning lead to any of the followings qualifications: a degree, foundation degree, postgraduate qualification, diploma in higher education, NVQ4, HND/HNC?

SINGLE CODE ONLY

INTERVIEWER NOTE: HIGHER EDUCATION INCLUDES DEGREES, FOUNDATION DEGREES, POSTGRADUATE STUDIES, DIPLOMA IN HIGHER EDUCATION, NVQ4 OR ABOVE OR HND/HNC. IF RESPONDENT IS UNSURE, PROBE FOR POSSIBLE EQUIVALENT QUALIFICATION.

Yes	1	GO TO Q21
No	2	CONTINUE TO Q20
Unsure	3	

ASK IF CODE 2-3 AT Q19

Q20 Is this learning leading to a qualification that is higher than, lower than or the same as the learning you did in 2008/09?

[IF Q24E=1] Will this learning lead to a qualification that is higher than, lower than or the same as the learning you did in 2008/09?

SINGLE CODE ONLY

INTERVIEWER NOTE: IF RESPONDENT IS UNSURE PROBE, FOR EXAMPLE DID THEY NEED TO HAVE THE PREVIOUS QUALIFICATION IN ORDER TO PROGRESS TO THIS ONE OR COULD THEY HAVE DONE THIS AS AN ALTERNATIVE TO THE LEARNING THEY DID IN 2008/9?

Higher	1	CONTINUE TO Q21
Lower	2	
Same	3	
Unsure (PROBE possible equivalency)	4	

ASK IF Q19=1 OR ALL ANSWERING Q20

Q21 What was the name of your college, university or training provider? SINGLE CODE ONLY

SELECT INSTITUTION FROM LOOK-UP TABLE. IF NOT LISTED, WRITE IN INSTITUTION NAME IN FULL.

CONTINUE TO Q22

Q22 Would you have been able do this learning without the learning you did in 2008/09?

SINGLE CODE ONLY

Yes, definitely	1	IF Q8FINDUM IS MULTICODE – GO TO MULTI ROUTING INSTRUCTION
Yes, probably	2	
No, probably not	3	
No, definitely not	4	IF Q8FINDUM = 6 ONLY GO TO Q34
Unsure	5	

7.1A CASUAL WORK SUPPLEMENTARIES

ASK IF Q8FINDUM=2 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

I'm now going to ask some questions on the casual work, temporary jobs or jobs lasting less than 6 months that you said you have done between the end of your learning in 2008/09 and July 2010.

Q17A Was this activity related to the learning you did? SINGLE CODE ONLY

_____	Yes	1	
_____	No	2	GO TO Q18
_____	Unsure	3	

Q18A Did/will this activity help you to get the sort of job you want to do? SINGLE CODE ONLY

_____	Yes, definitely	1	
_____	Yes, probably	2	
_____	No, probably not	3	GO TO Q34
_____	No, definitely not	4	
_____	Unsure	5	

7.1B VOLUNTARY SUPPLEMENTARIES

ASK IF Q8FINDUM=4 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

I'm now going to ask some questions on the Voluntary or unpaid work that you said you have done between the end of your learning in 2008/09 and July 2010.

Q17B Was this activity related to the learning you did? SINGLE CODE ONLY

_____	Yes	1	
_____	No	2	GO TO Q18
_____	Unsure	3	

Q18B **Did/will this activity help you to get the sort of job you want to do?** SINGLE CODE ONLY

Yes, definitely	1	GO TO Q34
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.2 UNEMPLOYED SUPPLEMENTARY

ASK IF Q8FINDUM=7 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

Q23 **Do you think the learning you did in 2008/09 improved your chances of finding a good job?** SINGLE CODE ONLY

Yes, definitely	1	GO TO Q34
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.3 SNAPSHOT EMPLOYMENT

ASK ALL

Q34A **I would like to ask you about the first week of July 2010. That was the week beginning Monday 28 June. In that week were you working or in self-employment?** ENCOURAGE RESPONDENT TO REMEMBER IF POSSIBLE. SINGLE CODE ONLY

Yes	1	IF Q8FINDUM=1 OR 2 GO TO Q34B IF Q8FINDUM NOT CODE 1 OR 2 GO TO Q34C
No	2	GO TO Q33
Dk	3	GO TO Q33

ASK IF EITHER SECTION 4 OR SECTION 7.1B HAS BEEN ASKED AND Q34A=1, ELSE GO TO Q34C

Q34B Is that the same job or self-employment you were telling me about earlier?
SINGLE CODE ONLY

Yes	1	GO TO Q33
No	2	GO TO Q34C

ASK IF [Q34A=1 AND NEITHER SECTION 4 OR SECTION 7.1B HAS BEEN ASKED] OR Q34B=2

Q34C Did this job or self-employment last for at least 6 months? SINGLE CODE ONLY

Yes	1	GO TO Q34D
No	2	
Unsure	3	

Q34D Could you have got/stayed in this work without the learning you did in 2008/09?
SINGLE CODE ONLY

Yes, definitely	1	GO TO Q33
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.4. IMPACT OF LEARNING

ASK ALL

Q33 Taking everything you have told me into account, did your learning in 2008/09 have a positive impact on you? SINGLE CODE ONLY

Yes, definitely	1	CONTINUE TO Q32
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Not sure/Don't know	5	

8. PERMISSION TO PASS ON DETAILS

ASK ALL

Q32 That is the end of the questions.

