



# ILA Wales Fourth Main Evaluation Report

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## Research

Research document No: 013/2007

Date of issue: December 2007

# ILA Wales Fourth Main Evaluation Report

- Audience** Advice and guidance organisations, learndirect, Careers Wales, Colleges of Further Education, employers, training providers and DCELLS programme delivery, funding and planning departments.
- Overview** The evaluation of the ILA programme has continued across the first four years of the programme, since it went live in 2003. The evaluation programme has involved consultations, surveys and reviews of Management Information System outputs at prescribed intervals over the four-year period.
- Action required** No action required.
- Further information** Julie Owens  
Senior Research Analyst  
Intelligence and Marketing Team  
Business Development Division, DCELLS  
Welsh Assembly Government  
Unit 6, St. Asaph Business Park  
St. Asaph, Denbighshire  
LL17 0LJ  
  
Tel: 01443 663738  
Fax: 01745 538501  
E-mail: [Intelligenceandmarketing@wales.gsi.gov.uk](mailto:Intelligenceandmarketing@wales.gsi.gov.uk)
- Related documents** Individual Learning Account Wales – Third Main Evaluation Report  
Individual Learning Account Wales 2005 – August 2005

# Fourth Main Evaluation Report

## **Individual Learning Account Wales (ILAW)**

September 2007

**Prepared for:**  
Welsh Assembly Government

**Prepared by:**  
June Wiseman, Director  
Julie Harrington, Account Manager  
BMG Research

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# 1. Executive Summary

## Management Information Systems

- In the latest period the ILA Wales programme has generated 7126 registrations and 5274 course starts. Compared with last year registrations are down slightly by 4% points, while course starts are at the highest level yet, and up 14% points on the previous year. Six in ten 'forms sent' and three quarters of all registrations now result in a course start (74%).
- The vast majority of the course starts are new learners i.e. not renewals (4,147 in Apr'06-Mar'07). When renewals are excluded nearly half of all forms sent (47%) and 8 in 10 registrations result in a course start (80%).
- Nearly half of approved registrations are in the 100% group (46%), which is the core target of the programme, up from nearer a third in the first two years of the programme.
- The programme continues to attract mostly adults of working age (93% are aged 18-59 years) and an increasing proportion of unemployed learners (41% of registrations are now from unemployed adults, compared with 27% in years 1 and 2). It seems the changes in eligibility have encouraged this.
- A higher than average proportion of adults qualified to NVQ level 2 are attracted to the ILA Wales programme (55% of all registrations), while the proportion with no qualifications is slightly lower than the actual incidence in Wales (27%, compared with 33% according to the 2001 census).
- Changes in eligibility rules have allowed support to some people with Level 3 qualifications. Correspondingly, the proportion (but not the absolute number) of people with no or low qualifications has reduced since the start of the programme.
- People that have already done some learning within the last year are under-represented in the programme, and therefore adults who have not learnt recently are over-represented.

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## Survey of Learners from Year 1 and 2 of the programme

- Over half of learners from years 1 and 2 have experienced at least one positive change in their economic status since beginning their learning.
- Of those who have got a job just over half say this has been wholly or largely due to their ILA Wales learning.
- The proportion of learners in employment or self-employment has risen from 56% at the time they applied for their ILA Wales, to 71% now. Similarly the proportion out of work has fallen dramatically.
- Of the learners who were out of work but seeking work when they applied for their ILA Wales, well over half are now in employment. Similarly, nearly two fifths of learners who were out of work and not seeking work are now in employment.
- Learners who were already in work have tended to move up the occupational scale, especially learners previously employed in elementary and sales and customer service occupations.
- ILA Wales learning has also benefited learners' career/employment prospects in other ways - nearly three quarters of learners say they now feel more confident about finding a new or better job, around 6 in 10 have applied or intend to apply what they have learnt in their current job or career, two thirds now feel better able to do their job, and 7 in 10 of those already in work are now more satisfied in their job.
- Over a third of all learners (37% on average) have gained new qualifications since they started their ILA Wales funded learning.
- A quarter of all learners have gained qualifications directly from their ILA funded learning (24%), with the highest proportion gaining qualifications equivalent to NVQ level 2.
- Comparing learners' qualifications at the time they registered for their ILA Wales learning with their qualifications now, reveals that a significant proportion of learners have gained higher-level qualifications. Just 4 out of 10 learners who were previously qualified to NVQ level 1 are still at this qualification level, and just 1 in 10 learners who had no qualifications when they applied for their ILA Wales, still now say they have no qualifications.
- In the vast majority of cases the ILA Wales funded learning has had a positive impact on respondents' likelihood or interest in further learning. Seven in ten learners have continued or intend to continue to develop what they have learnt on their ILA funded course, more than 8 in 10 feel more confident about learning something new now, and just slightly fewer say the learning has made them more interested in undertaking learning in the future.

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- Three quarters of learners believe their ILA Wales learning has helped them or will help them to study/train at a higher level and 9 in 10 agree that the learning has improved their knowledge/skills generally and that they have enjoyed the learning.
  - At least two fifths of learners have engaged in further learning since their original ILA Wales funded course.
  - The vast majority of all learners have also gained some personal or social benefits from their ILA Wales funded learning. For the highest proportion the learning has given them a sense of achievement (95%) and for just slightly fewer the learning has given them more confidence.
  - For at least three quarters the learning has provided social benefits i.e. the chance to get out of the house and do something different or make new friends. For 6 in 10 it has enabled them to help/keep up to date with their children or grandchildren.
  - The wider community has also benefited with just less than half of learners agreeing that their ILA Wales has enabled them to become more active in their local community and a third being able to take on voluntary work as a result of their ILA Wales funded learning.
  - Overall 92% of learners are satisfied that their original ILA Wales funded course met with their expectations.
  - Half of those who have engaged in learning using their ILA Wales are not likely to or would definitely not have done any learning if it had not been for the ILA Wales funding, including nearly a third that say they definitely would not have (31%).
  - Learners in their 50s, those who were out of work at the time of applying for their ILA Wales, learners who had not previously done any learning for at least 5 years and those who were only qualified to NVQ level 1 or had no qualifications at the time of applying for their ILAW are most likely to say they would not have undertaken their learning had ILA Wales not been available. This is encouraging given that these are the learners classed as hard to reach or priority groups.
  - Two thirds of all learners are interested in studying for a qualification in the foreseeable future (65%). While around a third are likely to engage in new training or learning in the next 12 months that does not lead to a qualification.
  - A lack of time, the cost and family commitments are the main issues preventing respondents from undertaking further learning.
  - Three quarters of all learners are not aware (spontaneously) of any other grants or funding available for people in Wales who need financial help in continuing to study.

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## Case Studies

- The case studies reinforce the survey findings.
- While ILA Wales has generally not been the initial trigger for learning, the ILA Wales programme has made it happen or provided that extra motivation that people needed to take action.
- As well as leading to obvious changes in individuals working lives, i.e. a new job or career, learners have gained self-confidence, an enthusiasm for learning and self-development, a sense of pride and achievement. The learning has opened up new opportunities and prospects for learners, and had knock on benefits such as the increased time they can now spend with their family.
- Learners appreciate the opportunities that ILA Wales has opened up for them but feel the programme should be promoted more widely, so that others in similar situations can reap the benefits that they have enjoyed.



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## 2. Introduction

1. BMG Research has been contracted to undertake an evaluation of the Individual Learning Account Wales (Wales) programme.
2. ILA Wales is the programme designed to increase levels of participation in learning amongst groups of adults who, in the past, have tended not to learn. Changes in eligibility rules (in operation from July 2005) for ILA Wales have established terms for the programme such that:
  - Anyone in receipt of Income Support, Job Seekers Allowance, Pension Credit, Housing Benefit, Working Tax Credit, or Council Tax Benefit is eligible to receive up to £200 per year towards training or education on approved courses, regardless of their level of qualification.
  - Anyone not claiming any of these benefits but who has qualifications not higher than Level 2 is eligible to receive half of course costs up to a maximum of £100 per year.
3. Previously there were three levels of eligibility: - 100% of eligible costs if the learner was claiming income support, Job Seekers Allowance or Pension Credit; 80% if claiming Working Tax Credit, Pension Savings, Housing Benefit or Council Tax Benefit; and 50% of eligible costs (up to a maximum of £100) if the individual was not in receipt of those benefits. The first two groups, eligible for assistance with higher proportions of learning costs, were regarded as priority groups.
4. The programme has a basic mechanism in which learners are encouraged to enquire about assistance via a dedicated telephone number staffed by learndirect. Enquirers' eligibility is checked, prospective learners are advised about course availability, and are sent a registration form. Registration forms are returned to Welsh Assembly Government (WAG) and eligibility confirmed (following checks where necessary). Prospective learners are sent a confirmation of registration, which they may then take to any of a list of recognised providers in order to receive training – the cost of which will be assisted to the appropriate level.
5. Thus, the programme is a revised version of the 'old' Individual Learning Account (ILA) programme in England and Wales. The new ILA is essentially different in that it has a tighter focus on disadvantaged learner groups in order to increase the 'additionality' of funding and it has a tighter administrative system.
6. The evaluation of the new ILA programme has continued across the first four years of the programme, since it was marketed in early Summer 2003 and went live (in the sense of first learner registrations for the programme) in July 2003. The evaluation was originally intended to be a 3-year programme to evaluate the pilot stage of the ILAW initiative, but due to its success and the value gained from the research, the evaluation was extended to a fourth year. The ILA Wales programme itself, has now become permanent.

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7. The evaluation programme has involved consultations, surveys and reviews of Management Information System (MIS) outputs at prescribed intervals over the four-year period.
  8. The first main evaluation report output from that programme (following an interim report delivered to in February 2004) was delivered in May 2004. This was followed by a first monitoring report delivered in September 2004; a second main evaluation report delivered in February 2005; a second monitoring report delivered in June 2005; a third monitoring report delivered in March 2006 and a third main evaluation report delivered in May 2006.
  9. This report is the fourth main evaluation report, drawing on Management Information System (MIS) outputs, survey evidence and case studies with learners.
  10. As in previous years the aim is to identify the main strengths and weaknesses evident in this fourth year of the programme. However in this fourth year more of a longitudinal approach is taken, looking at the longer-term benefits and impacts that ILA's have had on learners.
  11. The evaluation report structure is such as to...
    - Set out findings from each segment of the evaluation process in a series of separate report chapters.
    - Summarise those findings as 'key points' at the end of each chapter.
    - Draw together all the key findings in a concluding summary chapter.
  12. Thus...
    - *Chapter 2* sets out a brief review of the *management information* produced by Welsh Assembly Government and its partners in the programme for the period April 2006 – March 2007.
    - *Chapter 3* sets out the results of the quantitative survey...
      - Of individuals who registered for ILAW in year 1 of the programme and undertook learning using the ILAW.
      - Of individuals who registered for ILAW in year 2 of the programme and undertook learning using the ILAW.
    - Chapter 4 summarises the findings of 6 case studies with learners who have had positive experiences as a result of their LAW.
    - *Chapter 5* summarises key points and offers an overall evaluation of the programme as at April 2007.

# 3. A review of MIS

## Introduction

13. The ILA Wales Management Information System produces a range of valuable statistical information on the outputs of the programme.
14. This is reviewed here. Basically, an analysis of the programmes' operations in the period April 2006 to March 2007 is presented. For comparative purposes, however, earlier data from the programme is also included.

## Approved registrations and course starts: cumulative picture

15. Firstly, therefore, the following tables set out the total numbers of people who were sent an application form, who were subsequently registered, and who actually started a course in four periods:- July 2003-March 2004, April 2004-March 2005, April 2005 to March 2006 and April 2006-March 2007.

<b>Table 1: Progression from 'form sent' to course starts; July 2003-March 2004</b>				
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group*	Not known	2,780	1,049	38%
80% Group*	Not known	771	339	44%
100% Group*	Not known	725	362	50%
Total	8,662	4,276	1,750	41%

Source: ILA WALES MIS

\*Level of eligibility is known only once applicants have been assessed. See bullet point 3 in the introduction for a full definition of each group

<b>Table 2: Progression from 'form sent' to course starts; April 2004-March 2005</b>				
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group*	Not known	3,444	1,999	58%
80% Group*	Not known	870	594	68%
100% Group*	Not known	993	619	62%
Total	8,291	5,307	3,221	61%

Source: ILA WALES MIS

\*Level of eligibility is known only once applicants have been assessed. See bullet point 3 in the introduction for a full definition of each group

<b>Table 3: Progression from 'form sent' to course starts; April 2005-March 2006</b>				
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group*	Not known	3,905	2,350	60%
80% Group*	Not known	138	40	29%
100% Group*	Not known	3,368	2,252	67%
Total	9,825	7,411	4,642	63%

Source: ILA WALES MIS

\*Level of eligibility is known only once applicants have been assessed. See bullet points 2 & 3 in the introduction for a full definition of each group

<b>Table :4 Progression from 'form sent' to course starts; April 2006-March 2007</b>				
	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group*	Not known	3,825	2,489	65%
80% Group*	Not known	N/a	N/a	N/a
100% Group*	Not known	3,301	2,785	84%
Total	8,869	7,126	5,274	74%

Source: ILA WALES MIS

\*Level of eligibility is known only once applicants have been assessed. See bullet point 2 in the introduction for a full definition of each group

16. Thus, it can be seen that the 'conversion' rates of the programme have continued to increase in the latest period (April 2006 – March 2007) compared with earlier periods of the programme:

- The proportion of 'forms sent' which convert to approved registrations has risen from 49% in the first period, 64% in April 2004 to March 2005, 75% in April 2005 to March 2006, to 80% in the latest period.
- The proportion of approved registrations that convert to course starts has risen from 41% in the first period, 61% in the second period, 63% in the third period, up to 74% in the latest period.
- Overall, therefore, the proportion of 'forms sent' which convert into course starts has risen from 20% in July 2003 – March 2004, 39% in April 2004 – March 2005, 47% in April 2005 – March 2006, to 60% in April 2006 – March 2007.

17. However, the figures in the three later cases include 'renewals'. ILAW registrants were prompted (from July 2004 onwards) to renew their registration where they had not done so. These did not, therefore, require a 'form to be sent'. If these are taken out of the calculation, then the revised table for the latest period is as follows is:

	NUMBER SENT FORMS BY LEARNDIRECT	NUMBER OF APPROVED REGISTRATIONS	NUMBER OF COURSE STARTS	STARTS AS % OF REGISTRATIONS
50% Group*	Not known	2,691	1,870	70%
80% Group*	Not known	N/A	N/A	N/A
100% Group*	Not known	2523	2,277	90%
Total	8,869	5,214	4,147	80%

Source: ILA WALES MIS

\*Level of eligibility is known only once applicants have been assessed. See bullet point 2 in the introduction for a full definition of each group

18. Conversion rates excluding renewals are set out below:

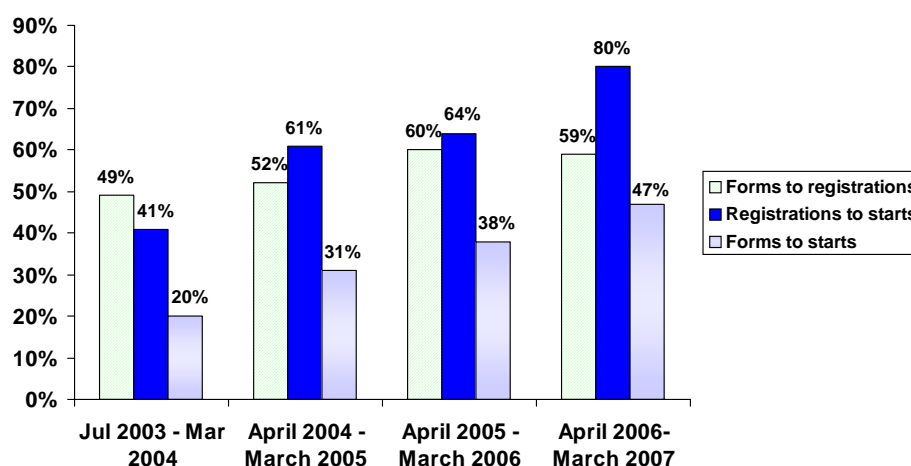
'Forms sent' to approved registrations = 59%

Approved registrations to course starts = 80%

'Forms sent' to courses starts = 47%

19. Thus, even excluding renewals (which, of course, were not available in the first period of the programme) it can be seen that very substantial progress has been made, particularly with regards to the proportion of registrations that have resulted in course starts (now at 80%):

**Figure 1: Conversion rates for ILA Wales July 2003 – March 2007 excluding renewals**



Source: ILA WALES MIS

20. This chart shows quite clearly that the second period very substantially increased the conversion of registration to starts. This was maintained last year and has now increased even further in the latest period. In addition, however, in the later period there has been a large increase in the proportion of 'forms sent' which result in course starts. The overall effect is that the proportion of forms sent which convert to starts has more than doubled and now approaches half of all forms sent. This adds further support to the conclusion last year that the removal of the '80% group' and the 'previous qualification' constraint on the in-receipt-of-benefits-or-credits group, has clearly had a major impact on the effectiveness of the ILA Wales process.
21. The changing balance of eligibility can be seen more clearly in the following table:

	July 2003 – March 2004	April 2004 – March 2005	April 2005 – March 2006	April 2006 – March 2007
50% Group	65	63	53	54
80% Group	18	17	2	0
100% Group	17	20	45	46
Total	100	100	100	100

Source: ILA Wales MIS

22. Essentially, the change in eligibility rules has meant that the proportion of benefits/credits recipients in the programme – the core target group – has risen from 35%-37% in the first two periods of the programme to 46% in the latest period.
23. In terms of trends in registrations and course bookings, the basic data is summarised in the following table:

**Table 7: ILAW : Registrations and course bookings since programme inception to March 2007 (latest available data)**

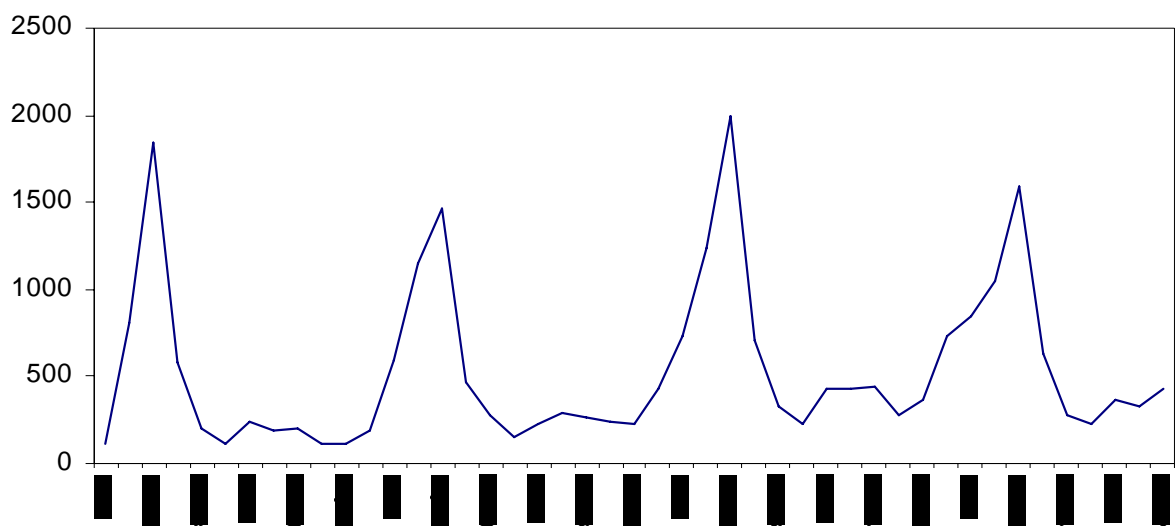
		Approved registrations			Course bookings		
		Originals	Renewals	Total (a)	Originals	Renewals	Total (b)
2003	July	115	-	<b>115</b>	1	-	<b>1</b>
	August	813	-	<b>813</b>	130	-	<b>130</b>
	September	1,840	-	<b>1,840</b>	584	-	<b>584</b>
	October	576	-	<b>576</b>	371	-	<b>371</b>
	November	206	-	<b>206</b>	188	-	<b>188</b>
	December	113	-	<b>113</b>	116	-	<b>116</b>
2004	January	238	-	<b>238</b>	144	-	<b>144</b>
	February	194	-	<b>194</b>	118	-	<b>118</b>
	March	204	-	<b>204</b>	117	-	<b>117</b>
	April	117	-	<b>117</b>	72	-	<b>72</b>
	May	118	-	<b>118</b>	47	-	<b>47</b>
	June	194	-	<b>194</b>	56	-	<b>56</b>
	July	425	163	<b>588</b>	130	124	<b>254</b>
	August	674	476	<b>1,150</b>	310	112	<b>422</b>
	September	1,264	204	<b>1,468</b>	961	258	<b>1,219</b>
	October	415	49	<b>464</b>	387	41	<b>438</b>
	November	221	51	<b>272</b>	184	18	<b>202</b>
	December	133	18	<b>151</b>	92	9	<b>101</b>
2005	January	201	32	<b>233</b>	124	20	<b>144</b>
	February	247	46	<b>293</b>	144	9	<b>153</b>
	March	240	19	<b>259</b>	104	9	<b>113</b>
	April	204	32	<b>236</b>	111	8	<b>119</b>
	May	189	34	<b>223</b>	73	6	<b>79</b>
	June	309	120	<b>429</b>	51	6	<b>57</b>
	July	404	323	<b>727</b>	148	32	<b>180</b>
	August	796	445	<b>1,241</b>	368	153	<b>521</b>
	September	1,720	269	<b>1,989</b>	1,450	465	<b>1,915</b>
	October	613	89	<b>701</b>	478	102	<b>580</b>
	November	299	27	<b>326</b>	278	41	<b>319</b>
	December	197	33	<b>230</b>	130	17	<b>147</b>
2006	January	386	47	<b>433</b>	250	24	<b>274</b>
	February	379	51	<b>430</b>	200	11	<b>211</b>

	Approved registrations			Course bookings		
	Originals	Renewals	Total (a)	Originals	Renewals	Total (b)
March	398	47	<b>445</b>	207	33	<b>240</b>
April	239	36	275	154	12	166
May	249	123	<b>372</b>	158	7	<b>165</b>
June	408	329	<b>737</b>	120	11	<b>131</b>
July	520	331	<b>851</b>	133	18	<b>151</b>
August	767	287	<b>1054</b>	459	156	<b>615</b>
September	1256	339	<b>1595</b>	1467	525	<b>1992</b>
October	468	158	<b>626</b>	595	160	<b>755</b>
November	235	38	<b>273</b>	233	66	<b>299</b>
December	167	56	<b>223</b>	137	15	<b>152</b>
2007 January	301	63	<b>364</b>	260	41	<b>301</b>
February	271	56	<b>327</b>	210	56	<b>266</b>
March	333	96	<b>429</b>	221	60	<b>281</b>
<b>TOTAL</b>	<b>19656</b>	<b>4487</b>	<b>24142</b>	<b>12271</b>	<b>2625</b>	<b>14906</b>

Source: ILA Wales MIS

24. The basic trends in this data are shown in the two graphs which follow:

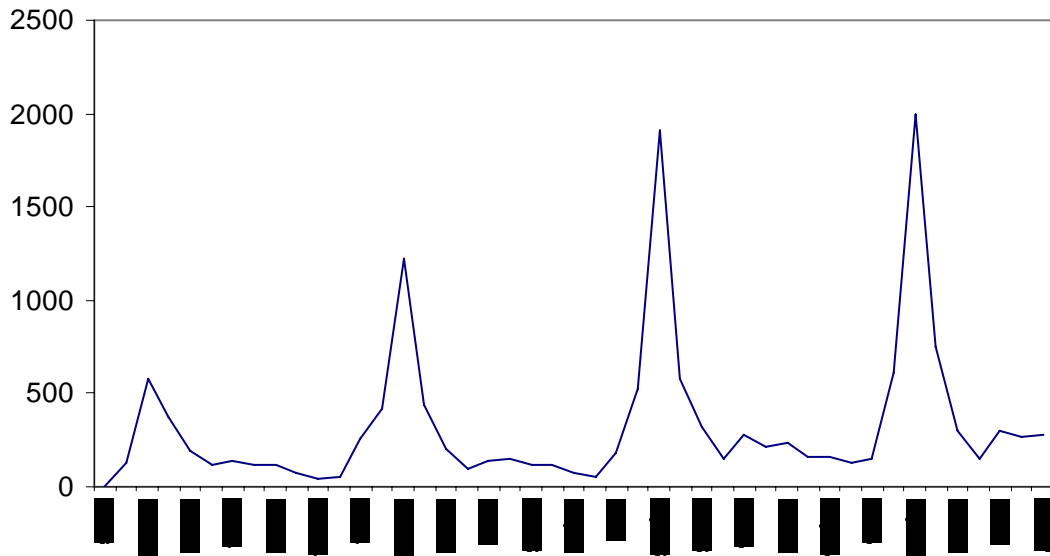
**Figure 2: Trend in approved registrations**



Source: ILA Wales MIS



**Figure 3: Trend in course bookings**



Source: ILA Wales MIS

25. This data suggests the obvious major peaks of registrations/bookings occur in August/September – the main start of the college year.
26. The trend in registrations in four comparable periods was:
  - July 2003-March 2004 = 4,299
  - July 2004-March 2005 = 4,878
  - July 2005-March 2006 = 6,522
  - July 2006-March 2007 = 5,742
27. The trend in registrations in the same periods without renewals was:
  - July 2003- March 2004 = 4,299
  - July 2004- March 2005 = 3,820
  - July 2005- March 2006 = 5,192
  - July 2006- March 2007 = 4,318
28. Although the total number of registrations has eroded slightly in the latest period, overall registrations are up 34% compared with 2003/04. Even taking renewals out of the calculation, original registrations are now slightly higher than they were at the start of the programme.

29. The trend in course bookings in three comparable periods was:
- August 2003- March 2004 = 1,768
  - August 2004- March 2005 = 2,792
  - August 2005- March 2006 = 4,207
  - August 2006- March 2007 = 4,661
30. The trend in course bookings in the three periods excluding renewals was:
- August 2003- March 2004 = 1,768
  - August 2004- March 2005 = 2,306
  - August 2005- March 2006 = 3,361
  - August 2006- March 2007 = 3,582
31. It can be seen that with or without the renewals the programme now generates substantially more course bookings than in its earliest period. Course bookings have grown consistently year on year. Including renewals course bookings are up 164% since the first year of the programme.

## ILA Wales client profiling

### Age characteristics

32. Turning now to consider client profiles, ILA Wales MIS allows the characteristics of those whose registration is approved to be described. In some cases this can be set against comparator statistics for Wales' adult population. A first table considers the age of registrants:

<b>Table 8: Age characteristics of ILA Wales-approved registrants and of adult residents of Wales</b>					
	<b>% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004</b>	<b>% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – MARCH 2005</b>	<b>% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2005 – MARCH 2006</b>	<b>% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2006 – MARCH 2007</b>	<b>% OF ALL 18+ ADULTS RESIDENT IN WALES*</b>
18-24 years	14.7%	16.7%	15.3%	17.5%	9.5%
25-39 Years	43.5%	43.6%	43.6%	43.0%	25.4%
40-59 Years	36.9%	34.2%	34.7%	32.3%	34.8%
60-64 Years	2.5%	2.5%	3.3%	3.1%	7.0%
65+ Years	2.3%	2.9%	3.2%	4.0%	22.7%
Total	100%	100%	100%	100%	100%

\*Source: 2001 Census of Population ONS Crown Copyright

33. This data shows that ILA Wales continues to appeal most to people in age groups which have a higher probability of being in work or, prospectively, of seeking work.

### **Economic status**

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

	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – MARCH 2005	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2005 – MARCH 2006	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2006 – MARCH 2007	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Employed	58.1%	55.5%	46.8%	40.4%	48.8%
Retired	4.8%	5.0%	6.2%	6.7%	15.4%
Self-Employed	4.5%	4.9%	4.9%	4.5%	8.0%
Student	1.4%	1.6%	1.3%	1.3%	4.7%
Unemployed	26.5%	27.3%	34.3%	40.8%	3.5%
All Others	4.7%	5.6%	6.5%	6.3%	19.6%

\* Source: 2001 Census of Population ONS Crown Copyright

35. This data confirms that most people seeking ILA Wales support are in work or seeking work. It also shows that the proportion of employed people in the programme is declining in consequence of recent changes in eligibility rules and the proportions of those who are unemployed is rising.

### **Learning characteristics**

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

**Table 10: Highest qualification and previous learning; ILA Wales registrants and adult residents of Wales compared**

	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – MARCH 2005	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2005 – MARCH 2006	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2006 – MARCH 2007	% OF ALL 18+ ADULTS RESIDENT IN WALES*
<b>Highest Qualification*</b>					
Level 4/5	Not applicable	Not applicable	2.4%	3.3%	18.0%
Level 3	Not applicable	Not applicable	5.3%	6.2%	7.3%
Level 2	61.2%	58.8%	56.9%	55.0%	18.9%
Level 1	6.2%	8.2%	7.6%	7.8%	15.4%
No qualifications	32.6%	33.1%	27.0%	27.1%	32.9%
Other qualifications/ level unknown	None	None	None	0.6%	7.4%
<b>Previous Learning</b>					
In the last year	33.3%	38.2%	37.5%	39.0%	53.0%**
1-3 years ago	20.5%	16.0%	16.7%	15.7%	Not known
3-5 years ago	9.7%	9.0%	9.4%	9.2%	Not known
More than 5 years ago	19.7%	16.8%	15.8%	15.3%	Not known
None since school	16.7%	20.1%	20.6%	20.8%	Not known

\*Source : 2001 Census of Population ONS Crown Copyright

\*\* Source: Future Skills Wales 2003

37. It can be seen that the change in eligibility rules has allowed support to some people with Level 3 qualifications and above who would previously not have been eligible. These people – in receipt of benefits or credits – account for around 10% of all approved registrations in the latest period. Correspondingly, the proportion (but not the absolute number) of people with no or low qualifications has reduced since the start of the programme. These changes have not, however, significantly changed the profile of 'time since last learned'. It seems likely that many of the people who enter the programme with Level 3+ qualifications obtained those qualifications some time ago. Overall, the programme still attracts a below-average proportion of people who have studied in the last year – 39% compared with 53% in the general adult population.

### Geographical characteristics

38. Finally, in profiling ILA Wales registrants, their places of residence is analysed:

**Table 11: Distribution of ILAW registrations by Local Authority area**

	% OF ALL APPROVED ILA WALES REGISTRATIONS JULY 2003 – MARCH 2004	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2004 – MARCH 2005	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2005 – MARCH 2006	% OF ALL APPROVED ILA WALES REGISTRATIONS APRIL 2006 – MARCH 2007	% OF ALL 18+ ADULTS RESIDENT IN WALES*
Blaenau Gwent	4.0%	4.8%	3.3%	3.4%	2.4%
Bridgend	3.2%	4.4%	4.1%	3.4%	4.4%
Caerphilly	18.6%	9.0%	7.2%	8.9%	5.7%
Cardiff	7.7%	8.7%	8.5%	9.9%	10.5%
Carmarthenshire	3.0%	3.5%	4.1%	4.6%	6.0%
Ceredigion	2.6%	3.7%	4.1%	4.8%	2.7%
Conwy	3.2%	3.7%	3.7%	3.5%	3.9%
Denbighshire	3.3%	3.7%	4.3%	4.4%	3.2%
Flintshire	4.6%	3.9%	3.8%	3.8%	5.1%
Gwynedd	2.6%	2.1%	2.5%	1.9%	4.1%
Isle of Anglesey	2.0%	2.1%	1.8%	0.9%	2.3%
Merthyr Tydfil	2.3%	2.5%	1.4%	0.7%	1.9%
Monmouthshire	1.5%	2.1%	2.0%	2.1%	2.9%
Neath Port Talbot	4.0%	3.5%	3.5%	3.3%	4.7%
Newport	2.2%	2.8%	3.5%	3.4%	4.6%
Pembrokeshire	9.7%	9.4%	9.3%	8.4%	3.9%
Powys	5.0%	4.7%	6.3%	6.9%	4.4%
Rhondda Cynon Taff	7.6%	8.0%	8.4%	7.1%	7.9%
Swansea	5.3%	8.8%	9.7%	9.5%	7.8%
The Vale of Glamorgan	2.4%	3.1%	3.5%	3.6%	4.0%
Torfaen	1.8%	1.8%	2.1%	2.4%	3.1%
Wrexham	3.7%	3.8%	3.0%	3.1%	4.4%
Total	100%	100%	100%	100%	100%

\*Source: 2001 Census of Population ONS Crown Copyright

39. This data shows that ILA Wales participation is spread across all Welsh Unitary Authorities approximately in proportion to their populations. The early imbalance in the Caerphilly proportion of registrants (i.e. Caerphilly accounting for 18.6% of registrants, but just 5.7% of the population of Wales) is not as marked as in the first year of the programme. The most notable imbalance still concerns Pembrokeshire which consistently

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takes up over twice the share of ILAs that its population would suggest. Swansea's share of ILA registrants shows a consistent increase across the three periods. Cardiff's share of ILAs has also moved closer to its share of the population.

## MIS Key points

- In the latest period the ILA Wales programme has generated 7126 registrations and 5274 course starts. Compared with last year registrations are down slightly by 4% points, while course starts are at the highest level yet, and up 14% points on the previous year. Six in ten 'forms sent' and three quarters of all registrations now result in a course start (74%).
- The vast majority of the course starts are new learners i.e. not renewals (4,147 in Apr'06-Mar'07). When renewals are excluded nearly half of all forms sent (47%) and 8 in 10 registrations result in a course start (80%).
- Nearly half of approved registrations are in the 100% group, which is the core target of the programme (46%), up from around a third in the first two years of the programme.
- The programme continues to attract mostly adults of working age (93% are aged 18-59 years) and an increasing proportion of unemployed learners (41% of registrations are now from unemployed adults, compared with 27% in years 1 and 2). The changes in eligibility rules are likely to have encouraged this trend.
- A higher than average proportion of adults qualified to NVQ level 2 are attracted to the ILA Wales programme (55% of all registrations), while the proportion with no qualifications is slightly lower than the actual incidence in Wales (27%, compared with 33% according to the 2001 Census of Population).
- People that have already done some learning within the last year are under-represented in the programme and therefore adults who have not learnt recently are over-represented.

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# 3. Findings from surveys of ILAW learners

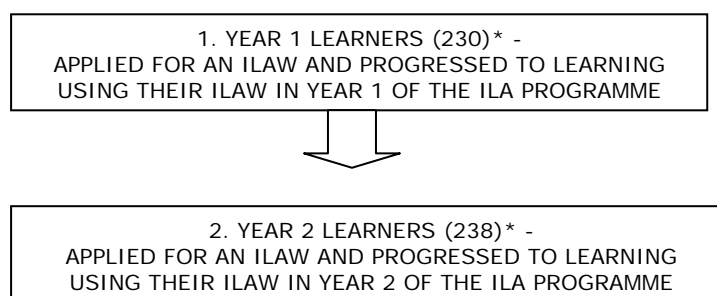
## Introduction

- 40. This chapter of the report details the findings from the survey research undertaken as part of the evaluation of the ILA (Wales) programme. It details the methodology used, the sample profiles, and sets out the survey findings and conclusions.
- 41. While in previous years the focus of survey work has been to identify the main strengths and weaknesses of the programme, in this fourth year the focus was more on examining the impact that ILA Wales as had on learners' lives – in terms of their employment situation, qualification attainment, participation in further learning, as well as other personal and social benefits.

## Methodology

- 42. To allow a longitudinal approach, i.e. the identification of the longer-term benefits and impacts that ILA Wales funded learning has had, learners from the first and second year of the ILA Wales programme were surveyed. This stage of the research involved the same survey being carried out with two different sets of ILA Wales learners:

**Figure 4: Summary of survey samples**



Key

\* A sample size of 230-238 has a standard error of +/- 6.2% at the 95% level of confidence

- 43. Fieldwork for the survey took place in July 2007. The questionnaire used amongst both samples of learners can be found in the appendix.

