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

National Learner Satisfaction Survey: Technical Report

Contents

1 Introduction

This report presents the technical details and core methodology of the National Learner Satisfaction Survey (NLSS) 2009 which was conducted by Ipsos MORI Social Research Institute and commissioned by the Learning and Skills Council (LSC). In April 2010, the LSC was superseded by the Skills Funding Agency and the Young People's Learning Agency (YPLA). The LSC's research function was transferred to the Department for Business, Innovation and Skills (BIS). The NLSS is a large tracking survey of then LSC funded learners aged 16 and over. It provides a wealth of data on learners' satisfaction with their learning experience over time including detailed information on key aspects of the learner journey: initial choice and information; support during learning; and benefits of participation.

This is invaluable in that it provides a facility for tracking the way learner satisfaction changes over time, looking in detail at the experiences of certain learner sub-groups e.g. course level, age, ethnicity, and disability/learning difficulties.

While the NLSS highlights broad issues, it however does not reflect specific challenges and priorities of individual colleges or providers.

There have been six national surveys since 2001 (annually between 2001-2004 and 2009). Between 2003 and 2007, each survey comprised of over 43,000 telephone interviews with learners. However, in 2009 the survey included just over 25,000 telephone interviews with learners, because there was no longer a requirement to analysis data by each local LSC.

The survey comprises of three waves, each dealing with a distinct set of modular questions:

- Pre-entry advice and guidance (wave 15);
- Support for learners (wave 16); and
- Impact of learning (wave 17).

A set of core questions are also covered in all three waves:

- Overall satisfaction with the learning experience;
- Overall satisfaction with the quality of teaching and management of learning;
- Advocacy toward the provider; and
- Likelihood to return to learning in the future.

A number reports have been produced for NLSS 2009; a list of these reports can be found in appendix E.

The rest of this document details the technical aspects and methodological approach to NLSS 2009 and covers issues relating to:

- Sampling;
- Questionnaire design;
- Fieldwork and response rates; and
- Analysis and weighting.

2 Sampling

The sample design for NLSS 2009 is unchanged from the 2007 survey to ensure that any observed changes are real changes and not as a result of changes in survey design. The design also ensures robust longitudinal findings for the further education system at regional and local LSC levels allowing for sub-group analysis. However, as mentioned earlier the number of interviews reduced significantly from c. 43,000 to 25,000.

2.1 Sample coverage

As in previous years, NLSS 2009 covers learners in:

- Learner Responsive provision including General FE colleges, 6th form college and other/specialist colleges;
- Other Learner Responsive provision, previously known as Accredited learning delivered by Adult Learning Providers (ALP);
- Employer Responsive provision including Apprentices, Skills for Jobs (SfJ), and Employability Skills Programme (ESP);
- Personal and Community Development Learning (PCDL), previously known as non-accredited Adult and Community Learning (ACL).

School sixth form learners are not included in the NLSS due to difficulties obtaining a representative sample of these learners, Train to Gain learners and those in further education provided by higher education institutions are also excluded.

2.2 Sample frame

Learners were sampled from the Individualised Learner Record (ILR) with the exception of PCDL learners who were sampled directly from local education authorities' (LEAs) records due to a lack of a robust national database of these learners (see section 2.5.5).

The ILR has been used as the sampling frame for all learners apart from those undertaking PCDL since 2002/03. It has the advantage of including names and contact details for all learners along with demographics and course data that can be used to enrich the analysis. Learners who are willing to be contacted for research purposes are also flagged on the ILR, thus avoiding the need to administer an opt-out. Only learners who have consented to be contacted are selected for inclusion in NLSS 2009. These are learners coded a "3" – (learner has only withheld permission to be contacted about courses or learning opportunities) or "9"- (No additional restrictions on the use of this learner's record) for the L27 variable on the ILR (L27 is the variable recording learners' agreement to be contacted for research purposes on the ILR).

2.3 Sample size

The number of achieved interviews in 2009 for each learning system is shown in Table 1.

Table 1: Achieved Interviews by learning system	
Learning system	**No. of interviews in 2009**
Learner Responsive total (of which):	*15,724*
- General FE	12,830
- 6th form college	1,888
- Other/Specialist college	1,006
Other Learner Responsive (ALP)	*1,856*
Employer Responsive total (of which):	*5,504*
- Apprentices	4,979
- Skills for Jobs	253
- Employability Skills Programme	272
PCDL	*2,000*
Total	**25,084**

2.4 Sample preparation

As mentioned previously, NLSS 2009 comprised three waves of fieldwork. Each wave was sampled individually using the latest freeze of the 2008/09 ILR. Prior to sample selection at each wave, the following preparatory work was undertaken on the ILR:

- Removing ineligible learners (i.e. those aged under 16 years using the variable L_AGE, and Train to Gain learners); and
- Removing duplicates (using both variables L01 "provider reference" and L03 "learner reference");
- Removing learners identified as deceased or seriously injured;
- Removing learners who did not have a telephone number or had a number with less than 10 digits;
- For waves 16 and 17, flagging up the sample used during the previous waves, to ensure the same learners were not selected for subsequent waves.

Once this initial preparatory work was completed, analysis of the learner profile (by local LSC, age, gender, age within gender, prior attainment level, current qualification, attitudes

about school, course level, course type, ethnicity, disability, and learning difficulties) was conducted for each system to inform the sample design.

2.5 Sample selection

2.5.1 FE system

Sample was drawn in accordance with the population profile of the ILR.
For FE in Sixth Form colleges, other specialist FE colleges, and general FE, the sample was stratified by the following:

- Local LSC (L_LLSC);
- Then, within each local LSC the sample was stratified by college name (PRV_NAME);
- Gender (L13);
- Ethnicity (L12);
- Age (L_AGE);
- Widening participation (L_UPLF67).

The sample drawn was compared against the ILR population profile to ensure they were broadly in line.

Table 2 shows the number of FE leads drawn for each wave. Note that not all leads were called. The overall ratio of leads was 3.5 to 1 (3.5 leads drawn to achieve 1 interview).

The number of learners drawn in total was 54, 524.

Table 2: FE system sample breakdown				
	Wave 15	**Wave 16**	**Wave 17**	**Total**
Drawn sample	23,333	15,838	15,358	54,529
Leads dialled	**15,021**	**14,113**	**13,640**	**42,774**

2.5.2 FE delivered by other learning providers (Other LR learners)

A target of 1,836 interviews (612 per wave) was set for FE learners studying at adult learning providers. The sample was stratified by local LSC and ranked by age prior to drawing.

Table 3 below summarises the FE delivered by other Learning Providers sample drawn and issued at each wave. The overall ratio of leads provided was 3.5 to 1.

Table 3: Total Other Learner Responsive sample breakdown				
	Wave 15	**Wave 16**	**Wave 17**	**Total**
Drawn sample	2,592	1,891	1,897	6,380
Leads dialled	**1,858**	**1,789**	**1,707**	**5,354**

2.5.3 Employer Responsive

A target of 5,000 interviews (1,667 per Waves 15 and 16 and 1,645 in Wave 17) was set for Apprentices. The sample was stratified by local LSC and ranked by age prior to drawing a representative sample.

As with the LR sample, the number of leads drawn varied by wave. Table 4 below shows the number of leads drawn and issued at each wave. The overall ratio of leads provided was just over 3 to 1.

Table 4: Total Apprenticeship sample breakdown				
	Wave 15	**Wave 16**	**Wave 17**	**Total**
Drawn sample	5,654	5,648	5,570	16,872
Leads dialled	**5,335**	**5,269**	**5,348**	**15,952**

Additionally, a target of 250 interviews was set for ESP learners and for SfJ learners. As with previous samples, the number of leads drawn per wave varied, and is shown in the tables overleaf. The overall ratio of leads provided for each samples was 5 to 1.

Table 5: Total ESP sample breakdown				
	Wave 15	**Wave 16**	**Wave 17**	**Total**
Drawn sample	417	417	416	1,250
Leads dialled	**407**	**401**	**409**	**1,217**

Table 6: Total SfJ sample breakdown				
	Wave 15	**Wave 16**	**Wave 17**	**Total**
Drawn sample	415	417	417	1,249
Leads dialled	**406**	**405**	**408**	**1,219**

2.5.4 Personal and Community Development Learning (PCDL)

As in previous NLSS, PCDL (previously known as non-accredited ACL) learners were sampled directly from Local Education Authority (LEA) and college returns. This sample could not be taken from the ILR because providers are not required to send through this data as part of their submissions.

A total of 5 LEAs were selected within each LSC region (54 in total) on the assumption that at least 2 LEAs would take part. LEAs were selected according to size (ensuring a mixture of small, medium and large LEAs). Selected LEAs were sent a letter asking for their help in compiling a sampling frame of PCDL learners within their area (a copy of the letter and sampling instructions is appended as annex E). The LEAs were asked to either provide a list of colleges who run non-accredited courses or, if they had the lists available, provide a list of learners attending non-accredited courses within the LEA. If an LEA agreed to send a PCDL sample, a data processing agreement was drawn and signed. Only once the data processing agreement had been finalised could the sample be used in the survey.

A total of 14 LEAs provided contact details for 21,820 learners. Of the leads provided, 4,632 did not have a phone number and these were sent for telephone tracing. A total of 774 leads were successfully traced (17%). The PCDL sample was stratified by region and a random sample of 9,021 learners were selected. This broke down as 3,066 learners in Wave 15, 2,977 in Wave 16 and 2,978 in Wave 17. The target number of interviews per wave was 666 (i.e. a ratio of 4.5 to 1). A quota of 74 interviews per wave was set for each region.

All selected learners were sent an opt-out letter – a copy of this letter is appended as annex E. The letter explained the survey and gave the learner the opportunity to opt out of the survey by phoning a Freefone number. This process was carried out to ensure all parties were meeting their obligations under the Data Protection Act. Opt out rates were less than 2% among this group of learners (157 learners opted out).

3. Questionnaire content

The questionnaire consisted of a set of core questions that were asked on all three waves of the survey. The core questions covered the following areas:

- Overall satisfaction with the learning experience;
- Overall satisfaction with the quality of teaching and management of learning;
- Advocacy toward the provider; and
- Likelihood to return to learning in the future.

In addition, each wave of interviews included a set of modular questions:

- Pre-entry advice and guidance (wave 15);
- Support for learners (wave 16); and
- Impact of learning (wave 17).