The information you gave us about what you did before and after your course will be used for research purposes only by GfK NOP, Chief Executive Learning and Skills, BIS, DfE and YPLA.

If possible, we would also like to share your answers, [IF ASKED INCOME QUESTIONS Q26B ADD: with the exception of the information on income], with <providername> so that they can link it back to the learning you did and use the information for research purposes aimed at improving courses and guidance provided to future learners. <providername> would only use this information for research purposes, and would keep it confidential. IF RESPONDENT WAS ASKED INCOME QUESTIONS Q26B: Note that the information you have provided on income would not be shared with <providername>.

IF CODE 3 AT Q1C – ADD THE FOLLOWING: Although <providername> is not the learning provider you remember, this is who your records would be passed on to since they are registered as the lead provider of your 2008/09 learning. As mentioned, this may be because different providers grouped together or because the provider has changed their name.

[ALL] May we share your answers with <providername> on this basis? SINGLE CODE ONLY

IF NECESSARY: BIS stands for the Department for Business, Innovation and Skills. DfE stands for the Department for Education and YPLA stands for the Young People's Learning Agency.

Yes	1	THANK AND CLOSE
No	2	

5.11 APPENDIX 11: QUESTIONNAIRE VERSION FOR WAP MOBILE PHONE INTERVIEWS

1. INTRODUCTION

Hello, you have been contacted by GfK NOP, the independent research organisation. We are interviewing learners from around the country, including people who went to <providername>. We understand you were a learner there in 2008 or 2009.

We are interested in finding out what learners did after they finished at <providername>. The interview takes between 8 and 10 minutes.

IF FLAGGED AS MULTIPROVIDER=2 – ADD FOLLOWING

You may have already completed this survey about another college or training provider you went to, but this time we would like to ask you about <provider name> instead.

IF THEY ARE FLAGGED AS TTGAIN=2 – USE THE FOLLOWING

It may be that you have received training in your place of work delivered by this training provider – but were not made aware of their actual name.

IF THEY ARE FLAGGED AS CONSORTIUM=2 – USE THE FOLLOWING

Sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training.

ALL

The survey is being carried out for the Chief Executive Learning and Skills which funds colleges and training providers, the Department for Business, Innovation and Skills (BIS), the Department for Education (DfE) and the Young People's Learning Agency (YPLA).

The results will help improve courses for future learners and provide information on the choices they have after they finish their courses.

Your participation, and all the information you provide, will be kept confidential to the research teams at GfK NOP, Chief Executive Learning and Skills, BIS, DfE and the YPLA. The research teams will link your responses to this survey with information they hold about you and your learning for research purposes only.

If you have any questions or problems completing the questionnaire you can email learnerdestinations@gfk.com and we will try to assist you.

2. CONSENT TO PARTICIPATION

ASK ALL

Q1 **Are you happy to take part in this survey on this basis?** SINGLE CODE ONLY

Yes	1	GO TO Q1D
No	2	CONTINUE TO Q1C

ASK IF Q1=2

Q1C **Is that because...** SINGLE CODE ONLY

You do not recognise the name of the college or training provider?	THANK AND CLOSE
You didn't attend a college or do any learning in 2008/9?	THANK AND CLOSE
You did some learning in 2008/9 but didn't complete any of the courses/qualifications you were studying for?	THANK AND CLOSE
Some other reason?	THANK AND CLOSE

IF CODE 1 AT Q1:

Throughout the interview we're going to refer to the learning you did at <providername> in 2008/09. Please keep this in mind as you go through the questions.

[IF CONSORTIUM =2 – ADD FOLLOWING] As we mentioned before, sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training. The provider may also have changed their name since the learning you did in 2008/09. Please answer these questions with regards to the provider you remember doing your 2008/09 learning with.

[IF NOT CONSORTIUM =2 – ADD FOLLOWING] Sometimes training providers group together to offer training – so the provider we have on our records may not be the same provider who delivered your training. The provider may also have changed their name since the learning you did in 2008/09. Please answer these questions with regards to the provider you remember doing your 2008/09 learning with.

3. DESTINATION FILTER

ASK IF ALEVELQFLAG=1

Q1D According to the information we have, in the academic year 2008/9 you completed some A level or AS level qualifications. Did you go on to study for any more A levels, AS levels or A2 qualifications in the following academic year (that is between September 2009 and June 2010)?

Yes studied for A levels, AS levels or A2 qualifications in 2009/10	1	THANK AND CLOSE
No did not study for A levels, AS levels or A2 qualifications in 2009/10	2	CONTINUE TO Q2
Do not remember	3	THANK AND CLOSE

ASK ALL

Q2 What was your main activity BEFORE you started your learning at <providername> in 2008/9. By main activity we mean the thing that you spent the most time doing.