## Characteristics of respondents

44. Quotas were applied to each of the survey samples in terms of age, gender and economic status in order to reflect the actual ILA (Wales) customer base. As a result, comparable profiles were achieved for each of the two surveys. These are detailed in Table 12 below:

Table 12: Summary of two survey samples			
		YEAR 1 LEARNERS	YEAR 2 LEARNERS
		%	%
GENDER	MALE	32	34
	FEMALE	68	66
AGE	16-19	*	0
	20-29	11	19
	30-39	27	29
	40-49	30	31
	50-59	19	14
	60+	12	8
TOTAL SAMPLE SIZE		230	238

45. As can be seen from the table, there are more women making up the ILA Wales programme client base than men - averaging a two-thirds (67%): one-third (33%) gender split across the two samples.
46. The highest proportions of ILA Wales learners are aged 30-49 years of age (57% in year 1 and 60% in year 2). An average of 1 in 10 learners are over 60 years of age (10% across the two samples).
47. Around 7 in 10 learners from both year 1 and year 2 are currently either employed or self-employed (71% amongst both samples of learners). While less than 1 in 10 learners are currently out of work but seeking employment (9% of learners from year 1 and year 2 are either unemployed and claiming benefit or unemployed but not claiming benefit).



<b>Table 13: Current economic status of respondents</b>			
		YEAR 1 LEARNERS	YEAR 2 LEARNERS
		%	%
EMPLOYED	FULL TIME	44	36
	PART TIME	22	25
SELF EMPLOYED		5	10
UNEMPLOYED	CLAIMANTS	7	6
	NON-CLAIMANTS	3	3
	LONG TERM DISABLED/SICK	4	3
	NO DESIRE FOR WORK	3	1
RETIRED		7	8
STUDENT		1	2
OTHER		4	4
TOTAL SAMPLE SIZE		230	238

48. The regional distribution of learners is set out in the table below, with the spread being similar to that reported amongst ILA Wales learners in previous years. Half of learners are concentrated in South East Wales, a quarter are in South West Wales, with the remaining quarter split between North and Mid Wales.

<b>Table 14: Regional spread of two survey samples</b>		
	YEAR 1 LEARNERS	YEAR 2 LEARNERS
	%	%
NORTH WALES	18	13
MID WALES	8	12
SOUTH WEST WALES	24	26
SOUTH EAST WALES	50	50
TOTAL SAMPLE SIZE	230	238

## Changes in employment

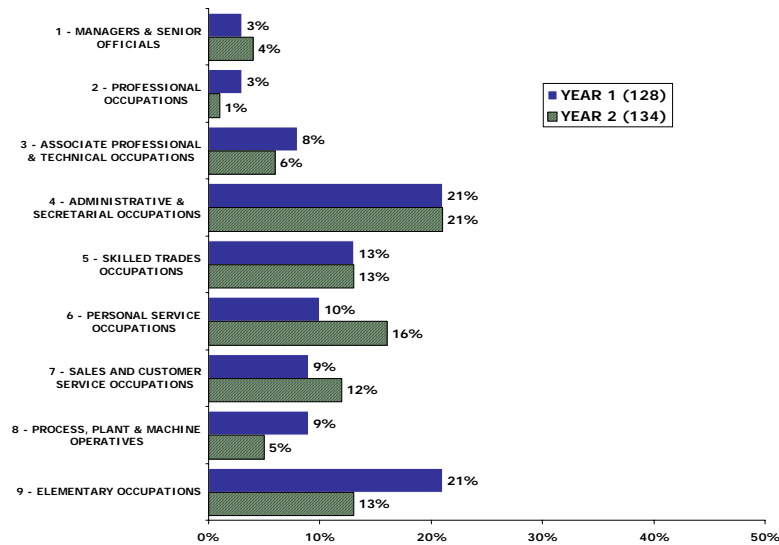
49. At the time of applying for an ILA Wales, on average just over half of learners were either in employment or self-employment (56% on average across the two samples). While around a quarter of all respondents were unemployed but seeking work (25% across the two samples).

		YEAR 1 LEARNERS	YEAR 2 LEARNERS
		%	%
EMPLOYED	FULL TIME	28	27
	PART TIME	23	22
SELF EMPLOYED		5	8
UNEMPLOYED	CLAIMANTS	17	18
	NON-CLAIMANTS	6	8
	LONG TERM DISABLED/SICK	5	5
	NO DESIRE FOR WORK	6	3
RETIRED		5	6
TOTAL SAMPLE SIZE		230	238

50. Of those who were in work at the time of applying for their ILA Wales, the lowest proportion were in higher order occupations (13% on average). The highest proportion were in Administrative and Secretarial roles (21% in each year), while in total over half were employed in 'Intermediate' roles (58% on average). In year 2 there was a particularly high proportion of ILA Wales learners who were employed in Elementary occupations at the time of applying (21% of those in work).

**Figure 5: Occupation of learners before they applied for their ILA Wales**

**LEARNERS' OCCUPATION BEFORE APPLYING FOR AN ILAW (WHERE IN WORK BEFORE APPLYING FOR AN ILA WALES)**



51. When asked about any changes to their economic status, since applying for their ILA Wales, over half of learners from years 1 and 2 of the programme indicate that there has been at least one type of change. On average just over two fifths of learners from year 1 and 2 (44%) say there has been no change in their status since they began their learning.
52. At least a quarter of learners from each year have got a new/different job since starting their learning, with around 1 in 10 getting a different job with a different employer.
53. Of those who say they have experienced some other change, the main changes are that they have retired, they have moved into full time education/gone to university, or that they have an illness/disability so can no longer work.
54. Amongst learners who were out of work at the time of applying for their ILA Wales, more than two fifths say they have got a job since then (44%, compared with 13% of those who were already in work).

<b>Table 16: Changes in respondents economic status since applying for an ILA Wales - Multiple response (All respondents)</b>		
	YEAR 1 LEARNERS	YEAR 2 LEARNERS
	%	%
GOT A JOB	29	25
GOT PROMOTED/PAY RISE	3	3
GOT A DIFFERENT (SAME LEVEL) JOB WITH SAME EMPLOYER	3	3
CHANGED EMPLOYER BUT SAME JOB	1	1
GOT A DIFFERENT JOB WITH DIFFERENT EMPLOYER	12	9
BECOME UNEMPLOYED	*	2
MOVED FROM PART-TIME TO FULL-TIME	3	2
MOVED FROM FULL-TIME TO PART-TIME	*	*
GONE INTO SELF-EMPLOYMENT	3	3
LEFT SELF-EMPLOYMENT TO GO AND WORK FOR SOMEONE ELSE	*	0
SOMETHING ELSE/SOME OTHER CHANGE	7	5
NO CHANGES	42	46
TOTAL SAMPLE SIZE	230	238
* Denotes less than 0.5%		

55. Where learners had experienced a change in economic status since beginning their learning, they were asked about the extent to which the changes were related to their ILA Wales funded learning, on a scale from being wholly unrelated to their ILA Wales, to wholly because of ILA Wales.
56. Even though base sizes are small for a number of the main changes, it can be seen that generally responses are split quite equally between the changes being either wholly or largely due to ILA Wales, and being only a small part or wholly unrelated.

		WHOLLY BECAUSE OF ILA WALES	ILA WALES HAD QUITE A LARGE PART TO PLAY	ONLY A SMALL PART OF THE CHANGE	WHOLLY UNRELATED
GOT A JOB (126)	%	33	20	16	28
GOT PROMOTED/PAY RISE (14)	%	29	29	21	21
GOT A DIFFERENT (SAME LEVEL) JOB WITH SAME EMPLOYER (14)	%	14	14	29	43
GOT A DIFFERENT JOB WITH DIFFERENT EMPLOYER (49)	%	37	16	16	27
MOVED FROM PART-TIME TO FULL-TIME (12)	%	67	0	0	33
GONE INTO SELF-EMPLOYMENT (12)	%	25	17	33	25

57. Of those who have got a job, which is the change experienced by the largest number, just over half (52%) say this is either wholly or largely due to the ILA Wales learning, with a third saying it is wholly due to the ILA Wales programme. The response is very similar amongst those who have got a different job with a different employer, which is the change experienced by the second highest proportion of learners.
58. The following table compares the economic status of respondents before applying for their ILA Wales, with their current economic status. This analysis reveals a very encouraging pattern.

		YEAR 1 LEARNERS		YEAR 2 LEARNERS	
		%		%	
		Before applying for ILA Wales	Current status	Before applying for ILA Wales	Current status
EMPLOYED	FULL TIME	28	44	27	36
	PART TIME	23	22	22	25
SELF EMPLOYED		5	5	5	10
UNEMPLOYED	CLAIMANTS	17	7	18	6
	NON-CLAIMANTS	6	3	8	3
	LONG TERM DISABLED/SICK	5	4	5	3
	NO DESIRE FOR WORK	6	3	3	1
RETIRED		5	7	7	6
TOTAL SAMPLE SIZE		230		238	

59. Amongst both Year 1 and Year 2 learners the proportion of learners in employment or self employment has risen from 56% at the time they applied for their ILA Wales, to 71% now – an increase of 15% points. Similarly amongst year 1 learners the proportion out of work but seeking work (i.e. claimants and non-claimants) has fallen from 23% down to just 9%, and amongst year 2 learners a similar decrease has occurred, from 27% down to 9%.
60. The following analysis shows the changes in learners' economic situation more clearly by highlighting the current economic status of learners compared with their economic status before applying for their ILA Wales.

		Previous economic status				
		Employed	Self-employed	Unemployed & claiming benefit	Unemployed & not claiming benefit	Not working & not seeking work
		%	%	%	%	%
EMPLOYED	FULL TIME	<b>57</b>	24	32	24	21
	PART TIME	<b>30</b>	0	17	44	16
SELF EMPLOYED		5	<b>59</b>	6	3	0
UNEMPLOYED	CLAIMANTS	1	3	<b>22</b>	6	0
	NON-CLAIMANTS	1	0	5	<b>12</b>	5
	LONG TERM DISABLED/SICK	*	3	5	0	16
	NO DESIRE FOR WORK	0	0	5	0	<b>26</b>
RETIRED		1	7	0	6	0
STUDENT		2	0	1	0	5
OTHER		2	0	6	6	11
TOTAL SAMPLE SIZE		233	29	82	34	19

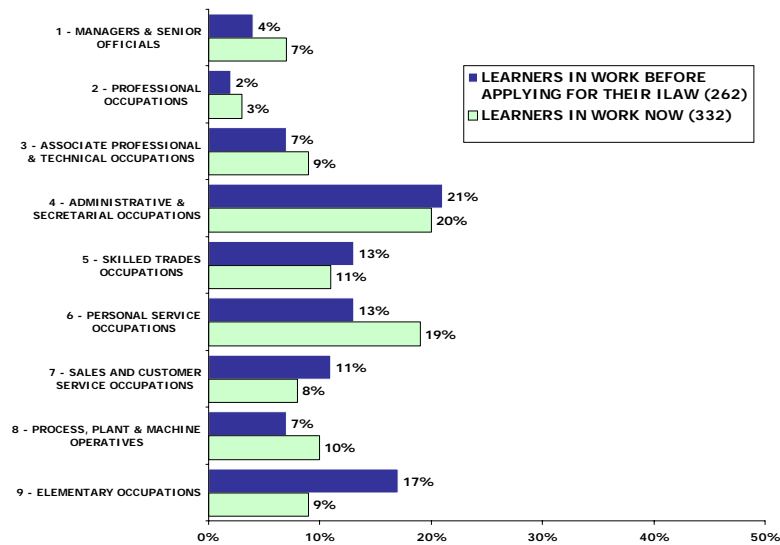
Figures in bold show the proportion in the same situation now, as they were when they applied for their ILA Wales

61. Focusing on the priority groups, i.e. those unemployed at the time of applying, shows that significant proportions are now in work. Of those previously unemployed but seeking work (whether they were claiming benefit or not), approaching 6 in 10 are now in employment or self-employment (56%). Just 1 in 5 of those previously unemployed and claiming benefit are still in the same situation (22%) and just over 1 in 10 of those previously unemployed but no claiming benefit are still in the same situation.
62. Nearly two fifths of learners, who were previously out of work and not seeking work when they applied for their ILA Wales, are now in employment (37%).

63. Continuing this theme the following chart looks at the occupational profile of those in work before applying for their ILA Wales, and the occupational profile of those in work now.

**Figure 6: Changes in occupational profile of respondents since applying for an ILA Wales**

LEARNERS' OCCUPATION BEFORE APPLYING FOR AN ILAW COMPARED WITH THEIR OCCUATIONS NOW



64. Generally the movement has been up the occupational scale. While the proportion in Lower order occupations has fallen from 24% to 19%, the proportion in higher order occupations has increased from 13% to 19%.
65. The following table looks at the actual movement between occupational groups that has taken place.

Table 20: Occupation of learners now - by previous occupation (Where in work at the time of applying for their ILA Wales)									
	Previous occupation								
	1 - MANAGERS & SENIOR OFFICIALS	2 - PROFESSIONAL OCCUPATIONS	3 - ASSOCIATE PROFESSIONAL & TECHNICAL OCCUPATIONS	4 - ADMINISTRATIVE & SECRETARIAL OCCUPATIONS	5 - SKILLED TRADES OCCUPATIONS	6 - PERSONAL SERVICE OCCUPATIONS	7 - SALES AND CUSTOMER SERVICE OCCUPATIONS	8 - PROCESS, PLANT & MACHINE OPERATIVES	9 - ELEMENTARY OCCUPATIONS
	%	%	%	%	%	%	%	%	%
1 - MANAGERS & SENIOR OFFICIALS	<b>70</b>	0	6	9	6	3	4	0	2
2 - PROFESSIONAL OCCUPATIONS	0	<b>50</b>	11	0	3	0	0	0	2
3 - ASSOCIATE PROFESSIONAL & TECHNICAL OCCUPATIONS	20	0	<b>67</b>	4	0	3	7	6	5
4 - ADMINISTRATIVE & SECRETARIAL OCCUPATIONS	0	0	6	<b>75</b>	0	0	14	6	11
5 - SKILLED TRADES OCCUPATIONS	0	33	0	2	<b>71</b>	3	4	6	5
6 - PERSONAL SERVICE OCCUPATIONS	0	17	11	4	3	<b>91</b>	7	0	9
7 - SALES AND CUSTOMER SERVICE OCCUPATIONS	0	0	0	0	0	0	<b>46</b>	0	2
8 - PROCESS, PLANT & MACHINE OPERATIVES	10	0	0	0	9	0	0	<b>78</b>	11
9 - ELEMENTARY OCCUPATIONS	0	0	0	2	6	0	11	0	<b>46</b>
TOTAL SAMPLE SIZE	10	6	18	55	34	32	28	18	44

Figures in bold show the proportion in the same situation now, as they were when they applied for their ILA Wales

66. Learners previously in elementary roles and those in sales and customer service occupations, are least likely to be at the same occupational level now as they were when they applied for their ILA Wales funding (46% in each case). In the case of those previously in elementary roles, over half have therefore moved up the occupation scale, with 1 in 10 now being employed in higher order occupations (1-3 on the scale).
67. Still thinking about their employment status and any changes that have taken place since they began their ILA Wales learning, all learners were



asked about the extent to which they agree or disagree with a number of statements.

<b>Table 21: Level of agreement with statements about learners' jobs/career (All respondents)</b>						
		DISAGREE STRONGLY	DISAGREE SLIGHTLY	AGREE SLIGHTLY	AGREE STRONGLY	DON'T KNOW/NOT APPLICABLE
FEEL MORE CONFIDENT ABOUT FINDING A NEW/BETTER JOB	%	7	8	26	47	12
HAVE APPLIED OR INTEND TO APPLY WHAT THEY HAVE LEARNT IN THEIR CURRENT JOB OR CAREER	%	11	12	21	41	16
FEEL BETTER ABLE TO DO THEIR JOB	%	9	7	20	45	18
ARE MORE SATISFIED IN THEIR JOB	%	10	9	19	41	22

68. Nearly three quarters of learners say they feel more confident about finding a new or better job, now that they have done their ILA Wales funded learning (73%). This proportion is highest amongst younger learners (81% amongst those aged 39 years or under).
69. Around 6 in 10 learners agree, either strongly or slightly, that they have applied or intend to apply what they have learnt in their current job or career (61% on average).
70. Two thirds of all learners say they now feel better able to do their job (65%), and this proportion increases to nearer three quarters amongst learners who are currently in work (74%).
71. Of those who are currently in work, 7 in 10 agree they are now more satisfied in their job (70% (60% across all learners)).

## Changes in qualifications

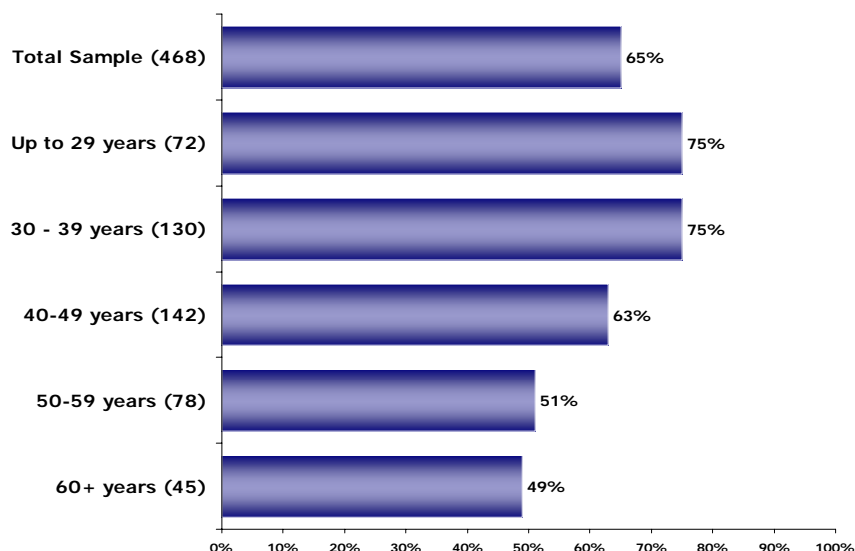
72. For the majority of learners from years 1 and 2 (66%), it had been at least 5 years since they had undertaken any learning, before they engaged in their ILA Wales funded learning. A third of learners had not undertaken any learning since leaving school.

	YEAR 1 LEARNERS	YEAR 2 LEARNERS
	%	%
WITHIN THE LAST YEAR	12	12
1-2 YEARS AGO	12	10
3-4 YEARS AGO	7	11
5+ YEARS AGO	32	32
NOT SINCE LEAVING SCHOOL	34	34
TOTAL SAMPLE SIZE	230	238

73. The majority of learners held some form of qualifications before they began their ILA Wales learning (65%), although the likelihood of this decreases as the age of learners increases, as the following chart depicts.