Overall, the questionnaire, while remaining partly unchanged to enable comparison with previous years, has changed in some significant ways. The most noteworthy change is the addition of a set of questions from the Framework for Excellence questionnaire, which includes questions about support, information and how well providers listen and act on the views of learners. In addition, new questions were included to gauge providers' support for the religious requirements of learners, as well as support for those with learning difficulties and disabilities. Finally, questions were added to identify learners with Skills Accounts and Adult learner accounts, those who contributed financially to their course and those who received financial assistance, and those who received advice from JobCentre Plus or nextsteps, to enable appropriate sub group analysis.

A copy of the questionnaire can be found in Appendix F.

4. Fieldwork & response rates

4.1 Fieldwork

4.1.1 Methodology

As in previous years, NLSS 2009 was conducted by telephone using Computer Assisted Telephone Interviewing (CATI). This is a system whereby interviewers see the questionnaire on a computer screen and the next applicable question is routed on the basis of learners' responses. This is by far the most cost effective and efficient way of collecting reliable data, given the sample size and geographical distribution. It achieves high response rates and allows interviewers to probe open responses more fully and gain quality responses.

In order to make the survey as inclusive as possible, learners who were unable to take part by telephone were given the opportunity to be interviewed via a proxy, or face-to-face in their home. These were learners most likely to have learning difficulties or disabilities or learners with hearing or speech impairments. A total of 35 learners were interviewed face-to-face and 85 were interviewed by a proxy due to their disability. Depending on the needs of the learners, the proxy or support person would:

- Give learner the confidence to answer the questions themselves (for learners with learning difficulties); and/or
- Act as a translator between the interviewer and the learner (e.g. using British Sign Language), possibly also simplifying or rewording some questions, as necessary.

In addition, learners who were unable to take part because English was not their first language were offered the opportunity to be interviewed by proxy (using a family member or friend to translate the questionnaire for the respondent at their end). Furthermore, where no proxy was available, learners were given the option to be interviewed by interviewers who could speak the necessary language. The languages most frequently used were Urdu (26), Bengali (23), Punjabi (15), Turkish (11), Arabic (10), Somali (10), Polish (8), French (7), Portuguese (7) and Spanish (4). A total of 132 interviews in these (and other less common) foreign languages were achieved.

The data from these interviews were combined with the main telephone data.

4.1.2 Interviewer briefing

All interviewers working on the telephone survey received a full face-to-face briefing from members of the Ipsos MORI and LSC project team covering the following areas:

- Introduction to the project and an outline of the survey objectives;
- Discussion of the nature of the survey audience and implications for fieldwork;
- Procedures for response rate maximisation;
- The questionnaire and guidance regarding any particular terminologies used; and
- Practice interviews, exploring potentially difficult questions.

4.1.3 Fieldwork timing

As for previous NLSS, fieldwork took place across 3 waves. This is due to the NLSS trying to capture learner perception from three different aspects of the learner journey (i.e. beginning, middle and end). In addition, the waves are carried out at about the same time of the year (or as close as possible) so as to ensure comparability over time. In 2009 it was carried out as follows:

- Wave 15: from 17 February to 5 April 2009
- Wave 16: from 6 April to 31 May 2009
- Wave 17: from 1 June to 31 July 2009

4.1.4 Telephone interviewing

The telephone fieldwork was undertaken by Ipsos MORI Telephone which is a member of the Interviewer Quality Control Scheme (IQCS). Members of this scheme are required to follow strict quality control procedures, and are inspected each year to ensure the standards are being met and maintained. Ten per cent of all completed interviews are monitored as standard. This is in excess of the five per cent target set by IQCS guidelines.

4.1.5 Face-to-face fieldwork

The face-to-face fieldwork was undertaken by Ipsos MORI Field department, which has a field-force of around 1,500 interviewers, all of whom are trained to standards that surpass minimum industry quality requirements. Ipsos MORI is accredited to ISO 20252:2006, the international market research specific standard that supersedes MRQSA and incorporates IQCS (Interviewer Quality Control Scheme).

4.2 Response rates

The response rate based on the all contacted and eligible leads with an outcome varies between 75% for FE, 75% for Apprentices, 51% for ESP, 61% for Skills for Jobs, 62% for

PCDL and 69% for FE delivered by ALP. These are broadly in line with last NLSS' response rates (aside from ESP and Skills for Jobs, where there is no comparison to NLSS 2007). Full response rate data is shown in Appendix D.

4.3 Coding

All 'other, please specify' answers representing more than 10 per cent of the responses were coded. To code them, a codeframe was derived for each question, based on the most common themes.

5 Data weighting

5.1 Weighting

For the FE system, weights were applied to redress the potential under-recording of part-time courses on the ILR at the point at which the samples were drawn (see 5.2 below). Thus the FE sample was weighted by full-/part-time within LSC.

Data for Apprenticeships, and other Learner Responsive were also weighted by local LSC to correct for differential response rates. Data for ESP and SfJ were weighted by gender and age, again to correct for differential response rates.

The weights applied were based on the October 2009 release of the ILR for 2008/09 – see Appendix B. This was the latest release for the academic year at that time.

5.2 Note on achieved sample profile

It is a requirement that all course providers submit ILRs for their learners. While some providers/courses are able to submit learner details early in the academic year, others are unable to submit their learner records until much later in the academic year. It has become apparent that the profile of learner records submitted changes over the course of the academic year. The records of those on full-time courses (who tend to be dominated by the youngest learners aged 16-18, on A' level type courses) are likely to be submitted in the autumn term. Those learners on shorter, part-time courses (whose profile is older in nature) tend to have their records submitted throughout the course of the academic year. This means those learners whose provider has not yet submitted their records will not be included in the ILR when the sampling is carried out and therefore are not represented in the final achieved sample. This means that the survey data potentially over-represents learners aged 16-18 years and those on full-time courses and correspondingly under-represent older learners and those on part-time courses. For this reason, the FE sample is also weighted on course type (i.e. full-/part-time).

Sampling for the NLSS was conducted as close to fieldwork as possible using the latest freeze of the ILR 2008/09. However, it is important to remember that when the sampling was done, the ILR for LR and ER was by no means a complete database of learners for the academic year.

5.3 Confidence limits

The following grid (Table 7) provides a useful rule of thumb when judging the statistical significance of the figures contained in tables and highlights reports (particularly those for some of the detailed sub groups):

Table 7 - 95% confidence intervals for different expected proportions and sample sizes						
		Expected proportion				
Sample size	50% or 50%		30% or 70%		10% or 90%	
100	+/-	9.8%	+/-	9.0%	+/-	5.9%
200	+/-	6.9%	+/-	6.4%	+/-	4.2%
253 (e.g. SfJ learners)	+/-	6.2%	+/-	5.7%	+/-	3.7%
272 (e.g. ESP learners)	+/-	6.0%	+/-	5.5%	+/-	3.6%
300	+/-	5.7%	+/-	5.2%	+/-	3.4%
400	+/-	4.9%	+/-	4.5%	+/-	2.9%
500	+/-	4.4%	+/-	4.0%	+/-	2.6%
600	+/-	4.0%	+/-	3.7%	+/-	2.4%
700	+/-	3.7%	+/-	3.4%	+/-	2.2%
800	+/-	3.5%	+/-	3.2%	+/-	2.1%
900	+/-	3.3%	+/-	3.0%	+/-	2.0%
1,000	+/-	3.1%	+/-	2.8%	+/-	1.9%
1,500	+/-	2.5%	+/-	2.3%	+/-	1.5%
1,856 (e.g. other LR learners)	+/-	2.3%	+/-	2.1%	+/-	1.4%
2,000 (e.g. PCDL learners)	+/-	2.2%	+/-	2.0%	+/-	1.3%
2,500	+/-	2.0%	+/-	1.8%	+/-	1.2%
4,979 (e.g. Apprentices)	+/-	1.4%	+/-	1.3%	+/-	0.8%
15,724 (e.g. LR learners)	+/-	0.8%	+/-	0.7%	+/-	0.5%

Note this assumes the responses are from a completely unclustered random sample.

Appendix C shows the effect of weighting on the effective sample sizes. The effective sample size should be used for the calculation of confidence limits on all weighted data, i.e. on samples from the FE system, FE delivered by other Learning Providers, Skills for Job, ESP and Apprenticeships. No weighting was applied to PCDL data.

APPENDIX A: LSC quotas for FE sample set prior to fieldwork for wave 15

LSC	General FE College incl Tertiary	Special (ist) FE	6th form college	Total FE
Derbyshire	72.72	5.29	3.95	82
Nottinghamshire	108.20	6.67	5.19	120
Lincolnshire & Rutland	62.13	2.98	1.66	67
Leicestershire	72.37	9.29	16.79	98
Northamptonshire	49.72	10.18	0.05	60
Norfolk	49.27	8.40	7.87	66
Cambridgeshire	52.16	3.89	15.69	72
Suffolk	43.46	6.83	3.39	54
Bedfordshire & Luton	58.19	2.18	8.20	69
Hertfordshire	77.32	6.57	0.65	85
Essex	97.36	9.85	27.95	135
London – North	115.45	13.93	13.70	143
London – West	143.40	9.79	5.62	159
London – Central	129.60	43.92	9.62	183
London – East	201.63	16.88	32.63	251
London – South	93.73	8.69	13.29	116
Northumberland	22.23	0.54	0.00	23
Tyne And Wear	107.90	4.17	0.00	112
County Durham	48.97	1.74	2.75	53
Tees Valley	60.67	4.22	20.27	85
Cumbria	25.65	1.21	3.48	30
Lancashire	139.00	5.53	25.14	170
Greater Merseyside	130.17	5.26	20.55	156
Greater Manchester	218.32	5.45	89.66	313
Cheshire & Warrington	67.16	4.26	13.11	85
Milton Keynes, Oxfordshire &	71.34	4.98	0.10	76
Berkshire	45.98	4.70	3.71	54
Hampshire & Isle Of Wight	149.16	9.87	84.37	243
Surrey	55.89	3.76	26.17	86
Sussex	94.92	8.58	34.03	138
Kent& Medway	105.36	7.12	0.10	113
Devon & Cornwall	157.47	10.44	1.13	169
Somerset	47.66	1.43	5.83	55
Bournemouth, Dorset & Poole	45.89	5.26	0.17	51
West of England	102.73	2.92	5.69	111

Wiltshire & Swindon	47.56	3.48	1.49	53
Gloucestershire	45.65	3.75	0.07	49
Shropshire	40.26	1.81	12.89	55
Staffordshire	95.92	5.76	0.42	102
The Black Country	134.33	4.86	5.16	144
Birmingham & Solihull	153.61	1.51	18.81	174
Herefordshire & Worcestershire	74.00	5.27	13.53	93
Coventry & Warwickshire	85.38	0.93	4.02	90
North Yorkshire	52.81	9.89	6.34	69
West Yorkshire	198.52	14.67	25.92	239
South Yorkshire	126.42	15.10	11.10	153
Humberside	83.37	8.20	26.74	118
	4,261	**332**	**629**	**5,222**

APPENDIX B: Weights per local LSC for FE, FE by other Adult Learning Providers, Apprenticeships, ESP and SfJ

Note: Based on figures provided by LSC in October 2009 from the latest freeze of the 2008/2009 ILR available.

