

Understanding the Impact of the Adult Learning Grant (ALG) 2010

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i For information



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1 Executive Summary

- 1.1 This report presents the findings of the latest evaluation of the Adult Learning Grant (ALG) which sought to develop an understanding of the impact of the ALG on learner participation, retention, achievement and progression in learning. The research was carried out in March 2010 by IFF Research on behalf of the Young People's Learning Agency (YPLA).
- 1.2 The ALG is a key strand of the adult learner support programme, which is designed to remove financial constraints acting as barriers to participation in learning. The grant supports adult learners in covering additional costs associated with their learning, including travel expenses or study materials. Learners must be 19 years or older, on a low income, studying full-time and towards their first full Level 2 or Level 3 qualification. Recipients of the ALG can receive £10, £20 or £30 per week depending on their financial circumstances. In 2008/09 about 30,000 learners accessed the ALG.
- 1.3 The evaluation draws on several research elements, including a review of previous ALG evaluations, analysis of the Individualised Learner Record (ILR) database, a quantitative telephone survey of 1,200 learners who received the ALG in 2008/09, a series of 15 qualitative depth interviews with ALG learners, and a survey of 100 learning providers who deliver ALG to their learners.

Learner characteristics

- 1.4 Analysis of the 2008/09 ILR database provides a detailed profile of ALG learners:
 - Most were aged 25 or under (84%), and two thirds (67%) were under 21;
 - Just over half (52%) were female – slightly lower than the figure among all learners on the ILR (54%);
 - Most (71%) ALG learners were White, though the proportion of Black and Minority Ethnic (BAME) ALG recipients has increased in recent years, from 19% in 2006/07, 26% in 2007/08 to 28% in 2008/09;
 - One in six (17%) ALG learners had a learning difficulty, disability or a health problem.

This profile of ALG recipients in 2008/09 is very similar to that of previous academic years.

- 1.5 The learner survey shows that two thirds of ALG learners (66%) live with their parents, either rent free (42%) or paying rent (25%). Overall, more than half (55%) pay rent or a mortgage.
- 1.6 Just before starting their course for which they received the ALG:
 - 20% had been combining learning with work
 - 34% had been studying but not working
 - 29% had been working but not studying
 - 15% had been unemployed and looking for work.

Hence overall half had been in work, and just over half had been studying.

Nature of learning and financial support

- 1.7 Most ALG recipients (80%) were studying for a Level 3 qualification. The most popular courses undertaken by ALG learners continue to be BTEC qualifications (46%, higher at 54% among men), followed by NVQs (15%) and Access to HE courses (13%). As in previous years the top broad sector / subject areas were Arts, Media and Publishing (20%), and Health, Public Services and Care (18%).
- 1.8 Three in five (57%) ALG recipients have or will contribute financially towards the cost of their course, a rise of 3 percentage points compared with the previous academic year. The most common ways in which learners contributed financially were regarding course fees (38% of all ALG recipients, up from 31% in 2007/08), registration fees (36%, up from 30% in 2007/08) and exam fees (22%).
- 1.9 The vast majority of learners (93%) received the maximum ALG payment of £30 per week. In addition, 14% of all ALG recipients were accessing other sources of financial support while receiving the ALG, most commonly help with travel costs, hardship payments, and help with childcare costs. Just over a quarter of ALG recipients (28%) had been receiving the EMA immediately prior to accessing the ALG.
- 1.10 A substantial proportion also continued with paid work, or took it up, while on the course for which they received the ALG: 40% were combining study with work, with this much higher among those working towards a Level 3 qualification (44%) than among Level 2 learners (25%).

Learner choices and the influence of the ALG on their decision making

- 1.11 ALG learners had a variety of reasons for starting their course. When prompted, around nine in ten indicated that developing their career (93%) and gaining new skills (92%) were motivating factors. Helping get a job (78%) and increasing current or future job satisfaction (62%) were other key motives. These were also the top four factors mentioned reasons in 2007/08, although all of them have gained in importance in 2008/09.
- 1.12 A substantial proportion of ALG recipients (37%) had considered either doing something other than studying (23%) or doing a different course (24%). Among this group, two in five (equivalent to 16% of all ALG learners) stated that financial considerations played a role in their decision to undertake the course for which they received the ALG rather than the alternatives they had been considering.
- 1.13 Most learners (68%) found out about ALG *after* they already had decided to go ahead with their course hence clearly for most the availability of ALG was not an influencing factor in the decision to undertake the learning. However, the third (32%) that heard about the ALG before they decided to do their course represents a significant increase from the 2007/08 figure (25%), and among these learners half (51%) felt that the possibility of receiving the ALG influenced their decision 'a great deal' or 'a fair amount'.
 - These results are equivalent to 16% of all ALG recipients being influenced a great deal or a fair amount in their decision to undertake their course by the knowledge that they could receive the ALG.
 - When prompted, one in eight (13%) of all recipients felt that they would not have started their course if they were unable to access the ALG. This is slightly higher than found in 2007/08 (11%).

Increasing learners' participation, retention and achievement

- 1.14 The availability of the ALG impacts positively on the decision making process of many learners by removing financial constraints and encouraging participation in learning. In addition, the ALG also affects the type and modality of learning accessed by its recipients:
- A third (35%) felt that the ALG influenced them in their decision to study full time rather than on a part time basis.
 - Around a third (31%) were influenced to study a full qualification, rather than modules or units, as this would make them eligible to receive the ALG.
 - Just over a fifth (22%) stated that the possibility of receiving the ALG influenced their choice of the level of learning.
 - Another fifth (22%) reported that the ALG allowed them to start their learning earlier than they would otherwise have done.
- 1.15 One in six (17%) learners that were still on the course or who had completed felt they would have dropped out of the course if it not been for the ALG. The positive impact on learners' retention in learning is confirmed by the ILR data, which shows the completion rates for ALG learners (89%) to be higher compared to the completion rates for all adults on Level 2 and Level 3 courses (76%). Also, overall achievement rates of ALG learners are higher than the average for all adults on Level 2 and Level 3 courses (69% vs. 53%). The impact of the ALG on completion and achievement rates is most pronounced for Level 2 learning: 81% of ALG learning aims are achieved compared to 56% of all Level 2 learning aims.

Outcomes of learning

- 1.16 The key outcomes for those ALG learners who completed their course include having gained a qualification (98%), skills that help them to do a better job in the future (94%), and skills that will look good to any future employers (94%). Three in five also reported being better pay (61%), and a quarter (28%) said they had found a job as a result of their learning.
- 1.17 Virtually all learners also reported having gained a variety of 'soft benefits' from doing their course. When prompted, around nine in ten learners reported becoming more confident about their abilities (95%), feeling better about themselves generally (94%), feeling clearer about the range of opportunities open to them (93%), perceiving improved employment or career prospects (91%), and feeling more enthusiastic about future learning (88%).
- 1.18 Increased appetite for learning is also evident from the intention of nine in ten learners who stated that they would be very likely (65%) or quite likely (25%) to participate in future learning – these are slightly higher levels of interest than recorded in 2007/08 (60% and 23% respectively). The positive perceptions of ALG are reinforced by the fact that a clear majority (60%) of Level 2 learners likely to undertake any future learning would apply for the ALG again. In addition, virtually all ALG learners (98%) would recommend the grant to others in similar circumstances.

The views and experiences of learning providers

- 1.19 The survey of 100 learning providers adds to the evidence that ALG is delivering a range of benefits for learners, including increased participation, retention and achievement in learning. According to the providers, ALG *frequently* encourages learners to aim for a full qualification (64%), to commit to studying on a full-time basis (67%), and encourages learners to study who would not otherwise have done so. In addition, learners are said to benefit from increased confidence, self-esteem and improved employment prospects.
- 1.20 The ALG also impacts on learning providers directly in a number of ways. An increase in participation rates allows providers to expand their learner base, improves attendance and retention, and the financial support directed to learners via ALG means that providers have more discretion about how they allocate their own student support funds.
- 1.21 Learning providers tend to adopt a very active approach to marketing the ALG to their students: nine in ten (89%) actively raise ALG with their learners, most commonly at the induction stage after the learner has already enrolled, or at enrolment, and virtually all (98%) provide information about ALG through various forms of marketing channels, including websites, prospectuses, student handbooks, posters, or leaflets. Providers also appear to be taking a relatively broad approach to promoting ALG rather than exclusively discussing it just with those they think will be eligible.
- 1.22 The feedback on the administrative aspects of delivering ALG from a provider perspective is largely positive. Nearly all (97%) found ALG systems, processes and procedures to be straightforward or reasonable, and the same proportion were satisfied with the ALG Learner Assessment and Payment System (LAPS).



2 Introduction

- 2.1 The Adult Learning Grant (ALG) is one of the key learner support schemes for adult learners in England. It was put in place by the Learning and Skills Council (LSC) and is currently managed by the Learner Support Directorate of the Young People's Learning Agency (YPLA). The ALG is intended to remove financial shortcomings as a barrier to participating in learning and helps learners to cover additional learning costs such as travel expenses or study materials.
- 2.2 The grant is aimed at learners aged 19 years or over who are studying full time for their first full Level 2 or first full Level 3 qualification. In addition, eligible learners must meet specific residency criteria, cannot earn above a set income level, and cannot be claiming certain benefits. Eligible adult learners can receive £10, £20, or £30 per week, depending on their financial situation.
- 2.3 The ALG was announced in July 2003 as part of the Government's Skills Strategy '21st Century Skills: Realising our Potential'. The first pilots of the ALG began in September 2003 in ten areas across England. In 2004/5 the ALG was extended into the whole of the North East and South East Regions, and in the year thereafter into the West Midlands and Yorkshire and the Humber regions. The ALG expanded to cover the whole of England in 2007/08.
- 2.4 Since the launch of the first ALG pilots in 2003, the growth in the number of ALG awards has been substantial. Starting out with 2,400 ALG awards in 2003/04 the scheme expanded to 12,400 in 2006/07, increasing to 23,400 in 2007/08 and reaching 30,400 learners in 2008/09.

Aims of the research

- 2.5 This research report examines the findings of the latest impact assessment of the ALG, covering learners who studied during the academic year 2008/09, and focuses on ALG award holder's participation, retention and achievement in learning. Progression into further learning and perceived "softer" benefits – in addition to "hard" outcomes – of their learning are also examined in the context of the ALG's various additionality effects.
- 2.6 More specifically, the objectives of this impact assessment were to understand:
 - The effect that ALG had on recipients' decisions to start their course, as well as their general reasons for studying (and the role of financial considerations)
 - Whether the grant affected the level, course or type of learning undertaken
 - Whether the ALG has encouraged increased completion / reduced early leaving
 - In what way, if at all ALG, allowed learners to combine work and study
 - Whether any other support has been received and the impact of this (including if they applied for or received this other support before, after or at the same time as ALG)
 - The fees and other costs being paid by learners
 - The demographics and characteristics of ALG recipients
 - Key sources of information about ALG
 - Destinations of learners
 - And critically overall, the additionality of the ALG in bringing in learners to Further Education who would not otherwise have studied, and its impact on achievement levels.



2.7 Results among ALG recipients in 2008/09 are compared in this report to previous ALG evaluation studies. Previous research in this area covers:

- Evaluation of the Adult Learning Grant Cohort 1 (Waves1 & 2) (September 2006)
- Evaluation of the Adult Learning Grant Cohort 2 (Wave 1) (October 2006)
- Evaluation of the Adult Learning Grant Cohort 2 (Wave 2) (July 2007)
- Understanding the Impact of the Adult Learning Grant (July 2008)
- Understanding the Impact of the Adult Learning Grant (June 2009)

Report structure

2.8 The remainder of this report is structured as follows:

- Chapter 3 describes the research methodology
- Chapter 4 analyses the profile of ALG learners
- Chapter 5 discusses how the ALG influences learner's decision making
- Chapter 6 examines the benefits derived from the learning for which the learner received the ALG
- Chapter 7 provides an analysis of completion and achievement rates of ALG learners based on data from the Individualised Learner Record (ILR), and explores the current employment situation of the ALG learners
- Chapter 8 presents the views and experiences of ALG providers
- Chapter 9 provides a conclusion



3 Methodology

3.1 The key aim of the research was to understand the impact of the ALG in terms of creating positive additional effects on learners' participation, retention and achievement rates. The approach taken in order to accomplish this aim comprised a variety of research elements:

- A quantitative telephone survey of 1,200 learners in receipt of the ALG in 2008/09;
- Qualitative in-depth telephone interviews with 15 ALG learners;
- A telephone survey of 100 learning providers with learners in receipt of ALG in 2008/09;
- An exploration of ALG related data recorded on the Individualised Learner Record (ILR) database, specifically analysing retention and achievement rates of ALG learners;
- A comparison of results with previous ALG evaluations.

The quantitative learner survey

3.2 The sample of ALG recipients was drawn from the then LSC's database of ALG holders for the academic year 2008/09. A random selection of 5,500 recipients was made in order to achieve 1,200 interviews. All 5,500 potential respondents were sent a letter about the research giving them the opportunity to opt-out of the survey – 79 learners opted out at this stage.

3.3 The fieldwork was conducted from IFF's telephone centre at its offices in London from 3rd March to 23rd March 2010 using Computer Assisted Telephone Interviewing (CATI). The questionnaire used was identical to that used for the 2009 evaluation (other than for dates being updated), and is appended.

3.4 The main survey imposed quota targets for age, gender, ethnicity, level of study and region, to match the profile of ALG recipients. Because of this the profile of the achieved sample very closely matched that of all ALG recipients in 2008/09 and hence no weighting was applied to the survey findings.

- 3.5 Table 3.1 shows the profile of the survey participants against that of the overall population of ALG recipients in 2008/09, as recorded on the YPLA's Management Information of ALG award holders. As a note, this year the database had a substantial proportion of learners whose level of learning was not noted (29%). The survey therefore asked learners about the level of their course and all bar 1% of learners were able to confirm this during the interview.

Table 3.1: Quantitative survey sample profile			
	Survey: number of interviews	Survey	ALG population*
	1,200	%	%
Gender			
Female	614	51	50
Male	586	49	47
Unknown	-	-	3
Age			
19 to 25	1,027	86	85
26 to 30	62	5	5
31 plus	111	9	9
Level of study			
Level 2	226	19	7
Level 3	961	80	64
Unknown	13	1	29
Region			
East of England	94	8	8
East Midlands	108	9	9
London	197	16	16
North East	59	5	5
North West	204	17	16
South East	146	12	12
South West	98	8	8
West Midlands	145	12	12
Yorkshire and the Humber	149	12	12

* Source: LSC / HAPB's MI on ALG award holders



Response rate

- 3.6 Table 3.2 shows a detailed breakdown of the sample outcomes. Overall, 26% of the starting sample resulted in a completed interview. This rises to 87% of eligible leads, when based on contact was made with the respondent and they were eligible for interview (e.g. not out of quota).

Table 3.2: Sample Outcomes	
Total sample issued	5,500
Postal opt outs	79
Sample issued for the telephone survey	5,421
Total sample used for survey	4,607
Achieved interviews	1,200
Unadjusted response rate¹	26%
Adjusted response rate²	87%
<i>Eligible sample:</i>	
Achieved interviews	1,200
Respondents refused / quit during interview	178
Total eligible sample	1,378
Opted out of survey (after receiving invitation letter)	79
Incorrect telephone number	505
Ineligible for this study (no recollection of ALG)	33
Other ineligible (out of quota)	75
Sample withdrawn as quota full	1,725
Still live at the end of fieldwork / appointments	891
Unused	814
Total ineligible sample	4,122

The qualitative in-depth interviews with learners

- 3.7 This element consisted of 15 qualitative in-depth interviews with ALG learners conducted by telephone. Participants were recruited from those who completed the main quantitative survey and gave their consent to be re-contacted for a follow-up interview. The discussions were conducted in the two weeks between 12th and 23rd of July 2010 and lasted about 30 minutes on average. The qualitative topic guide is appended.

¹ Unadjusted response rate is the number of achieved interviews over the total number of used sample (excluding opt-outs and unused sample).

² Adjusted response rate is the number of achieved interviews over the total number of leads issued once the ineligible and unused leads have been removed.

3.8 The objective was to explore some key issues in more depth by probing for more detail about specific views and experiences, and also to follow up specific learner groups and investigate their particular journeys. The 15 learners were selected to cover a number of specific groups or situations of interest, as follows (the number of interviews achieved is shown in brackets – these sum to more than 15 since learners can fall into more than one of the categories):

- Group 1: Influenced to do the course 'a great deal' by the ALG (3 interviews)
- Group 2: Influenced to do the course 'not at all' by the ALG (2)
- Group 3: ALG enabled the learner to start course earlier (3)
- Group 4: Would have dropped out of the course without completing if not for the ALG (2)
- Group 5: Would have studied part time (2)
- Group 6: Early leaver because of financial reasons (1)
- Group 7: Renting, low income and dependent children under 16 (4)
- Group 8: Learning difficulties (2)

3.9 The profile of the qualitative sample by age, gender, and level of learning was as follows:

Table 3.3: Qualitative sample profile	
Total	15
Gender	
Female	8
Male	5
Unknown	-
Age	
19 to 25	9
26 to 30	1
31 plus	5
Level of study	
Level 2	5
Level 3	10

The survey of learning providers

- 3.10 This stage consisted of a survey of 100 learning providers that had learners receiving ALG in 2008/09. The provider interviews sought to explore the views and experiences of providers and to assess how successful ALG is perceived to be at the front line of service delivery. Providers were recruited at random from a sample provided by the YPLA. The fieldwork took place between 14th and 21st July 2010 and the telephone interviews lasted 15 minutes on average. The survey questionnaire is appended.
- 3.11 Table 3.4 presents a breakdown of the achieved provider interviews by the number of ALG learners they had enrolled during 2008/09.

Table 3.4: Provider survey sample profile

Total	100
Number of ALG learners	
1 to 49	36
50 to 99	28
100 plus	36

4 ALG Learner Characteristics

4.1 This chapter presents a detailed profile of learners in receipt of the ALG in 2008/09. The data presented is based on the Individualised Learner Record (ILR) database³ and the results of the quantitative learner survey. ALG learners are compared to other learner groups based on the following distinctions:

- 'ALG' covers all learners who have been awarded the ALG during 2008/09 either as a single support or alongside other learner support measures.
- 'Other learner support' covers learners who in 2008/09 did not receive the ALG but did receive other forms of learner support. Most learners in this group received the Education Maintenance Allowance (EMA), with the remainder accessing Career Development Loans (now Professional and Career Development Loans), discretionary learner support or the various forms of childcare support.
- 'No support' means that learners did not receive any form of learner support in 2008/09.
- 'All learners' represents all learners in 2008/09 whether or not they received any support.

Learner demographics

4.2 A detailed breakdown by age and gender of learners recorded on the ILR is provided in Table 4.1. Learners must be aged 19 or older in order to be eligible for the ALG. As a note, the age of learners is recorded at the start of the academic year (August 2008) on the ILR but any instances of learner support are recorded at the end of the academic year. Thus the 9% of ALG recipients recorded as aged under 19 in the table are learners who turned 19 over the course of the academic year and became eligible to access the ALG.