If you were doing more than one thing, please say which one you did for the most amount of hours. SINGLE CODE ONLY

Working or self-employed	1	CONTINUE TO Q3
On a training scheme	2	
In voluntary or unpaid work	3	
At school aged 16 or below (Year 11)	4	
At school in a sixth form	5	
At a college or university	6	
Unemployed and looking for work	7	GO TO Q8
Looking after the family or home	8	
Travelling	9	
Temporarily sick or injured	10	
Long-term sick or disabled	11	
Something else	12	
Don't know or can't remember	13	

ASK IF Q2=1

Q3 **At that time were you...**

SINGLE CODE ONLY

Working as an employee	1	GO TO Q8
Or self-employed?	2	

ASK ALL

Q8 **Thinking about the period from the end of your 2008/09 learning to the end of July 2010, in that time, did you do any of the following? Please select all the answers which apply MULTICODE**

Paid work or self-employment that lasted, or that you expect to last, 6 months or longer	1	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q9
Casual work, temporary jobs or jobs lasting less than 6 months	2	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q17A
Be on a training course or scheme (e.g. Apprenticeships)	3	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q15
Voluntary or unpaid work for more than a few days	4	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q17B
Be a student at school studying in a sixth form	5	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q34A
Be a student at a college or university	6	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q19
Be unemployed and looking for work	7	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q23
Something else	8	IF SINGLE RESPONSE, CODE Q8FINDUM AND GO TO Q24A

ASK IF Q8=8

Q24A **You said in this period from the end of your learning up to the end of July 2010, you were not working, studying or looking for work. What was the main reason why?** SINGLE CODE ONLY

Waiting to start a confirmed job (e.g. Armed services)	1	CODE Q8FINDUM AS CODE 1, GO TO Q8FINDUM
Waiting to start a confirmed training scheme (e.g. Apprenticeship)	2	PROBE AND CODE Q8FINDUM AS CODE 3, GO TO Q8FINDUM
Student	3	GO TO Q24D
Looking after the family/home	4	CONTINUE TO Q24B
Temporarily sick, injured or disabled	5	GO TO Q8FINDUM
Long-term sick or disabled	6	
Believes no job available	7	
Travelling	8	GO TO Q24E
Not yet started looking	9	
Doesn't need employment	10	GO TO Q8FINDUM
Retired from paid work	11	
Any other reason (ONLY IF CODE 8 MULTICODED WITH AT LEAST ONE OF CODES 1 TO 7 AT Q8) Does not apply, I was working/studying/looking for work during the whole period	12 13	GO TO Q8 FINDUM

ASK IF Q24A=4

Q24B **Is this because...** MULTICODE

You were caring for children below school age	1	
You were caring for other children	2	CONTINUE TO Q24C
You were caring for a dependent adult relative	3	
Or some other reason?	4	IF SINGLE RESPONSE ONLY GO TO Q8FINDUM

ASK IF CODE 1-3 AT Q24B

Q24C **And is this because suitable care services...** SINGLE CODE ONLY

Were not available or not affordable	1	
Were not affordable	2	GO TO Q8FINDUM
Were not of good enough quality	3	
Or for some other reason?	4	

ASK IF Q24A=3

Q24D **Is this as a student at:** SINGLE CODE ONLY

A sixth form	1	CODE Q8FINDUM AS CODE 5, GO TO Q8FINDUM
A college or university	2	CODE Q8FINDUM AS CODE 6. GO TO Q8FINDUM
Through some other learning (e.g. through informal learning or self study including learn direct)	3	CODE Q8FINDUM AS CODE 8, GO TO Q8FINDUM

ASK IF Q24A=8

Q24E **Was this part of a gap year before university? By this we mean did you hold a confirmed place at a University for 2010/11 when you began travelling.** SINGLE CODE ONLY

Yes	1	CODE Q8FINDUM AS CODE 6. GO TO Q8FINDUM
No	2	CODE Q8FINDUM AS CODE 8, GO TO Q8FINDUM
Unsure	3	

[FOR DATA PROCESSING USE ONLY]

Q8FINDUM

CODE IF Q8=1 OR (Q8=8 & Q24A = 1)	Paid work or self-employment that lasted, or that you expect to last, 6 months or longer	1	IF SINGLE RESPONSE GO TO Q9, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=2	Casual work, temporary jobs or jobs lasting less than 6 months	2	IF SINGLE RESPONSE GO TO Q17A, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=3 OR (Q8=8 & Q24A = 2)	Be on a training course or scheme	3	IF SINGLE RESPONSE GO TO Q15, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=4	Voluntary or unpaid work for more than a few days	4	IF SINGLE RESPONSE GO TO Q17B, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=5 OR (Q8=8 & Q24A = 3 & Q24D=1)	Be a student at school studying in a sixth form	5	IF SINGLE RESPONSE GO TO Q34A, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=6 OR (Q8=8 & Q24A = 3 & Q24D = 2) OR (Q8=8 & Q24A = 8 & Q24E=1)	Be a student at a college or university	6	IF SINGLE RESPONSE GO TO Q19, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=7	Be unemployed and looking for work	7	IF SINGLE RESPONSE GO TO Q23, OTHERWISE GO TO MULTI ROUTING
CODE IF Q8=8 AND (Q24A=4, 5, 6, 7, 9, 10, 11 OR 12 OR (Q24A=8 AND (Q24D=3 OR (Q24E=2 OR 3)))	Something else	8	IF SINGLE RESPONSE GO TO Q34A, OTHERWISE GO TO MULTI ROUTING