**Figure 7: Proportion of learners that held qualifications before they applied for their ILA Wales**

PROPORTION OF LEARNERS THAT HELD QUALIFICATIONS BEFORE THEY UNDERTOOK THEIR ILA WALES FUNDED LEARNING – BY AGE (ALL RESPONDENTS)



74. Of learners who already held qualifications the highest proportion were qualified to NVQ level 2 (around two thirds of learners with qualifications in each year, or 42% of all learners). The next highest proportion held qualifications equivalent to NVQ level 1 (around a fifth of learners with qualifications and 12% of all learners). Only a minority were qualified to NVQ level 3 or above (12% of those with qualifications or 8% of all learners on average).

**Table 23: Qualifications held by learners, before applying for an ILA Wales (Where learners held qualifications, before applying for an ILA Wales)**

	YEAR 1 LEARNERS	YEAR 2 LEARNERS
	%	%
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5 OR EQUIVALENT	1	0
A DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	2	2
A LEVELS, AS LEVELS, GNVQ ADVANCED, NVQ LEVEL 3 OR EQUIVALENT	10	10
GCSE'S/O-LEVELS GRADES A-C, GNVQ INTERMEDIATE, NVQ LEVEL 2 OR EQUIVALENT	65	65
GCSE'S BELOW C GRADE, GNVQ FOUNDATION, NVQ LEVEL 1	20	17
OTHER (PLEASE SPECIFY)	2	1
TOTAL SAMPLE SIZE	230	238

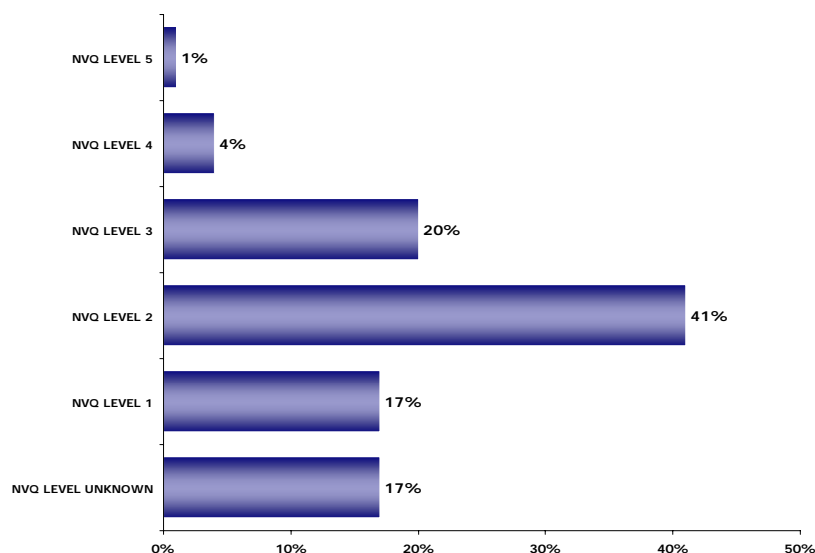
75. Over a third of all learners (37% on average) have gained new qualifications since they started their ILA Wales funded learning. The incidence of this is higher amongst year 1 learners (43%) than amongst year 2 learners (31%).
76. The likelihood of learners gaining new qualifications decreases amongst learners aged over 50 years of age (from 40% amongst those aged 49 or under, down to 33% amongst those aged 50-59 years and 20% amongst learners aged 60+ years). While the proportion is lower than average amongst learners who are currently out of work (26%).
77. Learners qualified to NVQ level 2 before they began their ILA Wales learning, and those who had previously done some learning within the last 4 years, are more likely than learners on average to have gained new qualifications since beginning their ILA Wales funded learning. Around half of these learners have done so. The following table highlights this analysis.

<b>Table 24: Whether or not learners have gained new qualifications, according to highest level of qualification before applying for ILA Wales and previous learning</b>			
		GAINED NEW QUALIFICATIONS SINCE ILA WALES LEARNING	NOT GAINED NEW QUALIFICATIONS SINCE ILA WALES LEARNING
<b>TOTAL SAMPLE (468)</b>	%	37	61
<b>HIGHEST QUALIFICATION</b>			
LEVEL 3 OR ABOVE (37)	%	30	70
LEVEL 2 (198)	%	<b>47</b>	51
LEVEL 1 (56)	%	36	63
NO QUALIFICATIONS (161)	%	28	70
<b>PREVIOUS LEARNING</b>			
WITHIN LAST 4 YEARS (150)	%	<b>46</b>	51
MORE THAN 5 YEARS AGO (149)	%	30	66
NONE SINCE SCHOOL (161)	%	35	64

78. The highest proportion of learners has gained qualifications equivalent to NVQ level 2.

**Figure 8: NVQ Level of Qualifications that learners have gained**

NVQ LEVEL OF QUALIFICATIONS THAT LEARNERS HAVE GAINED SINCE THEIR ILA WALES FUNDED LEARNING (WHERE HAVE GAINED QUALIFICATIONS SINCE ILA WALES FUNDED LEARNING)

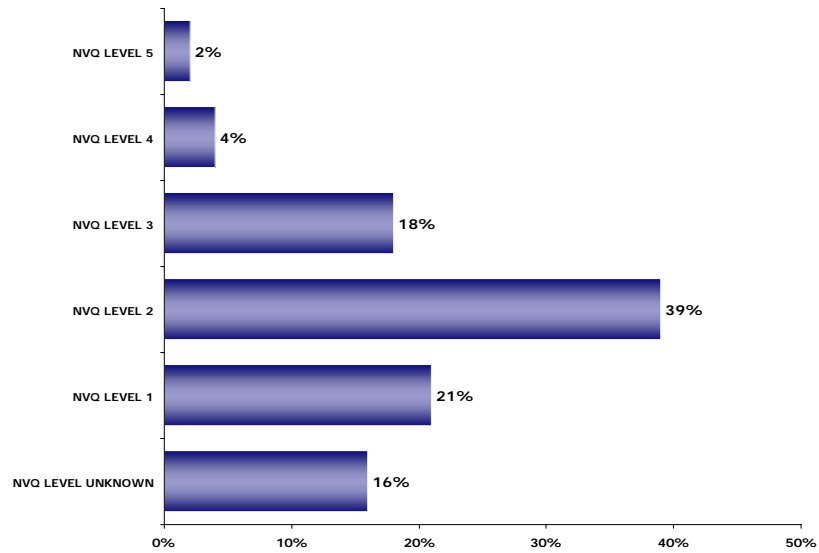


SAMPLE BASE = 172

79. Of all the learners that have gained qualifications since applying for their ILA Wales, nearly two thirds say these qualifications are as a direct result of the ILA Wales funded learning (64%). This is equivalent to a quarter of all learners gaining qualifications directly from their ILA funded learning (24%). The chart that follows summarises the NVQ level of the qualifications that these learners have gained, once again the highest proportion is equivalent to NVQ level 2.

**Figure 9: NVQ Level of Qualifications that learners have gained as a direct result of ILA Wales learning**

NVQ LEVEL OF QUALIFICATIONS THAT LEARNERS HAVE GAINED AS A DIRECT RESULT OF ILA WALES FUNDED LEARNING (WHERE HAVE GAINED QUALIFICATIONS AS A DIRECT RESULT OF ILA WALES FUNDED LEARNING)



SAMPLE BASE = 110

80. The following table summarises respondents' highest qualification level before their ILA Wales learning and their highest qualification now.

<b>Table 25: Qualifications held by learners, before applying for an ILA Wales and the qualifications they hold now (All respondents)</b>				
	YEAR 1 LEARNERS		YEAR 2 LEARNERS	
	%		%	
	BEFORE ILA WALES LEARNING	AFTER ILA WALES LEARNING	BEFORE ILA WALES LEARNING	AFTER ILA WALES LEARNING
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5 OR EQUIVALENT	*	*	0	1
A DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	1	7	1	2
A LEVELS, AS LEVELS, GNVQ ADVANCED, NVQ LEVEL 3 OR EQUIVALENT	7	24	6	22
GCSES/O-LEVELS GRADES A-C, GNVQ INTERMEDIATE, NVQ LEVEL 2 OR EQUIVALENT	44	37	41	42
GCSE'S BELOW C GRADE, GNVQ FOUNDATION, NVQ LEVEL 1	13	12	11	13
OTHER (PLEASE SPECIFY)	1	1	1	1
NO QUALIFICATIONS	33	4	36	3
DON'T KNOW	*	13	3	16
TOTAL SAMPLE SIZE	230		238	

81. The greatest change in the qualification profile of learners by far, is the significant decrease in the proportion of learners who now say they have no qualifications. This proportion is down from around a third of all learners to just 4% amongst year 1 learners and 3% amongst year 2 learners. The significant increase in don't knows may be due to learners gaining new qualifications but not being sure of where they fit in terms of NVQ equivalence.
82. There has also been a significant increase in the proportion of all learners who are now qualified to NVQ level 3. Before they began their learning an average of just 6% or around 1 in 20 learners held qualifications equivalent to NVQ level 3. This proportion now stands at nearly 1 in 4 learners (23% on average across the two years).
83. To more clearly demonstrate learners' movements in terms of qualification level, the following table shows the proportion of learners at each NVQ level now, by the qualification level they were at when they applied for their ILA Wales.

<b>Table 26: Qualification level of learners now - by previous qualification level</b>				
	Previous qualification level			
	NVQ Level 3 or above	NVQ Level 2	NVQ Level 1	No qualifications
	%	%	%	%
A POSTGRADUATE DEGREE OR DOCTORATE, NVQ LEVEL 5 OR EQUIVALENT	3	1	2	0
A DEGREE, HND, HNC, NVQ LEVEL 4 OR EQUIVALENT	16	5	4	3
A LEVELS, AS LEVELS, GNVQ ADVANCED, NVQ LEVEL 3 OR EQUIVALENT	73	25	16	14
GCSES/O-LEVELS GRADES A-C, GNVQ INTERMEDIATE, NVQ LEVEL 2 OR EQUIVALENT	0	64	23	28
GCSE'S BELOW C GRADE, GNVQ FOUNDATION, NVQ LEVEL 1	0	0	39	19
OTHER (PLEASE SPECIFY)	0	0	0	3
NO QUALIFICATIONS	0	0	0	9
DON'T KNOW	8	6	16	24
TOTAL SAMPLE SIZE	37	198	56	161

84. Starting with the learners who had no qualifications when they applied for their IA Wales, just 9% still now say they have no qualifications, 1 in 5 have qualifications equivalent to NVQ level 1 (19%), over a quarter have qualifications equivalent to NVQ level 2 (28%) and nearly 1 in 5 have qualifications at NVQ level 3 or above (17%).
85. Of the learners previously qualified to NVQ level 1, just two fifths remain at this qualification level (39%), nearly a quarter have NVQ Level 2 qualifications and over a fifth have qualifications at level 3 or above (22%).
86. While of those previously already qualified to NVQ level, nearly a third now have higher level qualifications (30% now at NVQ level 3 or above).



## Further Learning

87. As well as looking at the impact of ILA Wales on learners' employment situation and their qualification attainment, the survey also sought to assess the impact that ILA Wales has had in terms of encouraging individuals to engage in further learning and generating interest in learning amongst adults more generally.

**Table 27: Level of agreement with statements about the impact of ILA Wales learning on further learning  
(All respondents)**

		DISAGREE STRONGLY	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	AGREE STRONGLY
WILL CONTINUE/OR INTEND TO CONTINUE TO DEVELOP WHAT THEY HAVE LEARNT ON THE COURSE	%	6	7	14	35	35
FEEL MORE CONFIDENT ABOUT LEARNING SOMETHING NEW NOW	%	2	3	8	43	43
IT HAS MADE THEM MORE INTERESTED IN UNDERTAKING LEARNING IN THE FUTURE	%	2	3	11	39	42
IT HAS HELPED OR WILL HELP THEM TO STUDY OR TRAIN AT A HIGHER LEVEL	%	4	7	11	38	36
HAS IMPROVED THEIR KNOWLEDGE/SKILLS GENERALLY	%	1	3	6	41	48
THEY HAVE ENJOYED LEARNING	%	*	1	4	38	55

88. In the vast majority of cases the ILA Wales funded learning has had a positive impact on respondents' likelihood or interest in further learning.
89. On average, 7 in 10 learners have continued or intend to continue to develop what they have learnt on their ILA funded course (71%).
90. More than 8 in 10 learners feel more confident about learning something new now (86%), and just slightly fewer (81%) say the learning has made them more interested in undertaking learning in the future.
91. Three quarters of learners believe their ILA Wales learning has helped them or will help them to study/train at a higher level. While around 9 in 10 agree that the learning has improved their knowledge/skills generally (88%) and that they have enjoyed the learning (93%).

92. As the following two tables highlight agreement with these statements about further learning differs slightly by the age of the respondent and according to the length of time since learners had undertaken any learning prior to applying for their ILA Wales.

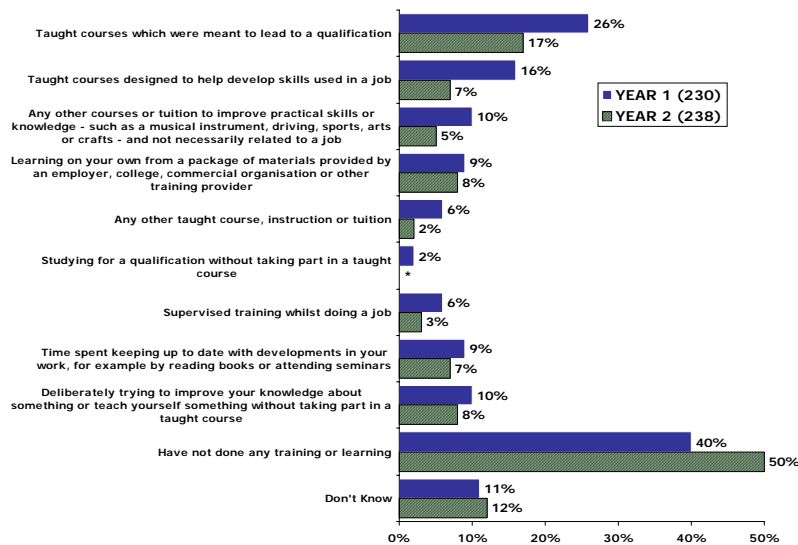
<b>Table 28: Proportion of learners that agree with each statement about the impact of ILA Wales learning on further learning – by age of respondent</b>						
<b>(All respondents)</b>						
	TOTAL	20-29 YR OLDS	30-39 YR OLDS	40-49 YR OLDS	50-59 YR OLDS	60+ YR OLDS
	% that agree					
WILL CONTINUE/OR INTEND TO CONTINUE TO DEVELOP WHAT THEY HAVE LEARNT ON THE COURSE	71	71	72	69	72	69
FEEL MORE CONFIDENT ABOUT LEARNING SOMETHING NEW NOW	86	89	91	81	82	87
IT HAS MADE THEM MORE INTERESTED IN UNDERTAKING LEARNING IN THE FUTURE	81	83	89	80	73	78
IT HAS HELPED OR WILL HELP THEM TO STUDY OR TRAIN AT A HIGHER LEVEL	75	86	82	72	60	69
HAS IMPROVED THEIR KNOWLEDGE/SKILLS GENERALLY	88	88	92	87	85	87
THEY HAVE ENJOYED LEARNING	93	93	92	92	95	96
<i>SAMPLE BASES</i>	<i>468</i>	<i>72</i>	<i>130</i>	<i>142</i>	<i>78</i>	<i>45</i>

<b>Table 29: Proportion of learners that agree with each statement about the impact of ILA Wales learning on further learning – by length of time since previous learning (All respondents)</b>				
	TOTAL	LENGTH OF TIME SINCE UNERTAKEN LEARNING, PRIOR TO ILA WALES		
		WITHIN THE LAST 4 YEARS	5 OR MORE YEARS	NOT SINCE LEAVING SCHOOL
	% that agree			
WILL CONTINUE/OR INTEND TO CONTINUE TO DEVELOP WHAT THEY HAVE LEARNT ON THE COURSE	71	69	72	71
FEEL MORE CONFIDENT ABOUT LEARNING SOMETHING NEW NOW	86	83	87	87
IT HAS MADE THEM MORE INTERESTED IN UNDERTAKING LEARNING IN THE FUTURE	81	83	81	81
IT HAS HELPED OR WILL HELP THEM TO STUDY OR TRAIN AT A HIGHER LEVEL	75	75	73	75
HAS IMPROVED THEIR KNOWLEDGE/SKILLS GENERALLY	88	83	92	91
THEY HAVE ENJOYED LEARNING	93	91	95	93
<i>SAMPLE BASES</i>	<i>468</i>	<i>150</i>	<i>149</i>	<i>161</i>

93. By age the main differences are that learners age 20-39 are most likely to agree that their ILA Wales has made them more confident to learn something new now and has enabled them to study or train at a higher level. Learners aged 30-39 are especially likely to agree that their ILA Wales has made them more interested in undertaking learning in the future.
94. Learners who had not previously done any learning for at least 5 years, or not since leaving school are more likely than those who had engaged in learning more recently to believe their ILA Wales has improved their knowledge/skills generally. They are slightly more likely to agree that they feel more confident about learning something new now.
95. Generally the level of interest in further learning that has been generated through ILA Wales is high amongst all sub-groups.
96. On average across the two samples at least two fifths of learners have engaged in further learning since their original ILA Wales funded course (43%). While an average of 45% say they have not engaged in any further learning, 12% say they do not know, so presumably these respondents have done some learning but had difficulties specifying what type it is. Including those who said don't know the proportion that have done any further learning could be as high as 55%.