	ALG 2006/07	ALG 2007/08	ALG 2008/09	Other Learner Support	No Learner Support	All Learners
	%	%	%	%	%	%
Age						
Under 19	10	10	9	96	27	34
19-20	54	56	58	2	6	6
21-24	18	18	17	1	9	8
25-59	17	17	16	1	51	47
60 and over	*	-	-	*	5	5
Missing Age	*	-	*	-	-	*
Gender						
Male	49	48	48	49	45	46
Female	51	52	52	51	55	54

³ The main data source for this evaluation is the 2008/09 Learner Responsive (LR) data collection of the ILR. In addition, data on learners and learning aims from previous years are also referenced for comparison. These sources include the 2006/07 and the 2007/08 Further Education (FE) data collections of the ILR.

Source: ILR (LR) 0809; ILR (FE) 0607 and 0708. * = > 0% but less than 0.5%

- 4.3 Two thirds of ALG recipients are aged under 21 (67%) and over four in five are under 25 (84%). This age profile is very similar to that found previously among ALG recipients. ALG learners are clearly younger compared to the average figure for learners in general, where only around half (48%) are under 25. A slight majority of ALG recipients in 2008/09 were female (52%), similar to previous years. The proportion of female learners is slightly lower than found among all learners (54%).
- 4.4 Most ALG learners in 2008/09 were white (71%). Results show that there has been an increase in the proportion of BAME ALG recipients in recent years from 19% in 2006/07 to 26% in 2007/08, to the current figure of 28%. The proportion of ALG recipients that are BAME, as in previous years, is higher than the proportion of all learners that are BAME (19%).

	ALG 2006/07	ALG 2007/08	ALG 2008/09	Other Learner Support	No Learner Support	All Learners
	%	%	%	%	%	%
White	80	74	71	79	77	78
Asian / Asian British	11	11	12	9	8	8
Black / Black British	4	9	10	6	6	6
Mixed/Other	4	6	6	5	5	5
Not known	1	2	1	1	4	3

Source: ILR (LR) 0809; (FE) 0607 and 0708 - data field L12

- 4.5 The ILR data shows that around one in six (17%) ALG recipients have a learning difficulty, disability or health problem. This is broadly in line with the data for the two previous academic years. ALG learners are more likely than learners in general or recipients of other learner support to have a learning difficulty, disability or health problem or to report it.

	ALG 2006/07	ALG 2007/08	ALG 2008/09	Other Learner Support	No Learner Support	All Learners
	%	%	%	%	%	%
Yes	15	16	17	20	13	13
No	80	81	80	77	79	79
No information	4	3	3	3	8	8

Source: ILR (LR) 0809; (FE) 0607 & 0708 - data field L14

- 4.6 The survey shows that one in seven (14%) ALG learners have children under 18 living in their household that are financially dependent on them. This is more likely to be the case for female learners (19%) and for those aged over 25 (60%).

4.7 In terms of housing arrangements, the learner survey shows that a majority of ALG recipients are living with their parents (67%), usually rent free. This is slightly higher than found in 2007/08 (62%), but still lower compared with 2006/07 (78%). Almost a quarter lived in rented accommodation (23%).

Table 4.4: Living arrangements

Row %		Living in own property or buying one	Living with parents rent free	Living with parents and paying rent	Paying rent to the council, a housing association or to a private landlord
Total 2006/07	%	8	52	26	12
Total 2007/08	%	8	36	26	22
Total 2008/09	%	6	42	25	23
Gender					
Female	%	7	40	21	28
Male	%	5	43	29	19
Age					
19 to 25	%	7	47	28	19
26 to 30	%	16	26	6	45
31 plus	%	37	2	8	52
Ethnicity					
White	%	7	38	29	24
BAME	%	5	51	16	22
Level of study					
Level 2	%	10	38	21	29
Level 3	%	5	42	26	22

Source: ALG learner survey. Base: All respondents (1,200)

4.8 Living arrangements vary within certain groups. Predictably ALG recipients aged 19 to 25 years are much more likely to be living with their parents (75%) compared to those aged over 31 (10%). About half (52%) of the ALG learners aged over 31 live in rented accommodation with a further third (37%) living in a property of their own or one they are in the process of buying. Additional differences by sub-groups include:

- Female ALG learners are significantly more likely to be living in rented accommodation (away from their parents) than males (28% of women vs. 19% of men).
- Over half of Black or Minority Ethnic (BAME) learners live with their parents rent free (51% vs. 38% of white learners) whereas White learners are significantly more likely to be paying rent to their parents (29% vs. 16% of BAME learners).
- Three in five (60%) of those learners with children live in rented private accommodation (compared with 18% of those without), and a further 27% live in their own home (against 3% of those without children). This partly reflects the fact that learners with children also tend to be older.

Employment before and during the course

- 4.9 Before embarking on the ALG supported course, learners had been undertaking a range of different activities. Over half (54%) had been in full or part-time learning (slightly higher than found in previous years), and half (49%) had been working full or part-time (significantly lower than was the case in 2007/08). Those in work were often combining this with study: overall just over a quarter (29%) were working but not studying before the course, a fifth (20%) were working and studying, while a third (33%) had just been studying. Around one in six (17%) had been neither studying nor working, for example they had been looking for work or looking after the family.

Table 4.5: Main employment status immediately before the course

Row %		Solely working full-time	Solely working part-time	In learning	Other*	Any Work
Total 2006/07	%	23	14	49	14	n/a
Total 2007/08	%	24	12	52	13	56
Total 2008/09	%	18	10	54	17	49
Gender						
Female	%	16	12	52	19	49
Male	%	20	8	56	15	50
Age						
19 to 25	%	17	9	60	15	48
26 to 30	%	32	10	27	31	55
31 plus	%	26	23	18	33	54
Ethnicity						
White	%	23	11	47	19	54
BAME	%	7	9	71	13	37
Learning difficulty						
Has LDD	%	11	10	59	19	50
Has no LDD	%	19	10	54	17	42
Level of study						
Level 2	%	17	11	44	29	38
Level 3	%	19	10	57	14	52

Source: ALG learner survey. Base: All respondents (1,200)

* Other includes: unemployed; looking after family or home; living/working abroad or travelling; or doing something else.

- 4.10 Predictably younger respondents aged 25 or under were more likely than average to in learning prior to their course for which they received the ALG (60%). This was also the case among BAME learners (71% v. 47% among white learners).
- 4.11 ALG recipients with children were less likely to have been in education immediately before they undertook their ALG related course (27% vs. 54% on average) and more likely to describe their main activity as looking after the house of family (23% vs. 4% on average).

4.12 ALG recipients were also asked about their employment status during their course. While just over half were exclusively dedicated to full-time education, two-fifths (40%) were combining full-time study with work. The following groups were all more likely to be combining their study with work:

- White learners (43% vs. 33% among BAME learners)
- Level 3 learners (44% vs. 25% among those studying for a Level 2 qualification)
- Learners without children (42% vs. 28% among those with children).

4.13 There is a pattern indicating continuity between employment status before and during the course.

- Nearly nine in ten (86%) of ALG learners who were in education but not working immediately prior to the course continued to study full-time only.
- Most learners who were in work but not studying immediately before the course continued to work during their ALG supported course (62%)

ALG payment

4.14 Learners who apply for ALG undergo a financial assessment to determine whether they are eligible for the grant and at what weekly rate. Depending on the annual income of the individual (and their partner if they have one) the ALG weekly payment will be either £10, £20, or £30.

4.15 The vast majority of ALG recipients received the full £30 a week of ALG funding (93%). This varies significantly by age, with a fifth (21%) of respondents aged over 30 receiving a £10 or £20 grant, compared to one in twenty (5%) of those aged 19 to 25.

Table 4.6: Amount of ALG received per week

Row %		£10 or £20	£30
Total 2007/08	%	6	94
Total 2008/09	%	7	93
Gender			
Male	%	5	95
Female	%	8	92
Age			
19 to 25	%	5	95
26 to 30	%	18	82
31 plus	%	21	79
Ethnicity			
White	%	8	92
BAME	%	4	96
Learning difficulty			
Has LDD	%	4	96
Has no LDD	%	7	93
Level of study			
Level 2	%	8	92
Level 3	%	7	93



Source: ALG learner survey. Base: All respondents (1,200)

Paying towards the cost of their course

- 4.16 Recipients of the ALG were asked whether they had or will contribute financially towards any areas of their course. Overall, 57% of learners had or expected to contribute in one way or another, representing a rise of 3 percentage points since the 2007/08 study. The most common ways in which learners have or will contribute were course fees (38% of all ALG recipients), registration fees (36%) and exam fees (22%). Compared with 2007/08 the rise was particularly marked for those paying any course fees (38% up from 31%) and those paying registration fees (36% up from 30% in 2007/08).

Table 4.7: Whether have or will pay for elements of the course

Row %		Any fees or expenses	Course fees	Registration fees	Exam fees	None
Total 2006/07	%	n/a	43	37	23	37
Total 2007/08	%	54	31	30	19	46
Total 2008/09	%	57	38	36	22	41
Gender						
Female	%	60	40	35	22	39
Male	%	55	37	37	22	44
Age						
19 to 25	%	58	38	35	21	42
26 to 30	%	61	45	48	32	34
31 plus	%	57	40	39	20	41
Ethnicity						
White	%	56	39	33	19	43
BAME	%	63	38	43	28	37
Learning difficulty						
Has LDD	%	54	38	33	19	45
Has no LDD	%	58	38	36	22	41
Level of study						
Level 2	%	60	38	38	25	38
Level 3	%	56	38	35	21	42
Employment status before the course						
Working FT	%	64	40	43	28	34
Working PT	%	57	39	33	18	42
Any work	%	59	41	36	23	39
Not working	%	56	38	34	21	43

Source: ALG learner survey. Base: All respondents (1,200)

- 4.17 Given the ongoing entitlement to free learning for those aged under 25 undertaking their first full Level 2 or Level 3 learning, and given eligibility for ALG recipients stipulates that learners should be undertaking their first full Level 2 or Level 3 learning, the proportion of ALG recipients aged under 25 indicating that they have or will contribute to their course fees seems high. It may be that some learners took 'course fees' to cover a wide range of expenses (they were described in the questionnaire as 'Course fees - these include fees for your tuition or for course materials'. That said, as indicated already, the proportion indicating that they have or will pay course fees is broadly in lines with previous years.

4.18 White learners were significantly *less* likely to have paid any fees or expenses compared to BAME learners (56% vs. 63%), as were learners who were not working immediately prior to the course compared to those working full-time (56% vs. 64%). Those who were education but not working immediately before the ALG supported course were less likely to have paid any registration fee (28% compared with 43% among those who had been working in a full-time job). Learners in the South West and in London were the most likely to have contributed to fees or expenses of their course (76% for both regions).

ALG and other learner support

4.19 ALG recipients were read a list of funds and grants and asked whether they had ever received any of these to support their learning, and then whether these had been received at the same time as the ALG. Overall almost three-fifths (58%) of ALG recipients had ever received some additional support, higher among BAME learners (66%) and younger learners (62% of those aged under 26)

4.20 Just under half (46%) of all ALG learners had ever received the Educational Maintenance Allowance (EMA). Most EMA recipients (61% - equivalent to 28% of all ALG recipients) had received the EMA immediately prior to receiving the ALG. Other common forms of support ever received included help towards travel costs (12%) and hardship payments, otherwise known as Access Funds or Learner Support Funds (10%).

4.21 In many cases these were received at the same time as the ALG. Overall a quarter of ALG recipients (14%) indicated that they received some form of financial support at the same time as the ALG. This was most often help with travel costs (7% of all ALG recipients were receiving this at the same time as the ALG).

Table 4.8: Other financial support received

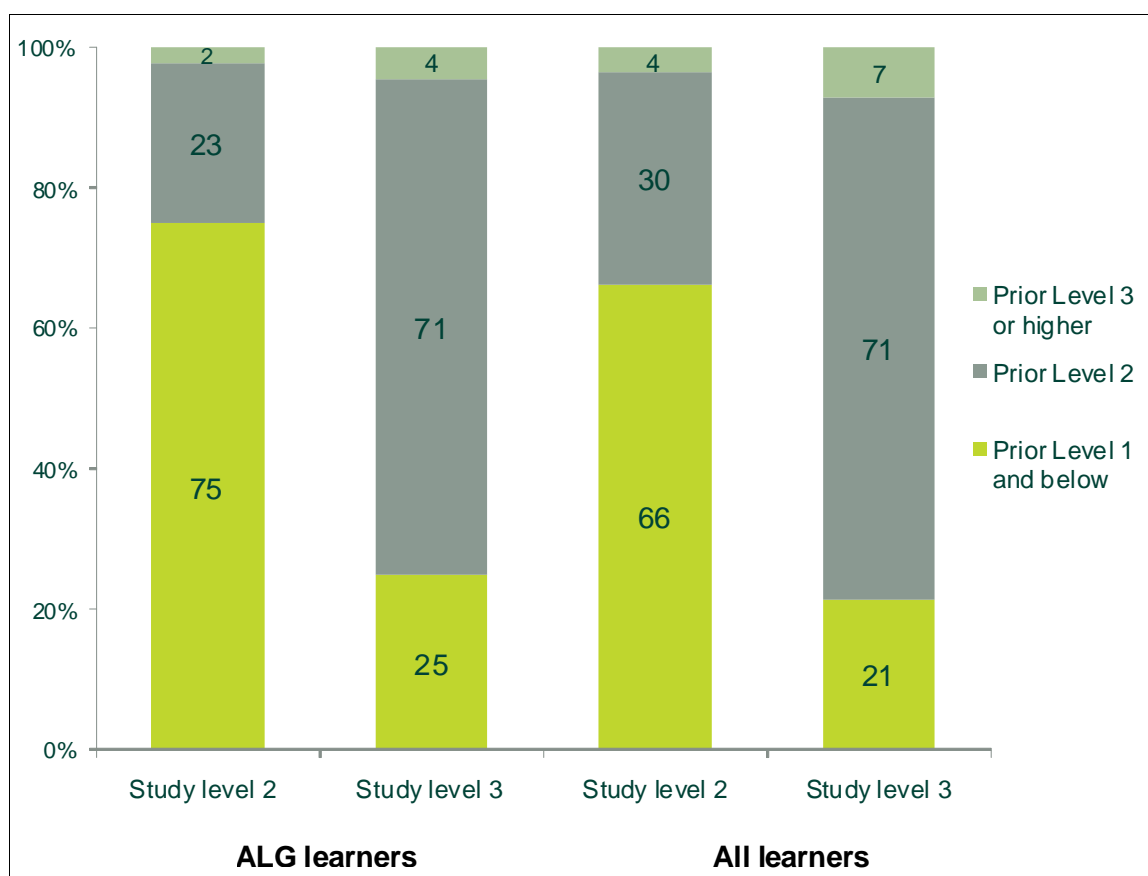
<i>Base: All (1,200)</i>	Ever	At the same time as ALG
	%	%
Any financial support	58	14
Education Maintenance Allowance – EMA	46	n/a
Help with travel costs	12	7
Hardship payments (Access Funds or Learner Support Funds)	10	4
Financial support towards the cost of childcare	4	3
Residential support	2	1
Career Development Loan	1	*
Other grants for learners	4	*
None	41	n/a

* *Not available due to low base sizes*

Learners' highest prior qualification level

4.22 The eligibility rules for the ALG state that only learners studying for their first full Level 2 or first full Level 3 qualification can receive the grant. Figure 4.1 shows the highest prior qualification levels of ALG learners studying for their Level 2 and a Level 3 qualification and compares these to the overall learner population captured on the ILR. This shows that information recorded on the ILR would suggest some learners already had qualifications at the level they were studying, particularly Level 2 learners. This inconsistency may be due to learners having completed only partial qualifications or learners incorrectly remembering their previous qualifications.

Figure 4.1: Breakdown of level of study by prior qualification level for ALG and All learners



Source: ILR (LR) 0809 – data field L35 and A_NVQLEV

4.23 We have commented earlier that the majority of ALG learners in 2008/09 were studying for a Level 3 qualification (80%). The vast majority of these (96%) were studying for their first full Level 3 qualification. Among ALG recipients studying for a Level 2 while most were studying for their first qualification at this level (75%), the ILR quite often recorded prior qualifications at this level (and even occasionally at Level 3). Overall, 7% of all ALG learners appear to have already achieved a qualification at the same level as the course for which they received ALG funding.

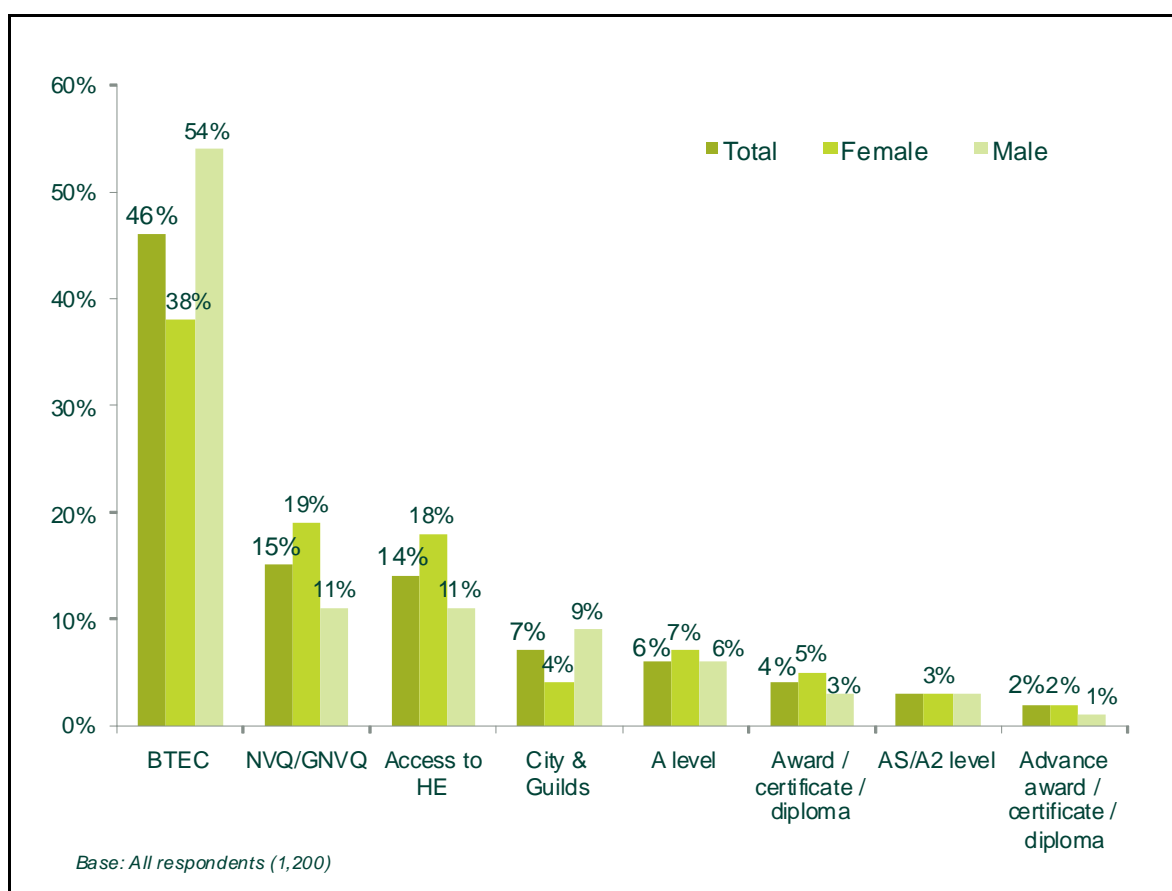
4.24 The graph shows that ALG learners tend to have lower prior qualification levels compared to all Level 2 and Level 3 learners on the ILR, with this difference particularly marked for Level 2 learners.