FE system	Weights		
	FE General Full-Time Full-Year (variable L_MODE_B)	FE_General Not full time full year (variable L_MODE_B)	6th form/ specialist
Derbyshire	0.545	0.920	0.141
Nottinghamshire	0.686	1.612	0.189
Lincolnshire And Rutland	0.418	0.807	0.083
Leicestershire	0.491	1.023	0.376
Northamptonshire	0.326	0.660	0.183
Norfolk	0.381	0.404	0.301
Cambridgeshire	0.348	0.578	0.334
Suffolk	0.315	0.364	0.246
Bedfordshire And Luton	0.352	0.664	0.142
Hertfordshire	0.507	0.901	0.127
Essex	0.719	0.960	0.536
London – North	0.781	1.120	0.480
London – West	1.040	1.456	0.295
London – Central	0.971	1.439	1.081
London – East	1.457	1.931	0.811
London – South	0.721	0.965	0.356
NE Region Area North (former Northumberland LLSC)	0.137	0.447	0.011
NE Region Area North (former Tyne And Wear LLSC)	0.857	1.558	0.080
NE Region Area South (former County Durham LLSC)	0.338	0.889	0.069
NE Region Area South (former Tees Valley LLSC)	0.422	0.795	0.341
Cumbria	0.205	0.355	0.082
Lancashire	1.160	1.970	0.489
Greater Merseyside	0.987	1.512	0.408
Greater Manchester	1.921	2.527	1.232
Cheshire And Warrington	0.465	1.074	0.278
Use 270 (former Milton Keynes, Oxfordshire And	0.482	0.869	0.116
Thames Valley Area (former Berkshire LLSC)	0.219	0.627	0.153

Hampshire And Isle Of Wight	0.927	1.938	1.501
Surrey	0.379	0.916	0.521
Sussex	0.843	1.324	0.659
Kent And Medway	0.835	1.189	0.122
Devon And Cornwall	1.053	2.088	0.251
Dorset & Somerset (former Somerset LLSC)	0.388	0.642	0.108
Use 330 (former Bournemouth, Dorset And Poole LLSC)	0.348	0.626	0.124
West Of England	0.594	1.513	0.126
Wiltshire, Swindon & Gloucestershire (former Wiltshire And Swindon LLSC)	0.430	0.823	0.091
Use 360 (former Gloucestershire LLSC)	0.291	0.828	0.082
Shropshire	0.230	0.631	0.214
Staffordshire	0.656	1.604	0.207
The Black Country	0.837	1.486	0.149
Birmingham And Solihull	1.033	1.594	0.303
Herefordshire And Worcestershire	0.393	1.011	0.272
Coventry And Warwickshire	0.501	1.256	0.073
North Yorkshire	0.338	0.777	0.268
West Yorkshire	1.140	2.998	0.623
South Yorkshire	0.820	1.615	0.434
The Humber (former Humberside LLSC)	0.595	1.230	0.534
Total	**29.882**	**54.516**	**15.602**

Other Learner Responsive (FE by other Adult Learning Providers) system	Weights
Derbyshire	4.443
Nottinghamshire	0.311
Lincolnshire And Rutland	0.469
Leicestershire	2.912
Northamptonshire	0.151
Norfolk	2.879
Cambridgeshire	1.189
Suffolk	0.843
Bedfordshire And Luton	1.714
Hertfordshire	0.257
Essex	5.982
London – North	2.298
London – West	4.128
London – Central	2.263
London – East	6.132
London – South	5.292
NE Region Area North (former Northumberland LLSC)	1.797
NE Region Area North (former Tyne And Wear LLSC)	4.154
NE Region Area South (former County Durham LLSC)	1.001
NE Region Area South (former Tees Valley LLSC)	1.782
Cumbria	1.463
Lancashire	1.637
Greater Merseyside	0.845
Greater Manchester	4.123
Cheshire And Warrington	0.053
Use 270 (former Milton Keynes, Oxfordshire And Buckinghamshire)	2.630
Thames Valley Area (former Berkshire LLSC)	3.199
Hampshire And Isle Of Wight	0.343
Surrey	0.544
Sussex	1.848
Kent And Medway	4.312
Devon And Cornwall	4.650
Dorset & Somerset (former Somerset LLSC)	0.753
Use 330 (former Bournemouth, Dorset And Poole LLSC)	2.862
West Of England	0.027
Wiltshire, Swindon & Gloucestershire (former Wiltshire And Swindon LLSC)	0.033
Use 360 (former Gloucestershire LLSC)	0.005

Shropshire	0.162
Staffordshire	0.321
The Black Country	2.250
Birmingham And Solihull	3.754
Herefordshire And Worcestershire	0.133
Coventry And Warwickshire	0.937
North Yorkshire	1.878
West Yorkshire	1.249
South Yorkshire	1.756
The Humber (former Humberside LLSC)	3.308
Missing	4.928
Total	**100.0**

Apprenticeship system	Weights
National LSC (NES)	19.129
Derbyshire	1.532
Nottinghamshire	2.489
Lincolnshire And Rutland	0.807
Leicestershire	1.280
Northamptonshire	0.864
Norfolk	0.849
Cambridgeshire	0.864
Suffolk	0.947
Bedfordshire And Luton	0.454
Hertfordshire	0.728
Essex	1.398
London – North	1.615
London – West	1.188
London – Central	1.492
London – East	1.165
London – South	1.359
NE Region Area North (former Northumberland LLSC)	0.000
NE Region Area North (former Tyne And Wear LLSC)	5.833
NE Region Area South (former County Durham LLSC)	0.000
NE Region Area South (former Tees Valley LLSC)	0.000
Cumbria	1.101
Lancashire	2.698
Greater Merseyside	2.837
Greater Manchester	4.309
Cheshire And Warrington	1.364
Use 270 (former Milton Keynes, Oxfordshire And Buckinghamshire)	0.000
Thames Valley Area (former Berkshire LLSC)	2.575
Hampshire And Isle Of Wight	7.850
Surrey	1.016
Sussex	1.884
Kent And Medway	1.567
Devon And Cornwall	2.838
Dorset & Somerset (former Somerset LLSC)	1.900
Use 330 (former Bournemouth, Dorset And Poole LLSC)	0.000
West Of England	1.247
Wiltshire, Swindon & Gloucestershire (former Wiltshire And Swindon LLSC)	1.159

Use 360 (former Gloucestershire LLSC)	0.000
Shropshire	0.672
Staffordshire	1.769
The Black Country	1.858
Birmingham And Solihull	7.197
Herefordshire And Worcestershire	0.922
Coventry And Warwickshire	1.444
North Yorkshire	0.757
West Yorkshire	3.043
South Yorkshire	2.551
The Humber (former Humberside LLSC)	1.449
Total	**100.0**

Skills for Jobs system	Weights
Gender	
Male	36.5
Female	63.5
Total	**100.0**
Age	
16-18	0.3
19-24	21.5
25+	78.2
Total	**100.0**

ESP system	Weights
Gender	
Male	36
Female	64
Total	**100.0**
Age	
16-18	1
19-24	12
25+	87
Total	**100.0**

Appendix C: Effective sample sizes for FE system

The following table shows the effect of weighting on the effective sample size for the FE system. Calculations of confidence limits based on weighted data should take into account the following reductions.

	Unweighted sample size	Weighted sample size	Effective sample size
Gender			
Male	6,874	7,233	5,604
Female	8,850	8,491	7,362
Disability and/or Learning difficulties			
Both	534	517	437
Disability only	802	833	674
Learning difficulty only	929	825	756
Neither	13,457	13,548	11,065
Ethnicity			
Asian or Asian British	1,374	1,282	1,152
Black or Black British	903	811	754
White	12,879	13,089	10,572
Other	472	436	390
Prior qualification level			
Entry Level or Level 1	3,841	3,476	3,107
Level 2	6,149	5,201	5,023
Level 3	1,501	1,913	1,316
Level 4 or higher	1,698	2,296	1,574
No qualification	1,934	2,110	1,641
No level/ Don't know	601	729	524
Age			
16-18	8,163	5,658	7,272
19-24	1,952	2,351	1,673
25+	5,595	7,699	5,198
Current course level			
Entry Level and Level 1	3,038	3,453	2,622
Level 2	4,295	4,565	3,572
Level 3	7,247	6,093	5,903

Level 4 or above	798	1,154	737
No level/ Don't know	346	458	322

APPENDIX D: Response analysis (3 waves combined)

To allow comparisons with previous NLSS, response rates have been calculated using the same formulas:

Response rate on all eligible sample with an outcome = achieved interviews / (achieved interviews + contacted and eligible sample but no interview)

Response rate on total dialled sample (minus leads still alive) = achieved interviews / (number of leads dialled – leads still alive)

	General FE	6th form college	other/ specialist	TOTAL FE	FE delivered by ALP	Apprentice	ESP	Skills for Jobs	PCDL
No. of leads sampled	44619	5904	4006	54529	6380	16872	1250	1249	6587
Number of leads dialled	36023	3844	2907	42774	5354	15952	1217	1219	6091
Achieved interviews	12830	1888	1006	15724	1856	4979	272	253	2000
Contacted sample/eligible but no interview									
Refusal –all types	3460	369	433	**4262**	613	1416	101	114	988
Interview stopped/quit	581	45	66	**692**	122	225	50	34	172
Wants face-to-face interview (did not go onto be achieved)	87	3	13	**103**	23	2	1	2	21
Resp. has language barriers	270	14	41	**325**	84	22	109	12	29
Total	**4398**	**431**	**553**	**5382**	**842**	**1665**	**261**	**162**	**1210**

	General FE	6th form college	other/ specialist	TOTAL FE	FE delivered by ALP	Apprentice	ESP	Skills for Jobs	PCDL
Sample not eligible/out of quota									
Resp. not eligible	1016	55	156	**1227**	277	479	50	148	613
Out of quota	5	0	0	**5**	2	1	0	0	3
Referred elsewhere	8	0	2	**10**	0	7	0	0	1
Duplicate	8	0	5	**50**	5	38	3	1	8
Other dead leads	0	0	0	**0**	0	0	0	0	0
Total	**1037**	**57**	**163**	**1292**	**284**	**525**	**53**	**149**	**625**
No contact									
Engaged	194	19	12	**225**	40	45	2	0	18
No reply	7666	689	570	**8925**	1061	3447	356	364	1156
Bad numbers	5672	323	315	**6310**	731	2887	197	204	477
Away during fieldwork	44	6	5	**55**	9	43	1	4	13
Total	**13576**	**1037**	**902**	**15515**	**1841**	**6422**	**556**	**572**	**1664**

Leads still

live

Hard appointments	291	32	24	**347**	42	130	4	12	50
Soft appointments	3856	400	259	**4515**	489	2231	71	71	542
Total	**4147**	**432**	**283**	**4862**	**531**	**2361**	**75**	**83**	**592**
Response rate on all eligible sample with an outcome	**74%**	**81%**	**65%**	**75%**	**69%**	**75%**	**51 %**	**61 %**	**62%**
Response rate on total dialled sample (minus leads still alive)	**40%**	**55%**	**38%**	**41%**	**38%**	**37%**	**24 %**	**22 %**	**36%**

APPENDIX E: Letter to LEAs and sample specification

October 2008

Dear

National Learner Satisfaction Survey 2009: Adult Learners on non-accredited courses.