**Figure 10: Learning that respondents have undertaken since their ILA Wales course**

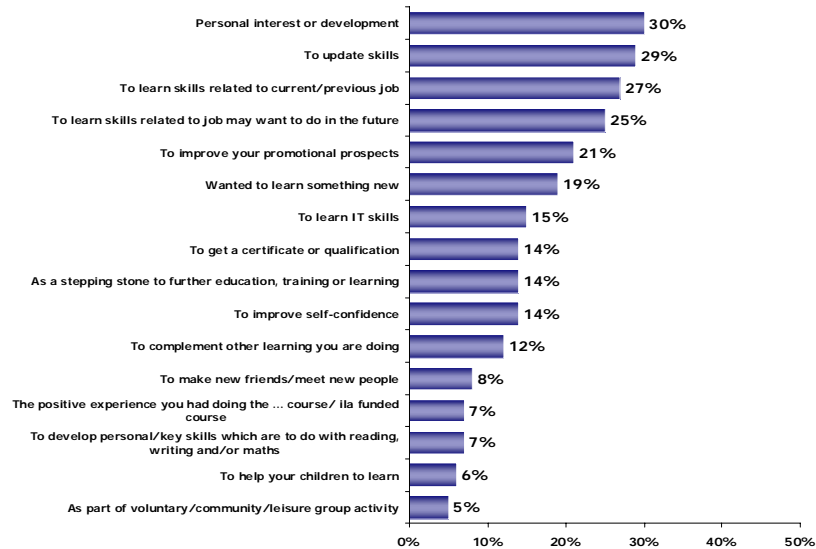
**TYPES OF COURSES LEARNERS HAVE UNDERTAKEN SINCE THEIR ILA WALS LEARNING (ALL RESPONDENTS)**



97. The proportion of respondents that did not do any further learning increases with age, from 32% amongst learners aged 29 years or under, up to 56% amongst learners aged 60+ years. Respondents currently out of work and those who had no qualifications before they applied for their ILA Wales are less likely to have undertaken further learning (55% have not).
98. When asked about their reasons for undertaking further learning, personal development and updating skills are mentioned most often by respondents (spontaneously), followed by the learning of skills relating to a current or future job.

**Figure 11: Reasons for undertaking further learning after original ILA- unprompted**

REASONS WHY RESPONDENTS DECIDED TO TAKE UP OTHER TRAINING OR LEARNING - UNPROMPTED (MULTIPLE RESPONSE) (WHERE HAVE UNDERTAKEN FURTHER LEARNING SINCE ORIGINAL ILA WALES COURSE)

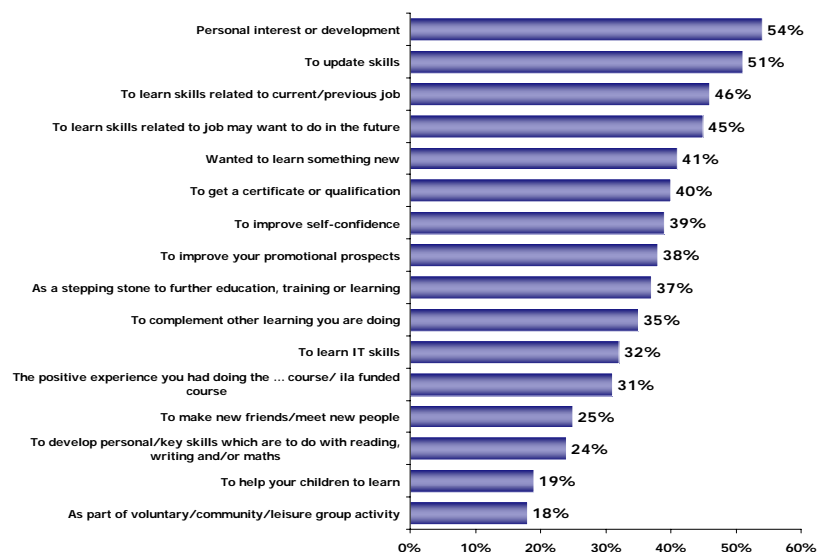


SAMPLE BASE = 199

99. The same reasons come top after learners are prompted with several suggested reasons as to why they have engaged in further learning.

**Figure 12: Reasons for undertaking further learning after original ILA- prompted**

REASONS WHY RESPONDENTS DECIDED TO TAKE UP OTHER TRAINING OR LEARNING - PROMPTED (MULTIPLE RESPONSE) (WHERE HAVE UNDERTAKEN FURTHER LEARNING SINCE ORIGINAL ILA WALES COURSE)



SAMPLE BASE = 199

- 
100. Just over half of respondents that have undertaken further learning say they would not have done this learning had it not been for their original ILA Wales funded course (54%). This is equivalent to nearly a quarter of learners (23%).
  101. Encouragingly the proportion that say they would not have done this learning had it not been for their original ILA Wales course is even higher amongst those who had previously not done any learning since leaving school (61%) and amongst those who had no qualifications at the time they applied (68%).
  102. Three quarters of respondents who have undertaken further learning say the original ILA Wales course has helped them into their further learning (75%). While the same proportion feel the further learning they have done has added to or built on their original ILA Wales course.

## Social/Personal Changes

103. The vast majority of all learners from years 1 and 2 of the programme agree that their ILA Wales funded learning has benefited them in some way.
104. For the highest proportion of learners, the learning has given them a sense of achievement (95% on average) and for just slightly fewer the experience of learning has given them more confidence (90% on average).
105. For a large proportion the learning has provided social benefits i.e. giving them the chance to get out of the house and do something different (85%) and make new friends (76%).
106. The ILA Wales funded learning has enabled 6 in 10 learners to help/keep up to date with their children or grandchildren, while just less than half (45% on average) have become more active in their local community as a result.

<b>Table 30: Ways in which ILA Wales funded learning has benefited respondents (All respondents)</b>		
	YEAR 1 LEARNERS	YEAR 2 LEARNERS
	%	%
GIVEN THEM A SENSE OF ACHIEVEMENT/PRIDE	95	96
GIVEN THEM MORE CONFIDENCE	88	91
GIVEN THEM THE CHANCE TO GET YOU OUT OF THE HOUSE TO DO SOMETHING DIFFERENT OR INTERESTING	83	87
HELPED THEM TO SOCIALISE/MAKE NEW FRIENDS	73	78
HELPED THEM TO PURSUE AN INTEREST NOT RELATED TO EMPLOYMENT	72	71
ENABLED THEM TO HELP/ KEEP UP WITH YOUR CHILDREN/ GRANDCHILDREN	59	60
ENABLED THEM TO BECOME MORE ACTIVE IN YOUR LOCAL COMMUNITY	47	42
ENABLED THEM TO UNDERTAKE VOLUNTARY WORK	38	28
GIVEN THEM SOME OTHER BENEFIT	21	13
TOTAL SAMPLE SIZE	230	238

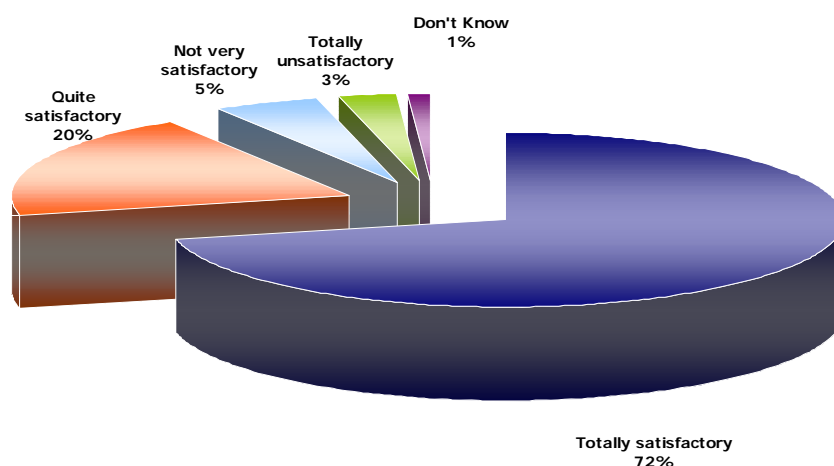
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## The ILA Course Overall

107. Most of the learners from years 1 and 2 that were interviewed for the survey say they have now completed the ILA Wales funded course that they originally registered for (87%). Just over 1 in 10 learners say they did not complete their course (12%), while less than 1% are still doing the course.
108. On a rating from totally unsatisfactory to totally satisfactory, the vast majority of learners indicate that they have been satisfied with the ILA Wales funded course overall (92%).

**Figure 13: Learners level of satisfaction with the ILA Wales funded course in meeting their expectations**

OVERALL LEVEL OF SATISFACTION WITH THE ILA WALES FUNDED COURSE IN MEETING LEARNERS EXPECTATIONS (ALL RESPONDENTS)



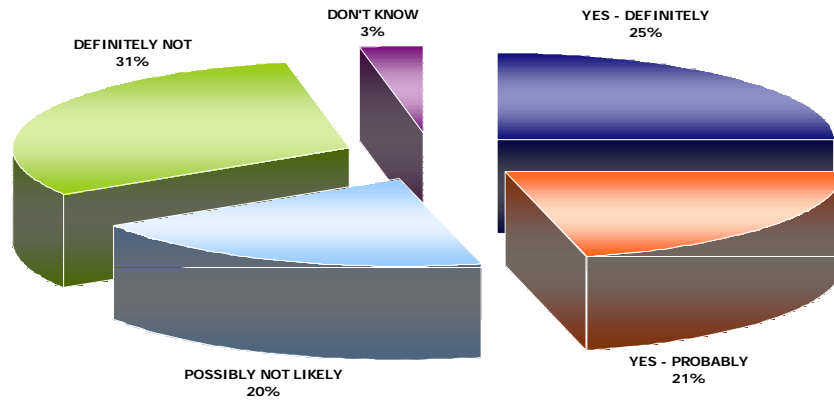
SAMPLE BASE = 468

109. Around half of all learners say they are not likely to or would definitely not have done any learning if it had not been for the ILA Wales funding (51%). This includes nearly a third that say they definitely would not have learnt had it not been for their ILA Wales funding (31%).



**Figure 14: Whether learners would have done any learning had ILA Wales funding not been available**

WHETHER RESPONDENTS WOULD HAVE DONE LEARNING IF ILA WALES HAD NOT BEEN AVAILABLE (ALL RESPONDENTS)



SAMPLE BASE = 468

110. The following table shows how the proportion of learners saying they probably or definitely would not have done any learning if it had not been for the ILA Wales funding differs between certain sub-groups of the sample.

<b>Table 31: Whether respondents would have done learning anyway, if ILA Wales had not been available (All respondents)</b>			
		Definitely/probably would have learnt anyway	Definitely/possibly would not have learnt
Total sample		47	51
Year registered for ILA Wales	Year 1	47	51
	Year 2	45	52
Gender	Male	49	48
	Female	44	53
Age	Up to 29 years	56	42
	30-39 years	49	50
	40-49 years	45	51
	50-59 years	33	<b>63</b>
	60+	44	47
Employment situation before ILA Wales	In work	49	48
	Out of work	42	<b>56</b>
When last studied, prior to ILA Wales	In last 4 years	54	44
	5+ years	34	<b>64</b>
	Not since leaving school	50	45
Highest qualification before ILA Wales	Level 3+	54	43
	Level 2	52	44
	Level 1	38	<b>57</b>
	No qualifications	37	<b>62</b>

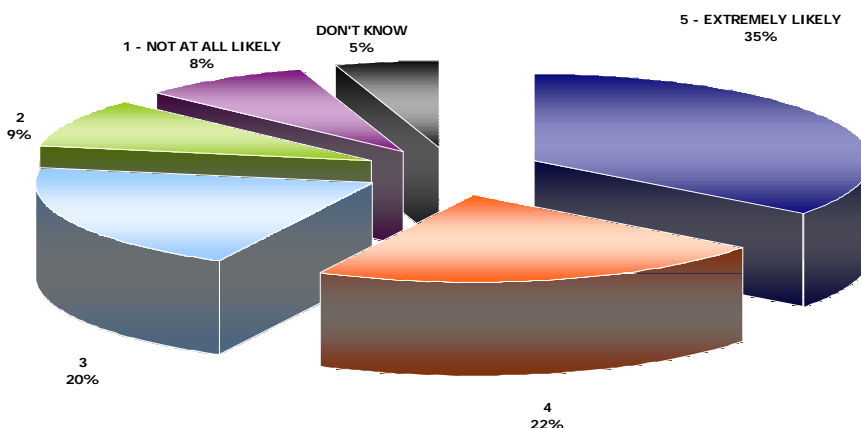
111. Learners in their 50s, those who were out of work at the time of applying for their ILA Wales, learners who had not previously done any learning for at least 5 years and those who were qualified to level 1 or had no qualifications at the time of applying are most likely to say they would not have undertaken their learning had ILA Wales not been available.

## Learning in the future

112. Two thirds of all learners from year 1 and year 2 are interested in studying for a qualification in the foreseeable future (65%).
113. The proportion interested in studying for a qualification decreases considerably as age increases, from 74% of learners aged up to 29 years old, and 81% amongst those aged 30-39 years, down to 66% amongst 40-49 year olds, 51% amongst 50-59 year olds and 31% amongst learners aged 60+ years.
114. Amongst learners that had no qualifications when they applied for their ILA Wales funding the proportion interested in studying for qualifications in the future is lower, but still the majority show some interest (55%). Learners now qualified to NVQ level 3 or above are more likely to be interested in studying for qualifications in the foreseeable future (75% are) than compared with those who are less well qualified.
115. Those interested in studying for a qualification in the foreseeable future were asked how likely it is that they will start studying for a qualification in the next 12 months. Respondents could give a rating from 1 to 5 where 1 is not at all likely and 5 is extremely likely. For the majority it is likely that they will start this within the next 12 months (57% give a rating of 4 or 5), as the following chart shows. Less than a fifth say this is not likely (17% give a rating of 1 or 2).

**Figure 15: Likelihood of learners studying for a qualification in the next 12 months**

HOW LIKELY RESPONDENTS ARE TO START STUDYING FOR A QUALIFICATION IN THE NEXT 12 MONTHS (WHERE INTERESTED IN STUDYING FOR A QUALIFICATION IN THE FORESEEABLE FUTURE)

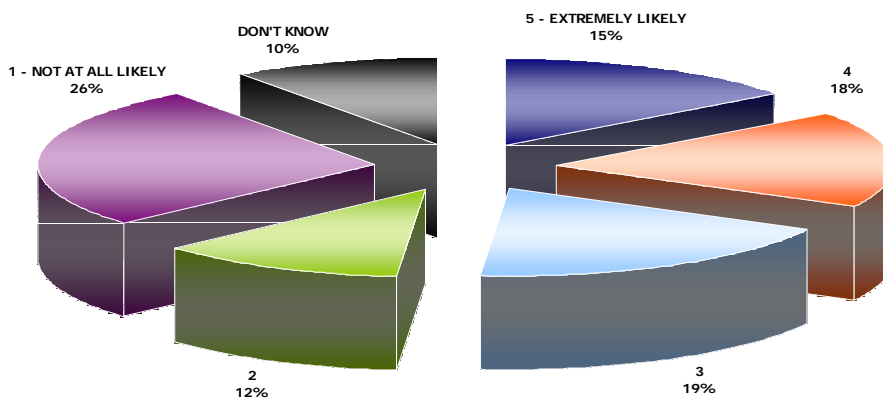


SAMPLE BASE = 306

116. The proportion of learners interested in studying for a qualification that say they are likely to start doing so in the next 12 months is equivalent to nearly two fifths of all learners (37%).
117. When all respondents were asked about their likelihood of engaging in new training or learning in the next 12 months that does not lead to a qualification, the response was quite split. Around a third of all learners are likely to engage in such training or learning (32% give a rating of 4 or 5), while just over a third are unlikely or very unlikely to do so (39% give a rating of 1 or 2). The remaining third give a neutral rating of 3 or do not know.

**Figure 16: Likelihood of learners starting new training or learning in the next 12 months that does not lead to a qualification**

HOW LIKELY RESPONDENTS ARE TO NEW TRAINING OR LEARNING IN THE NEXT 12 MONTHS THAT DOES NOT LEAD TO A QUALIFICATION (ALL RESPONDENTS)



SAMPLE BASE = 468

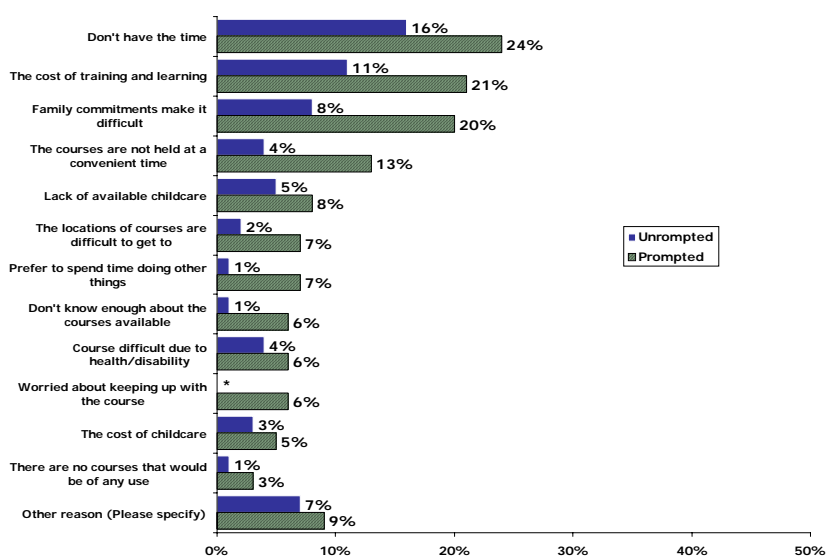
118. The proportion of respondents likely to undertake further learning in the next 12 months that does not lead to a qualification decreases as the NVQ level of the qualifications that respondents currently hold decreases. Amongst learners that are now qualified to level 3 or above 40% are likely to undertake new learning, this proportion falls to 32% amongst those qualified to level 2, 23% amongst those qualified to Level 1 and just 12% amongst the few learners in the sample that still do not have any qualifications.
119. When asked about the barriers to taking up further learning or training 4 in 10 learners say there are no barriers, a further 9% say they don't know or refused to give a response. Therefore for 51% of learners there are barriers to them undertaking further learning.
120. The main barrier mentioned spontaneously (i.e. without prompting) is a lack of time, mentioned by 16% of all learners, followed by the cost of training, mentioned by 11% spontaneously. Family commitments are the

third main issue preventing respondents from undertaking further learning.

121. After prompting the same top three reasons are mentioned most frequently, as the following chart summarises. Only reasons mentioned by at least 5% of all respondents, after prompting, have been included in the chart.