MULTI ROUTING INSTRUCTIONS

IF Q8FINDUM HAS 2 OR MORE RESPONSES, A MAXIMUM OF 2 QUESTION SETS SHOULD BE ASKED USING THE FOLLOWING HIERACHY:

- 1 = Q8FINDUM=1 SECTION 4; (WORK SUPPLEMENTARIES) GO TO Q9
- 2 = Q8FINDUM=3 SECTION 5 (TRAINING SUPPLEMENTARIES) GO TO Q15
- 3 = Q8FINDUM=6 SECTION 6 (LEARNING SUPPLEMENTARIES) GO TO Q19
- 4 = Q8FINDUM=2 SECTION 7.1A (CASUAL WORK SUPPLEMENTARIES) GO TO Q17A
- 5 = Q8FINDUM=4 SECTION 7.1B (VOLUNTARY SUPPLEMENTARIES) GO TO Q17B
- 6 = Q8FINDUM=5 SECTION 7.3 (SNAPSHOT EMPLOYMENT) GO TO Q34A
- 7 = Q8FINDUM=8 SECTION 7.3 (SNAPSHOT EMPLOYMENT) GO TO Q34A
- 8 = Q8FINDUM=7 SECTION 7.2 (UNEMPLOYED SUPPLEMENTARY) GO TO Q23

4. WORK SUPPLEMENTARIES

ASK IF Q8FINDUM=1

Q9 [ALL] We're now going to ask you some questions about your main work activity/job between when you completed your 2008/09 learning and July 2010. By main, we mean either the one you did for the longest period of time or the one you consider to be the most important.

[IF Q24A=1] You said that you had a confirmed job offer which you were still waiting to take up in July 2010, or have still to take up... Please answer the next set of questions bearing that job in mind.

[ALL] In this job were you...

SINGLE CODE ONLY

Working as an employee	1	IF Q2=1 AND Q3=1, GO TO Q10Ai ELSE GO TO Q11
Or self-employed?	2	IF Q2=1 AND Q3=2, CONTINUE TO Q10B ELSE GO TO Q12A

ASK IF Q9=1 AND Q3=1

Q10Ai And [IF Q24A=1] were you expecting to work/ [OTHERS] were you working [ALL] for the same employer as before your learning?

SINGLE CODE ONLY

Yes	1	CONTINUE TO Q10Aii
No	2	GO TO Q11

ASK IF Q10Ai=1

Q10Aii And [IF Q24A=1] were you expecting to do/ [OTHERS] were you still doing [ALL] the same type of job as before your learning?

SINGLE CODE ONLY

Yes	1	CONTINUE TO Q11
No	2	

ASK IF Q9=2 AND Q3=2

Q10B You said you were self-employed before the learning you did in 2008/09, and you also said self-employment was your main activity between when you finished that learning and the end of July 2010. Were you doing the same type of work?

[IF Q24A=1] You said you were self-employed before the learning you did in 2008/09 and you also said you were expecting to be in self-employment in the job which you were waiting to start. Were you expecting to be doing the same type of work?

SINGLE CODE ONLY

	Yes	1	GO TO Q12A
	No	2	

ASK IF Q9 = 1

Q11 Now we are going to ask you some questions about this job in order to help us to allocate it to a category for analysis purposes. What does/did the firm/organisation you work/worked for MAINLY make or do (at the place where you worked)? Please read through the lists carefully and choose ONE of the industries or sectors from the lists below. If you cannot find the relevant industry in the list, please select NONE OF THESE to see more options. If you are not sure which industry to choose, please select answer 26. SINGLE CODE ONLY

N	Health (including hospitals, nursing homes, medical and dental practices, veterinary practices/hospitals)	01
G	Retail trade (including shops and supermarkets), repair of personal and household goods, EXCLUDING retail sale of motor vehicles and petrol/diesel	02
H	Pubs, bars, hotels and restaurants (including take-aways, catering, motels, camping sites, holiday and other short-stay accommodation)	03
M	Education (including primary, secondary, further and higher education; adult education, including driving schools)	04
D	Manufacturing	05
	NONE OF THESE	

L	Public administration and defence EXCLUDING SOCIAL WORK (including local authorities, the civil service, Government Departments, police, fire service, public security, the Army, Navy and RAF); Compulsory Social Security	06
F	Construction (including construction of buildings, motorways, roads, railways; site preparation; building installation and completion; civil engineering)	07
K	Business Services (including solicitors, accountants, auditors, consultants, market research, advertising, design)/ Research and Development	08
I	Transport, Storage, Post, Courier Services, Telecommunications	09
	NONE OF THESE	

G	Wholesale Trade (excluding motor vehicles)	10
J	Finance/Insurance (including banking, building societies, insurance, investment, pensions)	11
E	Electricity, Gas and Water Supply	12
G	Sale and repair of motor vehicles or motorcycles/Sale of petrol or diesel	13
N	Social Work	14
O	Business and employers' organisations, professional organisations, trades unions, religious, political and other membership organisations	15
	NONE OF THESE	