4.25 A comparison of prior qualification levels with last two academic years shows that the figures recorded for the 2008/09 academic year are broadly in line with the previous year. In 2008/09 three quarters (75%) of ALG learners studying for a Level 2 qualification and a quarter (25%) of those studying for a Level 3 qualification had a prior qualification below Level 2. These figures were 75% and 28% respectively for 2007/08.

Qualifications chosen by ALG learners

4.26 A range of qualifications were being studied by ALG learners. In line with the previous year’s findings, BTECs were by far the most common form of qualification studied (46% of the 2008/09 cohort). One in seven studied for an NVQ qualification (15%) or for an Access to HE course (14%).

Figure 4.2: Type of qualification ALG learners are studying by gender



Source: ALG learner survey. Base: All respondents (1,200)

4.27 There is quite wide variation by gender in which types of qualifications were studied. Men were much more likely to be undertaking BTECs (54% vs. 38% among women) and City and Guilds (9% vs. 4%), while the reverse was true for NVQs and Access to HE.

4.28 Age also played a role in the choice of qualifications. Half (51%) of the 19 to 25 age group studied for a BTEC compared to one in eight (13%) of those aged over 25. Younger learners were also more likely to be studying for an A level qualification (7% vs. 2% of those over 25). By contrast, the older age group was far more likely to have been studying an NVQ (31% vs. 13% of those aged 19 to 25), an Access to HE course (27% vs. 12%) and City & Guild qualifications (16% vs. 5%).

4.29 Looking at specific subject areas, Table 4.8 shows a wide variety of learning undertaken by ALG recipients as recorded on the ILR. Courses in Arts, Media and Publishing (20%) and in Health, Public Services and Care (18%) were amongst the most common subject areas. This pattern is very similar to the previous academic years.

Table 4.8: Profile of ALG learning aims by subject area						
	ALG 06/07	ALG 07/08	ALG 08/09	Other Learner Support	No Learner Support	All Aims
	%	%	%	%	%	%
Arts, Media and Publishing	19	21	20	19	19	19
Health, Public Services and Care	15	17	18	18	16	16
Retail and Commercial Enterprise	13	11	10	12	11	11
Information and Communication Technology	7	10	10	7	6	6
Business, Administration and Law	5	7	8	6	6	6
Leisure, Travel and Tourism	7	8	8	11	9	9
Engineering and Manufacturing Technologies	6	5	5	8	9	8
Agriculture, Horticulture and Animal Care	6	5	5	5	3	4
Construction, Planning and the Built Environment	5	4	4	7	9	8
Science and Mathematics	3	3	4	2	2	2
Preparation for Life and Work	10	7	1	4	8	7
Other subject area	4	4	6	*	3	2

Source: ILR (LR) 0809; (FE) 0708 and 0607. This table covers LSC funded, active aims, with guided learning hours of more than 450 (A10 ≠ 99, A_ACTIVE > 0, and A32 > 450)

5 The impact of ALG on learner choices

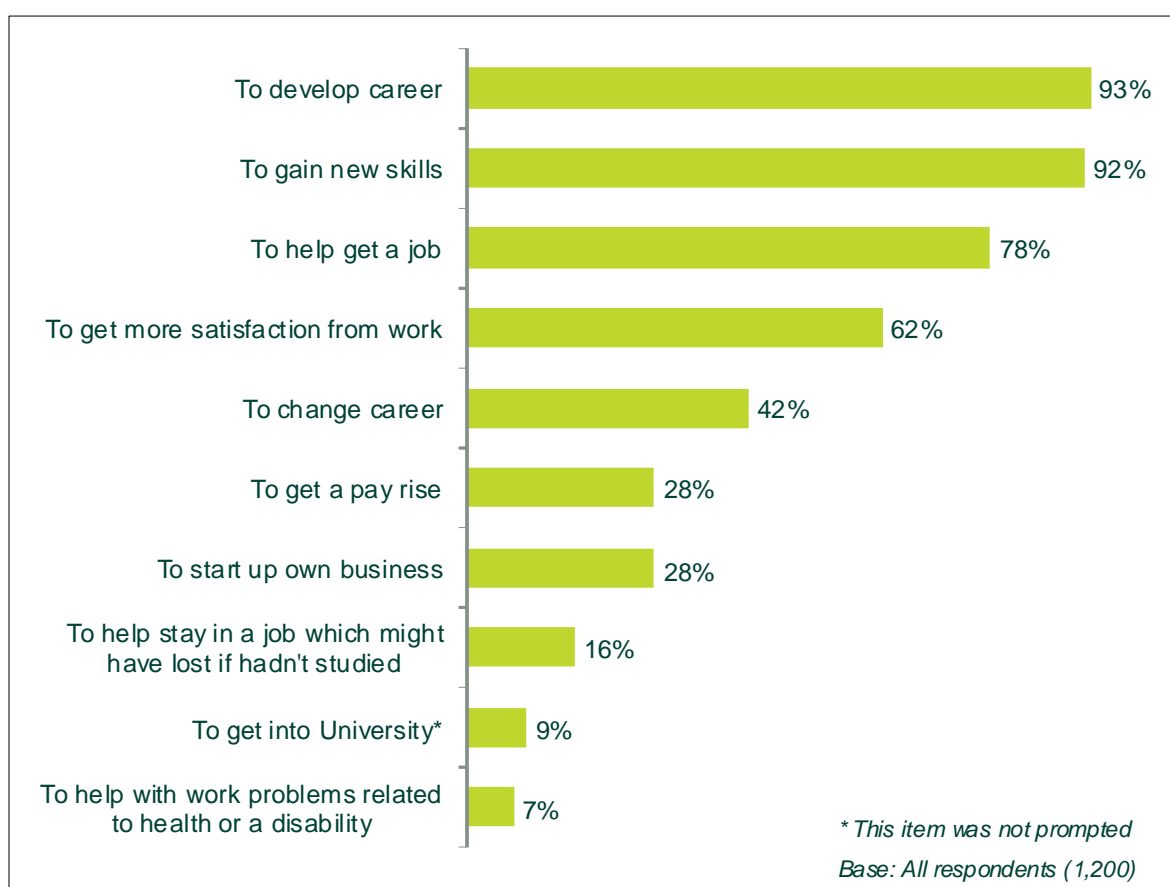
5.1 This chapter explores the reasons for ALG learners undertaking their learning, the impact of the availability of the ALG on their decisions, and the difference that receiving the ALG has made in terms of the learning undertaken. The evidence presented in this chapter is mainly based on the quantitative learner survey, but some quotes from the qualitative learner interviews are used to support and illustrate the findings.

Reasons for doing the course

5.2 ALG learners gave a wide variety of reasons why they decided to do their course. When prompted, more than nine in ten learners stated that the need to develop a career (93%) and to gain new skills (92%) were important factors in their decision to study for their qualification. Over three quarters of respondents also cited help in getting a job (78%) and three-fifths believed their learning would allow them to gain more satisfaction with their work (62%).

5.3 These were also the top four mentioned reasons in 2007/08, although all four have gained in importance since the last wave of the survey, particularly 'to help get a job' which was mentioned by 68% in 2007 / 08 and 78% in 2008 / 09.

Figure 5.1: Main reasons for doing the learning or qualification (prompted)



- 5.4 The insights gathered from the qualitative learner interviews provide more detail about the reasons for undertaking the course for which they received ALG funding, which often focus on developing their skills with a view to enable further study, to develop their careers or to increase their employability in order to find a (better) job.

“I’ve always wanted to do hairdressing and then once my kids got up to a certain age I just thought I’m going to go back and do it now. I think I was hoping to get a job out of it really. I suppose I thought doing the course should make it much easier to get a job.” – Learner, female, aged 31+, Level 2 course

“I wasn’t happy just being able to do an office job. I wanted to do more” – Learner, male, aged 19-25, Level 3 course, ALG helped to start course earlier

“I wanted more skills. The level 2 gave me the beauty skills but I wanted more. I was hoping to get work but also wanted to do more training to become a beauty teacher.” – Learner, female, aged 19-25, Level 2 course

“It’s just to progress onto the next level as I am hoping to do a degree now at University. I am now qualified to apply as I meet the entry requirements.” – Learner, male, aged 19-25, Level 3 course, ALG helped to start course earlier

- 5.5 Although the reasons for study were broadly similar by sub-group, the quantitative survey reveals some differences in emphasis, as follows:

- Respondents aged over 25 were significantly more likely than average to be motivated by the following factors:
 - Increasing job satisfaction (73% vs. 60% among those aged 19 to 25).
 - Starting their own business (35% vs. 26%)
 - Changing career (37% among those aged 19-25, 71% of those aged 26-30 and 77% of those aged 31 and over).
- Men were more likely to study in order to help get a job (81% versus 75% of women) and to start their own business (31% against 24% of women).
- Perhaps unsurprisingly, those who were solely working (i.e. not also studying) immediately before their course were more likely to cite job and career based motivations than those who were solely studying. Of the former group, 72% wanted to get more satisfaction from their work (against 57% of those solely studying) and 61% wanted a change in career (vs. 30% among those solely in education prior the course).
- ALG learners with children were more likely than average to be motivated to learn by wanting to get more job satisfaction (71% vs. 62%) and to change career (62% vs. 42%).

Weighing learning against alternatives

- 5.6 At the time they were considering undertaking their learning, almost a quarter of learners (23%) thought about doing something other than studying. The following groups were all more likely to have considered alternatives to learning: men (29% vs. 17% of women), those with a learning difficulty or disability (31%), those who were unemployed (35%), and those who did not end up completing the course (37%).

“I thought I could try and find work but that had not worked so far, so I thought it would be better to go into education and improve my prospects.” – Learner, male, aged 19-25, Level 3 course, ALG helped to complete course

“I didn’t consider any alternatives to be honest. It was the only thing that I could see which would be beneficial towards me later on down the line in any way shape or form” – Learner, male, aged 31+

- 5.7 In addition to whether respondents considered doing something other than studying before they embarked on their course, a quarter of respondents (24%) had considered studying a different course to the one they ended up doing. Men were again more likely to have considered doing a different course (27% vs. 21% of women).

“I was going to do an IT course in college first at the same college. I decided not to because I spoke to some lecturers and they persuaded me to go for the interactive media course” – Learner, male, aged 19-25, Level 3 course, ALG helped to start course earlier

- 5.8 Overall, approaching two in five (37%) ALG learners had considered either doing a different course or doing something other than studying – a slightly lower proportion compared to 2007/08 (41%). This learner group is of particular interest in terms of assessing the extent to which the possibility of accessing the ALG money influenced their decision to take up learning. Around two in five of these learners (43%) stated that financial considerations played a role in deciding to undertake their course rather than the alternatives they considered. This is equivalent to 16% of all ALG recipients indicating that financial considerations influenced their decision to do the course for which they ended up receiving ALG. This is slightly lower than found in 2007 / 08 (18%).

“I had a look at other courses and they had really steep prices, but the course I went on was quite low, but it was still too much for me” – Learner, male, aged 19-25, Level 3 course, ALG helped to start course earlier

How learners first become aware of the ALG

- 5.9 ALG recipients most commonly first become aware of the grant via their college or learning provider (67%, often specifically the college's careers guidance staff - 16%). Friends or relatives informed roughly one in eight (13%) of the ALG learners, and a further 8% heard about it from their teachers. The role of colleges and providers in 2008 / 09 in informing learners about the grant has increased compared with previous years (in 2007 / 08 for example just 43% of learners first heard about the ALG from their college or training provider).

"They spoke to me when I told them I was unable to afford a book I needed for the course, and then they told me about ALG. This was about half way through the course. They gave me a booklet on it" – **Learner, male, aged 19-25, Level 3 course, ALG helped to complete course**

"They had leaflets in the college and it said that you had to call this number. So I called the number. I think the leaflet was just saying that you can get help if you're doing full time education. I phoned the number and they sent out an information pack with the forms to fill in." – **Learner, female, aged 31+, Level 2 course**

- 5.10 Almost a third (32%) of recipients heard about the ALG before they decided to do their course. This represents a significant rise from the 2007/08 figure of 25%, and may indicate more active marketing efforts by colleges and training providers. However, this still leaves a majority of recipients (68%) who were not aware of the ALG before they decided to do their course, and for whom clearly the availability of ALG was not an influencing factor in the decision to undertake the learning.
- 5.11 A number of groups were more likely to have known about the ALG prior to deciding to do their course: those aged 25 or under, those without children, those who combined work with study prior to their course, and those with learning difficulties or disabilities.

Influence of ALG on learner's decisions

- 5.12 Almost three quarters (73%) of ALG recipients who had heard of the grant before deciding to take their course were influenced in their decision to at least some degree by the fact they could apply for an ALG, with half saying they were influenced either a great deal (20%) or a fair amount (31%). The possibility of getting an ALG appears to have had slightly less influence than it did in 2007 / 08, when 80% of those who had heard of the grant before deciding to take their course were influenced in their decision to at least some degree by the possibility of receiving ALG, and 29% were influenced a great deal.

"It was fairly important to me. I mean it wasn't as if I had a part time job or anything. I was relying solely on the ALG to get me out of the door in my car and to college." – **Learner, male, aged 31+**

"It was a great help. If I hadn't have got it I could not have afforded the travel. You have a lot of equipment and the bag weighs a ton." – **Learner, female, aged 31+**



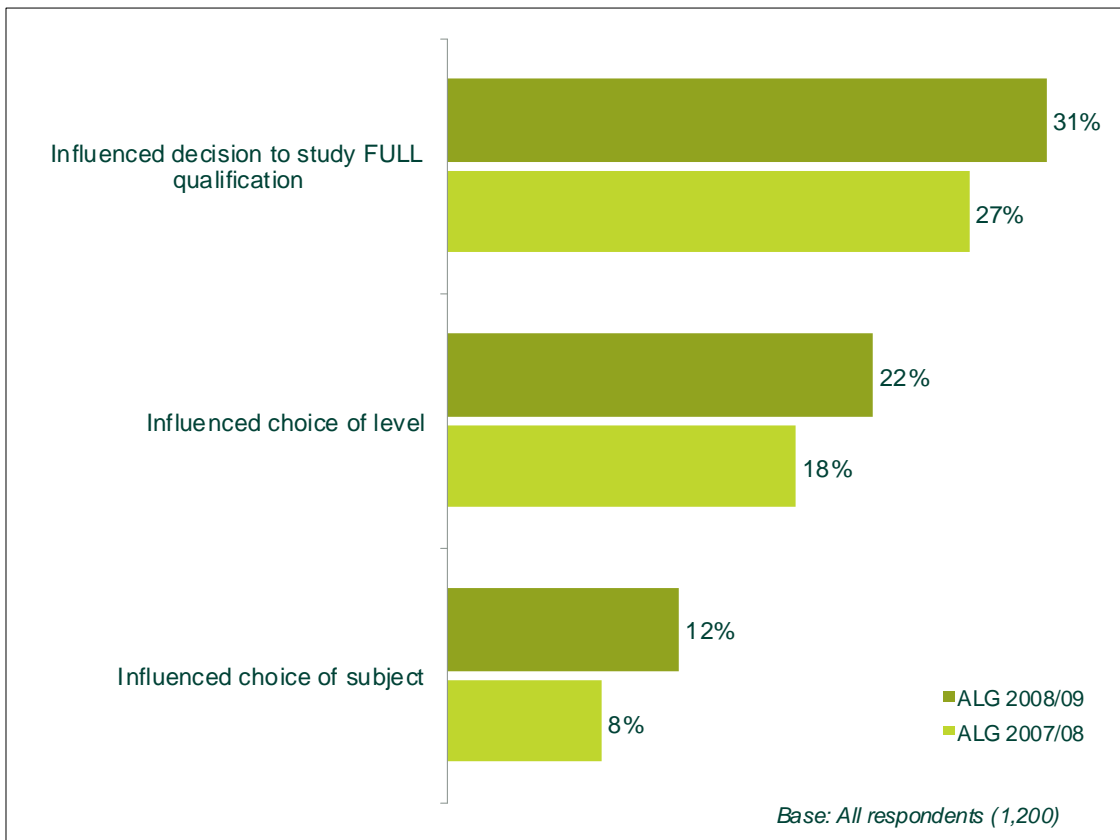
Table 5.1 Extent decision to do the course was influenced by the fact could apply for an ALG

Row %		A great deal	A fair amount	Not very much	Not at all
Total 2006/07	%	18	34	24	24
Total 2007/08	%	29	29	22	19
Total 2008/09	%	20	31	22	26
Gender					
Female	%	23	29	17	28
Male	%	18	33	26	23
Age					
19 to 25	%	20	31	22	26
26 to 30	%	27	9	36	27
31 plus	%	23	43	10	23
Ethnicity					
White	%	19	29	25	26
BAME	%	25	36	14	25
Learning difficulty					
Has LDD	%	27	30	18	24
Has no LDD	%	19	31	23	26
Level of study					
Level 2	%	23	31	15	28
Level 3	%	19	31	24	26
Previous main activity					
Solely working	%	17	28	29	25
In education	%	24	32	19	24

Base: All respondents who heard of ALG before the course (381)

- 5.13 The results are equivalent to one in six (16%) of *all ALG recipients* in 2008 / 09 having been influenced in their decision to do their course either a great deal or a fair amount by the fact they could apply for an ALG. The comparative figure was 14% in 2007 / 08.
- 5.14 The survey also prompted all ALG recipients to indicate whether the opportunity to receive the ALG had influenced other choices about their course and study. Results are shown in Figure 5.2. Almost a third (31%) of learners indicated that the ALG influenced their decision to study a full qualification rather than certain modules or units, a fifth (22%) said it influenced they choice of course level, and one in eight (12%) were influenced in the choice of subject by opportunity to receive an ALG.
- 5.15 Overall, almost two in five (38%) learners stated that the opportunity to receive an ALG had influenced their decision in regard to their learning in one of the ways listed. The ALG seems to have had more influence over the 2008/09 students than those in 2007/08 peers (when 32% were influenced in one of these ways).

Figure 5.2: Influence of the ALG (prompted)



5.16 The extent to which the possibility of receiving the ALG influenced learners' decisions varied within certain sub-groups of learners, as follows:

- BAME learners were significantly more likely than average to be influenced by the ALG in these ways. Overall 42% were influenced to choose to study a full qualification, 34% were influenced in terms of the level of qualification and 22% were influenced in terms of the subject they studied (each c.10 percentage points higher than the average).
- Learners who were in education but not working immediately before starting their course were significantly more likely to state that the ALG influenced their decision in one of the ways listed in Figure 5.2 (46% vs. 31% of those who were solely working).
- Learners studying a Level 2 qualification were also more likely to be influenced by the ALG: 36% were influenced to study a full qualification, 31% in terms of the level of qualification and 17% in terms of the choice of subject area. In total, 45% were influenced in one of these ways by the ALG against 36% of those studying a Level 3 qualification.

- 5.17 Just over a fifth (22%) of respondents were able to start their course earlier than they would have otherwise done due to the influence of the ALG – this slightly higher than found in 2007/08 (20%). The following learners were all more likely to report being able to start their course earlier than they would otherwise have done due to the ALG: those undertaking a Level 2 qualification (29%), BAME learners (33%) and those with a learning difficulty or disability (36%).

“It meant that I could travel there and then to college rather than waiting to try and make more money by getting another job to fund the travelling. I did not have to get a new job.”
– **Learner, male, aged 19-25, Level 3, ALG helped to start course earlier**

ALG greatly influenced Susan’s decision to continue in education and enabled her to start the course earlier

Susan left school when she was 16, saying that school put her off learning. She felt bored and tried to do something new. Her interest in music led her to start a GNVQ in Art and Design, a two year course for which she received the support of the EMA. She soon realised, however, that she could always do art as a hobby and felt that this course was “a bit of a waste of time”. She nevertheless finished the GNVQ and considered leaving full-time education and getting a job.