**Figure 17: Barriers to undertaking further learning**

**BARRIERS TO UNDERTAKING FURTHER LEARNING – UNPROMPTED AND PROMPTED  
(ALL RESPONDENTS)**



SAMPLE BASE = 468

122. Around three quarters of all learners are not spontaneously aware of any types of funding or grants available for people in Wales who need financial help in continuing to study. When asked to list any funding or grants they are aware of 74% said they do not know of any and a further 6% refused to answer the question.

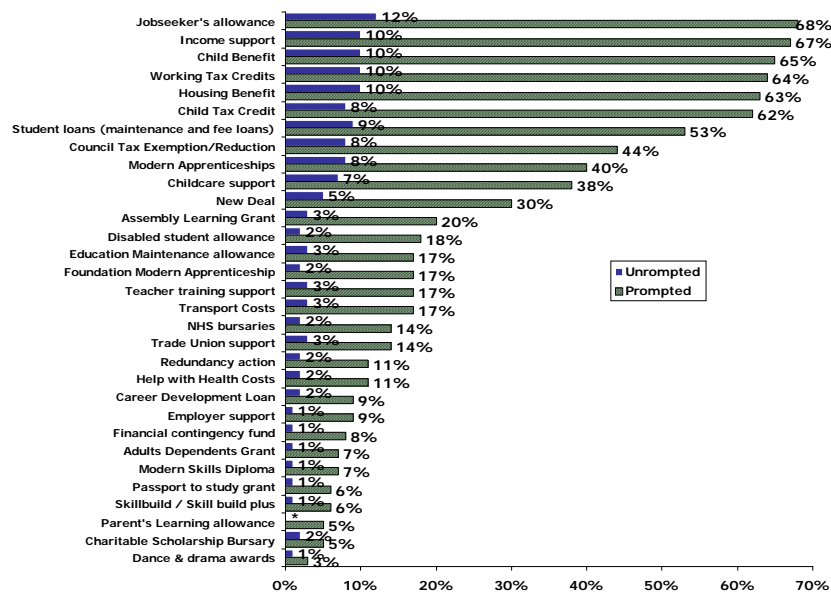
123. Job seekers allowance (12%) child benefit (10%), housing benefit (10%), income support (10%) and working tax credits (10%) are the scheme learners are most aware of, without being prompted.

124. After prompting just 16% of all learners say they are not aware of any of the funding or grant schemes mentioned to help with further learning. However it is difficult to be certain whether people are responding to say they are aware that these can be used for learning purposes or whether they are just aware of the schemes in general. The fact that most people did not mention any schemes without the aid of prompts suggests there is a general lack of awareness of what financial help is on offer for further learning.

125. The same schemes mentioned spontaneously have the highest level of awareness after prompting, as the following chart reveals.

**Figure 18: Awareness of funds/grants available to adults in Wales who require financial help in continuing to study – unprompted and prompted**

**FUNDING/GRANTS THAT LEARNERS ARE AWARE OF FOR PEOPLE IN WALES WHO REQUIRE FINANCIAL HELP IN CONTINUING TO STUDY – UNPROMPTED AND PROMPTED (ALL RESPONDENTS)**



SAMPLE BASE = 468

## Hard to Reach/Priority Groups

126. The following section summarises the findings for a range of questions from the survey amongst key target groups of learners, to more closely examine the impact that ILA Wales has had on these priority groups.

## Previously unemployed and seeking work

127. At the time of applying for their ILA Wales a quarter of learners were out of work but seeking work, i.e. they were unemployed and claiming benefits (18%) or unemployed but not claiming benefits (7%). The following table summarises the main impacts or changes that have been experienced by these learners since applying for their ILA Wales.

<b>Table 32: Changes/Impacts experienced by learners out of work but seeking work at the time they applied for their ILA Wales</b>	
	%
Got a job	59
Moved into self employment	3
Feel more confident in finding a new/better job	80
Gained any new qualifications	40
Gained NVQ level 1 qualifications	7
Gained NVQ level 2 qualifications	13
Gained NVQ level 3 qualifications	10
Gained NVQ level 4 qualifications	2
Gained other qualifications/level not known	8
Gained new qualifications directly from ILA funded learning)	24
ILA has made them more interested in undertaking learning in future	93
Have undertaken further learning	39
Unlikely to have done original learning if ILA Wales had not been available	63
<i>Sample Base</i>	<i>116</i>

128. The analysis clearly shows the significant changes that these learners have experienced since undertaking their ILA Wales funded learning. Since applying for their ILA Wales, 3 in 5 learners previously out of work but seeking work have got a job, 2 in 5 have gained new qualifications, virtually all are now more interested in undertaking learning, 2 in 5 have already undertaken further learning since their original ILA Wales funded learning, and the majority say they are unlikely to have done their original ILA Wales funded learning had the programme not been available.

## **Previously unemployed but not seeking work**

129. Excluding learners who were permanently retired there was around 1 in 10 learners who were out of work and not seeking working at the time of applying for their ILA Wales – 4% who were out of work and not seeking work and 5% who were not working due to ill health or a disability. The following table summarises the changes that have been experienced by this group of learners since they applied for their funding.

<b>Table 33: Changes/Impacts experienced by learners out of work and not seeking work at the time they applied for their ILA Wales</b>	
	%
Got a job	31
Moved into self employment	0
Feel more confident in finding a new/better job	62
Gained any new qualifications	40
Gained NVQ level 1 qualifications	10
Gained NVQ level 2 qualifications	17
Gained NVQ level 3 qualifications	5
Gained NVQ level 5 qualifications	5
Gained other qualifications/level not known	5
Gained new qualifications directly from ILA funded learning)	19
ILA has made them more interested in undertaking learning in future	100
Have undertaken further learning	48
Unlikely to have done original learning if ILA Wales had not been available	45
<i>Sample Base</i>	42

130. Given that this group of learners were not even considering employment when they applied for their ILA Wales, it is very encouraging that around a third have gained employment since their ILA funded learning, while nearly two thirds feel more confident about finding a new job.
131. Two out of five learners from this group have gained new qualifications since beginning their learning, all are now more interested in learning as a result of their ILA Wales, half have already undertaken further learning since their ILA Wales funded course and nearly half admit that they would not have done their original learning had it not been for ILA Wales.

## Previously had no qualifications

132. Just over a third of all learners from years 1 and 2 had no qualifications at the time of applying for their ILA Wales (34%). The following table summarises the changes that have been experienced by these learners since they applied for their ILA Wales funding. The table shows the changes for all learners with no qualifications, and also compares those who had no qualifications but were in employment at the time of applying for their ILA Wales, with those who had no qualifications and were not in work (including those seeking and not seeking employment and the retired).



<b>Table 34: Changes/Impacts experienced by learners who had no qualifications at the time they applied for their ILA Wales</b>			
	Status before applying for ILA Wales		
	All with no qualifications	No qualifications but in work	No qualifications and out of work
	%	%	%
Got a job	17	0	39
Got promoted /pay rise	3	6	0
Got different job (same level) with same employer	3	5	1
Got same job with different employer	1	1	0
Got different job with different employer	11	19	1
Moved from part time to full time	1	1	0
Moved into self employment	1	0	3
Gained any new qualifications	28	27	26
Gained NVQ level 1 qualifications	3	2	3
Gained NVQ level 2 qualifications	11	14	7
Gained NVQ level 3 qualifications	4	4	6
Gained NVQ level 4 qualifications	1	1	0
Gained NVQ level 5 qualifications	1	0	1
Gained other qualifications/level not known	8	6	10
Gained new qualifications directly from ILA funded learning)	20	20	17
ILA has made them more interested in undertaking learning in future	98	99	96
Have undertaken further learning	31	34	28
Unlikely to have done original learning if ILA Wales had not been available	62	58	67
<i>Sample Base</i>	<i>161</i>	<i>85</i>	<i>72</i>

133. A significant proportion of learners who previously had no qualifications have experienced a positive change in employment, with 2 in 5 learners who were also out of work at the time of applying for their ILA Wales having gained employment.

134. Over a quarter state that they have gained new qualifications since applying for their ILA Wales (28%), although the proportion is likely to be higher than this given that in the analysis earlier on in the report just 9% of learners who had no qualifications when applying for an ILA Wales still say they have no qualifications now.

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135. Amongst virtually all learners in this group the ILA funded learning has generated an interest in further learning and nearly a third have already engaged in further learning since their original ILA funded course.
  136. The majority believe they would not have done their original learning had ILA Wales not been available.

## **Pre-NVQ Level 2 learners**

137. Nearly half of all learners were qualified below NVQ level 2 at the time they applied for their ILA Wales (46%), with 34% holding no qualifications at all and 12% previously qualified to NVQ level 1. The following table summarises the changes that have been experienced by these learners since they applied for their ILA Wales funding. Once again the analysis shows the findings for all learners at this qualification level, and compares those who were in employment at the time of applying for their ILA Wales, with those who were not in work (including those seeking and not seeking employment and the retired).

<b>Table 35: Changes/Impacts experienced by learners who were qualified below NVQ level 2 at the time they applied for their ILA Wales</b>			
	Status before applying for ILA Wales		
	All pre-level 2 learners	Pre-level 2 and in work	Pre-level 2 and out of work
	%	%	%
Got a job	18	0	42
Got promoted /pay rise	3	5	0
Got different job (same level) with same employer	3	5	1
Got same job with different employer	1	1	0
Got different job with different employer	9	16	1
Moved from part time to full time	1	2	0
Moved into self employment	1	0	2
Gained any new qualifications	30	30	28
Gained NVQ level 1 qualifications	4	3	4
Gained NVQ level 2 qualifications	12	15	8
Gained NVQ level 3 qualifications	6	4	6
Gained NVQ level 4 qualifications	1	2	0
Gained NVQ level 5 qualifications	1	0	1
Gained other qualifications/level not known	7	6	8
Gained new qualifications directly from ILA funded learning	19	20	16
ILA has made them more interested in undertaking learning in future	97	98	96
Have undertaken further learning	34	35	34
Unlikely to have done original learning if ILA Wales had not been available	60	57	64
<i>Sample Base</i>	<i>217</i>	<i>115</i>	<i>96</i>

138. Amongst all pre-level 2 learners, significant benefits have been achieved since starting their ILA Wales funded learning.
139. A significant proportion have gained a job or changed jobs, with more than two fifths of those who were previously pre-NVQ level 2 and out of work gaining employment (42%).
140. Nearly a third of pre-level 2 learners state they have gained new qualifications since starting their ILA learning, however once again this proportion is likely to be even higher when we compare the qualifications individuals had before their ILA Wales and the qualifications they now say they hold, given that of the learners previously qualified to NVQ level 1, just two fifths remain at this qualification level (39%), nearly a

quarter have NVQ Level 2 qualifications and over a fifth have qualifications at level 3 or above (22%). While of the learners who previously had no qualifications when they applied for their IA Wales, just 9% still say they have no qualifications

141. Virtually all learners who at the time of applying for their ILA Wales were qualified to no higher than NVQ level 1 are now more interested in undertaking learning in the future, as a result of their ILA Wales, and a third have already undertaken further learning.
142. Once again the majority believe would not have engaged in the original learning had it not been for ILA Wales.

## Learners who had not previously learnt since leaving school

143. Just over a third of all learners had not done any learning, prior to their ILA Wales, since leaving school (34%). The following table summarises the changes that have been experienced by this group of learners since they applied for their ILA Wales funding. The table shows the findings for all learners in this group, and also compares those who were in employment at the time of applying for their ILA Wales, with those who were not in work (including those seeking and not seeking employment and the retired).

<b>Table 36: Changes/Impacts experienced by learners who had not undertaken any learning since leaving school, at the time they applied for their ILA Wales</b>			
	Status when applying for ILA Wales		
	All who had not learnt since leaving school	Had not learnt since leaving school and were in work	Had not learnt since leaving school and were out of work
	%	%	%
Got a job	16	0	41
Got promoted /pay rise	4	7	0
Got different job (same level) with same employer	4	7	0
Got same job with different employer	1	1	0
Got different job with different employer	13	19	3
Moved from part time to full time	1	1	0
Moved into self employment	3	2	3
Gained any new qualifications	35	38	32
Gained NVQ level 1 qualifications	8	5	10
Gained NVQ level 2 qualifications	14	17	11
Gained NVQ level 3 qualifications	6	6	5
Gained NVQ level 4 qualifications	1	1	0
Gained other qualifications/level not known	8	9	6

Gained new qualifications directly from ILA funded learning)	25	29	19
ILA has made them more interested in undertaking learning in future	97	99	94
Have undertaken further learning	42	45	37
Unlikely to have done original learning if ILA Wales had not been available	45	45	48
<i>Sample Base</i>			

144. Similar to the other hard to reach groups, the focus on those who had previously not done any learning since leaving school shows that ILA Wales has been successful in enabling a significant proportion of these learners to experience positive changes in employment, gain higher level qualifications, while generating their interest and increasing their likelihood of engaging in further learning in the future.
145. Learners who not done any learning since leaving school and who were not in any training or work when applying for their ILA Wales, are especially likely to have experienced a change in economic status, with more than two fifths either gaining employment or moving into self-employment (44%).
146. Over a third of learners in this group have gained new qualifications, virtually all say their ILA Wales learning has made them more interested in learning in the future, and more than two fifths have already undertaken further learning. These findings seem very impressive given these individuals were completely unengaged from learning before they applied for their ILA Wales.

## Learners who had not previously learnt in the last year

147. Finally in this section we focus on all the learners who were not already in any learning at the time they applied for their ILA Wales. For two thirds of all learners it had been at least 5 years since they had undertake any learning, before they applied for their ILA Wales, while in total around three quarters had not done any learning within the last year (76%). The following table summarises the changes that have been experienced by these two groups of learners since they applied for their ILA Wales funding. The table also shows the findings for learners who had not undertaken learning in the last year and who were in employment at the time of applying for their ILA Wales, compared with those who were not in work (including those seeking and not seeking employment and the retired).

**Table 37: Changes/Impacts experienced by learners who had not undertaken any learning since leaving school, at the time they applied for their ILA Wales**

	Status when applying for ILA Wales			
	All who had not done any learning for 5 or more years	All who had not done any learning in the last year	Where had not done any learning in the last year and were in work	Where had not done any learning in the last year and were out of work
	%	%	%	%
Got a job	17	18	0	44
Got promoted /pay rise	3	4	6	0
Got different job (same level) with same employer	3	3	5	1
Got same job with different employer	1	1	2	0
Got different job with different employer	10	10	17	2
Moved from part time to full time	1	3	5	0
Moved into self employment	3	2	3	2
Gained any new qualifications	33	36	35	36
Gained NVQ level 1 qualifications	6	6	5	7
Gained NVQ level 2 qualifications	15	16	18	13
Gained NVQ level 3 qualifications	5	6	5	8
Gained NVQ level 4 qualifications	1	1	1	1
Gained NVQ level 5 qualifications	*	1	0	1
Gained other qualifications/level not known	7	6	6	6
Gained new qualifications directly from ILA funded learning)	22	23	23	21
ILA has made them more interested in undertaking learning in future	97	97	98	96
Have undertaken further learning	40	41	44	39

Unlikely to have done original learning if ILA Wales had not been available	54	53	51	55
<i>Sample Base</i>	<i>310</i>	<i>403</i>	<i>222</i>	<i>165</i>

148. The impact of ILA Wales or the benefits experienced since undertaking their ILA funded learning are very similar whether learners had not previously done any learning in the last year or whether it had been at least 5 years since they had undertaken any learning.

149. Overall nearly a fifth got a job, while a significant proportion also got promoted within an existing job or changed jobs, at least a third gained new qualifications, virtually all are now more interested in further learning, two fifths have already engaged in further learning, and over half say they would not have done their original learning had ILA Wales not been available.

150. Of the learners who were not in learning at the time they applied for their ILA Wales and were also not in work, well over two fifths say they have since got a job. Nearly two fifths have gained new qualifications and a similar proportion have then gone one to do further learning since their ILA Wales funded course.

## Survey of Learners Key points

- The survey has provided clear evidence of the economic, social and personal benefits that learners have gained from their ILA Wales funded learning. All learners have benefited in some way. A higher proportion are now in employment, those already in employment have tended to move out of unskilled occupations, most learners now have some qualifications and a significant proportion have gained higher level qualifications.
- Virtually all learners are satisfied that their ILA Wales funded course has met with their expectations. Half are not likely to have done the learning had it not been for ILA Wales.
- The majority of learners are positive towards engaging in further learning but are not generally aware of what other funding or support is available to help them do this.

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## 4. Case Studies of Learners

Six case studies were conducted with learners across years 1 and 2 who were identified from the quantitative survey as having experienced positive changes in their economic status since they applied for their ILA Wales. Each of these case studies clearly demonstrates the significant benefits and positive impacts that ILA Wales has had on peoples' lives.

### Learner 1

Now 44 years old, Mike spent the majority of his life going from job to job and moved from his native Liverpool to Wales a few years ago where he got a retail job. It was only when his son was a couple of years old that he stumbled across the job he is in today. While dropping off his son at playgroup he was offered the opportunity of becoming an assistant there. At first Mike was unsure whether he should take up their offer because it would mean working towards a qualification, something he hadn't done since school, and entering a career he hadn't envisaged doing.

*"It depends on what life throws at you. It wasn't in my mind to do this, but it just got thrown at me. It didn't even enter my head to do anything like this."*

After some thought, Mike decided to take up the offer and enquired further with the playgroup leader about what he had to do for this role to become his. He was told of the only course in the area, held at a local college, and that he could apply for an ILA Wales grant. Following the playgroup leaders advice, Mike went to the local college where he enrolled on the Diploma in Playgroup Practice and in turn the college processed his application for an ILA Wales grant. Only few weeks passed before the course started.

Mike's experience of the course was wholly positive; enjoying learning about how best to be a playgroup assistant. Even though at times Mike found it difficult to fit in learning around looking after his son it got him reading again and made him enthusiastic about education. When Mike found out he had passed this made him very happy and he regained his self-confidence.

*"It has given me the confidence to go and do it because I had never sat in a classroom since I had left school."*

Now Mike thoroughly enjoys being a playgroup assistant. He takes great pride in trying to guide young people through their early years and teach them the value of respect, something he feels is missing in modern society. In turn, being in a stable job has, by his own admission, made Mike a more responsible person and parent. Being a parent is also made easier since Mike's job allows him to spend more time with his son.