We are writing to ask for your help with an important research study.

The LSC has commissioned Ipsos MORI to conduct the 2009 National Learner Satisfaction Survey (NLSS). This study provides core measures on learner satisfaction with LSC-funded post-16 provision. It is of key importance in helping education and training providers and the LSC to identify priority areas for raising satisfaction levels by listening to the learner voice.

Learners currently on accredited courses are already included in the 2009 survey but we need your assistance in obtaining a learner sample (name, address and telephone numbers) of adult and community learners on **non-accredited courses**. It is important that these learners are included in the survey to obtain an overall picture of the sector and provide a comparison to previous studies.

The survey will take place between February-July 2009 and will consist of a telephone interview lasting approximately 13 minutes with a random selection of learners. Neither the LSC nor the LEA/provider will be made aware of individual responses of participants. All responses will be aggregated to produce a national picture of learner satisfaction and available as a separate report for this group of learners.

What help we require from your LEA?

Ideally, we would like your LEA to send Ipsos MORI an electronic list of all adult and community learners enrolled on non-accredited courses in 2008/09, regardless of whether they have subsequently left the course/provider. Ipsos MORI will select learners at random from this list. They will write to these learners, providing them with information about the survey and giving them the opportunity to opt-out of the survey. Annex A lists the information we require for each learner.

If your LEA does not have information on non-accredited learners, please provide us with a list of colleges within this LEA who run non-accredited courses and Ipsos MORI will contact the colleges directly.

Timing

To ensure this group of learners are included in the study, we would like to receive all samples from LEAs and colleges by the **end of December 2008**. We will write to learners in January, allowing them 2 weeks to opt-out of the survey if they wish.

Data protection

The LSC and Ipsos MORI are required to comply with the Data Protection Act. Annex A provides information on procedures to follow **before** learners' contact details can be shared (see also: http://www.niace.org.uk/projects/skies/Briefing.htm).

Additionally, Ipsos MORI is the first research company in the country to be accredited with the ISO 27001 international standard for data security.

We very much hope that your LEA is able to help us with this study. A short fax-back reply form is enclosed. Please would you complete and return this to indicate your interest in this study.

If you are not the most relevant contact for this query, we would be grateful if you could pass on this letter to the right person within your organisation.

Please contact either Angela Klein (angela.klein@ipsos-mori.com, tel: 020 7347 3473) or Billie Lever Taylor (billie.levertaylor@ipsos-mori.com; tel: 020 7347 3956) at Ipsos MORI if you have any queries about this study or require further information.

If you would like further details of the National Learners Satisfaction Survey and previous findings please access the link below:
http://research.lsc.gov.uk/LSC+Research/published/learner-satisfaction/

Many thanks in advance for your assistance.
Yours sincerely,
Tracy Mitchell   Billie Lever Taylor
NLSS Project Manager   Research Manager
LSC National Office   Ipsos MORI

Annex A: 2008 National Learner Satisfaction Survey

Data Protection Issues

In order to comply with the Data Protection Act, learners' details can only be shared if they have given permission for this i.e. the following statement needs to be included at the time of learners' registration.

> *Tick this box if you do not wish to be contacted by the LSC or its partners in respect of surveys and research. The LSC values your views on the education or training which you receive, and will use these to help bring about improvements for learners in England.*

Learners' responses to this statement need to be recorded in such a way to allow filtering of responses to take place.

How to compile a list of learners

The LEA sends a database to Ipsos MORI containing the contact details of all the learners on **non-accredited courses** enrolled in 2008/09, regardless of whether they have subsequently left the course/provider. Preferably, the contact details should be in the form of a spreadsheet including the following fields:

- First name;
- Surname;
- House number and street name;
- Town/City;
- County;
- Postcode; and
- Telephone number (if available).

It would be helpful if the LEA could, to the extent that you are able to:
- Delete any learners under the age of 16; and
- Delete any deceased learners.

If you know of any other issues we may need to be aware of, such as learners who would prefer to be interviewed face-to-face (for example, those with learning difficulties or disabilities) or whose family might not know they are attending a course, please inform us of this when sending the sample. All learners in the sample will receive a letter giving them the option to opt out of the survey.

Ipsos MORI will then **randomly** select a sample of learners to be included in the survey. After the survey has been undertaken, LSC/Ipsos MORI **will destroy all learners' contact details** to comply with the Data Protection Act (providers will receive a signed confirmation this has been completed).

Sending the file to Ipsos MORI

You can do this by:
- E-mail if the file is less than 4MB (please zip the file): angela.klein@ipsos.com or
- Post: Angela Klein, Ipsos MORI, MORI House, 79-81 Borough Road, London SE1 1FY. Please label the disk with the name of the LEA.
- Please password protect the file and telephone Angela with the password separately.

OPT OUT LETTER TO PCDL LEARNERS

Dear

Your views on learning and training: A major survey for the Learning & Skills Council

I am writing to ask for your help with an important research survey.

We have been asked by the Learning & Skills Council (LSC) to carry out a major survey of what people think about learning or training in general and their experiences of the learning or training they have received. The LSC is the organisation in England responsible for funding high quality education and training. This survey is important because it helps education and training providers and the LSC to identify areas for improvement, and ensure they meet learners' needs.

We are contacting you because you have taken part in (or are about to start) a course or class. We are keen to hear your views and experiences of this course or class, even if you have not yet started it, have already completed it or decided not to proceed with it, for whatever reason. Ipsos MORI is a **completely independent** research company. The data collected for this research will remain **strictly confidential** - no-one will be able to identify you from the research and the information provided will only be used for this project. We are a member of the Market Research Society (MRS) and, as such, strictly abide by the MRS Code of Conduct (www.mrs.org.uk).

One of our interviewers may call you in the next few weeks to invite you to take part in a short telephone interview about your experiences at a time that is convenient for you. This should only take between 10-15 minutes. I do hope that you feel able to take part in this important survey. However, if you have any questions about this research you can contact Angela Klein at Ipsos MORI (tel: 020 7347 3964), or email NLSS2009@ipsos.com.

If you do **not** want to take part in the survey please contact Angela or NLSS2009@ipsos.com by 6th March 2009, giving your name and the reference number detailed at the top of this letter, and you will be taken off the list of people that we will contact. Alternatively, you can tell the interviewer when he or she contacts you.

Thanks very much in advance for your help.

Yours sincerely,

APPENDIX F: The questionnaire

Sample types

- Employer Responsive, ER: Apprenticeship [PRG_TYPE = 4, 5 OR 6],
                                                    Skills for jobs (SfJ) [PRG_TYPE = 3],
                                                    Employability Skills Programme (ESP) [PRG_TYPE = 1]
- Learner Responsive, LR: Adult Learning Provider (ALP)
                                   FE general
                                   FE 6th form college
                                   FE other specialist
- PCDL

Questionnaire filter
- Wave 1
- Wave 2
- Wave 3

CORE QUESTIONS ASKED OF ALL 3 WAVES.

INTRO1
Good MORNING / AFTERNOON / EVENING could I please speak to (NAMED RESPONDENT)

USE STANDARD OUTCOME CODES. SEE INSTRUCTIONS FOR THOSE WHO ARE UNABLE TO TAKE PART BECAUSE OF LANGUAGE/LEARNING DIFFICULTIES OR DISABILITY.		
Yes	1	GO TO INTRO2
No - call back later	2	
No - not available in fieldwork	3	
No – refused	4	
Other - cannot continue	5	GO TO TIPCODES

INTRO2
Good morning/afternoon/evening my name is (NAME) and I am calling from Ipsos MORI, an independent research agency. I'm calling on behalf of the Learning and Skills Council. We are conducting a survey of what people think about learning and training in general and their personal experiences.

FOR LR SAMPLE:
We are contacting you because we understand that you have been or are currently involved in a course or training at <INSERT PRV_NAME>

INTERVIEWER NOTE: If respondent has left/completed course, we still want to interview them.

Proceed – RESPONDENT REMEMBERS DOING A COURSE WITH THE PROVIDER
Close interview – DOES NOT RECOGNISE HAVING DONE COURSE/TRAINING, OR HAS NOT STARTED THE COURSE YET.

FOR PCDL SAMPLE:
We are contacting you because we understand you have been or are currently doing a course or training, is that right?
INTERVIEWER NOTE: If respondent has left/completed course, we still want to interview them.

Proceed – LEARNER CAN REMEMBER DOING A COURSE
Close interview – LEARNER DOES NOT RECOGNISE HAVING DONE COURSE/TRAINING, OR HAS NOT STARTED THE COURSE YET.

FOR ER SAMPLE:
We are contacting you because we understand that you have been or are currently involved in a course or training on <INSERT PRG_TYPE>.

INTERVIEWER NOTE: If respondent has left/completed course, we still want to interview them.

Proceed – RESPONDENT RECOGNISES THE COURSE
Close interview – DOES NOT RECOGNISE HAVING DONE COURSE/TRAINING, OR HAS NOT STARTED THE COURSE YET.

All your answers are confidential; your responses will be 34 *reported back but not with names attached.*

IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LANGUAGE DIFFICULTIES

What language do you speak? DO NOT READ OUT. AIMS TO FIND OUT RESPONDENT'S NATIVE LANGUAGE

Polish

Arabic

Farsi

Kurdish

Somali

French

Urdu

Spanish

Portuguese

Chinese (please specify Mandarin or Cantonese)

Russian

Other, please specify

Is there someone who would be able to interpret for you?