Her tutors at the time advised her on her options and arranged for a work experience placement in a sound studio. This convinced her to pursue her music interests by way of aiming for a career as a sound engineer. She then went on to enrol for a BTEC Level 3 in Music Technology at a local FE College, for which she received the £30 ALG for the entire duration of the course. She said that the ALG was vital to enable her to start the course:

“I needed the financial help to be able to afford to do it, mainly for travel expenses. I could not have done the course otherwise.”

Susan describes her financial situation during the course as being “not too bad at first” since she had a part-time job in addition to the ALG, which just about covered her expenses. However, she lost her job in the second year when the company where she worked closed down.

“It was hard in the second year. I had to pay rent of about £50 a week, as well as paying for my social life. I was just living on the ALG and my casual job, so when I lost the job I did struggle.”

Finishing the BTEC brings Susan closer to her goal of working in her industry of choice. She also considers the qualification to be a stepping stone towards further study, possibly a university course in sound engineering.

- 5.18 Table 5.2 shows other impacts the ALG had on learners. In total, just over a third (35%) indicated that they would have studied their course on a part time basis if it were not for the ALG, one in six (17%) of completers / those still in learning would have dropped out of their course, and one in eight (13%) would not have gone ahead with the course at all. On all three measures, the impact of the ALG has increased slightly since 2006/07 and 2007/08.

“I would have probably continued sitting at home doing nothing because the grant mainly helped me out with being able to get to college and if I wouldn’t have been able to get there I wouldn’t have been able to do it” – Learner, male, 19-25, Level 3, has learning difficulty

“Could not have afforded the books and equipment. I would not have dropped out if I had started. I could not afford the equipment or my loss of earnings” – Learner, female, 31+, Level 3, influenced a great deal by ALG

“I would have had to do it part time so I could work and get more money to fund the travel” – Learner, male, aged 19-25, Level 3, ALG helped to start course earlier

- 5.19 On all three measures Level 2 learners were significantly more likely to be influenced by the ALG, especially in terms of studying full-time rather than part-time (46%, compared with 33% of Level 3 learners). Those aged over 30 and those with children were also particularly likely to have been influenced by the ALG to study full-time rather than part-time (43% and 42% respectively).

Table 5.2 What would have happened if had not received the ALG (prompted)

Row %		Would NOT have gone ahead at all	Studied the course on a part time basis	Dropped out of the course without completing
Total 2006/07	%	11	32	14
Total 2007/08	%	11	34	13
Total 2008/09	%	13	35	17
Gender				
Female	%	12	34	18
Male	%	13	36	16
Age				
31 plus	%	12	43	14
26 to 30	%	15	39	21
19 to 25	%	12	34	17
Ethnicity				
White	%	12	34	16
BAME	%	13	38	20
Learning difficulty				
Has LDD	%	13	36	21
Has no LDD	%	12	35	16
Level of study				
Level 2	%	15	46	20
Level 3	%	12	33	16

Base: All respondents (1,200) except last column which excludes early leavers.

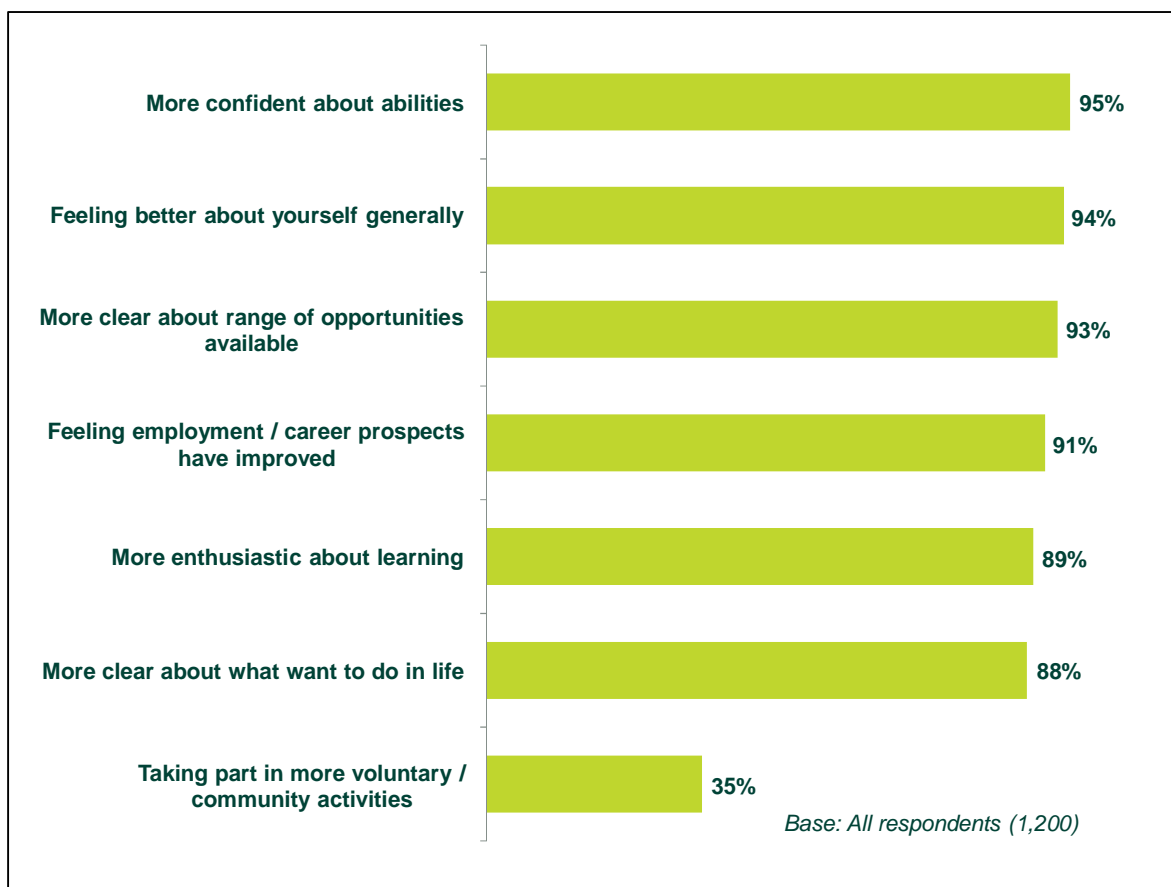
6 Benefits attained through learning and future learning intentions

6.1 This chapter reports on the benefits that learners gained by undertaking the course for which they received their ALG. The future learning intentions of ALG recipients are also explored, including how likely they are to apply for the ALG in the future.

Main benefits perceived by learners

6.2 ALG learners were asked about the benefits the course had brought to them personally, to their career, and to their future employment or education prospects. This was a prompted question, with each ALG recipient being read a list of benefits and asked whether they felt each benefit accrued to them.

Figure 6.1: Benefits gained from learning (prompted)



6.3 More than nine in ten respondents reported that their employment and career prospects had improved due to their learning (91%), that they were clearer about the range of opportunities available to them (93%), that they felt better about themselves generally (94%) and that they felt more confident in their abilities as a result of the course (95%).

6.4 Very high proportions also felt more enthusiastic about learning (89%) and clearer about what they wanted to do in life (88%). Over a third (35%) also said they were taking part in more voluntary or community activities as a result of the course. Results remain largely unchanged from 2007/08.

- 6.5 Given such high percentages, the results vary only slightly by demographic subgroups. Even so, there were a few interesting differences, including:
- Younger respondents were more likely to feel better about themselves generally (95%). This also applies to female learners (96% vs. 92% of male learners).
 - BAME respondents were more likely to take part in more voluntary or community activities as a result of their course (42% against 33% of white learners).
 - Early leavers who dropped out of the course before its completion were understandably less likely to report each of these 'soft benefits' compared to those learners who completed their course. Even so, a great majority (97%) still felt that they gained at least one of the above benefits.

- 6.6 Example quotes from the qualitative interviews with learners illustrate some of the themes discussed:

"It enabled me to do what I love to do. I now have a job in catering as a breakfast chef and I could not do that job unless I had a level 3. It helped me achieve what I wanted." – **Learner, female, 31+, ALG helped with studying full time**

"I completed it and won student of the year....I gained confidence; that was a big one." – **Learner, female, 19-25, Level 3 course**

"I think the main thing is that it helped me get to University. I'd say also that it has broadened my skills." – **Learner, male, aged 19-25, Level 3 course, ALG helped starting course earlier**

"I'm not afraid to go back into study to learn something else. It has given me an option for the future and it's just given me more confidence in myself." – **Learner, male, aged 26-30, Level 3 course, ALG helped with completing the course**



John went back to College after a long break from learning and gained a qualification that allows him to work independently

John is a 39 year old from Yorkshire. His previous education history is very patchy even though he had attended school and then College. He finished his compulsory education without a qualification, explaining that "I just went out with nothing, basically, and got a job". His previous work experience covered mainly low skilled manual jobs, such as working on construction sites or as a driver.

A change in personal circumstances led him to reconsider his options. He recently divorced from his wife and agreed to take care of their son, who has special needs and goes to school. John is now essentially a single parent and claims a caring allowance for looking after his child. Prior to applying for the ALG he was unemployed for a year because he struggled to find a job that allowed him the flexibility to attend to his son's needs after school. He thought:

"I mean, I don't know how many single mothers manage to do that, because everything I would be doing would have to coincide with him [his son] hour-wise and holiday-wise. So I basically thought at the time to just go back to College and retrain in something, so eventually I could work for myself which again would give me the freedom to fit my life around him."

After researching and seeking advice about possible courses, John decided to enrol for a City & Guilds Level 2 Certificate in Basic Plumbing, which he successfully completed. He says that the support of the ALG for his travel expenses was critical.

"It really made the difference between me being able to do the course or not. I think that had I not received it [the ALG] then I really couldn't have afforded to have done it. I would have been stuck at home for the next God knows how many years, hoping and praying that I could find a job which allows me to work between 9am and 3pm five days a week, and let me have every day off I need to have off for my son. I think I would have ended up being classed as my child's carer and being sat at home bored out of my head."

The qualification he completed allows him to work independently and his job provides the flexibility he needs to look after his son. In addition to this positive employment outcome, John's experience also shows that ALG supported learning can encourage older learners to take up further learning, as the following quote shows:

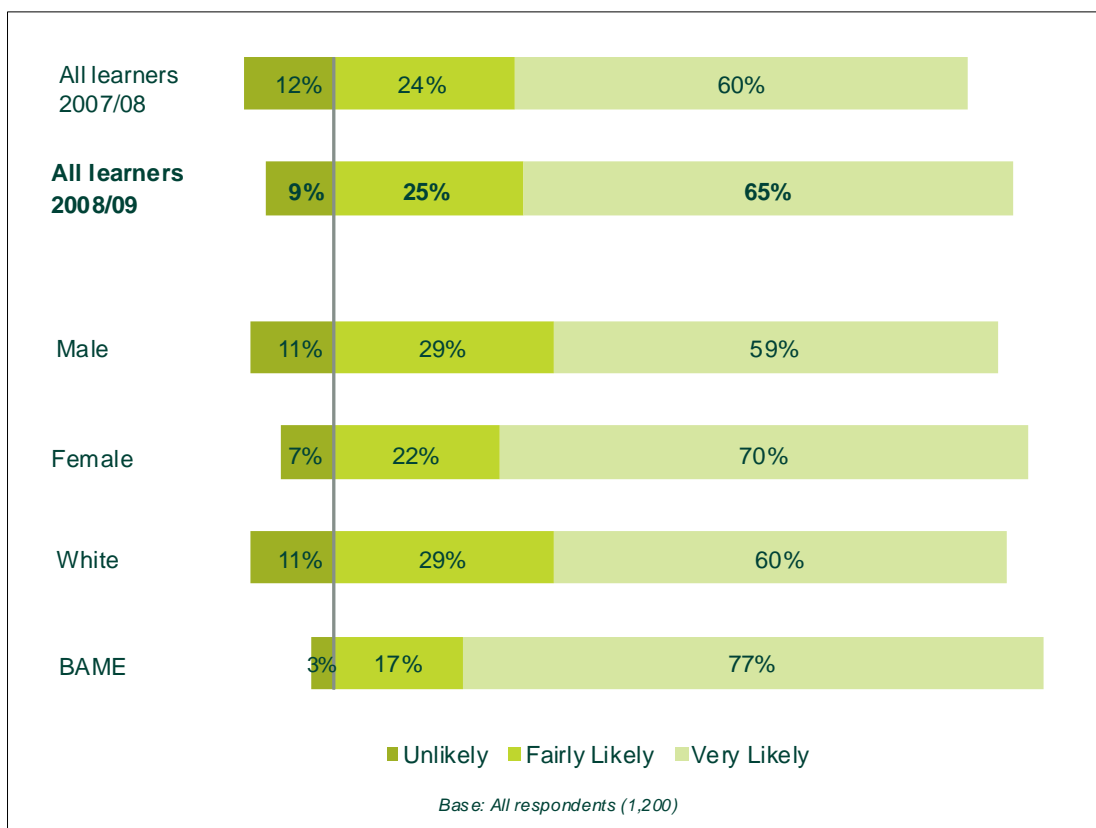
"Like I said, it gave me the flexibility to go back to College and to learn again after twenty something years of not really even picking up a text book, so that obviously had an influence."

Having gained confidence and feeling more enthusiastic about future learning, John is now considering his next steps which may be going back to College and completing an NVQ Level 3 in Gas Installation.

Likelihood of undertaking learning in the future

6.7 In line with the findings reported above, where nine in ten respondents felt more enthusiastic about learning as a result of their course, nearly two thirds (65%) of respondents stated they are *very likely* to undertake further learning in the future, and a further quarter (25%) felt this *fairly likely*. Overall then 90% think future study likely, 6 percentage points higher than in 2007/08.

Figure 6.2: Likelihood of any future learning



6.8 Women and BAME learners are more likely than average to think future study *very likely* (70% and 77% respectively). Other groups more likely to study in the future included those with children (73% saying this was ‘very likely’), Level 3 learners (67%) and those living in London (75%). Those who left the course without completing it were the least definite about studying in the future, though still 41% felt this to be ‘very likely’ and a further 47% said it may be ‘fairly likely’.

6.9 The following two examples from the qualitative interviews show enthusiasm for further learning:

“I want to do some mini courses to further my skills even more.” – Learner, male, 19-25, Level 3 course

“I want to go back and do first aid, health and safety and computing at the college up the road. It will be evening classes. I would do level 1, 2 and 3 in all of them. I feel they help you progress. I have never had a chosen career but I always wanted to be a police officer. I did apply for that but I didn’t feel I had the experience and the knowledge to go forward with that and be successful. I thought if I have education behind me, no matter what jobs you do,



employers will look at numeracy, literacy and computer skills. If I get them I will be progressing forwards.” – Learner, female, 19-25, Level 2 course

- 6.10 The quantitative survey asked those learners who were interested in doing more learning in the future some further questions about this learning:
- Three in five (62%) of those likely to undertake future learning said they were influenced ‘a great deal’ in this desire by their current course for which they received the support of the ALG. This increases to 67% amongst female respondents and to 70% among BAME learners. A further 31% of ALG recipients likely to do more learning in the future stated their current course influenced them ‘a fair amount’.
 - More than four in five (85%) of these learners intended to study a course at a higher level, while around one in eight (13%) planned to study a course at a similar level.
 - Most learners wanted to continue studying the same subject as their current study (28%) or a related subject (57%), though 15% wanted to study something unrelated.
- 6.11 Learners’ interest in continuing to apply for ALG funding remains high. Those ALG learners who are currently studying at Level 2 and who are looking to study in the future may be eligible to claim the ALG for any Level 3 learning they undertake. Of this group, three in five learners (60%) would be very or quite likely to apply for the ALG again. Although this measure has fallen by eleven percentage points since the 2007/08 cohort (71%), the main reason given by learners for not expecting to apply for any future ALG was a feeling they would not be eligible to claim the grant (68%) rather than their having a negative view about the grant. A further 9% said they would fund themselves through any further learning.

Recommending the ALG to other learners

- 6.12 Reinforcing positive perceptions of the ALG, nearly all learners (98%) were likely to recommend the ALG to other learners in similar circumstances to themselves. This has remained at the same level as with the 2007/08 learner cohort.



7 Retention, achievement and current situation

7.1 This chapter explores using ILR data basic retention and achievement rates of ALG learners compared to the general learner population. The chapter also presents the survey results regarding learning outcomes and the current employment status of learners who completed their course.

Retention rates of ALG learners

7.2 ALG learners are more likely to stay on their course and complete it than comparative learners (i.e. aged 19 plus undertaking Level 2 and Level 3 courses) who do not receive the ALG. This is shown in Table 7.1 which presents the proportion of all learning aims where the learner has completed or is continuing with the course.

Table 7.1: Retention rates of ALG learning aims by level of aim (NVQ equivalent) (% of aims retained*)

	ALG 2006/07 %	ALG 2007/08 %	ALG 2008/09 %	Other Learner Support %	No Learner Support %	All Aims %
Level 2	87	90	91	80	75	76
Level 3	88	88	89	83	74	76
All	88	88	89	82	75	76

* Number of aims continuing or completed as % total aims (ILR field A34)

Source: ILR (LR) 0809, (FE) 0607 and 0708. This table covers LSC funded active aims with guided learning hours of more than 450 (A10 ≠ 99, A_ACTIVE > 1, and A32>450). The categories 'Other Learner Support', 'No Learner Support' and 'All Aims' include only aims at Level 2 or Level 3 undertaken by learners aged 19 years or older.

7.3 The overall retention rate for aims undertaken by ALG learners was 89% in 2008/09, very similar to the previous academic years (88% in both 2006/07 and 2007/08). The figure compares favourably against other learner groups, including those who received other types of learner support (82%) and those who did not receive any support (75%). The retention rate of aims undertaken by ALG learners is 13 percentage points higher than the overall average rate (76%).

7.4 Retention rates are similar for Level 2 and Level 3 ALG learners.

Early leavers

7.5 The ILR data shows that fewer ALG supported learners withdrew from their learning aim without completing (6%) compared to the average for all learners (19% amongst learners aged 19 years or older and studying for a Level 2 or a Level 3 aim). (As a note, as well as aims retained and withdrawing from their learning aim, the ILR also shows 5% of ALG learners who transferred to new learning).

7.6 The survey asked early leavers their reasons for not finishing their course. The number of early leavers in the survey is relatively low (69 respondents) so it is not possible to draw firm conclusions from this data. Even so, approaching half (48%) indicated that a change in personal or domestic circumstances was the reason why they did not complete the course. This was also the most common reason given by learners in last year's survey. One in six (16%) broke off their course because they

could not afford to continue or needed to get a job. Other reasons for quitting included that learners felt the quality of teaching to be poor (10%) or that they lost interest in the course (9%).

- 7.7 Early leavers were also asked what would have enabled them to complete their course. A relatively large proportion (22%) was unsure, but financial considerations were important for many: about a fifth (19%) felt that more financial support generally would have helped them complete, and 6% mentioned specifically a higher ALG amount. One in six (17%) simply said that they could have completed their course if their personal circumstances had not changed. Other factors included being given more time to complete the course (9%), more support from the learning provider (7%) and better guidance at the time of choosing the course (7%).
- 7.8 When asked specifically whether the need to earn more money was part of the reason for leaving the course early, about a third (30%) of early leavers said that this was 'definitely' or 'probably' the case. (Reflecting the fact that a large proportion of learners break off their course due to personal circumstances the majority of early leavers, however, felt that the need to earn more money was not a reason for leaving their course.)
- 7.9 Confirming the fact that financial issues appeared to play a key factor for around a third of early leavers, one in three (32%) felt that they would have left the course even earlier without the ALG.