K	Real estate and renting (including estate agents, estate management and land development)	16
O	Film (motion pictures), TV, radio and theatre, the arts, libraries, museums, sporting facilities	17
O	Services such as hairdressing, beauty, dry cleaning, funeral services, personal fitness training, other physical well-being activities	18
D	Recycling	19
O	Refuse and sewage disposal	20
A	Agriculture (farming), hunting and Forestry	21
B	Fishing (including fish farming)	22
C	Mining and quarrying	23

P	Private households and individuals employing domestic staff (ie you worked directly for a family or individual as a cleaner, babysitter, gardener, cook, tutor, maid or similar service role)	24
	Some other kind of activity not listed above	25
	Not sure which category to choose	26

ASK IF 05 AT Q11

Q11a Which ONE of these does the firm/organisation you work/worked for MAINLY make or do (at the place where you worked)?

27	basic metals (including basic iron, steel and all other metals; tubes; cold rolling and other first processing; casting of metals)
24	chemicals and chemical products
18	clothing and hats (apart from knitwear); dressing and dyeing of fur
23	coke, refined petroleum products and nuclear fuel
31	electrical machinery and apparatus (electric motors, generators, accumulators, batteries, lighting equipment, insulated cable etc)
28	fabricated metal products <u>except</u> machinery and equipment. This includes structural metal products, containers, steam generators, tools, cutlery, wire products etc.
15	food products and drinks
29	machinery and equipment (such as engines, pumps, machine tools, machinery, weapons, domestic appliances). This EXCLUDES aircraft, vehicle and cycle engines.
33	medical, precision and optical instruments, watches and clocks (this includes medical equipment, electronic instruments and photographic equipment.)
34	motor vehicles, trailers and semi-trailers
30	office machinery and computers
26	other non-metallic mineral products (such as glass, ceramic products, bricks, tiles, cement and plaster)
22	Publishing, printing and reproduction of recorded media. This includes publishing books, newspapers, magazines; printing newspapers; reproduction of sound or video recordings
21	pulp, paper and paper products. This includes cartons, boxes, stationery and wallpaper
32	radio, television and communication equipment
25	rubber and plastic products
19	tanning and dressing of leather; handbags, saddlery, harness and footwear
17	textiles (including spinning of fibres, weaving of textiles, soft furnishings and carpets/rugs, knitted fabrics, knitwear)
16	tobacco products
35	trains, trams and aircraft, building and repairing ships and boats
20	wood and products of wood and cork, except furniture. This includes saw milling, plywood and other types of board, builders' carpentry and joinery
36	furniture; jewellery, sports goods, games, toys and other items not specified elsewhere.
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 08 AT Q11

Q11b Which ONE of these does the firm/organisation you work/worked for MAINLY do (at the place where you worked)?

71	Renting of machinery and equipment without operator, such as car rental or rental of agricultural machinery or office equipment; renting of personal and household goods such as TVs or DVDs
72	Computer and related activities, such as hardware consultancy, software consultancy, supply of software, data processing, database activities, repair of computing equipment
73	Research and development (for example in natural sciences, engineering, social sciences, humanities)
74	Other business activities, such as legal, accounting, book-keeping or auditing activities, tax consultancy, market research, business and management consultancy, management of holding companies, architectural activities, urban planning, quantity surveying, engineering consultancy, design, advertising, recruitment and industrial cleaning
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 09 AT Q11

Q11c Which ONE of these does the firm/organisation you work/worked for MAINLY do (at the place where you worked)?

60	Land transport such as railways, coaches, buses, taxis, underground; transport via pipelines
61	Water transport
62	Air transport
63	Supporting and auxiliary transport activities such as cargo handling, storage or warehousing; activities of travel agencies, travel organisers and tour guides
64	Post and telecommunications (including national post and couriers)
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 11 AT Q11

Q11d Which ONE of these does the firm/organisation you work/worked for MAINLY do (at the place where you worked)?

65	Banks, building societies and investment organisations, but EXCLUDING insurance and pension funding.
66	Insurance and pension funding, except compulsory social security
67	Security broking, fund management and similar financial activities
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 12 AT Q11

Q11e Which ONE of these does the firm/organisation you work/worked for MAINLY make or do (at the place where you worked)?

40	Electricity, gas, steam and hot water supply. This includes the production and distribution of electricity; manufacture of gas; distribution of mains gas.
41	Collection, purification and distribution of water.
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 21 AT Q11

Q11f Which ONE of these does the firm/organisation you work/worked for MAINLY do (at the place where you worked)?

01	Agriculture, hunting and related service activities. This includes growing crops, farming animals or poultry, mixed farming, animal husbandry, landscape gardening.
02	Forestry, logging and related service activities.
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF 23 AT Q11

Q11g Which ONE of these does the firm/organisation you work/worked for MAINLY do (at the place where you worked)?

10	Mining of coal or lignite; extraction of peat
11	Extraction of crude petroleum and natural gas; service activities incidental to oil and gas extraction excluding surveying
12	Mining of uranium and thorium ores
13	Mining of metal ores
14	Other mining and quarrying (eg stone, sand, clay)
	Something else/not sure (PLEASE DESCRIBE IN YOUR OWN WORDS)

ASK IF CODE 25 or 26 AT Q11

Q11h Please say in your own words what the firm/organisation you work or worked for mainly does/did at the place where you worked?