Yes – arrange to call back to conduct interview when proxy is around

No – we will pass your details to a member of the research team to see if they can arrange for someone to help you take part in the survey.

IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LEARNING DIFFICULTIES, HEARING OR SPEECH IMPAIREMENT, OR OTHER DISABILITY, READ OUT:

What support do you need to take part in the survey? WRITE IN

Is there someone who would be able to help you to take part by telephone?

Yes – arrange to call back.

No - we will pass your details to a member of the research team to see if they can arrange for someone to help you take part in the survey.

CORE QUESTION
ASK APPRENTICES ONLY, I.E. ASK IF PRG_TYPE = 4, 5 OR 6
Q1. Please think about any time away from your day-to-   day job that you spend in training. Is your training...
READ OUT SINGLE CODE

Based at a college only..............................		**1**
Based at a training provider only....................		**2**
Within your workplace only............................		**3**
Based within your workplace and at a college or training provider		**4**

DP PLEASE NOTE INSTRUCTIONS BELOW FOR VARIABLE PRV_NAME (NAME OF PROVIDER)

LR INTERVIEWS: PRV_NAME WILL BE FORCED INTO THE SCRIPT AT VARIOUS POINTS

APPRENTICE INTERVIEWS (PRG_TYPE = 4, 5 OR 6): THERE IS NO PROVIDER NAME IN THE ILR TO BE FORCED INTO QUESTION TEXT FOR REMAINDER OF THE SURVEY –RESPONSE(S) GIVEN ABOVE WILL BE USED IN QUESTION TEXT FROM THIS POINT I.E. YOUR COLLEGE, YOUR TRAINING PROVIDER, YOUR WORKPLACE.
FOR THOSE WHO SAID 'YOUR WORKPLACE AND COLLEGE/TRAINING PROVIDER', PLEASE SPLIT THE SAMPLE AND INSERT 'WORKPLACE' FOR HALF OF THEM IN QUESTIONS WHERE A PROVIDER NAME NEED TO BE INSERTED, AND INSERT 'COLLEGE/TRAINING PROVIDER' FOR THE OTHER HALF.

ANY OTHER LEARNERS (PCDL, AND PRG_TYPE = 1 OR 3): INSERT your college/ training provider IN THE SCRIPT WHERE PRV_NAME IS REQUESTED.

CORE SCREENING QUESTION
ASK ALL
Q2. Did or will your course at [INSERT PRV_NAME] last more than 2 days in total?

Yes	1	CONTINUE
No	2	THANK AND CLOSE

CORE SCREENING QUESTION
ASK IF ILR AGE IS MISSING (L_AGE)
Q3. Can you tell me your age?
WRITE IN (14 TO 99)
IF UNDER 16 THANK AND CLOSE.
IF REFUSED ASK: **Can you tell me if you are AGE 16 years or over?**
Yes – 16 years or over – PROCEED.
No – less than 16 years - CLOSE
Refused – CLOSE

RESPONDENTS ARE SCREENED AND ELIGIBLE
READOUT
Is it convenient to speak to you now, or should we call you at a more convenient time?
ADD IF NECESSARY: **The survey should take about 15 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about your course/training.**

CORE QUESTION 2009
ASK ALL
Q4. I would like to start by finding out where you are at with your course/training. Are you still doing your course/training? PROBE TO CODE. SINGLE CODE

36

Yes - Still studying on course	1
No – Left course early	2
No - Failed course/not successful	3
No - Successfully completed course	4
[APPRENTICESHIP ONLY FOR ITEMS 5 AND 6]	
No – apprenticeship came to an end as was made redundant	5
No – employer decided not to run the course	6 PLEASE CLOSE INTERVIEW
Other – specify	
Refused	

CORE QUESTIONS 2009

ASK Q5 IF L_ATYPE = (-1) MISSING, 10 OTHER or 12 BUT DO NOT ASK IF PRG_TYPE=1 OR 3 (SKILLS FOR JOBS AND ESP).

Q5. **Which of the following best describes the course you are currently/were doing?** READ OUT. SINGLE CODE ONLY. READ OUT UNTIL LEARNER IDENTIFIES THEIR COURSE/QUALIFICATION FROM THE LIST

IF THEIR COURSE OR QUALIFICATION IS NOT ON THE LIST PLEASE CODE AS OTHER AND WRITE IN.

1. **NVQ**
2. **BTEC (Business & Technology Education Council)**
3. **City and Guilds**
4. **RSA/OCR**
5. **GNVQ**
6. **Higher National Certificate (HNC) or Higher National Diploma (HND)**
7. **A level / A2 level**
8. **AS level**
9. **GCSE**
10. **GCE – O level**
11. **CSE**
12. **Key skills, e.g. problem solving, communication skills**
13. **Skills for Life/Basic Skills, e.g. literacy, numeracy, English for Speakers of Other Languages (ESOL), Information and Communication Technology (ICT)**
14. **Entry to employment (E2E)**
15. **ECDL, European Computing driving License**
16. **Computer Literacy and Information Technology (CLAIT), incl. CLAIT Plus and CLAIT advanced**
17. **Access to HE**
18. Other (SPECIFY - DOES NOT HAVE TO BE AN ACADEMIC QUALIFICATION)
    Don't know

ASK Q6 TO Q15 IF L_NVQLEV = (-1) MISSING OR L_NVQLEV = 9 (OTHER), BUT DO NOT ASK IF PRG_TYPE=1 OR 3 (SKILLS FOR JOBS AND ESP).

ASK Q6 IF Q5=2 (BTEC)

Q6. **Thinking about your BTEC course, which of the following are you studying for…?**

37

READ OUT. CODE ONLY ONE

1. A first certificate or general certificate (level 1 and entry)

2. A first diploma or general diploma (level 2)

3. A National Certificate or National Diploma level (level 3)

4. A higher level (level 4)

DK

ASK Q7 IF Q5=3 (CITY AND GUILDS)

Q7.   Thinking about your City and Guilds course, which of the following are you studying for...? READ OUT. CODE ONLY ONE

1. Foundation/part 1 (level 1 and entry)

2. Craft/part 2 (level 2)

3. Advanced craft/part 3 (level 3)

4. A higher level (level 4)

DK

ASK IF Q5=4 (RSA/OCR)

Q8.   Thinking about your RSA/OCR course, which of the following are you studying for…?

READ OUT. CODE ONLY ONE

1. A diploma (level 2)

2. An advanced diploma or advanced certificate (level 3)

3. A higher diploma (level 4)

4. Some other RSA (inc. stage I, II or III) (level 1 and entry)

DK

ASK IF Q5 =5 (GNVQ)

Q9.   Thinking about your GNVQ course, which of the following are you studying for...? READ OUT. CODE ONLY ONE

1. Part one foundation level (level 1 and entry)

2. Part one intermediate level (level 1 and entry)

3. Full foundation level (level 1 and entry)

4. Full intermediate advanced level (level 2)

5. Advanced level (level 3)

DK [DO NOT READ OUT]

ASK IF Q5=1 (NVQ)
Q10. And what level is/was the NVQ course you are/were studying? READ OUT. CODE ONLY ONE

   Level 1 or previously known as foundation

   Level 2 (e.g. apprenticeship)

   Level 3 (e.g. advanced apprenticeship)

    Level 4 (e.g. higher apprenticeship)

DK [DO NOT READ OUT]

   ASK IF Q5=7, 8, 9, 10 OR 11 (A LEVEL/A2 LEVEL/AS LEVEL/GCSE/GCE – O LEVEL, CSE)

Q11. And how many <INSERT Q5 RESPONSE> are you studying for? CODE ONLY ONE
One
Two
Three
Four
Five or more
   Don't know [DO NOT READ OUT]

ASK IF Q5=12 (Key skills)
Q12. Thinking about your Key Skills course, which of the following are you studying for…?   READ OUT. CODE ONLY ONE
   Level 1 or previously known as foundation

   Level 2

   Level 3

    Level 4

   Don't know [DO NOT READ OUT]

   ASK IF Q5=15 (ECDL)

39

Q13. Thinking about your ECDL course, which of the following are you studying for…?

READ OUT. CODE ONLY ONE

Level 1

Level 2

Don't know [DO NOT READ OUT]

ASK IF Q5=16 (CLAIT)

Q14. Thinking about your CLAIT course, which of the following are you studying for…?

READ OUT. CODE ONLY ONE

Clait (level 1)

Clait Plus (level 2)

Clait Advanced (level 3)

DK

ASK IF Q5=18 (other) or DK
Q15. And what level is/was this course you are/were studying? Is it… READ OUT. CODE ONLY ONE

Entry level

Level 1

Level 2

Level 3

Level 4 or above

Don't know [DO NOT READ OUT]

Course/qualification does not have a level [DO NOT READ OUT]

CORE QUESTION
ASK ALL
Q16. Was this course your first choice or did you want to do a different course/qualification? SINGLE CODE
Yes, was my first choice
No, wanted to do something else
FOR APPRENTICES ONLY (PRG_TYPE = 4, 5 OR 6):
No choice, training is/was compulsory part of the job
Don't know

CORE QUESTION
ASK ALL
Q17. SHOWCARD B **And what subjects or skills are you studying/training?** DO NOT READ OUT. MULTICODE OK..

Sciences and Mathematics	1
Land based provision, e.g. farming, agriculture	2
Construction	3
Engineering, Technology and Manufacturing	4
Business administration, Management and Professional	5
Information and Communication Technology	6
Retailing, Customer Service and Transportation	7
Hospitality, Sports, Leisure and Travel	8
Hairdressing and Beauty Therapy	9
Health, Social Care and Public Services	10
Visual and Performing Arts and Media	11
Humanities	12
English, Languages and Communication	13
Foundation programmes	14
Other, please specify	99

CORE QUESTION 2009
EARLY LEAVERS
(CODE 2 AT Q4)
Q18. You said that you have left the course early. What do you consider were the main reasons for leaving early? DO NOT READ OUT, CODE MAXIMUM OF 3.

INTERVIEWER PROMPT IF NECESSARY: We are looking for your three most important reasons for leaving early.