*"My job actually fits in with taking and picking my son up from school and when he's on holiday the playgroup shuts down and I'm*



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*on holiday as well, so it's really ideal because my wife works full-time."*

Even though Mike believes that the college may have contributed to the cost of the course, he thanks ILA Wales for giving him the chance to go through such an experience and be where he is today.

## Learner 2

Catherine is now a 33 year old mother of three children who enjoys yoga and reading fiction novels. She also has a job and career which she thoroughly enjoys. However, things used to be very different.

Before entering into a career Catherine was a housewife who did a bit of occasional waitressing and bar work at the weekends and odd cleaning jobs when she could. Even though she would have liked to have had a stable career, she was held back by the fact that she didn't even finish her G.C.S.E's while at school and had no qualifications to her name.

Since January Catherine has been a playgroup leader, managing two assistants, assessing the development of the children, planning and running playgroup sessions. In only a few years Catherine's life has changed greatly, yet deciding to pursue a career as a playgroup leader happened by pure accident; her younger son attended a playgroup who needed an assistant, so she applied for the post.

Catherine looked into the qualification options and knowing that her local college held NVQ courses for playgroup assistants she went down there to find out what she could do. The college offered both level 2 and 3 learning and although she knew that level 2 would entail less work she was determined to aim higher and opted for the level 3 NVQ qualification instead. However, she was still unsure if she could afford to do such a course.

One day a careers bus was parked near to where Catherine lived and through speaking to the adviser she became aware of the possibility of getting financial assistance from ILA Wales. Straight away she phoned up ILA Wales, safe in the knowledge she was eligible due to her having no qualifications and being on family tax credit. After a very positive conversation with one of the staff she was sent an application form in the post, which she found easy to fill in, and very soon after that received the grant voucher. Getting this funding assistance was vitally important to Catherine because without it she wouldn't have gone back into education.

*"When I phoned up I spoke to a really really friendly lady who was really informative. She answered all my questions."*

*"I'm really really satisfied with the ILA Wales grant because I don't think I would have done it if I had to find £200 because we were just really skint at the time. The grant basically made it happen for me."*

When Catherine started the course she found it to be a lot harder than what she expected. She also struggled to manage the workload alongside

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looking after her family, but with the support of her partner she finished the course. To Catherine, taking the course is one of the best things she has done; achieving her first qualification and in turn giving her more self-confidence. However, the NVQ 3 will not be her last qualification. Catherine likes to be challenged in whatever she does and says she will probably get bored with her job in a few years time and will be looking to move on. She will still work with children, but hopes to specialise in an area.

*"It has given me a lot more self-confidence because I started something and saw it through to the end. I'm now in a job that I'm proud of and I feel more part of the community."*

*"Having this qualification not only now have I got wider job prospects and a better salary, but also it's a stepping stone if I wanted to go onto do other training."*

Completing her NVQ 3 has had a profound effect on Catherine's life. Not only does she now have a well-paid job with career prospects, but also has more time for her family and a sense that she is giving something back into the community, something that she might not have achieved without the ILA Wales grant.

*"I had no qualifications which basically meant that my options in terms of work were things like cleaning, waitressing, bar work. Its not what you would call a career; its work. Its OK, but it does get a bit depressing after a few years because it doesn't feel like you are going anywhere or you are doing very much. When you are working with children it really does feel like you are giving something to your community, so it's much more rewarding."*

## Learner 3

Working behind the counter of her local post office and with no formal qualifications Mary was unhappy in her job and did not think she would be able to go back into education. At the age of 35 and having raised two children she always knew she wanted to become a teacher, taking part in voluntary work at a nearby school, but could not pluck up the courage to see how she could achieve her dream career.

*"I've always liked working with children, I done voluntary work at my local school many a time and I thought to myself that I'd like to do that on a permanent basis."*

Even though she had seen ILA Wales advertisements in her local newspaper it wasn't until she attended an open day to inquire about college courses that she found out about the possibility of funding assistance. When Mary got home, using the number given to her, she immediately phoned up ILA Wales and a few days later the application form she had requested dropped through her mailbox. She quickly filled in the form, sent it off, and a couple of weeks later received her grant form, which she took down the college in order to enrol on the course.

*"The form wasn't difficult to fill in at all; I think it was only a few questions. You heard within a week or a fortnight, then you just had*

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*to take the grant form to the college and they done the rest of the work then."*

Mary didn't have to wait long till the course started, however she was still nervous about going because she had never completed a course or qualification.

The initial apprehension soon faded and Mary not only found herself thoroughly enjoying learning again but making some very good friends along the way. In the end Mary enjoyed the learning so much that she chose to stay on an extra year to complete the CASH level 3 teaching assistance course. However, achieving the qualification was not all plain sailing. Mary had to dedicate a great deal of time and energy into learning and for the first year she was unpaid, doing voluntary work in her spare time. The financial stress eased when in the second year of her course she became employed full-time.

*"My goal was to complete the first two years because I knew you needed the qualification for the new foundation phase that's coming into the schools and I thought I'd just do the level 2. But after completing the level 2 I enjoyed it so much I went and completed the level 3, which was fast tracked over a year."*

*"I started the course, did voluntary work for a year and then for two years I've been employed."*

Having passed the course, Mary has a newfound sense of self-confidence having achieved something that she never thought she was able to do. For her, the other main reward is that she is doing a job that she loves – helping young people of a lower ability, behaviour problems and autism through schooling and giving them greater self-confidence in their abilities.

*"I was really chuffed with myself when I passed. I never thought I would be able to do it because I hadn't been to school for so long and had no qualifications."*

*"I feel like I would try anything new now whereas I was afraid before and I now know I can do it."*

Mary is immensely grateful for what the ILA Wales have given her – an opportunity to leave a job where she felt unhappy and move into a career that she really loves. Having this new job has also had an effect on her family life.

*"It has made a big change within family life because I am more happy within myself because I am doing the job I like."*

Without the ILA Wales grant all of this would not have been possible for Mary because of her financial situation at the time.

*"Without the funding I wouldn't have been able to afford the course, which I think is really good, especially for people who are unemployed who have the full course paid for. It's a good thing because it helps people go back into studying when they want to further their career, or like myself left school without any qualifications."*

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Having experienced how it has changed her life, she hopes that others know that they can do the same.

## Learner 4

For 27 years Gwyneth worked as an operator and inspector at a local pressings company. She thoroughly enjoyed her job and made some very good friends while there. Even so, she was forced to reassess her career after they made her redundant, but instead of staying in the industry she decided to try something new and change her career. Due to Gwyneth enjoying administration and working on computers she knew roughly what she wanted to do.

*"I chose the computer course because I didn't want to go into retail and I wanted to do some sort of office job."*

The next step for Gwyneth was to go down to her local job centre to see what was available. This proved somewhat disparaging because even though she had the relevant experience, all of the administrative posts required a computer qualification. It was then that she knew she had to go on a course in order to get the job she wanted. However, Gwyneth was nervous because she had never been on a course before, but after speaking to her husband about it she decided to enrol.

*"When I applied for this course I was a bit nervous and a bit apprehensive, but I thought if I don't do it I'm never going to learn am I."*

Applying for the course was easy for Gwyneth because her local job centre gave her all of the appropriate information, so all she had to do was to phone up ILA Wales and fill in the form. A few days later, to her delight, she received the grant voucher.

After a very short wait Gwyneth started her short-course level 2 in computing, which comprised of word-processing, database and spreadsheet management. The course lasted a total of ten weeks with 3 hours of learning a week. Although she would have liked to go on a more intensive course, Gwyneth was really pleased by the amount of support she got from the tutors and it wasn't long before she felt confident in computer skills.

*"Sometimes I found it hard because it was something I had never done before, but it was interesting because I wanted to learn and I wanted to have a nicer job."*

At the end of the course all of the work she completed was sent off to be examined and the nervous wait started. It wasn't long before she was informed that she had passed. Straight away this gave her greater confidence in her abilities and now she could start applying for the jobs she wanted.

*"I am more confident because I think well if I have done it once I can do again. You push yourself to do more isn't it."*

Gwyneth now works for the a local hospital managing the patients notes/medical records on the computers, which she thoroughly enjoys

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because she likes interacting with patients, finds it interesting and has made many good friend. Working at the hospital also enables her to access various training opportunities that she feels will help to further her career. Having said that, Gwyneth has a newfound sense of confidence after achieving her first ever qualification, which she thanks ILA Wales for, and in the future aims to complete an NVQ in business and admin.

## Learner 5

Twenty-two years ago and at the age of 16, Dafydd did a three year apprenticeship in carpentry. Once a week the kitchen fitting company he worked for allowed him to attend the local college, where a class full of fellow budding carpenters were taught the skills of the trade. After completing the course and at only 19 years old, Dafydd took a major step and decided to become a self-employed carpenter.

For many years Dafydd thoroughly enjoyed being a carpenter. However, a few years ago this was to end when Dafydd was told by his doctor that the niggling pain he had in his knees were in fact serious, meaning he could no longer be a carpenter. This was a devastating shock to Dafydd, who now had to leave the job he loved and find a new career.

Dafydd had to quickly make a decision because he needed to support his family and since he often drove a van while a carpenter, he decided to become a lorry driver. Going down to his local college he found the course he wanted; a 3 day course to obtain a truck licence. This was ideal for Dafydd because it would enable him to quickly re-enter employment.

Due to a lack of income after having to stop work, Dafydd was strapped for cash and was worried that he would not be able to afford the course. To his delight, when enrolling he was informed of the grants on offer from ILA Wales. This was a surprise to Dafydd who was unaware that funding was on offer, nor had he heard of ILA Wales. After hearing the news he phoned up ILA Wales and started the process of applying. The course started straight after Dafydd received the grant and before long he was employed as a lorry driver.

*"I just phoned up ILA because I wanted a change in career. They then sent out all of the information in the post."*

Even though Dafydd became a lorry driver because of his circumstances, this is not his ideal job. Indeed, Dafydd is thinking of possibly changing career because he is bored as a lorry driver as wants to do something more interesting and challenging. However, so far he has not stumbled across his ideal job but is exploring his options. One piece of training that Dafydd does want to do is a Welsh language course that he believes would help his future career prospects. After his initial enquiry he is waiting for the course information to be delivered and he may then look for any funding assistance available.

Despite Dafydd not thoroughly enjoying his current job he is very grateful for the opportunity ILA Wales gave him in his time of need, hoping that more people who are in the same predicament can become aware of ILA Wales and access the well-needed funding.

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*"The ILA Wales were very helpful. It's nice to know they are there to help."*

## Learner 6

In the past year Julie's life has dramatically changed; getting married and becoming a proud parent of her first child Kate. At present Julie is on maternity leave from her job as an administrator for the National Probation Service. At the age of 24 she has been in her current role for two years, which involves database management and being a typist.

Her previous employment was in a similar role; she was a typist for a bank. Julie thoroughly enjoyed working there, as is the same with her current job. This is especially since both roles entail working on computer, something that she finds interesting due to the continued learning that is required. What forced Julie to change posts was that she was made redundant at the bank. Even though she had the relevant experience with computers to be employed in a similar role elsewhere, she did not have the relevant level 2 qualification in computing and her previous NVQ was in manufacturing. Therefore, in order to carry on with her career Julie looked around to see what courses were on offer.

Julie was still employed by the bank while searching for a course, so had to find a course that was outside of work hours yet could be completed within the next few months when the redundancy took effect. After seeking advice at her local careers office Julie opted for the level 2 ECDL computer course that could be completed in only a month, with learning taking place for one hour a day, five days a week.

*"It was just convenience that I could just pop in as and when instead of taking a class."*

Every day Julie would go to a computer during her lunch hour and log-on to the programme that would automatically take her through the learning, which included Microsoft word and excel skills as well and how to best search the internet. Despite the course not being taught in a classroom, Julie enjoyed learning this way because the programme kept her engaged and took her through examples on the screen.

Going on her course may not have been possible without a grant from ILA Wales. Before going to the careers office, Julie was completely unaware that ILA Wales grants existed and it was somewhat a surprise when the person at the careers office told her that since she had been made redundant she was eligible for financial assistance. Furthermore, to Julie's delight, the careers office took it on themselves to process her application and all she had left to do was to enrol on the course.

*"I didn't know about applying for one of those at all, it was only the fact that I went to the careers to do my CV that I found out about it."*

*"When I knew I was being made redundant I went to the careers office and had a chat to them there and they said that because I had been made redundant I could apply for an ILA Wales grant."*

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At the end of her course Julie was assessed on what she had learnt and passed with flying colours. She is extremely pleased at having passed since it was not only essential in attaining her current job, but also gives her confidence knowing she has a qualification that she can take into the future.

*"Before I did the ECDL I didn't have any qualifications to back up my experience. So it helped me to get the job I am in now."*

*"It give me a bit more confidence knowing then I could apply for other jobs which were better paid."*

Following her success with the ECDL course Julie is open to the idea of doing a part-time course while on maternity leave and may re-contact the local careers office to see what's on offer.

## Case Studies Key points

- The case studies provide further support to the survey findings, of the clear benefits and the substantial impact that ILA Wales funded learning has had on peoples lives.
- ILA Wales has generally not been the trigger for learning. Other circumstances and events have led people to realise they need to or wish to engage in learning. However the ILA Wales programme has made it happen or provided that extra motivation that people needed to take action.
- As well as leading to obvious changes in individuals working lives, i.e. a new job or career, learners have gained self-confidence, an enthusiasm for learning and self-development, a sense of pride and achievement. The learning has opened up new opportunities and prospects for learners, and had knock on benefits such as the increased time they can now spend with their family.
- Learners feel more could be done to promote the funding available, so that other people can benefit in the same ways they have.

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## 5. Conclusions

- Overall the research has shown that the ILA Wales programme has been very successful at getting people into learning. In particular ILA Wales is an excellent means by which hard to reach groups (e.g. the unemployed, those with no or low level qualifications, and adults who have not recently undertaken learning) can be engaged – enabling those who would otherwise not have learnt, to undertake learning.
- The programme has been successful in reaching mainly adults of working age and a growing proportion of unemployed adults. However the proportion of registrations from adults with no qualifications has eroded slightly. A greater focus on this target group may be considered.
- The Management Information has clearly shown that the effectiveness of the ILA Wales programme has improved substantially since year one, in terms of the number of registrations and course starts generated, and in terms of conversion rates. Although the reasons for the slight drop back in registrations in the latest period may be worth further investigation.
- Across the four years in total there have been nearly 15,000 course bookings as a result of ILA Wales. With a 'total commitment' of £741,430.32, this means that on average each course booking has involved a cost of just under £50 (£49.80).
- The programme has clearly provided significant benefits for those who have engaged in learning, helping those without jobs to get jobs, enabling those already in jobs to move upwards from unskilled occupations and resulting in the attainment of better/higher qualifications for a significant proportion, relevant to the changing labour market.
- The programme been particularly successful at encouraging learners who previously had no qualifications or held qualifications no higher than NVQ level 1, leading to a significant increase in the proportion of learners who now hold qualifications at NVQ level 2 or above (69% are now qualified to NVQ level 2 or above, and 29% to level 3 or above, compared with just 50% and 8% respectively beforehand).
- Virtually all learners believe they have gained increased confidence and a sense of achievement, while most have also gained a variety of other personal or social benefits. The case studies provide clear evidence of the significant impact that ILA Wales has had on individuals' lives – professionally and personally.
- In support of the strategies in place for citizenship/community involvement, ILA Wales has enabled nearly half of learners to become more active in their local community and for a third their ILA Wales funded learning has enabled them to take on voluntary work.



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- The ILA Wales programme has generated an interest in further learning amongst the vast majority of all learners, including those in the hard to reach groups. At least two fifths have already engaged in further learning.
  - Cost remains one of the key barriers to further learning. However awareness of other grants and funding schemes for adults in Wales, wishing to continue to study is low. Three out of four ILA Wales learners are not spontaneously aware of any other financial help. Raising awareness and educating adults in Wales of what is available to them is vital.
  - For around half of all learners it is unlikely that they would have undertaken the learning they have done, if ILA Wales had not been available and in nearly a third of cases learning would definitely not have taken place. Therefore amongst these significant proportions of adults the economic, personal and social benefits that have been reported would not have occurred, had it not been for the ILA Wales programme.

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# Appendix 1 – Questionnaire from survey with learners from years 1 and 2 of the programme

## Evaluation of ILA (WALES) Wales

### Learners who progressed into learning in Year 1 and Year 2

#### FROM DATABASE:

YEAR 1 LEARNER                    1  
YEAR 2 LEARNER                    2

**Introduction:** *Establish contact with named account holder. Then say:* Good evening/morning/afternoon. My name is ..... I am an interviewer calling from a research company called BMG Research. We are undertaking a study on behalf of the Education Department of Welsh Assembly Government.

The Education Department of Welsh Assembly Government are interested in speaking to people who have used an Individual Learning Account for training or learning over the last 3 or 4 years, to find out how useful Individual Learning Accounts have been.

Could I ask you a few questions about this? *Reassure:* voluntary, confidential; will only take a few minutes.

I am calling about the Individual Learning Account that you registered for back in xxx (MERGE IN 'DATE ENTERED BY LEARNDDIRECT – MONTH/YEAR), which you used to enrol on ... (ENTER COURSE TITLE FROM DATABASE). Do you recall registering for the Individual Learning Account and the learning you used it for?

---

Yes	<b>1</b>
No	<b>2 CLOSE</b>

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

---

**CHANGES IN EMPLOYMENT**

ASK ALL:

1. Firstly, at the time you applied for the Individual Learning Account, in... (ENTER DATE INPUT BY LEARNDIRECT - MONTH/YEAR) what were you doing in terms of employment? Were you... READ OUT CODE ONE ONLY

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

2. What were you employed/self-employed as? PROBE FOR JOB DESCRIPTION AND WRITE IN.

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**SOC 2000 2 DIGIT**

ASK ALL

3. Since the ..... (ENTER COURSE TITLE) course you did, using your individual learning account/ILA, have you changed your employment circumstances in any of the following ways: - READ OUT AND CODE ALL THAT APPLY.

Got a job	1
Got promoted/pay rise	2
Got a different (same level) job with same employer	3
Changed employer but same job	4
Got a different job with different employer	5
Become unemployed	6
Moved from part-time to full-time	7
Moved from full-time to part-time	8
Gone into self-employment	9
Left self-employment to go and work for someone else	10

FOR EACH CHANGE MENTIONED AT Q3

4. To what extent is/was your.... (enter change) a result of the Individual Learning Account course which you undertook? READ OUT AND CODE ONE ONLY.