ASK IF Q8FINDUM=1

Q12A [IF NOT Q24A=1] What is/was your (main) job?

[IF Q24A=1] What was the (main) job which you were expecting to do?

[ALL] Please give your job title but also describe your job in your own words, as if describing it to a friend?

CONTINUE TO Q12B

Q12B [IF NOT Q24A=1] What do/did you mainly do in that job?

[IF Q24A=1] What were you expecting to mainly do in that job?

Q12B2 CONTINUE TO Q12B2

[ALL] Please also say what qualifications or training, if any, is required to do this job?

CONTINUE TO Q12C

Q12C [IF NOT Q24A=1] In your job do/did you have responsibility for supervising the work of any other employees?

[IF Q24A=1] In your job were you expecting to have responsibility for supervising the work of any other employees?

SINGLE CODE ONLY

NOTE: THIS RELATES TO THE MANAGEMENT OF OTHER EMPLOYEES, NOT CHILDREN (E.G. TEACHERS) OR FACILITIES

_____	Yes	1	IF Q10Ai=1 OR Q10B=1, CONTINUE TO Q13A
_____	No	2	
			ELSE GO TO Q14

ASK IF Q10Ai=1 OR Q10B=1

Q13A [IF NOT Q24A=1] Still thinking about the time between finishing your learning in 2008/9 and July 2010, as a result of the learning you did in 2008/09 were you better at doing your job?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be better at doing your job?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13B
_____	No	2	
_____	Unsure	3	

Q13B [IF NOT Q24A=1] As a result of the learning you did in 2008/09 were you earning more?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be earning more?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13C
_____	No	2	
_____	Unsure	3	

Q13C [IF NOT Q24A=1] As a result of the learning you did in 2008/09 were you doing a job with more responsibilities?

[IF Q24A=1] As a result of the learning you did in 2008/09 were you expecting to be doing a job with more responsibilities?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q13D
_____	No	2	
_____	Unsure	3	

Q13D [IF NOT Q24A=1] Were you promoted between when you completed your 2008/09 learning and July 2010?

[IF Q24A=1] On returning, did you expect to be promoted between when you completed your 2008/09 learning and July 2010?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q14
_____	No	2	
_____	Unsure	3	

ASK IF Q8FINDUM=1

Q14 Could you have got/stayed in this work without the learning you did?

SINGLE CODE ONLY

_____	Yes, definitely	1	CONTINUE TO Q14B
_____	Yes, probably	2	
_____	No, probably not	3	
_____	No, definitely not	4	
_____	Unsure	5	

Q14B [IF NOT Q24A=1] During the period from the end of your 2008/09 learning to the end of July 2010, did you have a formal training programme as part of your job? By “formal” we mean Apprenticeship, or training course leading to a qualification, or regular organised training on or off the job.

[IF Q24A=1] Did the job you were expecting to do have a formal training programme as part of it? By “formal” we mean Apprenticeship, or training course leading to a qualification or regular organised training on or off the job.

SINGLE CODE ONLY

	Yes	1	CONTINUE TO Q25
	No	2	

4.2 PAY AND HOURS

You said that you were in work [IF Q24A=1] or waiting to start a job [ALL] for at least part of the time between finishing the learning you did in 2008/09 and July 2010. We’d now like to ask you a couple of questions about your hours of work and your earnings from the main work we have been discussing. Once again, we can reassure you that any responses you give will be kept confidential.

ASK IF Q8FINDUM = 1

Q25 IF RESPONDENT IS NOT SELF-EMPLOYED (Q9 = 1): How many hours a week did you usually work, excluding meal breaks but including any paid overtime?

[IF Q24A=1] How many hours a week did you expect to work, excluding meal breaks but including any paid overtime?

IF RESPONDENT IS SELF-EMPLOYED (Q9 = 2): How many hours a week did you usually work, excluding meal breaks?

[IF Q24A=1] How many hours a week did you expect to work, excluding meal breaks?

SOFT CHECK: RESPONDENT TO RECONFIRM HOURS IF LESS THAN 10 OR OVER 60

HARD CHECK: 0 IS NOT PERMISSIBLE. 120 OR MORE HOURS NOT PERMISSIBLE.

	Refused	1	CONTINUE TO Q26B
	Don't know	2	

Q26B IF RESPONDENT IS NOT SELF-EMPLOYED (Q9 = 1): What was your usual take home pay from your main work activity, that is after all deductions for income tax, National Insurance and so on, but including overtime and bonuses?

[IF Q24A=1] What did you expect to be your usual take home pay from your main work activity, that is after all deductions for income tax, National Insurance and so on, but including overtime and bonuses?

IF RESPONDENT IS SELF-EMPLOYED (Q9 = 2): What do you estimate your total income was from your main self-employed work activity, after taking away all expenses and taxes?

[IF Q24A=1] What did you expect your total income to be from your main self-employed work activity, after taking away all expenses and taxes?

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK THAT THIS FIGURE IS CORRECT.