Wrong course for me.............................	1
Tutor poor/problems with teaching quality........	2
Tutors kept changing.............................	3
College/Provider badly run/organised..............	4
Too much work……………………………....	5
Difficult to combine with work commitments	6
Difficult to combine with family or other commitments	7
Work too difficult.……………………….....	8
Health reasons...................................	9
Financial reasons incl. cost of travel...........	10
Travel difficulties (other than cost)............	11
Got a job......................................	12
Changed jobs...................................	13
Lack of support from work/Problems at work.....	14
Personal issues (illness of a family member/bereavement)	15
[APPRENTICESHIP ONLY] Employer made me redundant/closed down/could not afford to keep me on	
	16
No particular reasons...........................	17
Other (specify).................................	18

CORE QUESTION 2009
ASK Q19 AND Q20 TO ALL EARLY LEAVERS (CODE 2 AT Q4)
ASK Q19A AND B TO ALL EARLY LEAVERS EXCEPT APPRENTICESHIPS
ASK Q19C AND D TO EARLY LEAVERS WHO ARE APPRENTICESHIPS
Q. 19. And when you were thinking about leaving the course…READ OUT. SINGLE CODE FOR EACH
   a) **Did you seek support from your teachers or tutors to help you stay on the course, postpone the course, or change to another course?**
   b) **Did your teachers or tutors offer support to help you stay on the course, postpone the course or change to another course?**

Yes
No

   And when you were thinking about leaving the course…READ OUT.
   c) **Did you seek support from the following people to help you stay on the course, postpone the course, or change to another course?** READ OUT ALL EXCEPT NONE OF THESE. MULTICODE OK EXCEPT NONE OF THESE. ROTATE START
   Your employer
   Your assessor
   Your trainers
    None of these

   d) **Did any of the following people offer support to help you stay on the course, postpone the course or change to another course?** READ OUT ALL EXCEPT NONE OF THESE. MULTICODE OK EXCEPT NONE OF THESE. ROTATE START
   Your employer
   Your assessor
   Your trainers

41

None of these

CORE QUESTION 2009
ASK EARLY LEAVERS ONLY (CODE 2 AT Q4) BUT EXCLUDING THOSE ANSWERING 16 AT Q18
FOR APPRENTICEHIP, INSERT employer, assessor, or trainers
FOR EVERYONE ELSE, INSERT teachers or tutors.
Q20.   Is there anything else that your <INSERT AS PER INSTRUCTIONS ABOVE> **could have done to help you stay on the course?** DO NOT READ OUT. PROBE FULLY. **What else?** MULTICODE OK EXCEPT FOR DON'T KNOW AND 'THERE WAS NOTHING …'

Provide advice/information on deferring/postponing the course
Provide advice/information on changing to another course or provider
Give me more time/extend deadline to complete coursework
Provide more support to help me understand the lessons
[APPRENTICESHIP ONLY] Time off from work to study
Financial support
Less or easier home work
Fewer or easier lessons
There was nothing my <INSERT AS PER INSTRUCTIONS ABOVE> could have done to help me stay on the course
Other, please specify
Don't know

PRE-ENTRY MODULAR 2009 (WAVE 1)
I am now going to ask you questions on how you chose your course, and the information you received when enrolling.

ASK ALL
Q21. What are your main reasons for choosing this course? DO NOT READ OUT. PRE-CODED LIST. PROBE FOR OTHER

To help me get a job	1
To help me get a promotion/better job/different job	2
To help me move on in education	3
It was relevant to my job........................	4
Because I like the subject.......................	5
To gain qualifications...........................	6
Because it was on offer at my local college/this college	7
Because it was at a time that suited me..........	8
To advance my skills and knowledge in this area..	9
Suggested or required by employer................	10
Suggested by others..............................	11
For my own personal interest.....................	12
To meet other people/make new friends............	13
Other (specify)...….............................	14

PRE-ENTRY MODULAR 2009 (WAVE 1)
ASK ALL
Q22. Which of these best describes how useful you think doing this course is to you personally, either in your current job or in getting a job you hope to do in the future? READ OUT: **Would you say doing this course is…** READ OUT 1 TO 4. SINGLE CODE.

1) Essential for your current job/for any future job
2) Not essential but will help in your current job/for any future job
3) Will not help in your current job/any future job.
4) Irrelevant to you because you are not working now or 42**intending to work in the future**

Don't know (DO NOT READ OUT)

PRE ENTRY MODULAR 2009 (WAVE 1)
THIS IS AN FFE QUESTION.

> **DP please note**
>
> There are 12 questions called FfE (Framework for Excellence) in the questionnaire, at Q23, Q25, and Q30 to Q33.
>
> There are three versions of each question, adapted to the types of learners.
>
> For each question, please ask:
>
> version A to LR, PCDL, SfJ and ESP learners

ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
Q23.
VERSION A: **How good was the information you were given when you were choosing your course? Was it**… READ OUT. SINGLE CODE. REVERSE SCALE
VERSION B: **How good was the information you were given when you were choosing your learning programme? Was it…**
  VERSION C **How good was the information you were given when you were choosing your training programme? Was it…**

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply (DO NOT READ OUT)

PRE ENTRY MODULAR 2009 (WAVE 1)
ASK ALL
Q24. Now I would like to ask you a few questions about how informed you felt about the course/ training <u>at the time you signed up for it</u>. For each of the following aspects, please say whether you felt very well informed, quite well informed, not very well informed or not at all informed … ROTATE STATEMENTS

The types and timing of exams and/or assessments
The content of the course – the topics that you would cover
The amount of work expected of you in your own time
How the course/training would help you gain skills to use in a job
The standard of work expected of you
How to access financial support whilst learning/training
ASK ALL EXCEPT APPRENTICESHIPS WHERE PRV_NAME = YOUR WORKPLACE. **The overall pass/success rate for learners at <INSERT PRV_NAME>.**

REVERSE SCALE
Very well informed
Quite well informed
Not very well informed
Not at all well informed
Don't know [Do not read out]
Not applicable [Do not read out]

43

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
Now I would like to ask you a few questions on the information and support you may have received during your course or training.

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
THIS IS AN FFE QUESTION. ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
  Q25. VERSION A **How good was the help staff gave you in the first few weeks at the college?**

Was it… READ OUT. SINGLE CODE. REVERSE SCALE
  VERSION B **How good was the help staff gave you in the first few weeks of your learning programme? Was it…**

  VERSION C **How good was the help staff gave you in the first few weeks of your training programme? was it…**

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply [DO NOT READ OUT]

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
ASK ALL
Q26. For each of the following aspects, please say whether you felt very well informed, quite well informed, not very well informed or not at all informed after induction … ROTATE ITEMS 1 TO 7

1 The types and timing of exams and/or assessments
2 The content of the course - the topics and subjects you would cover
3 The amount of work expected of you in your own time
4 How the course/training would help you gain skills to use in a job
5 The standard of work expected of you
6 How to access financial support whilst learning/training
7 Health and Safety procedures, including emergency arrangements for fire
8 Emergency arrangements for first aid and how to report an accident
9 Access the building for wheelchair users and people with mobility difficulties

REVERSE SCALE
Very well informed
Quite well informed
Not very well informed
Not at all well informed
Don't know [Do not read out]

CORE QUESTION 2009
ASK ALL
Q27. Now moving on to [FOR APPRENTICES PLEASE INSERT training, FOR ALL OTHERS PLEASE INSERT teaching]. overall, how satisfied or dissatisfied are you with the quality of the [INSERT teaching/training AS ABOVE] at [INSERT PRV_NAME]. Would you say you are…

READ OUT AND CODE ONE ONLY. REVERSE SCALE

Extremely satisfied............................	**1**
Very satisfied..................................	**2**
Fairly satisfied................................	**3**
Neither satisfied nor dissatisfied..............	**4**
Fairly dissatisfied............................	**5**
Very dissatisfied..............................	**6**
Extremely dissatisfied.........................	**7**

44

Don't know [DO NOT READ OUT]............   8

CORE QUESTION 2009
ASK ALL
FOR APPRENTICEHIP, INSERT assessor and trainers
FOR EVERYONE ELSE, INSERT teachers or tutors
Q28. How would you rate the <INSERT AS ABOVE> on the following aspects of [INSERT teaching OR training as per Q27]? Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent.
INTERVEIWER READ OUT IF NEEDED: **we recognise that ratings may vary for individual members of staff. Please try your best to give us an overall rating.**

ROTATE ITEMS 1 TO 9.

-1-   Knowledge of the subject
-2-   Explaining how the learning can be applied in the work place
-3-   How well they relate to you as a person
-4-   Making your subject interesting or enjoyable for you
-5-   Understanding you and how you like to learn
-6-   The support they give you, for example in improving your study techniques or time management
-7-   Setting clear targets or learning goals to help you improve
-8-   Providing prompt and regular feedback on progress
-9-   Managing the group of learners

1 - Very Poor
2 -...............
3 -...............
4 -...............
5 -...............
6 -...............
7 -...............
8 -...............
9 -...............
10 – Excellent
Not applicable [DO NOT READ OUT]

CORE QUESTION
ASK ALL
FOR APPRENTICEHIP, INSERT assessor and trainers
FOR EVERYONE ELSE, INSERT teachers or tutors
Q29. I am going to read out a statement, can you tell me how strongly you agree or disagree with it? Where possible please answer thinking about your [INSERT PRV_NAME] as a whole and not just about your <INSERT AS ABOVE>.
READ OUT STATEMENT. IF AGREE OR DISAGREE PROBE: Is that strongly or tend to agree/ disagree?

My learning programme is meeting my needs. INTERVIEWER, ADD IF NECESSARY: By learning programme we mean the whole of the course, studies, learning experience.

REVERSE SCALE
Strongly agree
Tend to agree
Neither agree nor disagree
Tend to disagree
Strongly disagree
Don't know [Do not read out]

ITEMS 1 TO 4 IN THE QUESTION BELOW ARE FROM FfE.   45

ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
Q30. I am going to read out aspects of your learning experience. Please tell me how good or bad each of them is:
DO NOT ROTATE STATEMENTS.

(CORE)
1- VERSION A **How good is the teaching on your course?**
VERSION B **How good is the training on your learning programme?**
VERSION C **How good is the training on your training programme?**

(CORE)
2- VERSION A **How good is the respect staff show to you?**
VERSION B **How good is the respect staff show to you?**
VERSION C **How good is the respect training staff show to you?**

(WAVE 3)
3- VERSION A **How good is the advice you have been given about what you can do after this course?**
   VERSION B **How good is the advice you have been given about what you can do after this learning programme?**

VERSION C **How good is the advice you have been given about what you can do after this training programme?**

(WAVE 2)
4- VERSION A **How good is the support you get on this course?**
   VERSION B **How good is the support you get on this learning programme?**

VERSION C **How good is the support you get on this training programme?**

(WAVE 2)
   5- How well <INSERT PRV_NAME> supports learners with learning difficulties or disabilities

   6- The support provided for any particular needs relating to your religion, faith or beliefs

   7- The condition of the buildings in which you learn

REVERSE SCALE

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply [DO NOT READ OUT]

Q31 to Q33 are FfE questions.