Achievement rates of ALG learners

- 7.10 The achievement rate of learning aims undertaken by ALG learners is higher than the general average. This is shown in Table 7.2, which shows the proportion of learning aims that were recorded on the ILR as achieved or partially achieved both for ALG learners (in the 2008/09 but also the two previous academic years) and then for comparative learners aged 19 plus undertaking Level 2 and Level 3 courses.

Table 7.2: Achievement rates of ALG learning aims by level of aim (NVQ equivalent) (% of aims achieved)						
	ALG 2006/07 %	ALG 2007/08 %	ALG 2008/09 %	Other Learner Support %	No Learner Support %	All Aims %
Level 2	73	79	81	64	55	56
Level 3	63	66	66	50	51	52
All	65	68	69	53	52	53

* Number of aims achieved or partially achieved as % total aims (excluding continuing aims or awaiting results) (ILR variable A35)

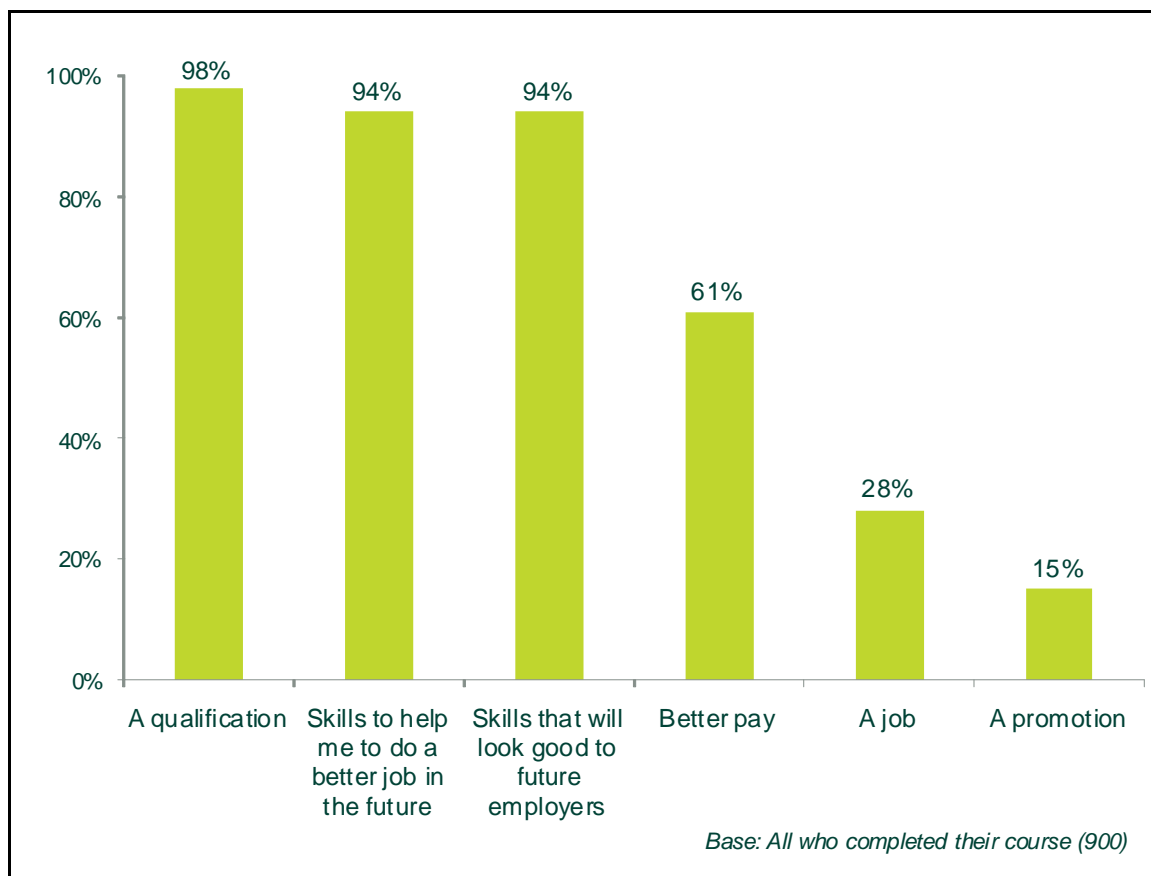
Source: ILR (LR) 0809, (FE) 0708 and 0607: This table covers LSC funded active aims with guided learning hours of more than 450 (A10 ≠ 99, A_ACTIVE > 1, and A32>450). The categories 'Other Learner Support', 'No Learner Support' and 'All Aims' include only aims at Level 2 or Level 3 undertaken by learners aged 19 years or older.

- 7.11 The overall achievement rate for aims undertaken by ALG learners was 69% in 2008/09. This is comparable to the achievement rate recorded in 2007/08 (68%) and higher than in 2006/07 (65%).
- 7.12 ALG supported learning aims consistently exceed the achievement rates of aims undertaken by all comparable learners in general (53%), those receiving other support (53%), and those receiving no support (52%). As in previous years the impact of the ALG is most pronounced at Level 2 where the achievement rate is 81% for ALG supported aims compared to 56% of all aims.

Outcomes gained by completers

7.13 Those who had completed their ALG funded course were read a list of potential outcomes and asked which they had attained as a result of their course. Nearly all completers had gained a qualification (98%), skills to help them do a better job in the future (94%) and skills that will look good to future employers (94%). Three-fifths (61%) gained better pay as a result of their ALG funded course. These levels are very similar to the levels found in 2007/08.

Figure 7.1 Outcomes gained by doing the course (prompted)



7.14 More than a quarter (28%) of learners that had completed their course reported that they found a job as a result of the learning. Those completers who were solely in full-time education immediately prior to starting their ALG funded course were much more likely to gain a job as a result of their learning (59%), as were previously unemployed learners (52%), and BAME learners (35% vs. 25% among white learners)

7.15 Overall around one in seven (15%) of those who completed their learning got a promotion, though this increases to a quarter of completers who worked full-time (28%) or part time (24%) before starting their course.

Current employment status of completers and early leavers

7.16 The current employment status of learners who had left their course early (6% of those surveyed) or who had completed their course at the time of interview (75%) is presented in Table 7.3. The figures are broadly comparable to the previous academic year 2007/08 and show that:

- Exactly half of these learners were in work, with 17% solely working full-time and a further 11% solely working part-time, leaving just over a fifth (22%) combining work with other activities, usually learning). Learners were more likely to be in work if they completed a Level 3 qualification (52% vs. 44% of those completing / leaving early a Level 2 course). Women were also more likely to be working at the time of the interview (53% vs. 47% of men), as were learners who were in work prior to the course (57%).
- Just over half (53%) were undertaking some form of learning, on its own or combined with work. Amongst the learners who were more likely to continue with any kind of further study were those who undertook a Level 3 qualification (55% vs. 47% of those studying for a Level 2) and BAME learners (70% vs. 47% of white learners).
- A further fifth (19%) were neither working nor in learning – most were unemployed and looking for work (15%). Level 2 learners (28%), those with a learning difficulty or disability (24%), and those with children (26%) were more likely than average to be neither working nor in learning.



Table 7.3: Main employment status AFTER the course among completers / early leavers

Row %		Solely working full-time	Solely working part-time	In learning	Other*	Any work
Total 2007/08	%	19	12	56	14	52
Total 200/09	%	17	11	53	19	50
Gender						
Female	%	17	13	53	17	53
Male	%	16	8	54	22	47
Age						
19 to 25	%	17	10	54	19	50
26 to 30	%	15	6	58	21	42
31 plus	%	19	16	45	20	51
Ethnicity						
White	%	20	12	47	22	51
BAME	%	9	8	70	13	47
Learning difficulty						
Has LDD	%	11	8	55	26	39
Has no LDD	%	18	11	53	18	52
Level of study						
Level 2	%	17	8	47	28	44
Level 3	%	17	11	55	17	52
Working before the course						
Solely working FT	%	26%	8%	58%	8%	51%
Solely working PT	%	14%	25%	50%	11%	55%
Any work	%	22%	15%	54%	9%	57%

Base: Learners who completed their course or left it early (969 in 2008/09)

* Other includes: unemployed; looking after family or home; living/working abroad or travelling; or doing something else.

7.17 While it is clearly the case that a high proportion of learners leaving their course are working or learning, the proportion neither in work or in learning at the time of the interviews (19%) is significantly higher than was the case in 2007/08 (14%). This may of course simply reflect the more difficult labour market situation caused by the recession.

8 The views and experiences of ALG learning providers

8.1 This chapter explores the views and experiences of learning providers with regard to ALG, drawing on data gathered from a telephone survey of 100 learning providers. This asked about the ways in which the ALG is being marketed and promoted by providers, the benefits ALG brings for learners and providers themselves, providers' experiences of the administration of ALG systems and processes, and suggested improvements to the way ALG is being delivered.

How ALG is marketed and positioned to learners

8.2 The survey confirms that learning providers take a very active role in promoting ALG to learners. Nine in ten (89%) providers actively raise ALG with their learners, typically mobilising various types of staff in order to promote ALG and to advise learners. Three in five (60%) providers reported that their student services teams raise ALG with learners and half (49%) said this was (also) done by teachers and tutors. There is a variety of other teams involved in the marketing of ALG, including:

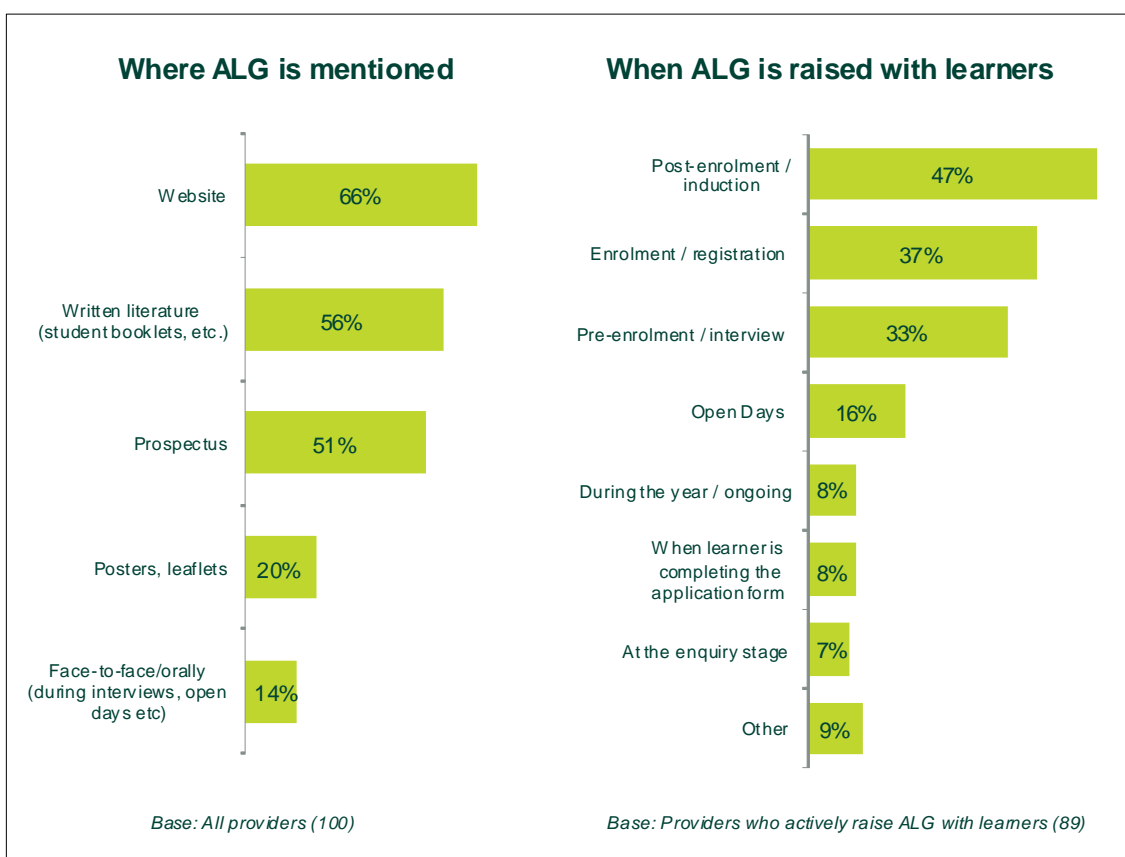
- IAG / Careers advice staff (18%),
- Student Finance / Welfare staff (12%),
- Registration / Admissions staff (10%),
- Marketing / General administration staff (10%),
- and a number of other staff types or roles (16%), including designated ALG coordinators.

8.3 Providers who actively raise the possibility of ALG with learners are relatively evenly divided between those who generally do so post enrolment, for example at induction (47%), during registration or enrolment (37%), or before enrolment at the interview stage (33%). Fewer providers promote and advise about ALG during Open Days (16%), when learners are completing their application forms (8%), or at an earlier stage when potential learners are enquiring about a course (7%). As the figures show, many providers raise the possibility of ALG with their learners at more than one stage

8.4 In addition, virtually all providers (98%) reported that ALG is mentioned in various marketing materials, most commonly information about ALG on their website (66%), in written literature such as student handbooks (56%), in the provider's prospectus (51%), or through leaflets and posters (20%). Providers typically combined more than one marketing channel in order to promote ALG.

8.5 Providers appear to take a broad approach to reaching the widest possible target audience. More than four in five (85%) of those providers who actively raise ALG with their learners promote ALG to a broad spectrum of learners irrespective of whether they appear to be eligible or not.

Figure 8.1: ALG marketing channels and stages



8.6 The survey also asked providers whether they sometimes raise the possibility of ALG in order to encourage learners to undertake certain types of courses, such as full Level 2 or full Level 3 courses rather than part-time or lower level courses. Although most (67%) do not raise ALG in that way, a quarter (25%) do this, sometimes during the pre-enrolment enquiry or interview stages for new learners, or to encourage existing learners to continue with their learning.

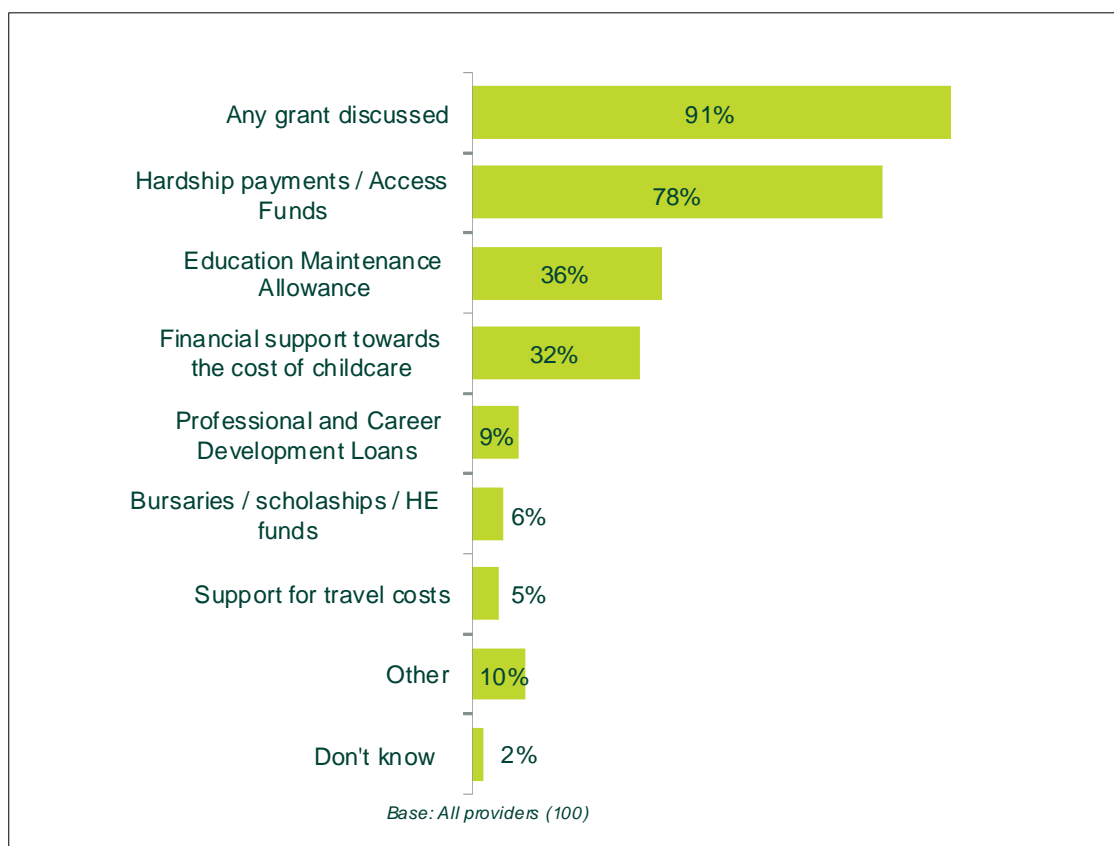
“It’s advertised as an incentive alongside the Level 2 and 3 entitlement, it’s published on the website.” – FE College, South East, 50-99 ALG learners

“If they were looking at Level 2 or Level 3, ALG might be raised to encourage them to do the full course, just because it’s better for them to get a full qualification if they can.” – FE College, North East, 100+ ALG learners

“If someone came in looking at part time options we would discuss the barriers to full time study and we would look at solutions like ALG.” – FE College, North West, 50-99 ALG learners

8.7 More than four in five of all providers reported that they always (60%) or usually (24%) raise ALG as one element of a wider package of financial support that might be available to learners. As shown in Figure 8.2 (which is based on all respondents) the most common types of learner support that providers discuss, in addition to the ALG, are Hardship payments (sometimes also known as Access Funds or Learner Support Funds), EMA⁴ and childcare related support, including Care to Learn.

Figure 8.2: Other support or grants discussed in conjunction with ALG



8.8 The provider survey sought to establish how often learners who are or who appear to be eligible to receive the ALG end up *not* applying for it. Most providers indicated that in their experience this happens only rarely (52%) or never (11%). However, a fifth (22%) reported that quite often eligible learners do not apply for ALG. Providers most commonly attributed this to a lack of awareness amongst learners, or a false belief that they would not qualify even if in reality they may be eligible. As the following quote from a provider and a learner interview illustrate, the ALG is perceived to be much less advertised than the EMA.

“We have people who have come in, we have made aware of it and they go away without applying. The EMA is much more advertised than the ALG, the EMA appears in cinema screens.” – FE College, East of England, 50-99 ALG learners

⁴ As a note, it is likely that providers discuss EMA with learners who are, or appear to be, aged between 16 and 18 and also discuss the possibility receiving the ALG once they turn 19 in the course of their studies.