1. Amount per WEEK £50 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000

2. Amount per MONTH £150 TO (AGE 16-19) £1500 (AGE 20-24) £3000 (AGE 25+) £5,000

3. Amount per YEAR £1,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 (AGE 25+) £50,000

Any answer	1	IF Q8FINDUM IS MULTICODE – GO TO MULTI ROUTING INSTRUCTION
Refused	2	IF Q8FINDUM = 1 ONLY GO TO Q34
Don't know	3	GO TO Q26C

ASK IF Q26B=3

Q26C **Do you know what your pay was BEFORE any deductions for tax, national insurance, etc?**

[IF Q24A=1] Do you know what you expected your pay to be BEFORE any deductions for tax, national insurance, etc?

SINGLE CODE ONLY

Yes	1	GO TO Q27B
No	2	IF Q8FINDUM IS
Don't know	3	MULTICODE – GO TO MULTI ROUTING INSTRUCTION
		IF Q8FINDUM = 1 ONLY GO TO Q34

ASK ALL ANSWERING Q26C=1 WHO ARE NOT SELF-EMPLOYED

Q27B IF RESPONDENT IS NOT SELF-EMPLOYED: **Do you know what your gross pay was, before deductions from your main work activity ?**

[IF Q24A=1] Do you know what your gross pay was expected to be before deductions from your main work activity?

SOFT RANGE CHECK (CHECK IF OUTSIDE THESE RANGES): PLEASE CHECK THAT THIS FIGURE IS CORRECT.

1. Amount per WEEK £50 TO (AGE 16-19) £300; (AGE 20 -24) £600 (AGE 25+) £1000
2. Amount per MONTH £150 TO (AGE 16-19) £1500 (AGE 20-24) £3000 (AGE 25+) £5,000
3. Amount per YEAR £1,000 TO (AGE 16-19) £20000 (AGE 20-24) £35000 (AGE 25+) £50,000

Refused	1	IF Q8FINDUM IS
Don't know	2	MULTICODE – GO TO MULTI ROUTING INSTRUCTION
		IF Q8FINDUM = 1 ONLY GO TO Q34

5. TRAINING SUPPLEMENTARIES

ASK IF Q8FINDUM=3

Q15 [ALL] We're now going to ask you some questions about your training activity since you completed your 2008/09 learning and up to the end of July 2010

[IF Q24A=2] You have said that you were waiting to start a confirmed training scheme. I'd like you to answer the next set of questions bearing that training activity in mind.

[IF NOT Q24A=2] Was this training helping you to get the sort of job you want?

[Q24A=2] Were you expecting this training to help you to get the sort of job you want?

SINGLE CODE ONLY

_____	Yes	1	CONTINUE TO Q16
_____	No	2	
_____	Unsure	3	

Q16 **Would you have been able to do this training without the learning you did?**

SINGLE CODE ONLY

_____	Yes, definitely	1	IF Q8FINDUM IS MULTICODE – GO TO MULTI ROUTING INSTRUCTION
_____	Yes, probably	2	
_____	No, probably not	3	
_____	No, definitely not	4	IF Q8FINDUM = 3 ONLY GO TO Q34
_____	Unsure	5	

6. LEARNING SUPPLEMENTARIES

ASK IF CODE 6 AT Q8FINDUM AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

Q19 We're now going to ask you some questions about your main learning activity since you completed your 2008/09 learning and up to July 2010. By main we mean either the one you did for the longest period of time or the one you consider to be the most important.

[IF Q24E=1] You have said that you were travelling but had a confirmed place at university. We'd like you to answer the next set of questions bearing that place in mind.

Was this learning leading to any of the following qualifications: a degree, foundation degree, postgraduate qualification, diploma in higher education, NVQ4, HND/HNC?

[IF Q24E=1] Will this learning lead to any of the following qualifications: a degree, foundation degree, postgraduate qualification, diploma in higher education, NVQ4, HND/HNC?

SINGLE CODE ONLY

PLEASE NOTE: HIGHER EDUCATION INCLUDES DEGREES, FOUNDATION DEGREES, POSTGRADUATE STUDIES, DIPLOMA IN HIGHER EDUCATION, NVQ4 OR ABOVE OR HND/HNC.

Yes	1	GO TO Q21
No	2	CONTINUE TO Q20
Unsure	3	

ASK IF CODE 2-3 AT Q19

Q20 Is this learning leading to a qualification that is higher than, lower than or the same as the learning you did in 2008/09?

[IF Q24E=1] Will this learning lead to a qualification that is higher than, lower than or the same as the learning you did in 2008/09?