CORE QUESTION

ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
Q31. VERSION A **How good is the college at listening to the views of learners?**

VERSION B **How good is the learning provider at listening to the views of learners?**

VERSION C **How good is the company at listening to the views of apprentices and employees in training?**

REVERSE SCALE

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply [DO NOT READ OUT]

CORE QUESTION

ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
Q32. VERSION A **How good is the college at acting on those views?**

VERSION B **How good is the learning provider at acting on those views?**

VERSION C **How good is the company at acting on those views?**

REVERSE SCALE

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply [DO NOT READ OUT]

CORE QUESTION

ASK ALL EXCEPT ESP AND SKILLS FOR JOBS LEARNERS (PRG_TYPE 1 OR 3)
Q33. VERSION A **Overall, how good do you think the college is?**

VERSION B **Overall, how good do you think the learning provider is?**

VERSION C **Overall, how good do you think the training programme is?**

REVERSE SCALE

Very good

Good

Not good but not bad

Bad

Very bad

This does not apply [DO NOT READ OUT]

CORE QUESTION

ASK ALL

Q34. Overall, would you say that your experience with your course/training is better than you expected, similar to what you expected, worse than you expected, or did you not know what to expect?
SINGLE CODE.
Better than I expected
Similar to what I expected
Worse than I expected
I didn't know what to expect

CORE QUESTION
ASK ALL EXCEPT EARLY LEAVERS (CODE 2 AT Q4)
Q35. Is there any support that would [IF CODE 1 AT Q4 SAY **help** IF CODE 3, 4, 5 OR 6 AT Q4 SAY **have helped**] **you with your course/training that you** [IF CODE 1 AT Q4 SAY **currently do not get** IF CODE 3,4,5 OR 6 AT Q4 SAY **did not receive**]**?**
1. Yes
2. No
3. Don't know

CORE QUESTION
ASK IF YES
Q36.   What support [INSERT AS PER INSTRUCTIONS ABOVE **would help/have helped**] **you?** DO NOT READ OUT.
MULTI CODE
1. Support from assessor/tutor
2. Time with/access to tutor
3. Tutor being there/available as scheduled
4. Time in work/time off work to do training
5. Support from Manager/Supervisor

48

6. Support from the college/training provider
7. More help with English language/grammar
8. Information in advance about the amount/type of work involved
9. Support from colleagues
10. More time to do the coursework or the assessments
11. Financial support
12. Help with childcare/other caring responsibilities
13. Help with transport to and from college/training
14. Other (SPECIFY)

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
ASK ALL
Q37. Since you started the course have you had any problems with any of the following? READ OUT AND PROBE FOR OTHERS. IF NEEDED DESCRIBE DISCRIMINATION AS HARRASSMENT/BULLYING/BEINGTREATED DIFFERENTLY TO OTHER PEOPLE. ROTATE ALL ITEMS EXCEPT NONE OF THESE/DON'T KNOW

Managing to fit course commitments in with other commitments at home
Managing to fit course commitments in with other commitments at work
Managing to keep up with the standard of work required
Dealing with money pressures
Discrimination of any kind from a member of staff
Discrimination of any kind from other students...
Maintaining your personal motivation
Travel to college/training centre
Extra help you were promised not being provided
Reading/writing skills
Maths or numeracy skills
Any other problems, please specify [WRITE IN]
None of these
Don't know

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
ASK IF YES TO ANY ISSUES LISTED AT Q37
Q38. Have you sought advice or help from [INSERT PRV_NAME] on any of these matters?

Yes
No
Don't know [Do not read out]

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
ASK IF YES AT Q38
Q39. Generally, how useful was this? READ OUT. REVERSE SCALE

Very useful
Fairly useful
Not very useful
Not at all useful
Don't know [Do not read out]

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
Q40.
ALL EXCEPT APPRENTICESHIP LEARNERS IN THE WORKPLACE ONLY – **Have you ever made a complaint to the college or provider about your course or other experiences?**

APPRENTICESHIP LEARNERS IN THE WORKPLACE – **Have you ever made a complaint to your employer about your training?**

Yes.. 1
No.. 2   49

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
IF YES AT Q40
Q41. What was your complaint about? DO NOT READ OUT. MULTI CODE OK

The classroom is inadequate/cramped/cold/noisy/keep changing

Poor teaching/incompetence/ignorance of teacher

Lack of equipment/inadequate/poor materials/resources

Poor college facilities/canteen/heating etc.

About the cost of the course/grant

Didn't know what was going on/lack of communication

Others students disrupting the lesson

[APPRENTICEHIP ONLY] Employer not providing enough training

[APPRENTICEHIP ONLY] Wages or terms and conditions

Poor working conditions

Other, please specify [WRITE IN]

Refused.

LEARNER SUPPORT MODULAR 2009 (WAVE 2)
IF YES AT Q40
Q42. Which of these best describes the outcome to your complaint?

There was an outcome that satisfied me
There was an outcome but it did not satisfy me
There was no outcome to the complaint at all
Don't know

CORE QUESTION 2009
ASK ALL
Q43. And now taking all the issues we have discussed into account, how satisfied or dissatisfied are you with your current learning experience at [INSERT PRV_NAME]? READ OUT.CODE ONE ONLY
REVERSE SCALE

Extremely satisfied	1
Very satisfied	2
Fairly satisfied	3
Neither satisfied nor dissatisfied	4
Fairly dissatisfied	5
Very dissatisfied	6
Extremely dissatisfied	7
Don't know [do not read out]	8

51

ASK IF SATISFIED (CODES 1-3) AT Q43
Q44. SHOWCARD C **You said you were [INSERT RESPONSE FROM Q43], what is the main reason for this?** PROBE
FULLY. MULTI CODE OK. DO NOT READ OUT.

A good course/learnt a lot/enjoyed it/up to expectations

Tutors are good/they make it easy/interesting for us/help us

They were very helpful/always ready to help/get all the help

Gives me what I wanted/needed/the experience/qualification

They were very friendly/welcoming

Social life is good/met lots of people/good fun

Its well run/well organised

I'm pleased with my progress/doing better than expected/feel

Like the place/the college/good working environment

They treat you well/with respect/as an adult/an individual

Enjoy the subjects/areas covered/interested in what I do

Good facilities/equipment/resources

Motivating/makes you want to work

Good group of learners/work well together/help each other

Tutors well qualified/have on the job experience

Good for my confidence/self esteem

Other, please specify [WRITE IN]

Refused
Don't know

ASK IF DISSATISFIED (CODES 5-7) AT Q43
Q45. SHOWCARD D **You said you were [INSERT RESPONSE FROM Q43], what is the main reason for this?** PROBE
FULLY. MULTI CODE OK. DO NOT READ OUT.

Poor facilities/old/inadequate equipment

It was disappointing/not what I expected/wanted

Mixed ability/ classes too large

Didn't get the help that I needed/didn't respond to my needs

Badly organised/badly run

Lack of staff/assessors/changes in staff

The course/work is (too) hard/difficult

Communication poor/don't tell you what you need to know

Poor attitude of tutors/ not supportive

Was boring/repetitive/not interesting/not motivating

Could have finished earlier/covered subject faster

Disruptive learners

Employer not supportive

Employer not leaving me enough time to study/ undertake coursework

Other, please specify [WRITE IN]

Refused
Don't know

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2009 (WAVE 3)
ASK ALL
Q46. Thinking back to when you left school would you say that you...READ OUT EXCEPT DK. CODE ONE ONLY

Had generally positive feelings about education	**1**
Had generally negative feelings about education	**2**
Were not bothered either way about education, were indifferent	**3**
Don't know	4

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2009 (WAVE 3)
ASK ALL
Q47. I am going to read out a few statements about what effect the course may have had on you personally. Could you tell me whether you agree or disagree with each. ROTATE ALL 1 TO 10

1. **It has given me skills I can use for a job**
2. **I feel more confident socially**
3. **I feel more confident in my ability to learn**
4. **I am better at managing my time and responsibilities**
5. **I feel more positive about learning than I did when I started**
6. **It enables me to cope better with daily life**
7. **It has benefited my health and sense of well being**
8. **Taking part in this course will help me move forward in my career and make it easier for me to find the type of job that I want.**
9. **I now take a more active part in the community**
10. **I feel better able to help my children or siblings with their education**

Agree
Disagree
Don't know [Do not read out]

CORE QUESTION 2009
ASK ALL
Q48. How likely will you be to undertake further learning in the next 3 years?
REVERSE SCALE EXCEPT DON'T KNOW. SINGLE CODE.

> Very likely
> Fairly likely
> Fairly unlikely
> Very unlikely
> Don't know

CORE QUESTION 2009
ASK ALL
Q49. Which of these statements best describes the way you would speak of <INSERT PRV_NAME>? READ OUT
EXCEPT DON'T KNOW. SINGLE CODE.

I would speak highly of them without being asked
I would speak highly of them if somebody asked me about them
I would be neutral about them
I would be critical of them if somebody asked me about them
I would be critical of them without being asked
Don't know

The last few questions are about yourself. These questions are to help us put your answers in context. None of this information will be passed on with your name, and nobody will be able to identify you from the answers that you give.

CORE QUESTIONS 2009
ASK Q50 IF L35 = -1 (MISSING) or 98 (NOT KNOWN)
Q50. Do you have any qualifications at all? SINGLE CODE
Yes
No

ASK IF YES AT Q50
Q51. SHOWCARD E **What is the highest level of examination or qualification that you now hold, including any that you may have gained since leaving full time education?** CODE ONE ONLY – HIGHEST QUALIFICATION. DO NOT READ OUT.

1. NVQ
2. BTEC (Business & Technology Education Council), BEC, TEC
3. City and Guilds
4. RSA/OCR
5. GNVQ
6. Higher National Certificate HNC or Higher National Diploma (HND)
7. A level / A2 level
8. AS level
9. GCSE
10. GCE – O level
11. CSE
12. Key skills, e.g. problem solving, communication skills
13. Skills for Life/Basic Skills e,g. literacy, numeracy, English for Speakers of Other Languages (ESOL), Information and Communication Technology (ICT)
14. Entry to employment (E2E)
15. ECDL, European Computing driving License
16. Computer Literacy and Information Technology (CLAIT)
17. Skills for jobs training
18. Scottish Highers - SCOTVEC, SCOTEC, SCOTBEC
19. International   Baccalaureate   /   Welsh   Baccalaureate

20. Degree or postgraduate degree (BA, BSc, MA, MSc, PhD)
21. PGCE (teaching qualification)
22. Nursing/medical/clinical qualification
23. Other, please specify

ASK IF HIGHEST QUALIFICATION Q51= 23 (OTHER) or 22.
Q52. What is the level of your qualification?
Entry level or level 1

Level 2
Level 3
Level 4 or above
No level
Don't know

ASK IF HIGHEST QUALIFICATION IS 'BTEC, BEC OR TEC' (Q51=2)

Q53. Is your highest BTEC qualification . . . ?