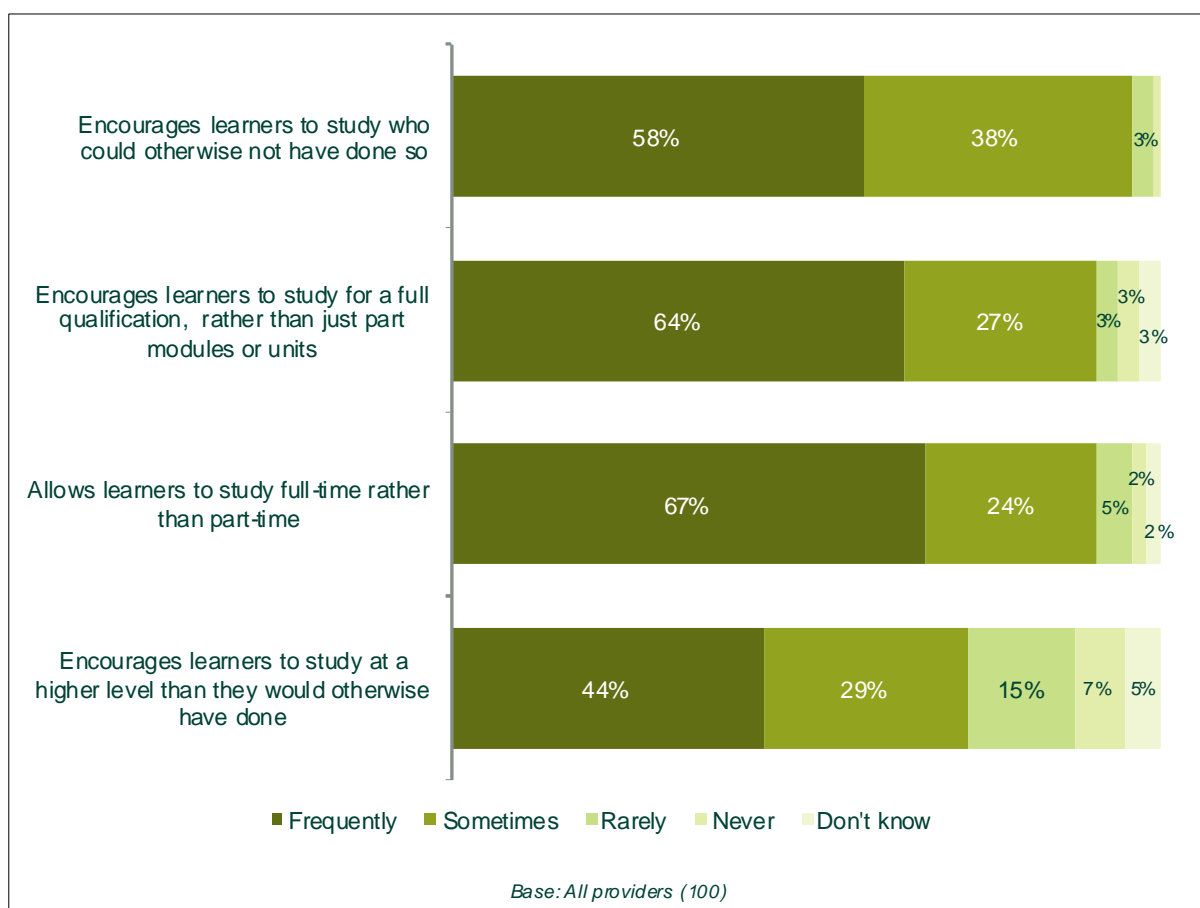
8.9 In other instances, learners don't apply because they are reported to be confused about the ALG application form, or they consider the amount they could receive not worth the effort of applying.

“The students themselves are too lazy to fill out the form, and the form is complicated for them. I hear students say time and time again ‘I can't be bothered with that’.” – FE College, West Midlands, 50-99 ALG learners

Perceived benefits for learners

8.10 Learning providers reported a range of benefits which the ALG is delivering for their learners. When prompted, most providers thought that ALG *frequently* encourages learners to study who could otherwise not have done so (58%), that it encourages learners to study for a full qualification (64%) and that it allows learners to study full-time rather than part-time (67%). Fewer feel it encourages learners to study at a higher level than they would otherwise have done but still most feel it frequently (44%) or sometimes (29%) has this affect.

Figure 8.3: Providers views on the impact of ALG on learners



8.11 Examples of these and other benefits are presented in the following quotes:

'It gets them back into learning. A lot of adults wouldn't come in if they were not receiving the ALG. Some would find it more difficult if they did not have that incentive to come in.' – **FE College, South East, 50-99 ALG learners**

'ALG gives us the opportunity to help people back into the workforce and to help them change career to something they have always wanted to do, these opportunities were not available years ago.' – **FE College, South East, 100+ ALG learners**

'It encourages them to progress having started, if they've done the Level 1, then into Level 2 and then Level 3. It's getting them back into education and then seeing it through.' – **FE College, West Midlands, 100+ ALG learners**

'The ALG encourages them to go to a higher level after they've completed Level 2. Even if they can't do it full time they will still do it because they've made that start.' – **FE College, South East, 100+ ALG learners**

8.12 In addition, there was a range of other impacts for learners that providers attributed to the ALG. Two-fifths (42%) reported other impacts, including improved motivation, attendance, retention and completion rates.

'It makes them a bit more serious about it, they have to conform a bit more because of attendance.' – **Independent College, North East, 50-99 ALG learners**

'In terms of the students it enables them to stay on and focus. There are no attendance issues. They are getting the money in their own right as opposed to being reliant on their parents.' – **Post 16 Community School, London, 1-49 ALG learners**

'It encourages learners to stay on and complete the qualifications.' – **FE College, West Midlands, 100+ ALG learners**

'It enables them to complete more years of a course and that can improve their job prospects. It just enables them to become more employable' – **FE College, East Midlands, 100+ ALG learners**

'As an older learner it gives them the confidence and motivation to do something that's new to them, knowing that they will get this financial support is important for them.' – **FE College, London, 100+ ALG learners**

8.13 Overall there is a broad consensus amongst providers that the ALG is delivering a variety of important benefits for learners. This is confirmed by the fact that the vast majority of providers felt that if the ALG was not available this would have a serious (37%) or some (57%) negative impact for learners – just 6% felt it would make very little or no difference to learners if ALG was not available.



- 8.14 Comments about the potential negative consequences of ALG not being available confirm earlier findings that it would be likely to reduce participation, increase the level of non-completion, and disproportionately affect those on lower income.

'Well, an awful lot of our learners are on low income. We have a lot that are in service industries and part-time retail jobs, so not having that bit of extra money does impact on their ability to afford to come to college.' – **FE College, London, 50-99 ALG learners**

'We're neither a poor area nor a rich area, but the people that want to come to college are at the lower end of the scale and the ALG definitely helps them towards coming.' – **FE College, South East, 50-99 ALG learners**

'We're one of the most disadvantaged colleges in the country, we have a very high uplift factor, of students from a disadvantaged background, and I don't think a lot of them would be in learning.' – **Sixth Form College, North West, 1-49 ALG learners**

'Because a lot of our learners live independently, so there's no-one to fall back on if they lose the ALG money.' – **Sixth Form College, Yorkshire, 1-49 ALG learners**

'We are a big inner city college where students come from poorer economic backgrounds, the allowance makes a big difference for them.' – **FE College, West Midlands, 100+ ALG learners**

'Really, because it's an aid to them returning to study, because they can use the ALG for a variety of costs - travel costs, equipment, maybe even just buying lunch with it. It is just something that makes the return into education much easier.' – **FE College, West Midlands, 100+ ALG learners**

'I think that young people, to have thirty pounds a week in their pocket, it does help, even just to help with their living expenses or to come to college and, if they didn't have that, they'd have to apply to the college learning support fund.' – **FE College, South East, 100+ ALG learners**

The significance and benefits of ALG for providers

- 8.15 In addition to the benefits of the ALG to learners, most providers (70%) feel it brings benefits to their organisation, including:

- Greater numbers of students, which allows providers to expand their learner base and in some instances they are able to offer more courses as a result.
- Increased numbers of mature, adult learners, which some providers say make for a good mix.
- Improved attendance and commitment of learners which sometimes makes class room management easier.
- Improved retention rates.
- Financial support directed to students via the ALG means that providers have more discretion about how they allocate their own learner support funds.



ALG systems and processes from a provider perspective

- 8.16 The survey asked providers a series of questions about the administrative aspects of delivering ALG and how they experience the handling of ALG systems and processes. The vast majority found the ALG processes to be straightforward (69%) or reasonable (27%). Just 3% found the ALG systems and processes difficult. In one case the difficulty stemmed from confusion around the fact that both the learner and the course have to satisfy ALG criteria for the learner to be eligible. In another, the provider reported a series of negative experiences with administrative delays:

'When students write to ALG and are given all the details, they are told they are eligible but when they get to us we realise the course they are doing isn't all Level 2 or 3. We had a student who had been told he was eligible and had a letter to prove it.' – **FE College, South East, 100+ ALG learners**

'I've had no end of problems this year. Logging students on, paying them, students have had problems getting things passed. One student had only just been paid and the course finished in June. I must say when I ring up they are helpful but they are slow.' – **FE College, Yorkshire & the Humber, 1-49 ALG learners**

- 8.17 When prompted specifically about their experiences with the new Learner Assessment and Payment System (LAPS) the vast majority were either very satisfied (54%) or quite satisfied (39%). Again just 3% were not satisfied with LAPS, and two providers reported in this context that the system is quite slow to accommodate large volumes of learners.

'The volume of students makes the system difficult, it's slow and cuts out a lot. The whole country enters that system on a Tuesday so it makes it very slow for us.' – **FE College, East Midlands, 100+ ALG learners**

Possible improvements

- 8.18 At the end of the interview, providers were given the opportunity to suggest possible improvements to the way ALG is currently delivered. About two thirds (64%) made suggestions, which centred on the following themes:

- *More advertising or promotional activity for ALG.* Providers think that awareness amongst learners about ALG could be raised, for example, by a broad marketing campaign including more targeted information for adults via leaflets, posters, TV and radio spots. Some also thought it may be worth creating similar TV adverts for ALG that were launched for the EMA.

'I suppose more publicity is needed. The EMA is advertised on TV so a lot of the youngsters know about it. The ALG is different in that it's not so widely advertised so if we don't catch them they won't know about it. The publicising is left to us.' **FE College, West Midlands, 100+ ALG learners**

- *Opening up / having more flexibility in the ALG eligibility criteria for courses and having learners.* Suggestions included relaxing the current criteria for eligible first Level 2 and Level 3 courses in order to enable students to do a second Level 2 or Level 3 course. In addition, including Level 1 learning into the scope of ALG, and allowing ALG payment for modules and part courses.

'Things that stop people are the benefit criteria or people with prior qualifications.' **FE College, East Midlands, 50-99+ ALG learners**



'It seems very exclusive - it excludes students who already have a Level 2 or 3. If students want to stay on or progress they are excluded from receiving the ALG. It should be less exclusive.' **FE College, North West, 100+ ALG learners**

- *Increasing the monetary value of the ALG.* There was a feeling amongst providers that a greater amount would entice even more adults to take up learning.

'The £30 per week, they should think of raising this value as it may act as a barrier to people returning to College. A student who feels they can earn £50 per shift in Tesco's might be turned off facing £30 per week.' **FE College, North West, 100+ ALG learners**

'I think if it was more than £30 a week it might help more people. A lot of people are stuck in low paid jobs and they can't give it up because they will have no money. It's difficult for them to get income support if they are studying full-time.' **FE College, South West, 1-49 ALG learners**

- *Making the ALG eligibility criteria and application process clearer and simpler.* A number of providers report that the current criteria sometimes cause confusion amongst their learners, who are not aware they have to satisfy criteria linked to learners and the learning they want to support with ALG. Again, more information and simplification would be welcome in order to clearly signpost which learner groups and which courses are eligible.

'The criteria still needs to be clearer, a lot of our students are on benefits and this information isn't as clear for them, that they may not be eligible.' **FE College, East of England, 100+ALG learners**

'The funding side of it, information should be clearer for the Level 2 and 3 side. When the students get the agreements on the entitlements they think they will automatically receive money but they forget they have to meet the learning criteria.' **FE College, East Midlands, 100+ ALG learners**



9 Conclusions

9.1 The 2008/09 evaluation has shown that the ALG continues to deliver a range of significant benefits for learners. The findings demonstrate that the ALG provides a variety of positive outcomes including:

- persuading people to participate in learning who might not otherwise have done so;
- helping a sizeable proportion of learners to start their course earlier than they would otherwise have done;
- encouraging many learners to study full time;
- significantly improving completion and achievement rates.

9.2 The following conclusions discuss the research findings in the context of each key objective of this impact assessment.

The impact on the decision to take up learning

- Half of learners who had heard about the ALG before the course (equivalent to 16% of all ALG recipients) said the prospect of the ALG had influenced their decision to start the course 'a great deal' (20%) or 'a fair amount' (31%)
- Overall 13% of all ALG recipients said they would not have gone ahead with their learning if they had not received the ALG.
- Providers confirm the positive impact ALG is having on increasing participation in learning, with almost three in five (58%) reporting that ALG frequently encourages learners to study who would otherwise not have done so, and a further quarter (28%) saying it sometimes has this affect.

The influence of the ALG on the choice of the level and type of learning

- Almost a third of learners (31%) were influenced to study for a full qualification rather than just studying modules or units because of the availability of ALG and one in five (22%) were influenced in their choice of the level of their study by the ALG.
- Again, providers confirm these findings. Two thirds (64%) felt that ALG frequently encourages learners to study for a full qualification and a further quarter (27%) reported that this is sometimes the case. Slightly fewer providers thought that ALG encourages learners to study at a higher level than they would otherwise have done, however, a majority still felt that the ALG has this affect frequently (44%) or sometimes (29%).



Whether the ALG has allowed learners to combine work and study

- Immediately before the course about half (49%) of ALG recipients were working. During their course two-fifths of learners (40%) were working while studying. A third (35%) of all ALG recipients felt that without ALG they would definitely have studied part time.

The destinations of ALG learners

- Among those who completed their ALG supported course, or left it early, more than half were undertaking further learning (53%), and a similar proportion were working (50%, with roughly half these having work as their sole activity). The survey of learning providers shows also some evidence of the ALG making a difference in terms of encouraging learners on to further learning and helping them achieve positive employment outcomes.

The additionality of the ALG in terms of participation, retention and achievement

- Participation: one in eight ALG recipients (13%) said they would not have gone ahead with their course without the support provided by the ALG. One in five (22%) started the course earlier as a result of the possibility of ALG.
- Retention: one in six (17%) ALG recipients still studying or who completed their ALG supported course feel they would have dropped out without receiving the ALG. Completion rates of ALG learners (89%) exceed the average completion rate (76%) on the ILR for adult Level 2 and Level 3 learners.
- Achievement: the overall achievement rates of ALG learners (69%) are consistently higher than the average among adult Level 2 and Level 3 learners on the ILR (53%).

The linkages between the ALG and other forms of learner support

- Overall 14% of learners indicated that they received other financial support while receiving ALG: most often help with travel costs, hardship payments or regarding childcare costs.
- Just under half (46%) had ever received Education Maintenance Allowance (EMA) - a quarter of all ALG recipients (28%) were receiving it immediately before applying for the ALG.



Annex: Survey instruments

Quantitative learner questionnaire

PRIVATE & CONFIDENTIAL	LSC Understanding the Impact of the Adult Learning Grant	J4839 Feb 2010
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TAKE FROM SAMPLE AND USE FOR QUOTAS	<COURSE> <LEVEL> <PROVIDER> <START DATE> <ETHNICITY> <AGE BAND> <GENDER>
--	---

Introduction and Screening

TEL1) May I speak to <NAME FROM SAMPLE>

Yes – named person speaking	1	CONTINUE
Yes – transferred	2	
Definite appointment	3	RECORD TIME AND DATE TO CALL BACK
Soft appointment	4	
No-one of that name lives here / Person no longer lives here	5	TAKE NEW CONTACT DETAILS
Respondent no longer lives at address – CONTACT DETAILS UNKNOWN	6	THANK AND CLOSE
Refusal	7	
Not available in deadline	8	
Business number / fax number	9	
Unobtainable number	10	

ASK RESPONDENT

TEL 2) Good morning / afternoon / evening. My name is ___ from IFF Research, an independent market research company. We are conducting a research project on behalf of the Learning and Skills Council, asking people’s opinions on the Adult Learning Grant. You should have received a letter about this in the last week or so. We would very much like to get your views on this. Could you spare about 15 minutes to go through a few questions with us?

REASSURANCES TO USE IF NECESSARY:

- “Where do you get my name from?” The LSC has supplied us with a list of individuals who have applied for an Adult Learning Grant. When signing the declaration on the Application Form for this grant, you consented to be contacted for research purposes.
- The interview will be conducted in accordance with the Market Research Society Code of Conduct, and results are reported back to the LSC in an anonymous way - under no circumstances will responses be attributed to individuals.
- If respondent wishes to confirm validity of survey or get more information about aims and objectives they can call: MRS: Market Research Society on 0500 396999; IFF: Anne Gammon on 0207 250 3035; LSC: Sharon Holmes on 0114 2074567

Yes – continue	1	CONTINUE
Make appointment	2	MAKE APPOINTMENT
Refused	3	THANK & CLOSE



SCREENER

S1 ASK ALL WITH PROVIDER NAME IN SAMPLE (OTHERS ASK S2)
First, can you confirm that you are currently attending or have recently attended <INSERT PROVIDER NAME>?
 SINGLE CODE ONLY

- Yes 1 GO TO S3
- No 2 GO TO S1a
- Don't know..... 3 GO TO S2

S1a ASK S1a IF S1=2
INTERVIEWER TAKE DOWN CORRECT PROVIDER NAME

.....

S2 ASK IF CODE 2 AT S1a OR IF PROVIDER NAME IS MISSING ON SAMPLE
According to our records, you were doing a course during 2008/09. The course started on the <INSERT MONTH / YEAR> and the course title was <INSERT COURSE>. Do you remember taking part in this learning?
 SINGLE CODE ONLY

- Yes 1 GO TO S3
- No – did not take part in any learning 2
- Don't know..... 3 THANK AND CLOSE

S3 ASK ALL EXCEPT CODE 2 OR 3 AT S2
Our records show that you previously received or are currently receiving an Adult Learning Grant or ALG. This is something that your learning provider, the <INSERT PROVIDER> may have helped to organise for you. This is an allowance of £10, £20 or £30 per week paid to learners studying full-time to help with the costs of learning. So are you or have you previously been receiving the Adult Learning Grant?
 INTERVIEWER PROMPT: SINGLE CODE ONLY

- Yes 1 ASK S5
- No 2 GO TO S4
- Don't know..... 3



ASK IF S3 = 2 or 3
S4 Did you receive any Adult Learning Grant payments during 2008/09?
 DO NOT READ OUT. SINGLE CODE ONLY

- | | | |
|-----------------|---|-----------------|
| Yes | 1 | <u>GO TO S5</u> |
| No | 2 | THANK AND CLOSE |
| Don't know..... | 3 | |

ASK IF CODE 1 AT S3 OR S4 AND AMOUNT IS NOT £10/20/30 PER WEEK ON SAMPLE.
S5 How much was your weekly ALG payment? Was it £10, £20 or £30 per week?
 SINGLE CODE ONLY

- | | |
|--|---|
| £10..... | 1 |
| £20..... | 2 |
| £30..... | 3 |
| Some other amount – WRITE IN TO THE NEAREST £..... | 4 |
| Don't know..... | 5 |

ASK ALL
S6 Can you tell me which of the following ethnic groups you would say you belong to?
 READ OUT - SINGLE CODE ONLY

- | | |
|--|----|
| White - British | 1 |
| White - Irish | 2 |
| White - any other White background..... | 3 |
| Black or Black British - African | 4 |
| Black or Black British - Caribbean..... | 5 |
| Black or Black British - any other Black background | 6 |
| Asian or Asian British - Bangladeshi | 7 |
| Asian or Asian British - Indian | 8 |
| Asian or Asian British - Pakistani | 9 |
| Asian or Asian British - any other Asian background | 10 |
| Mixed - White and Asian | 11 |
| Mixed - White and Black African | 12 |
| Mixed - White and Black Caribbean..... | 13 |
| Mixed - any other Mixed background | 14 |
| Chinese | 15 |
| Any other, please SPECIFY..... | 16 |
| Refused | 17 |

CHECK QUOTAS



S7 ASK ALL
Which of the following best describes the qualification you were doing in 2008/09?
 READ OUT. SINGLE CODE

- BTEC 1
- City and Guilds 2
- RSA 3
- GNVQ 4
- NVQ level 2 5
- NVQ level 3 6
- NVQ other level or not sure of level 7
- A level 8
- AS/A2 level 9
- GCSE(s) 10
- Key skills 11
- Access to HE 12
- ONC/OND 13
- Advance Award, Certificate or Diploma 14
- Award, Certificate, Diploma 15
- Other (SPECIFY NAME & LEVEL OF QUALIFICATION) 0
- Don't know X

S7A) ASK ALL
Qualifications are often classified by their level. People receiving ALG are usually studying for a Level 2 or a Level 3 qualification.