	Wholly because of ILA	ILA had quite a large part to play	Only a small part of the change	Wholly unrelated	Don't know
New job	4	3	2	1	5
Promotion/pay rise	4	3	2	1	5
Different (same level) job with same employer	4	3	2	1	5
Change in employer but same job	4	3	2	1	5
Different job with different employer	4	3	2	1	5
Becoming unemployed	4	3	2	1	5
Move from part-time to full-time	4	3	2	1	5
Move from full-time to part-time	4	3	2	1	5
Move into self-employment	4	3	2	1	5
Leaving self-employment to go and work for someone else	4	3	2	1	5
Something else ( <i>write in</i> )	4	3	2	1	5

ASK ALL

5. Still thinking about your employment status and any changes that have taken place, to what extent do you agree or disagree your ILA funded learning/course has resulted in any of the following? READ OUT AND CODE ONE ONLY.

	Agree strongly	Agree slightly	Disagree slightly	Disagree strongly	Don't know/ Not applicable
(a) You feel more confident about finding a new/better job	4	3	2	1	5
(b) You have applied or intend to apply what you have learnt in your current job or career	4	3	2	1	5
(c) You feel better able to do your job	4	3	2	1	5
(d) You are more satisfied in your job	4	3	2	1	5

---

## **CHANGES IN QUALIFICATIONS**

ASK ALL

6. Before you applied for your Individual Learning Account how long was it since you had last studied or did any training, learning or courses? READ OUT AND CODE ONE ONLY.

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

7. At the point when you applied for your Individual Learning Account, did you have any qualifications gained from education or through work or from any other source? CODE ONE ONLY.

Yes	1	<b>continue</b>
No	2	<b>Go to Q9</b>
Don't know	3	<b>Go to Q9</b>

8. What would you say was your highest qualification at the time when you applied for your Individual Learning Account? This could have been gained from education or from work or something you did for your own purposes. READ OUT AND CODE ONE ONLY.

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

ASK ALL

9. Since you started your individual learning account course (ENTER COURSE TITLE FROM DATABASE) in ... (ENTER COURSE START DATE) have you gained any new qualifications? *Code one only.*

Yes	1	<b>continue</b>
No	2	<b>Go to Q13</b>
Don't know	3	<b>Go to Q13</b>

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IF GAINED QUALIFICATIONS

10. What qualifications have you gained? ENTER NAME OF QUALIFICATION AND LEVEL:- PROBE: Any others?

QUALIFICATION	LEVEL
1.	
2.	
3.	

IF GAINED QUALIFICATIONS

11. Which if any of these qualifications are a direct result of learning you undertook using your ILA? BRING UP LIST FROM Q10 AND CODE ALL THAT APPLY

12. And which of these are indirectly linked to your ILA funding, i.e. from a follow up course, or learning you wouldn't have done had it not been for the learning/course you did using your ILA? BRING UP LIST FROM Q10 AND CODE ALL THAT APPLY

ASK ALL

13. Can you confirm what your highest qualification level is now. READ OUT AND CODE ONE ONLY.

A postgraduate degree or doctorate, NVQ level 5 or equivalent	1
A degree, HND, HNC, NVQ level 4 or equivalent	2
A levels, AS Levels, GNVQ Advanced, NVQ level 3 or equivalent	3
GCSEs/O-Levels Grades A-C, GNVQ Intermediate, NVQ level 2 or equivalent	4
GCSE's below C grade, GNVQ Foundation, NVQ level 1	5
Other (Specify)	6
NO QUALIFICATIONS	7

## FURTHER LEARNING

ASK ALL

14. Thinking about the original course funded through your ILA, to what extent do you agree or disagree that your ILA funded learning has resulted in any of the following? Please indicate on a scale of 1 to 5, where 1 is disagree strongly and 5 is agree strongly. READ OUT AND CODE ONE ONLY FOR EACH. REMIND RESPONDENT OF SCALE FREQUENTLY

	1 – DISAGREE STRONGLY	2 – DIS- AGREE	3 – NEITHER AGREE/ NOR DISAGREE	4 - AGREE	5 –AGREE STRONGLY	6 – DON'T KNOW
YOU HAVE CONTINUED /OR INTEND TO CONTINUE TO DEVELOP WHAT YOU HAVE LEARNT ON THE COURSE	1	2	3	4	5	6
YOU FEEL MORE CONFIDENT ABOUT LEARNING SOMETHING NEW NOW	1	2	3	4	5	6
IT HAS MADE YOU MORE INTERESTED IN UNDERTAKING LEARNING IN THE FUTURE	1	2	3	4	5	6
IT HAS HELPED OR WILL HELP YOU TO STUDY OR TRAIN AT A HIGHER LEVEL	1	2	3	4	5	6
YOU HAVE IMPROVED YOUR KNOWLEDGE/ SKILLS GENERALLY	1	2	3	4	5	6
YOU HAVE ENJOYED LEARNING	1	2	3	4	5	6

15. So, since undertaking the ... (ENTER COURSE TITLE FROM DATABASE) course, have you undertaken any of the following types of training, learning or courses? READ OUT AND CODE ALL THAT APPLY

1	TAUGHT COURSES WHICH WERE MEANT TO LEAD TO A QUALIFICATION
2	TAUGHT COURSES DESIGNED TO HELP DEVELOP SKILLS USED IN A JOB
3	ANY OTHER COURSES OR TUITION TO IMPROVE PRACTICAL SKILLS OR KNOWLEDGE – SUCH AS A MUSICAL INSTRUMENT, DRIVING, SPORTS, ARTS OR CRAFTS – AND NOT NECESSARILY RELATED TO A JOB
4	LEARNING ON YOUR OWN FROM A PACKAGE OF MATERIALS PROVIDED BY AN EMPLOYER, COLLEGE, COMMERCIAL ORGANISATION OR OTHER TRAINING PROVIDER
5	ANY OTHER TAUGHT COURSE, INSTRUCTION OR TUITION
6	STUDYING FOR A QUALIFICATION WITHOUT TAKING PART IN A TAUGHT COURSE
7	SUPERVISED TRAINING WHILST DOING A JOB
8	TIME SPENT KEEPING UP TO DATE WITH DEVELOPMENTS IN YOUR WORK, FOR EXAMPLE BY READING BOOKS OR ATTENDING SEMINARS
9	DELIBERATELY TRYING TO IMPROVE YOUR KNOWLEDGE ABOUT SOMETHING OR

	TEACH YOURSELF SOMETHING WITHOUT TAKING PART IN A TAUGHT COURSE
10	HAVE NOT DONE ANY TRAINING OR LEARNING – <b>(GO TO Q21)</b> .

### WHERE UNDERTAKEN ANY FURTHER LEARNING

16. What made you decide to take up this other training, learning or course(s)?  
DO NOT PROMPT. PROBE FULLY AND CODE ALL THAT APPLY UNDER 'UNPROMPTED'. AFTER EACH RESPONSE ASK 'Anything else'?

UNPROMPTED		PROMPTED
1	PERSONAL INTEREST OR DEVELOPMENT	1
2	TO DEVELOP PERSONAL/KEY SKILLS WHICH ARE TO DO WITH READING, WRITING AND/OR MATHS	2
3	TO GET A CERTIFICATE OR QUALIFICATION	3
4	TO IMPROVE SELF-CONFIDENCE	4
5	TO LEARN I.T. SKILLS	5
6	TO UPDATE SKILLS	6
7	TO IMPROVE YOUR PROMOTIONAL PROSPECTS	7
8	WANTED TO LEARN SOMETHING NEW	8
9	AS A STEPPING STONE TO FURTHER EDUCATION, TRAINING OR LEARNING	9
10	TO COMPLEMENT OTHER LEARNING YOU ARE DOING	10
11	TO MAKE NEW FRIENDS/MEET NEW PEOPLE	11
12	TO HELP YOUR CHILDREN TO LEARN	12
13	AS PART OF VOLUNTARY/COMMUNITY/LEISURE GROUP ACTIVITY	13
14	THE POSITIVE EXPERIENCE YOU HAD DOING THE ... COURSE/ILA FUNDED COURSE	14
15	TO LEARN SKILLS RELATED TO CURRENT/PREVIOUS JOB	15
16	TO LEARN SKILLS RELATED TO JOB MAY WANT TO DO IN THE FUTURE	16
17	OTHER <b>(please specify)</b>	17
18	CAN'T RECALL	18

17. And did any of the following help you to decide to take up this more recent training, learning or courses? READ OUT ALL THOSE NOT ALREADY SPECIFIED AND CODE ABOVE UNDER 'PROMPTED'. ROTATE

18. Would you have done this further learning if you had not done your original ILA funded course?

1 YES                      2 NO                      3 DON'T KNOW

19. Do you feel that doing the original ILA funded course has helped you into the other learning you have undertaken since?

1 YES                      2 NO                      3 DON'T KNOW

20. Do you feel that the learning you have done more recently has built upon or added to what you learnt on your original ILA funded course?

1 YES                      2 NO                      3 DON'T KNOW



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SOCIAL/PERSONAL CHANGES

**ASK ALL**

21. Do you think that the learning/courses funded by the Individual Learning Account has benefited you in any of the following ways? READ OUT ALL; CODE 'YES', 'NO' OR 'DON'T KNOW' FOR EACH

	Yes	No	Don't Know
Given you more confidence	1	2	3
Given you a sense of achievement/pride	1	2	3
Given you the chance to get you out of the house to do something different or interesting	1	2	3
Helped you to pursue an interest not related to employment	1	2	3
Enabled you to help/ keep up with your children/grandchildren	1	2	3
Enabled you to become more active in your local community	1	2	3
Enabled you to undertake voluntary work	1	2	3
Helped you to socialise/make new friends	1	2	3
Given you some other benefit. What (please specify)	1	2	3
No benefits	1	2	3

ASK ALL: THE ILA COURSE OVERALL

22. Did you complete the course you used your ILA for? CODE ONE ONLY.

Yes 1  
No 2  
Still doing it 3

23. Overall how satisfactory was/is the course in meeting your hopes or expectations? On a scale of 1 to 4 where 1 is totally unsatisfactory and 4 is totally satisfactory.

Totally unsatisfactory 1  
Not very satisfactory 2  
Quite satisfactory 3  
Totally satisfactory 4  
Don't know 5

24. Generally, if your Individual Learning Account (Wales) hadn't been available, would you have undertaken that particular episode of learning/ study anyway? READ OUT AND CODE ONE ONLY.

Yes – definitely 1  
Yes – probably 2  
Possibly but not likely 3  
Definitely not 4  
Don't know 5

---

25. Are you interested in studying for a qualification in the foreseeable future?

1 YES                      2 NO                      3 DON'T KNOW

IF YES CONTINUE, OTHERS GO TO Q27

26. How likely is it that you will start studying for a qualification in the next 12 months? Could you please indicate by using a scale of 1 - 5, where 1 is not at all likely and 5 is extremely likely.

1            2            3            4            5                      6                      DK

ASK ALL

27. How likely is it that you will take part in new training or learning/courses over the next 12 months, that does not result in a qualification? Could you please indicate by using a scale of 1 - 5, where 1 is not at all likely and 5 is extremely likely.

1            2            3            4            5                      6 DK

28 What are the barriers, if any, to your taking up further training, learning or courses? DO NOT PROMPT. PROBE FULLY AND CODE ALL THAT APPLY UNDER UNPROMPTED. AFTER EACH RESPONSE ASK: Anything else?

---

**UNPROMPTED**

**PROMPTED**

1 THE COST OF TRAINING AND LEARNING	1
2 DON'T KNOW ENOUGH ABOUT THE COURSES AVAILABLE	2
3 FAMILY COMMITMENTS MAKE IT DIFFICULT	3
4 LACK OF AVAILABLE CHILDCARE	4
5 THE COST OF CHILDCARE	5
6 THE LOCATIONS OF COURSES ARE DIFFICULT TO GET TO	6
7 DON'T HAVE THE RIGHT QUALIFICATIONS TO GET ON A COURSE	7
8 THERE ARE NO COURSES THAT WOULD BE OF ANY USE	8
9 WORRIED ABOUT LOSING BENEFIT	9
10 THE COURSES ARE NOT HELD AT A CONVENIENT TIME	10
11 TOO OLD TO LEARN	11
12 DON'T HAVE THE TIME	12
13 DO NOT NEED ANY TRAINING	13
14 PREFER TO SPEND TIME DOING OTHER THINGS	14
15 WORRIED ABOUT KEEPING UP WITH THE COURSE	15
16 NOT INTERESTED IN TRAINING AND LEARNING	16
17 COURSE DIFFICULT DUE TO HEALTH/DISABILITY	17
18 DON'T ENJOY TRAINING AND LEARNING	18
19 DO NOT LIKE EXAMS	19
20 DIFFICULTIES READING OR WRITING	20
21 PROBLEMS WITH NUMBERS	21
22 PROBLEMS ARRANGING TRANSPORT	22
23 NERVOUS ABOUT TAKING PART IN TRAINING OR LEARNING	23
95 OTHER REASON <b>Specified above</b>	24
96 NO BARRIERS	25

29. And are any of the following preventing you from taking part in further training, learning or courses? READ OUT THOSE NOT ALREADY SPECIFIED AND CODE ABOVE UNDER PROMPTED. ROTATE

30. Can I just check, do you know of any further funding, grants or benefits that are available for people in Wales who may need financial help in continuing to study? DO NOT PROMPT, CODE ALL THAT APPLY UNDER Q30 BELOW AFTER EACH ASK IS THERE ANYTHING ELSE

<b>Q30</b>	<b>Q31</b>
1 Adults Dependents Grant	1
2 Assembly Learning Grant	2
3 Career Development Loan	3
4 Charitable Scholarship Bursary	4
5 Child Benefit	5
6 Childcare support	6
7 Child Tax Credit	7
8 Council Tax Exemption/Reduction	8
9 Dance & drama awards	9
10 Disabled student allowance	10
11 Education Maintenance allowance	11
12 Employer support	12
13 Financial contingency fund	13
14 Foundation Modern Apprenticeship	14
15 Help with Health Costs	15
16 Housing Benefit	16
17 Income support	17
18 Jobseeker's allowance	18
19 Modern Apprenticeships	19
20 Modern Skills Diploma	20
21 New Deal	21
22 NHS bursaries	22
23 Parent's Learning allowance	23
24 Passport to study grant	24
25 Redundancy action	25
26 Skillbuild / Skill build plus	26
27 Student loans (maintenance and fee loans)	27
28 Teacher training support	28
29 Trade Union support	29
30 Transport Costs	30
31 Working Tax Credits	31

31. And which of these have you heard of? READ OUT ALL NOT CODED IN Q30, CODE ALL THAT APPLY UNDER Q31

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## **CLASSIFICATION**

### **ASK ALL:**

32. Finally, could I ask you a few personal questions which will be used just to classify survey responses? Firstly, could you put your age into one of these groups? READ OUT AND CODE ONE ONLY.

18-19	1
20-29	2
30-39	3
40-49	4
50-59	5
60-64	6
65 and over	7
Refused	8

33. And what do you do in terms of employment. Are you..... READ OUT CODE ONE ONLY

Employed full-time (35 hours per week)	1	<b>(Go to Q35)</b>
Employed part-time	2	<b>(Go to Q35)</b>
Self-employed – with employees	3	<b>(Go to Q37)</b>
Self-employed / freelance without employees	4	<b>(Go to Q37)</b>
Unemployed and claiming benefit	5	<b>Continue</b>
Unemployed but not claiming benefit	6	<b>Continue</b>
Not working and not looking for work	7	<b>Continue</b>
Permanently retired	8	<b>Continue</b>
Suffering long-term illness or disability, preventing you from working	9	<b>Continue</b>
Part or full-time student	10	<b>Continue</b>
Other	11	<b>Continue</b>
Don't Know/Refused	12	<b>Continue</b>

34. And what did you do in your last main job, were you..... (READ OUT CODE ONE ONLY)

Employed full-time (35 hours per week)	1	<b>Continue</b>
Employed part-time	2	<b>Continue</b>
Self-employed – with employees	3	<b>(Go to Q37)</b>
Self-employed / freelance without employees	4	<b>(Go to Q37)</b>
Don't Know/Refused	5	<b>(Go to Q39)</b>
Never worked	6	<b>(Go to Q39)</b>

---

**WHERE CURRENTLY OR PREVIOUSLY EMPLOYED (CODES 1-2 AT Q33/Q34)**

35. How many people work / worked for your employer at the place where you work / worked? (READ OUT CODE ONE ONLY)

- |                              |   |
|------------------------------|---|
| 1 - 24                       | 1 |
| 25 or more                   | 2 |
| Don't know (do not read out) | 3 |

36. Do / did you supervise any other employees. A supervisor of fore-person is responsible for overseeing the work of other employees on a day-to-day basis? (READ OUT CODE ONE ONLY)

- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |

**GO TO Q38**  
**WHERE CURRENTLY OR PREVIOUSLY SELF-EMPLOYED (CODES 3-4 AT Q33/34)**

37. How many people do you / did you employ? (READ OUT CODE ONE ONLY)

- |                              |   |
|------------------------------|---|
| 1 - 24                       | 1 |
| 25 or more                   | 2 |
| Don't know (do not read out) | 3 |

**WHERE CURRENTLY OR PREVIOUSLY EMPLOYED OR SELF-EMPLOYED**

38. What are/were you employed/self-employed as? PROBE FOR JOB DESCRIPTION AND WRITE IN.

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**SOC 2000 2 DIGIT**

**ASK ALL:**

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

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

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**ASK ALL:**

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

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

41. Do you consider yourself to have a disability?

Yes	1
No	2
Don't know	3
Refused	4

42. Do you consider yourself to have learning difficulties?

Yes	1
No	2
Don't know	3
Refused	4

**ASK ALL:**

43. Interviewer code gender

Male	1
Female	2

**ASK ALL:**

44. The Education Department of WAG may wish to undertake further research in this area. Would you be willing to assist us in further research?

Yes	1
No	2

**As I mentioned at the beginning of the survey, this research has been conducted on behalf of The Education Department of WAG (Welsh Assembly Government). If you have any queries I have the name and contact number of someone at The Education Department of WAG to contact. Would you like to take a note of this:- Julie Owens, Tel. 01745 538540**