READ OUT. CODE ONLY ONE

A first certificate or general certificate (level 1 and entry)

A first diploma or general diploma (level 2)

A National Certificate or National Diploma level (level 3)

A higher level (level 4)

DK

ASK IF HIGHEST QUALIFICATION IS CITY AND GUILD (Q51=3)

Q54. Is your highest City and Guilds qualification...? READ OUT. CODE ONLY ONE

Foundation/part 1 (level 1 and entry)

Craft/part 2 (level 2)

Advanced craft/part 3 (level 3)

At higher level (level 4)

DK

ASK IF HIGHEST QUALIFICATION IS RSA/OCR (Q51=4)

Q55. Is your highest RSA/OCR qualification… ?

READ OUT. CODE ONLY ONE

A diploma (level 2)

An advanced diploma or advanced certificate (level 3)

A higher diploma (level 4)

54

Or some other RSA (inc. stage I, II or III) (level 1 and entry)

DK

ASK IF HIGHEST QUALIFICATION IS GNVQ (Q51=5)

Q56. Is your highest GNVQ ...? READ OUT. CODE ONLY ONE

Part one foundation level (level 1 and entry)

Full foundation level (level 1 and entry)

Part one intermediate level (level 1 and entry)

Full intermediate advanced level (level 2)

Advanced level (level 3)

DK

ASK IF HIGHEST QUALIFICATION IS NVQ (Q51=1)

Q57.   Is your highest level of NVQ? READ OUT. CODE ONLY ONE

Level 1

Level 2

Level 3

Level 4

Level 5

DK

ASK IF HIGHEST QUALIFICATION IS ' A LEVEL/A2' (Q51=7)

Q58.   Do you have…? READ OUT. CODE ONLY ONE

One A level or A2 level (level 2)

More than one A level or A2 level (level 3)

DK

ASK IF HIGHEST QUALIFICATION IS AS LEVEL (Q51=8)

Q59.   Do you have ...? READ OUT. CODE ONLY ONE

One AS level (level 1)

Two or three AS level (level 2)

More than three AS level (level 3)

DK

ASK IF HIGHEST QUALIFICATION IS GCSE (Q51=9)

Q60.   Do you have any GCSEs Grade C or above?

Yes
No
DK

ASK IF HAS GCSE GRADE C OR ABOVE (Q60=YES)
Q61.   How many passes do you have at this level? IF DON'T KNOW OR NOT SURE PROBE**: Is that fewer than 5, or 5 or more?**
  Fewer than 5 (level 1)

  5 or more (level 2)

ASK IF HIGHEST QUALIFICATION IS GCE-O LEVELS or CSE (Q51=10 or 11)

Q62.   Do you have any GCE-O Levels Grade C or above or CSE Grade 1s?

Yes
No
DK

ASK IF HAS GCE-O LEVELS GRADE C OR ABOVE OR CSE GRADE 1S (Q62=YES)

Q63.   How many passes do you have at this level? IF DON'T KNOW OR NOT SURE PROBE: **is that fewer than 5, or 5 or more?**
  Fewer than 5 (level 1 and entry)

  5 or more (level 2)

  DK

ASK IF Q51=12 (Key skills)
Q64. Is you key skills qualification…. READ OUT. SINGLE CODE
     Level 1 or previously known as foundation

     Level 2

     Level 3

       Level 4

     Don't know/level unknown [DO NOT READ OUT]

ASK IF Q51=15 (ECDL)

Q65. Is your ECDL qualification…?

READ OUT. CODE ONLY ONE

Level 1

Level 2

Don't know [DO NOT READ OUT]

ASK IF Q51=16 (CLAIT)

Q66. Is your CLAIT qualification…?

READ OUT. CODE ONLY ONE

Clait (level 1)

Clait Plus (level 2)

Clait Advanced (level 3)

DK

ASK IF HIGHEST QUALIFICATION IS SCOTTISH HIGHERS (Q51=18)

Q67. Do you have any Scottish Highers Grade C or above?

Yes
No
DK

ASK IF HAS SCOTTISH HIGHERS GRADE C OR ABOVE (Q67=YES)

Q68. How many passes do you have at this level? IF DON'T KNOW OR NOT SURE PROBE**: is that fewer than 5, or 5 or more?**
Fewer than 3 (level 2)

3 or more (level 3)

DK

ASK ALL
Q69. Which of the following, if any, do you hold? MULTICODE OK FOR CODES 1 AND 2; 3 IS SINGLE CODE
A Skills Account
An Adult learner account
Neither of these
Don't know [Don't read out]

ASK IF PRG_TYPE = 3 (SKILLS FOR JOB) OR PRG_TYPE = 1 (ESP) AND IF L_LLLSC = 60, 70, 80, 240, 280, 380, 390, 400, 410, 420, 430
FOR WAVES 2 AND 3, PLEASE ALSO ASK TO THOSE WHERE PRG_TYPE = 3 (SKILLS FOR JOB) OR PRG_TYPE = 1 (ESP) AND L_LLLSC = 140 IN ADDITION TO THOSE ABOVE.

Q70. a) Before starting your course did you discuss your job goals and skills needs with JobCentre Plus?
SINGLE CODE

(b) **And before starting your course, did you receive skills and training advice from nextstep?**

SINGLE CODE

Yes
No
Don't know/not sure/can't remember

ASK ALL LEARNERS IN THE LR AND PCDL SAMPLES, EXCEPT THOSE AGED 18 OR LESS. DO NOT ASK LEARNERS IN ER SAMPLE.

Q71.   Some people pay for courses or training. Did you personally pay for or contribute towards the course fees for this training/qualification? IF YES, PROBE FOR WHETHER PAID/ WILL PAY ALL OR SOME OF IT.

Yes –all of it

Yes - some of it

No

Don't know [Don't read out]

ASK ALL
Q72.   Which, if any, of the following are you currently receiving/did you receive in relation to this course/training?
ROTATE. READ OUT EXCEPT DK AND NONE OF THESE. MULTI CODE OK.

1. **Education Maintenance Allowance – EMA**
2. **Adult Learning Grant – ALG (a financial allowance to help with cost of learning such as travel, books and materials)**
3. **Care to Learn – assistance with childcare costs**
4. **Dance and Drama Award**
5. **Hardship payments – sometimes also known as Access Funds or Learner Support Funds**
6. **Residential support**
7. **Career Development Loans**

8. **Training Allowance from Jobcentre Plus**

None of these

Don't know

ASK IF L12 = 99 or 98
Q73. SHOWCARD F **To help the LSC give services of** 58**equal quality to all learners, can you say to which ethnic**

group you consider you belong? DO NOT READ OUT. CODE ONE ONLY - PROBE TO PRECODES

Asian or Asian British - Bangladeshi
Asian or Asian British – Indian

Asian or Asian British - Pakistani

Asian or Asian British - any other Asian background

Black or Black British - African

Black or Black British - Caribbean

Black or Black British - any other Black background

Chinese

Mixed - White and Asian

Mixed - White and Black African

Mixed - White and Black Caribbean

Mixed - any other Mixed background

White – British

White – Irish

White - any other White background

Any other, please specify

Refused

CORE QUESTION 2009
ASK IF L16 = 99
Q74. Do you consider yourself to have learning difficulties?

Yes
No...
Refused.
Don't know

CORE QUESTION 2009
ASK IF YES TO Q74
Q75. Do you consider yourself to have any of the following?
READ OUT 1 TO 5. SINGLE CODE. IF MORE THAN ONE, RECORD AS 6.

Moderate learning difficulty	1
Severe learning difficulty	2
Dyslexia	3
Dyscalculia	4
Other specific learning difficulty	5
Multiple learning difficulties	6
Other, please specify	7
Don't know/ refused	8

CORE QUESTION 2009
ASK IF L15 = 99
Q76. Do you consider yourself to a have a disability?
   INTERVIEWER PLEASE NOTE THIS QUESTION RELATES TO PHYSICAL DISABILITY OR MENTAL HEALTH SUPPORT NEEDS, NOT ABOUT LEARNING DIFFICULTIES.
        Yes
        No
        Refused

CORE QUESTION 2009
ASK IF YES TO Q76
Q77. Do you consider yourself to any of the following?
SINGLE CODE. READ OUT 1 TO 9. IF MORE THAN ONE CODE 10.

   1) **Visual impairment**
   2) **Hearing impairment**
   3) **Disability affecting mobility**
   4) **Other physical disability**
   5) **Other medical condition (for example epilepsy, asthma, diabetes)**
   6) **Emotional/behavioural difficulties**
   7) **Mental ill health**
   8) **Temporary disability after illness (for example post-viral) or accident**
   9) **Profound complex disabilities**
   10) Multiple disabilities (DO NOT READ OUT)
   11) Other, please specify
 Don't know / refused

CORE QUESTION 2009
ASK ALL
Q78. The Learning and Skills Council will be doing further research about post-16 education in the year. Would it be OK for Ipsos MORI or another appointed contractor to contact you again in connection with future studies? PROBE & CODE ONE OF THE FOLLOWING.

Yes - both Ipsos MORI or any other appointed contractors may re-contact
No – neither may re-contact

CORE 2009
Q79. INTERVIEWER CODE: IF IN DOUBT ASK

        ENGLISH AS A FIRST LANGUAGE...................... 1
        ENGLISH NOT A FIRST LANGUAGE.................. 2

60

CORE QUESTION 2009
IF L13=N or missing, CODE GENDER. DO NOT ASK
Q80. GENDER

MALE
FEMALE
Not sure

READ OUT: On behalf of the Learning and Skills Council and Ipsos MORI we would like to
thank you for your time and help.

QPROXY. DO NOT READ OUT.

DP, PLEASE CAN YOU DE-ACTIVATE THE LAST TWO CODES BELOW FOR THE TIME BEING, AND ONLY ADD THEM
WHEN THEY WILL BE IN USE

- Interview conducted with learner in English
- Interview conducted by proxy who translated the questions in a foreign language
- Interview conducted by proxy due to learner's disability
- Interview conducted with learner in a foreign language, from Harrow international CATI centre
- Interview conducted face-to-face

APPENDIX G: NLSS 2009 Reports

The following reports were produced for NLSS 2009:

- Highlights report;

- FE report;

- Apprenticeship report;

- ESP and SFJ report;

- PCDL and other LR report;

- Learners with Learning Difficulties or Disability report;

- Young People's report;

- Adult's report; and

- Regional reports.