Level 2 qualifications are such things as BTEC First Diplomas and Certificates, GCSEs grade A* to C, OCR Nationals, City and Guilds craft level, Skills for Life and NVQs at level 2.

Level 3 qualifications include A levels, BTEC Diplomas, Certificates and Awards, BTEC Nationals, City and Guilds Advanced Craft and NVQs at level 3. At what level was your course?

Level 2	2
Level 3	3
Other (PLEASE SPECIFY)	0
Don't know	X

CURRENT AND PRIOR STATUS

ASK ALL

I'd now like to talk to you about your experiences of this learning and your views on how it worked for you. Please concentrate on your experiences of this course in the rest of this interview even though you may have been involved with other courses / programmes.

<SHOW NAME OF QUALIFICATION (S7) ON SCREEN>

ASK ALL

Q1 **How far have you got with this learning / qualification. Have you...READ OUT.**
SINGLE CODE ONLY

- Successfully completed your course or learning 1
- Stopped your course/learning without completing it, or 2
- Are you still continuing with your course/learning 3
- Other (Please Specify) 4
- Don't know..... 5

Q2 **a) Which one of the following was your main work status immediately BEFORE you started this course or learning? READ OUT**
IF INVOLVED IN MULTIPLE ACTIVITIES, RECORD ACTIVITY THEY SPENT THE MOST TIME DOING. SINGLE CODE

b) And WHILE on the course which one of the following best describes your work status? – If your status changed during the learning please answer with the one that applies for the longest.

IF LEFT LEARNING (Q1=1 OR 2)

c) And which one of the following is your main work status NOW?

IF INVOLVED IN MULTIPLE ACTIVITIES, RECORD ACTIVITY THEY SPENT THE MOST TIME DOING. SINGLE CODE

	Q2A	Q2B	Q2C
Full-time education without a job	1	1	1
Full-time education with a job	2	2	2
Part-time education without a job	3	3	3
Part-time education with a job	4	4	4
Full-time work	5	5	5
Part-time work	6	6	6
Unemployed and looking for work	7	7	7
Unemployed and not looking for work	8	8	8
Looking after the home or family/taking a holiday	9	9	9
Living/working abroad/travelling	10	10	10
Doing something else	11	11	11
Other (WRITE IN).....	12	12	12
Don't know / Can't remember	13	13	13



CHOICE OF COURSE

ASK ALL
 Q3 **What were your main reasons for doing this learning/qualification?** READ OUT.
 MULTICODE OK.

- To help get a job..... 1
- To develop your career 2
- To change career 3
- To gain new skills 4
- To help stay in a job you might have lost if you hadn't studied.... 5
- To get a pay rise..... 6
- To get more satisfaction from your work 7
- To start up your own or a family business..... 8
- To help with work problems related to your health or a disability 9
- Other (WRITE IN)..... 10
- Don't know..... 11

ASK ALL
 Q4 **Before you started this course/learning, did you consider...**READ OUT
 SINGLE CODE EACH ROW

	Yes	No	Don't know
A) doing something else other than studying?	1	2	3
B) doing a different course to the one we have been discussing?	1	2	3

ASK IF CONSIDERED SOMETHING DIFFERENT (CODE 1 AT Q4a OR Q4b)
 Q5 **And did financial considerations play a role in your decision to do the current course instead?**
 SINGLE CODE ONLY.

- Yes 1
- No 2
- Don't know..... 3

ASK ALL
 Q6 **Have you or will you pay any of the following for the course...**READ OUT?
 MULTICODE OK. RANDOMISE EXCLUDING OTHER

- Course fees (these include fees for your tuition or for course materials)** 1
- Registration fees (money that you pay before you start your course).....** 2
- Exam fees (to cover the cost of an examination).....** 3
- Other (WRITE IN).....** 4
- (DO NOT READ OUT) Don't know 5
- (DO NOT READ OUT) None 6



APPLYING FOR THE ALG

You mentioned earlier that you have received an Adult Learning Grant or ALG. I would now like to ask you some questions about this.

ASK ALL

Q7 **Where or from whom did you first hear about ALG?**
DO NOT READ OUT. SINGLE CODE ONLY

Connexions Advisers	1
College careers guidance staff	2
Next Step/Adult IAG Service (Information, Advice & Guidance)	3
Teachers.....	4
Other staff at school	5
College / learning provider	6
Parents	7
Friends, brothers/sisters or other relatives	8
TV adverts	9
ALG posters/leaflets	10
Internet, websites	11
Work experience	12
Through hobbies and interests.....	13
Radio	14
Other (WRITE IN)	15
Don't know / Can't remember.....	16

ASK ALL

Q8 **Did you find out about ALG before or after you decided to do this course?**
SINGLE CODE ONLY

Before	1	ASK Q9
After	2	ASK Q10
Don't know.....	3	

ASK IF HEARD OF ALG BEFORE THE COURSE (Q8=1)

Q9 **To what extent was your decision to do the course influenced by the fact that you could apply for an ALG?**
READ OUT. REVERSE SCALE. SINGLE CODE

A great deal	1
A fair amount	2
Not very much	3
Not at all	4
Don't know.....	5



ASK ALL
 Q10 **Did the Adult Learning Grant enable you to start your course earlier than you would otherwise have done?**

- Yes 1
- No 2
- Don't know..... 3

IMPACT OF ALG

ASK ALL
 Q11 **Thinking about the ALG you received, what would you say has been the main impact it has had or the main difference it made?**
 PROBE: **What else?** PROBE FULLY

IF HELPED FINANCIALLY PROBE WITH: Which specific areas financially? i.e. travel costs / buying course materials etc

ASK ALL
 Q11a **If you had not received the Adult Learning Grant, would you have....**READ OUT
 SINGLE CODE EACH ROW

	Definitely	Probably	Probably not	Definitely not	Don't know
A) Still gone ahead with your course	1	2	3	4	5
B) Studied your course on a part time basis	1	2	3	4	5
C) Dropped out of your course without completing	1	2	3	4	5

ASK ALL
 Q12 **Thinking about your <COURSE TITLE> course, did the opportunity to receive the ALG influence....**
 SINGLE CODE FOR EACH ROW. ROTATE ORDER.

	Yes	No	Don't know
A) Your decision to study FULL qualification rather than just part modules / units	1	2	3
B) Your choice on the level of the qualification e.g. Level 1, 2, or 3 etc	1	2	3
C) Your choice of what subject to study	1	2	3

ASK ALL
 Q13 a) Have you ever received any of the following grants or funds to support you with any learning?
 READ OUT. CODE ALL THAT APPLY

ASK FOR EACH YES AT CODES 2 – 6

b) Did you receive <INSERT FUND/GRANT> at the same time as the ALG?

	Q13A	Q13B
Education Maintenance Allowance – EMA	1	
Hardship payments – sometimes also known as Access Funds or Learner Support Funds	2	1
Financial support towards the cost of childcare	3	2
Help with travel costs to and from your place of study	4	3
Residential support	5	4
Career Development Loan	6	5
Care to Learn	7	
Other grants for learners (SPECIFY)	0	6
(DO NOT READ OUT) Don't know	X	
(DO NOT READ OUT) None/nothing	V	

ASK IF RECEIVED EMA (Q13a=1)
 Q14 Were you getting the Education Maintenance Allowance immediately prior to applying for the ALG (Adult Learner Grant)?
 SINGLECODE

- Yes 1
- No 2
- Don't know..... 3



EARLY LEAVERS

ASK EARLY LEAVERS ONLY (Q1 = 2); OTHERS SKIP TO THE NEXT SECTION
Q15 Changing the subject slightly, why did you stop the <course> course without completing it?
 DO NOT READ OUT

CODE ALL MENTIONED

I could not afford to continue/needed to get a job	1
The learning/qualification was not relevant to the job I want to do	2
My personal/domestic circumstances changed (e.g. moved house; illness; pregnancy; bereavement)	3
I only wanted to do part of the qualification anyway	4
I lost interest	5
I changed to a different course	6
I changed my mind about what I wanted to do	7
I was encouraged to give up by my employer	8
The quality of teaching, training or assessment was poor	9
I wasn't learning anything new	10
The learning was at a level too high for me	11
The learning was at a level too low for me	12
The pace of the learning was too fast for me	13
The pace of the learning was too slow for me	14
Other (WRITE IN)	15
Don't know / Can't remember.....	16



ASK EARLY LEAVERS ONLY (Q1 = 2)
 Q16 **What would have enabled you to complete the course? DO NOT READ OUT CODE ALL MENTIONED**

- More financial support generally 1
- If ALG amount was higher 2
- Better guidance at the time of choosing the course 3
- More support (transport, material etc.) 4
- More time to train during working hours 5
- More time to complete the course overall (duration) 6
- More support from supervisor, line manager, employer 7
- More support from your college 8
- More support from your training provider 9
- Better preparation for work while at school 10
- Better training provider 11
- A course more related to your job 12
- The guarantee of a better job at the end 13
- Other (WRITE IN) 14
- Don't know / Can't remember..... 15

ASK EARLY LEAVERS ONLY (Q1 = 2)
 Q17 **I am going to read out two statements. For each, please say whether it definitely applies, probably applies, probably does not apply, or does definitely not apply. SINGLE CODE EACH ROW**

	Definitely applies	Probably applies	Probably not	Definitely not	Don't know
The need to earn more money played a part in my decision to leave	1	2	3	4	5
I would have left the course earlier without ALG payments	1	2	3	4	5
GO TO NEXT ASK ALL					

COMPLETERS

Q18 ASK COMPLETERS ONLY (Q1=1)
You mentioned that you have already completed this course. I'd like to ask you a couple of questions about what you got out of it. Which of the following do you think you have gained from doing this course? READ OUT-ROTATE. CODE ALL THAT APPLY

- A qualification 1
- Skills that will look good to future employers 2
- Skills to help me to do a better job in the future 3
- Better pay 4
- ASK IF NOT WORKING BEFORE STARTING COURSE (Q2a = 1, 3, 7-11) A job 5
- ASK IF WORKING BEFORE COURSE AND WORKING CURRENTLY ((Q2a 2,4,5 or 6) AND (Q2b=2,4,5, or 6)) A promotion 6
- (DO NOT READ OUT) None of the above X

BENEFITS

Q18a ASK ALL
Thinking now about the impacts of the <COURSE> course, do you feel you benefited in any of the following ways by going on the <COURSE> course? Are you now...READ OUT

	Yes	No	Don't know
More enthusiastic about learning	1	2	3
Taking part in more voluntary or community activities	1	2	3
Clearer about what you want to do in your life	1	2	3
More confident about your abilities	1	2	3
Clearer about the range of opportunities open to you	1	2	3
Feeling better about yourself generally	1	2	3
Feeling you have improved employment or career prospects	1	2	3



FUTURE INTENTIONS

ASK ALL
 Q19 **How likely are you to do further learning in future?**
 READ OUT. REVERSE SCALE. SINGLE CODE ONLY.

- | | | |
|------------------------------------|---|---------|
| Very likely | 1 | ASK Q20 |
| Fairly likely | 2 | |
| Not very likely | 3 | |
| Not at all likely | 4 | ASK Q22 |
| (DO NOT READ OUT) Don't know | 5 | |

ASK IF LIKELY (Q19=1 or 2)
 Q20 **And to what extent is your intention to do further learning in the future influenced by your recent experience of doing this course...READ OUT?**
 REVERSE SCALE. SINGLE CODE ONLY.

- | | |
|------------------------------------|---|
| A great deal | 1 |
| A fair amount | 2 |
| Not very much | 3 |
| Not at all | 4 |
| (DO NOT READ OUT) Don't know | 5 |

ASK IF LIKELY (Q19=1 or 2)
 Q20a **Do you expect this future learning to be at a higher, similar or lower level than the recent course...READ OUT**

- | | |
|------------------------------------|---|
| Higher | 1 |
| Similar | 2 |
| Lower | 3 |
| (DO NOT READ OUT) Don't know | X |

ASK IF LIKELY (Q19=1 or 2)
 Q20b **And would you expect this future learning to be in the same subject as your <Q1=1 or 2: recent> OR <OTHERS: current> course, a related subject or in an unrelated subject...READ OUT**

- | | |
|------------------------------------|---|
| Same | 1 |
| Related | 2 |
| Unrelated | 3 |
| (DO NOT READ OUT) Don't know | X |



ASK IF CURRENTLY DOING LEVEL 2 (FROM SAMPLE) AND LIKELY TO DO FURTHER LEARNING (Q19=1 or 2)

Q21 **How likely are you to apply for an ALG in future...READ OUT?**
REVERSE SCALE. SINGLE CODE ONLY.

Very likely	1	-----
Fairly likely	2	ASK Q22
Not very likely	3	-----
Not at all likely	4	ASK Q21a
(DO NOT READ OUT) Don't know	5	-----
		ASK Q22

ASK IF UNLIKELY (Q21=3 or 4)

Q21a **Why do you say that? DO NOT READ OUT**
MULTICODE OK

Amount of the grant not sufficiently large	1
Don't think will be eligible in the future	2
Other (SPECIFY)	3
(DO NOT READ OUT) Don't know	X

ASK ALL

Q22 **Would you recommend other learners with similar circumstances to you that they apply for ALG?**

Yes	1
No	2
Don't know.....	3

IF No

Q22a **Why not?**



DEMOGRAPHICS

Finally, I'd like to ask some questions about you. This information will be used to analyse the survey findings only and will be reported in aggregate. REASSURE CONFIDENTIALITY.

ASK ALL
 Q23 **Which of the following best describes your housing arrangements?**
 READ OUT. SINGLE CODE.

- Living in a property you own or in the process of buying 1
- Living with your parents rent free 2
- Living with your parents and paying rent 3
- Paying rent to the council, a housing association or to a private landlord 4
- Other (WRITE IN) 5
- Don't know..... 6

ASK IF CURRENTLY IN PAID EMPLOYMENT (Q2c 2,4,5 or 6)
 Q24 **Could you please tell me which of the following income bands best describes your current personal annual income?** PROMPT WITH BANDS.
 SINGLE CODE ONLY.

- Less than £10,000 1
- £10,000 to £14,999 2
- £15,000 to £19,999 3
- £20,000 to £24,999 4
- £25,000 to £29,999 5
- £30,000 to £34,999 6
- £35,000 to £39,999 7
- £40,000 to £49,999 8
- £50,000 to £59,999 9
- £60,000 to £99,999 10
- £100,000 or more 11
- Rather not say 12

ASK ALL.
 Q25 **Are there any children aged 18 or under living in your household who are financially dependent on you?**

Yes	1	ASK Q26
No	2	CHECK Q27
Don't know	X	

IF YES at Q25
 Q26 **Are any of these children ...READ OUT?**
 MULTICODE OK

	Yes	No	Don't know
Aged under 5	1	2	3
Aged between 5 and 16	1	2	3
Aged 16-18 and in full-time education	1	2	3

ASK ALL
 Q27 **Do you consider yourself to have a disability?**
 SINGLE CODE ONLY

Yes 1
 No 2
 Refused 3

ASK ALL
 Q28 **Do you consider yourself to have a learning difficulty?**
 SINGLE CODE ONLY

Yes 1
 No 2
 Refused 3

RECONTACT PERMISSION

ASK ALL
 Q29) **Finally, the Learning and Skills Council may be doing further research about ALG. Would you be happy for the LSC, their partners or contractors working for them, to contact you again for research purposes?**
 SINGLE CODE.

Yes	1
No	2
Don't know	X

THANK RESPONDENT AND CLOSE INTERVIEW

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



Qualitative learner topic guide

PRIVATE & CONFIDENTIAL	LSC/YPLA Understanding the Impact of the ALG LEARNERS	J4839c April 2010
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15 interviews: Quotas

1	Influenced to do the course a great deal by the ALG	Main stage Q9 = 'a great deal'	Minimum 3 interviews
2	Influenced to do the course not at all by the ALG	Main stage Q9 = 'not at all'	c.2 interviews
3	ALG enabled them to start course earlier	Main stage Q10=1	Minimum 2
4	Would definitely have dropped out of the course without completing if not for ALG	Main stage Q11a C=1	Minimum 3
5	Would have studied part time	Main stage Q11a B=1	Minimum 1
6	Early leaver because of financial reasons	Main stage Q15=1	2-3 interviews
7	Renting, low income and dependent children under 16	Main stage Q23=4 & Q24=1 or 2 & Q25=1 & (Q26i=1 or q26ii=1)	2-3 interviews
8	Learning Difficulty	Q28=1	c.2 interviews

ASK RESPONDENT

TEL 1) Good morning / afternoon / evening. My name is ___ from IFF Research, an independent market research company. We are conducting a research project on behalf of the Young People's Learning Agency (formerly known as the Learning and Skills Council), asking people's opinions on the Adult Learning Grant. You may remember that you helped us recently by taking part in a short telephone survey – we're just calling a few people back to understand their views better and to see what impact the grant may have had.

Could you spare about 30 minutes to go through a few questions with us either now or sometime in the next few weeks?

REASSURANCES TO USE IF NECESSARY:

- The interview will be conducted in accordance with the Market Research Society Code of Conduct, and results are reported back to the YPLA in an anonymous way - under no circumstances will responses be attributed to individuals.
- If respondent wishes to confirm validity of survey or get more information about aims and objectives they can call:
 - MRS: Market Research Society on 0500 396999
 - IFF: Christoph Koerbitz on 0207 250 3035
 - YPLA: Sharon Holmes on 0114 2074567

Yes – continue	1	CONTINUE
----------------	---	----------



Make appointment	2	MAKE APPOINTMENT
Refused	3	THANK & CLOSE

SCREENER

- S1 **Can I just check, are you currently receiving the Adult Learning Grant, or have you stopped receiving it?**
 [ADD IF NEEDED: **This is something that your learning provider [ADD PROVIDER NAME IF ON SAMPLE] may have helped to organise for you. This is an allowance of £10, £20 or £30 per week paid to learners studying full-time to help with the costs of learning]**

Currently receiving	1	ASK S2
Stopped	2	
Never	3	ASK S1a
Don't know	X	

IF NEVER / DON'T KNOW ASK:

- S1a **According to our records this was when you were undertaking study** [at <PROVIDER NAME> IF KNOWN] [doing <ADD COURSE TITLE IF KNOWN>] [which started <ADD START DATE IF KNOWN ON SAMPLE>]. **So...**

Do you recall this learning but still do not recall receiving the Adult Learning Grant	1	THANK AND CLOSE
Do you recall the learning AND the Adult Learning Grant	2	ASK S2
No recollection of any learning	3	THANK AND CLOSE

- S2 ASK ALL RECOLLECTING ALG
 CHECK FROM SAMPLE / ASK FOR THE FOLLOWING

	WRITE IN...
Name of Provider	
Course name / title	
Start Date	



A. Reasons for doing the course

ASK ALL

I'd now like to talk to you about your experiences of the learning you are or were doing when receiving the Adult Learning Grant, even if you have been involved with other courses / programmes since.