If you needed to have the learning you did in 2008/9 in order to progress to the learning you did afterwards, please select "higher" as your answer. SINGLE CODE ONLY

Higher	1	CONTINUE TO Q21
Lower	2	
Same	3	
Unsure	4	

ASK IF Q19=1 OR ALL ANSWERING Q20

Q21 **What is/was the name of your college, university or training provider?** ENTER
VERBATIM FOR WAP VERSION ONLY

CONTINUE TO Q22

Q22 **Would you have been able do this learning without the learning you did in
2008/09?** SINGLE CODE ONLY

Yes, definitely	1	IF Q8FINDUM IS
Yes, probably	2	MULTICODE – GO TO MULTI
No, probably not	3	ROUTING INSTRUCTION
No, definitely not	4	IF Q8FINDUM = 6 ONLY GO
Unsure	5	TO Q34

7.1A CASUAL WORK SUPPLEMENTARIES

ASK IF Q8FINDUM=2 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING
INSTRUCTIONS

**We're now going to ask some questions on the casual work, temporary jobs or jobs
lasting less than 6 months that you said you have done between the end of your
learning in 2008/9 and July 2010.**

Q17A **Was this activity related to the learning you did?** SINGLE CODE ONLY

Yes	1	
No	2	GO TO Q18
Unsure	3	

Q18A **Did/will this activity help you to get the sort of job you want to do?** SINGLE
CODE ONLY

Yes, definitely	1	
Yes, probably	2	
No, probably not	3	GO TO Q34
No, definitely not	4	
Unsure	5	

7.1B VOLUNTARY SUPPLEMENTARIES

ASK IF Q8FINDUM=4 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

We're now going to ask some questions on the voluntary or unpaid work that you said you have done between the end of your learning in 2008/9 and July 2010.

Q17B **Was this activity related to the learning you did?** SINGLE CODE ONLY

Yes	1	GO TO Q18
No	2	
Unsure	3	

Q18B **Did this activity help you to get the sort of job you want to do?** SINGLE CODE ONLY

Yes, definitely	1	GO TO Q34
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.2 UNEMPLOYED SUPPLEMENTARY

ASK IF Q8FINDUM=7 AND SHOULD BE ASKED ACCORDING TO MULTI-ROUTING INSTRUCTIONS

Q23 **Do you think the learning you did in 2008/09 improved your chances of finding a good job?** SINGLE CODE ONLY

Yes, definitely	1	GO TO Q34
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.3 SNAPSHOT EMPLOYMENT

ASK ALL

Q34A We would like to ask you about the first week of July 2010. That was the week beginning Monday 28 June. In that week were you working or in self-employment? SINGLE CODE ONLY

Yes	1	IF Q8FINDUM=1 OR 2 GO TO Q34B IF Q8FINDUM NOT CODE 1 OR 2 GO TO Q34C
No	2	GO TO Q33
Can't remember	3	GO TO Q33

ASK IF EITHER SECTION 4 OR SECTION 7.1B HAS BEEN ASKED AND Q34A=1, ELSE GO TO Q34C

Q34B Is that the same job or self-employment you were telling me about earlier? SINGLE CODE ONLY

Yes	1	GO TO Q33
No	2	GO TO Q34C

ASK IF [Q34A=1 AND NEITHER SECTION 4 OR SECTION 7.1B HAS BEEN ASKED] OR Q34B=2

Q34C Did this job or self-employment last for at least 6 months? SINGLE CODE ONLY

Yes	1	GO TO Q34D
No	2	
Unsure	3	

Q34D Could you have got/stayed in this work without the learning you did in 2008/09? SINGLE CODE ONLY

Yes, definitely	1	GO TO Q33
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Unsure	5	

7.4. IMPACT OF LEARNING

ASK ALL

Q33 Taking everything into account, did your learning in 2008/09 have a positive impact on you? SINGLE CODE ONLY

Yes, definitely	1	CONTINUE TO Q32
Yes, probably	2	
No, probably not	3	
No, definitely not	4	
Not sure/Don't know	5	

8. PERMISSION TO PASS ON DETAILS

ASK ALL

Q32 That is the end of the questions.

The information you gave us about what you did before and after your course will be used for research purposes only by GfK NOP, Chief Executive Learning and Skills, BIS, DfE and YPLA.

If possible, we would also like to share your answers, [IF ASKED INCOME QUESTIONS Q26B ADD: with the exception of the information on income], with <providername> so that they can link it back to the learning you did and use the information for research purposes aimed at improving courses and guidance provided to future learners. <providername> would only use this information for research purposes, and would keep it confidential. IF RESPONDENT WAS ASKED INCOME QUESTIONS Q26B: Note that the information you have provided on income would not be shared with <providername>.

[ALL] May we share your answers with <providername> on this basis? SINGLE CODE ONLY

IF NECESSARY: BIS stands for the Department for Business, Innovation and Skills. DfE stands for the Department for Education and YPLA stands for the Young People's Learning Agency.

Yes	1	THANK AND CLOSE
No	2	

THANK AND CLOSE SCRIPT: "thank you very much for taking part in this research, we really appreciate your help. If you have any questions or comments about the research, please email learnerdestinations@gfk.com and we will do our best to assist you."

Skills Funding Agency
Cheylesmore House
Quinton Road
Coventry CV1 2WT
T 0845 377 5000
F 024 7682 3675
www.bis.gov.uk/skillsfundingagency



© Skills Funding Agency

Published by the Skills Funding Agency

Extracts from this publication may be reproduced for non-commercial, educational or training purposes on condition that the source is acknowledged and the findings are not misrepresented.

This publication is available in electronic form on the Skills Funding Agency website:

www.bis.gov.uk/skillsfundingagency

If you require this publication in an alternative format please contact the Skills Funding Agency Help Desk: 0870 900 6800.

Skills Funding Agency – P–120281