- A1 **Before doing the course for which you received the Adult Learning Grant, can you say a bit about when you left full time education, what learning if any you had done since then, and what qualifications you had?**

- A2 **Why did you decide to undertake some more learning or training? What were you hoping to get out of it? What benefits did you think it might bring? What alternatives did you consider to doing a course?**

- A3 **What were your circumstances at the time (just finished another course, working full time, working part time, unemployed and looking for work etc – obtain details e.g. what kind of work, how long unemployed, what benefits on)?**

- A4 **Were there any issues which made you unsure whether or not to do the course? IF ANY: what were these? Why did they make you unsure about whether to do the course?**

- A5 **Why did you decide to do the course at that particular time - had you been thinking about it for a while? IF SO: so what made you decide to do it when you did?**

- A6 **Who did you discuss the idea of doing the course with? What did they say? Where did you get information about the course or provider? What were the important things you wanted to know?**

- A7 **And why did you decide to do the particular course that you did rather than another one?**



A8 **And why did you decide to study with <provider> rather than some other college or provider? Did you consider alternatives – if so why did you prefer the one you studied with?**

B. Finances

B1 **Can you tell me about the costs of doing the course – ASK / CHECK how much did you have to pay in...?**

- **Course fees these include fees for your tuition or for course materials) £_____**
- **Registration fees (money that you pay before you start your course) £_____**
- **Exam fees £_____**
- **Any other costs [AMOUNT AND WHAT THEY WERE FOR]**

CHECK FOR TRAVEL and CHILDCARE

ASK / CHECK IF THESE FIGURES FOR THE ENTIRE COURSE / TERM / ANNUAL etc

B2 **What did you think about the costs involved? PROBE: did they seem reasonable / expensive?**

B3 **To what extent were financial issues a consideration or potential barrier to learning? Why do you say that?**



C. APPLYING FOR THE ALG

You mentioned that you have received an Adult Learning Grant or ALG. I would now like to ask you some questions about this.

ASK ALL

C1 **Where or from whom did you first hear about ALG?**
 PROMPT IF NECESSARY SINGLE CODE ONLY

Connexions Advisers	1
College careers guidance staff	2
Next Step/Adult IAG Service (Information, Advice & Guidance)	3
Careers Advice Service helpline	4
Teachers	5
Other staff at school	6
College / learning provider	7
Parents	8
Friends, brothers/sisters or other relatives	9
TV adverts	10
ALG posters/leaflets	11
Internet, websites	12
Work experience	13
Through hobbies and interests	14
Radio	15
Other (WRITE IN)	16
Don't know / Can't remember	X

C2 **What did this say or what were you told about the ALG at this point?**

C3 **Where you happy with the information you received about ALG – was it clear?**

C4 **Were you clear about...**
 a) **who was eligible for the grant?**
 b) **how to apply?**
 c) **when you'd receive the money if you were successful?**
 d) **how much money you'd get?**

DISCUSS EACH (e.g. who did they think was eligible)



C5 IF (C1 NOT 7) ASK: **So did you receive advice about ALG from your learning provider?**
 IF YES OR IF (C1=7): **How helpful was the advice about ALG you received from your learning provider? At what stage did they give you this information?**
 IF NO: **Would you have liked help from your provider?**

C6 **Did your learning provider help you with the completion of your application form for the ALG? IF YES: How helpful was this? IF NO: Would you have liked any help?**

C7 **So did you find out about ALG before or after you decided to do this course?**
 SINGLE CODE ONLY

Before	1	ASK NEXT QUESTION
After	2	GO TO SECTION D
Don't know	3	

ASK IF 'BEFORE' AT C7

C8 **To what extent was your decision to do the course influenced by the fact that you could apply for an ALG? PROMPT IF NECESSARY**

A great deal	1
A fair amount	2
Not very much	3
Not at all	4
Don't know	5

C9 **Why do you say that? PROBE FULLY**

ASK IF 'BEFORE' AT C7

C10 **Did the Adult Learning Grant enable you to start your course earlier than you would otherwise have done?**

Yes	1
No	2
Don't know	3

IF YES AT C10

C11 **Can you say a bit about this – why did the ALG make a difference regarding when to start? What do you think might have happened otherwise?**



D. IMPACT OF ALG

ASK ALL

D1. **How long** [IF S1=1 **have you received** / others = **did you receive**] **the ALG?**

IF NO LONGER GETTING ALG (S1=2)

D2. **Did you receive the ALG for the entire time you were on your course?**

Yes	1	ASK D4
No	2	ASK D3
Don't know	X	ASK D4

IF NO AT D2

D3. **Why did you not receive the ALG for the whole time you were on the course?**

What impact did this have?

ASK ALL

D4. **So overall, thinking about the ALG you received, what would you say [is / has been] the main impact it has had, or the main difference it made?**

PROBE: **What else?** PROBE FULLY

IF HELPED FINANCIALLY PROBE WITH: Which specific areas financially? i.e. travel costs / buying course materials etc



ASK ALL

D5 **If you had not received the Adult Learning Grant, would you have....**READ OUT
SINGLE CODE EACH ROW

	Definitely	Probably	Probably not	Definitely not	Don't know
Still gone ahead with your course	1	2	3	4	5
Studied your course on a part time basis rather than full time	1	2	3	4	5
Dropped out of your course without completing	1	2	3	4	5

FOR EACH 'SHADED AREA AT D5 ASK

D6 **You said you would [answer at D5]. Why do you say that? What do you think you would have done? Why did the ALG influence things?**

A)	
B)	
C)	

ASK ALL

D7 **Thinking about your <COURSE TITLE> course, did the opportunity to receive the ALG influence....**

	Yes	No	Don't know
Your decision to study FULL qualification rather than just part modules / units	1	2	3
Your choice on the level of the qualification e.g. Level 2, or 3 etc	1	2	3
Your choice of what subject to study	1	2	3



FOR EACH 'YES' AT D7 ASK FOR FURTHER DETAILS

D8 **Why do you say that? In what ways did the opportunity to receive the ALG influence..**

Your decision to study FULL qualification	
Your choice on the level of the qualification	
Your choice of what subject to study	

D9 ASK ALL
a) Did you consider any of these grants or financial support before you found out about ALG? READ OUT. CODE ALL THAT APPLY

b) Have you ever received any of the following grants or funds to support you with any learning? READ OUT. CODE ALL THAT APPLY

ASK FOR EACH YES AT D9B

c) Are / were you receiving <INSERT FUND/GRANT> at the same time as the ALG?

IF YES – ASK FOR AMOUNT RECEIVED (WEEKLY / MONTHLY / TOTAL)

	D9A	D9B	D9C	
			Yes	No
Education Maintenance Allowance – EMA	1	1	1 £ _____	2
Hardship payments – sometimes also known as Access Funds or Learner Support Funds	2	2	1 £ _____	2
Financial support towards the cost of childcare	3	3	1 £ _____	2
Help with travel costs to and from your place of study	4	4	1 £ _____	2
Residential support	5	5	1 £ _____	2
Career Development Loan	6	6	1 £ _____	2
Care to Learn	7	7	1 £ _____	2
Other grants for learners (SPECIFY)	0	0	1 £ _____	2
(DO NOT READ OUT) Don't know	X	X		
(DO NOT READ OUT) None	V	V		

D11 IF ANY YES AT D9C
How did the impact of these other grants or support compare with the ALG?
Did they see them ‘separately’ or were they all simply part of general financial support? Were they used differently?

D12 ASK ALL EXCEPT WHERE STILL RECEIVING ALG AT S1
How far have you got with this learning / qualification. Have you...READ OUT.

Successfully completed your course or learning	1	ASK NEXT SECTION E
Stopped your course/learning without completing it, or	2	ASK NEXT QUESTION
Are you still continuing with your course/learning	3	ASK NEXT SECTION E
Other (SPECIFY)	0	
Don't know	X	

D13 ASK EARLY LEAVERS (D12=2) OTHERS SKIP TO NEXT SECTION
So why did you leave the <course> course without completing it? Why else?

D14 **What did you do when you left the course – work / look for a job etc ?**

D15 **What would have enabled you to complete the course?**

D16 **Do you think you would have left the course earlier if you had not received ALG payments?**

Yes (IF YES: why do you say that?)	1
No	2
Don't know	X



E. BENEFITS

ASK ALL

E1 **What do you think have been the main impacts and benefits to you by going on the course? What else?**

--

E2 **Thinking now about the impacts of the <COURSE> course, do you feel you benefited in any of the following ways by going on the <COURSE> course? Are you now...**

READ OUT

	Yes	No	Don't know
A More enthusiastic about learning	1	2	3
B Clearer about what you want to do in your life *	1	2	3
C More confident about your abilities	1	2	3
D Clearer about the range of opportunities open to you	1	2	3
E Feeling you have improved employment or career prospects *	1	2	3

FOR EACH * ANSWERED A YES AT E2

E3 **You said that the course made you <INSERT ANSWER TO E2>. Can you say a bit about this.**

B)	
E)	

F. FUTURE INTENTIONS

ASK ALL



F1 **How likely are you to do further learning in the next few years?**

Very	1	ASK F2
Fairly	2	
Not very	3	ASK F5
Not at all	4	
Don't know	X	

IF FUTURE LEARNING LIKELY

F2 **Can you say a bit about the sort of learning you might do?**

PROBE: What level, higher level?
 Same / similar subject area?
 What sort of qualification?

F3 **If you did another course how likely would you be to apply for ALG again?**

Very	1
Fairly	2
Not very	3
Not at all	4
Don't know	X

ASK IF UNLIKELY (F3=3 or 4)

F4 **Why do you say that?**

F. ALG SUPPORT AND OVERALL VIEWS

ASK ALL

G1 **Overall, how satisfied are you with the support you received from your learning provider with regard to your ALG?**



G2 **Did your provider give you details of their policy on attendance, and authorised and unauthorised absences? PROBE: How clear were / are you about the attendance requirements of your course in order to receive the ALG? What are your views on this?**

G3 **Were your ALG payments ever withheld because of non-attendance? IF YES: Did your provider inform you that payments had been withheld, and explain the reasons why?**

G4 **Did your provider deal with the Learner Support Service to chase up any queries you might have had? IF YES: How happy were you with this? IF NO: Would you have liked your provider to help you with queries?**

G5 **Finally, besides increasing the money value of the ALG, what else do you think could be improved about the Adult Learning Grant? PROBE: what else?**

G6 **Is there anything else you'd like to add about the impact the Adult Learning Grant had for you? PROBE: what else?**

THANK RESPONDENT AND CLOSE INTERVIEW

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

Provider questionnaire

PRIVATE & CONFIDENTIAL

Adult Learning Grant (ALG)
Provider Questionnaire

J:4839

ASK NAMED RESPONDENT

- S1. **Good morning/afternoon, my name is XXX and I am calling from IFF Research, an independent research organisation, on behalf of the Young People’s Learning Agency, one of the bodies which has replaced the Learning and Skills Council. We are undertaking a research project assessing the impact of the Adult Learning Grant. This just involves a short interview of 10-15 minutes. First, can I just check are you the best, or one of the best people in the organisation to answer about the Adult Learning Grant – the interview covers such things as how and when it may be discussed with learners, and the impact you feel it has for recipients.**

ADD IF NECESSARY

- All information collected will be treated in the strictest confidence. Responses will not be attributed to any individual or organisation. We are talking to 100 providers, as well as learners themselves.
- We work strictly within the Market Research Society Code of Conduct
- Contact at IFF Research is Christoph Koerbitz if they would like to find out more about the survey (020 7250 3035)
- Contact at YPLA is Sharon Holmes on 0114 2074567

Yes	1	<i>Continue</i>
No – need to contact an alternative respondent	2	<i>Record correct name and contact details</i>
No provider involvement with ALG	3	<i>Thank and close</i>

ASK ALL IN SCOPE

- S2. **And can I just check, over the last 12 months have you had learners receiving ALG?**

Yes	1	<i>Continue</i>
No / don't know	2	<i>Thank and close</i>



1. *IF YES:*
A) Approximately how many adult learners currently are on full-time Level 2 provision with your organisation?
 INTERVIEWER NOTE: full-time study is defined as 450 guided learning hours over the academic year

IF DK PROMPT WITH BANDS:

Less than 100	1
100-249	2
250-499	3
500-749	4
750-999	5
1000 or more	6
Don't Know	X

IF (Q1A>0 OR Don't know)

- B) Approximately how many adult Level 2 learners are receiving ALG?**

IF DK PROMPT WITH BANDS:

1 – 9	1
10 – 49	2
50 – 99	3
100 – 199	4
200 – 299	5
300 or more	6
Don't Know	X

ASK ALL

- C) Approximately how many adult learners currently are on full-time Level 3 provision with your organisation?**
 INTERVIEWER NOTE: full-time study is defined as 450 guided learning hours over the academic year

IF DK PROMPT WITH BANDS:

Less than 100	1
100-249	2
250-499	3
500-749	4
750-999	5
1000 or more	6



IF (Q1C>0 OR Don't know)

D) And approximately how many adult Level 3 learners are receiving ALG?

IF DK PROMPT WITH BANDS:

1 – 9	1
10 – 49	2
50 – 99	3
100 – 199	4
200 – 299	5
300 or more	6
Don't Know	X

	Total	On ALG
Level 2	a) [0-9999]	b) [1-max given at Q1A / Q1A bands OR 9999 if DK at Q1a]
Level 3	c) [0-9999]	d) [1-max given at Q1C / Q1C bands OR 9999 if DK at Q1c]

CATI CHECK – IF '0' GIVEN FOR BOTH Q1B AND Q1D REASK S2

ASK ALL

2. **What benefits or impacts does ALG have overall for you as a provider? PROBE: what else? DO NOT READ OUT. MULTICODE. PROBE FULLY.**

Encourages people to do learning that they might otherwise not have done	1
Encourages people to do FULL qualifications	2
Encourages people to finish courses	3
Other (SPECIFY)	0
None / very few benefits	V
Don't know	X

ASK ALL

3. **If ALG was not available, do you think this would have ... READ OUT SINGLECODE.**

A serious negative impact for your learners	1	ASK Q4
Some negative impact	2	
Or would it make very little or no difference	3	ASK Q5
Don't know	X	



IF NEGATIVE IMPACT (Q3=1or2)

4. Why do you say that – what negative impact would it have?

PROBE FULLY

ASK ALL

5. Do you think that ALG frequently, sometimes, rarely or never has the following impacts on learners ...READ OUT. SINGLECODE

	Frequently	Sometimes	Rarely	Never	Don't know
a) encourages learners to study that could otherwise not have done so	1	2	3	4	X
b) encourages learners to study for a FULL qualification, rather than just part modules or units	1	2	3	4	X
c) allows learners to study full-time rather than part-time	1	2	3	4	X
d) encourages learners to study at a higher level than they would otherwise have done	1	2	3	4	X

ASK ALL

6. Do you think it has any other impacts for learners?

Yes	1	ASK Q7
No	2	ASK Q8
Don't know	X	

IF YES

7. What are these? PROBE FULLY.

RECORD VERBATIM

ASK ALL

8. Is the availability of ALGREAD OUT?

	Yes	No	Don't know
a) Mentioned on your website, prospectuses or any written literature (IF YES: SPECIFY where)	1	2	X
b) Ever actively raised with learners by your staff	1	2	X



IF ACTIVELY RAISED (Q8b = YES)

9. **At what stage would the possibility of ALG typically be raised to learners by your staff?**
MULTICODE. DO NOT READ OUT

Open Days	1
Registration / enrolment	2
When learner is completing the application form	3
Induction / post enrolment	4
Other (SPECIFY)	0
Don't know	X

IF ACTIVELY RAISED (Q8b = YES)

- 9a. **Which staff in terms of their job role would tend to raise the possibility of ALG with learners?**
MULTICODE. PROMPT

Student Services	1
Registration team	2
Tutors	3
Other (SPECIFY)	4
Don't know	X

IF ACTIVELY RAISED (Q8b = YES)

- 9b. **Is ALG just raised with learners who appear to be eligible based on information they have provided, or is it raised more widely?**
SINGLECODE

Just those who appear to be eligible	1
More widely	2
Other (SPECIFY)	0
Don't know	X

IF ACTIVELY RAISED (Q8b = YES)

10. **Is the ALG ever raised in order to encourage learners to undertake certain types of courses – such as to encourage full level 2 or level 3 courses, rather than part or lower level qualifications?**

Yes (Can you say a bit about this: ADD VERBATIM)	1
No	2
Don't know	X



- ASK ALL
11. **How often do you find learners who are eligible or likely to be eligible for ALG do NOT apply. Is it...READ OUT?**

Quite often	1	ASK Q12
Rarely	2	ASK Q13
Never	3	
Don't know	X	

- IF 'QUITE OFTEN' (Q11 = 1)
12. **Why do you think this is? DO NOT READ OUT. MULTICODE**

Paperwork / application form too hard	1
Amount of money not enough	2
Other (SPECIFY)	0
Don't know	X

- ASK ALL
13. **When ALG is discussed and raised with learners, how often would you say it is discussed as one part of wider financial support that might be available to them? PROMPT IF NECESSARY**

Always	1	ASK Q13a
Usually	2	
50 / 50	3	
Rarely	4	
Never	5	ASK Q14
Don't know	X	

- ASK IF CODES 1-4 AT Q13
- 13a. **Which other support or grants are discussed? MULTICODE**

Education Maintenance Allowance	1
Hardship payments – sometimes also known as Access Funds or Learner Support Funds	2
Financial support towards the cost of childcare	3
Professional and Career Development Loans	4
Other (specify)	5
Don't know	X

- ASK Q13b FOR EACH CODE 1 TO 5 AT Q13a
- 13b. **How does <INSERT Q13A RESPONSE> compare with ALG and how does the impact of ALG differ to other financial support which may be available? Why do you say that? PROBE FULLY.**

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- ASK ALL
 14. **From your provider perspective, would you describe the ALG systems, processes and procedures as...READ OUT**

Straightforward	1	ASK Q16
Or reasonable	2	
Or difficult	3	ASK Q15
Don't know	X	ASK Q16

- IF DIFFICULT*
 15. **Why do you say that? What could be improved?**
 PROBE FULLY.

- ASK ALL
 16. **How satisfied are you with the new Learner Assessment and Payment System (LAPS) ...READ OUT**

Very	1	ASK Q18
Quite	2	
Not very	3	ASK Q17
Not at all	4	
Don't know	X	ASK Q18

- IF DISSATISFIED*
 17. **Why do you say that? What could be improved? PROBE FULLY.**

- ASK ALL
 18. **Thinking overall now about ALG and its aim of encouraging participation in and completion of learning and achievement of qualifications, is there anything that might improve its impact? PROBE: what else?**

Yes (RECORD VERBATIM)	1
No / fine as is	2
Don't know/can't think of anything	3

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





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