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Government

# Individual Learning Accounts (ILA) Scotland – Learners Study

Education and Training



**INDIVIDUAL LEARNING ACCOUNTS (ILA)  
SCOTLAND  
LEARNERS STUDY**

**BMRB Social Research**

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**It should be noted that since this research was commissioned a new Scottish government has been formed, which means that the report reflects commitments and strategic objectives conceived under the previous administration. The policies, strategies, objectives and commitments referred to in this report should not therefore be treated as current Government policy.**

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## EXECUTIVE SUMMARY

### Contextual overview

1. In October 2004, BMRB was commissioned by the former Scottish Executive to carry out a survey to evaluate Individual Learning Accounts Scotland (ILA Scotland).

2. The overall aim of this study was to gauge the impact of the ILA Scotland scheme in relation to the following aims, which were set out for the scheme prior to its launch:

- widening participation in adult learning by increasing interest and uptake;
- introducing new learners to adult learning and to provide an opportunity for those who have not recently participated in learning to do so;
- encouraging more learning progression;
- encouraging individuals to invest in their own learning (and take ownership);
- prioritising the learning needs of certain groups of learners ( i.e. people on low incomes);
- supporting the development of a quality learning provider base in Scotland.

3. The purpose of the ILA Scotland scheme is to encourage individuals to take up learning opportunities and invest in their learning as they do so. The importance of measures designed to increase and widen participation in lifelong learning among members of the adult population has been recognised as an important priority of the policy agenda in Scotland in recent years. This focus has been reflected in a number of reports and policy documents.

4. Within these reports and policy documents there is recognition of the barriers to participation, in terms of financial support and access to flexible learning opportunities, and the ILA scheme is seen as an important response to such issues.

5. The original ILA Scotland scheme was launched in 2000 and was generally regarded as a success; however the scheme was suspended in 2001 as a result of some providers having been engaged in the mis-selling of ILAs. Plans were then made for the re-launch of an enhanced and more stable scheme.

6. The revised ILA Scotland scheme was launched in two phases. The first phase, ILA200 (previously named the 'Targeted Offer'), was launched in December 2004 and was aimed at those on low incomes (earned individual income of £15,000 or less and those on benefits) who are eighteen or over and normally resident in Scotland. ILA200 provides eligible learners with £200 funding which can be put towards a wide range of learning opportunities both accredited and non-accredited. The second phase, the ILA100 scheme (previously named the 'Universal Offer') was launched in August 2005. This offer is not income restricted. Initially, ILA100 eligible learners could access £100 of funding towards basic information and communication technology (ICT) learning, leading to a formal qualification/certification up to Scottish Credit and Qualifications

Framework (SCQF) Level 5 or equivalent.

7. Changes were introduced in summer 2006 to both the ILA100 and ILA200 offers. The ILA100 offer was expanded to include a wide range of courses covering any subject, rather than restricted to ICT, up to SCQF Level 6 and still leading to a recognized qualification or certification. Changes were also made to the ILA200 offer. The restriction that ICT courses must lead to formal qualifications or recognised certification has also been removed. The timing of the survey means that the first wave of interviewing was undertaken before these changes took effect (although a small proportion of ILA100 learners had started courses in subjects other than ICT). However, courses identified in the second wave of interviewing mainly took place after these changes had been made.

8. In addition, from June 1 2007, the £15,000 income threshold was raised to £18,000 (all applicants covered in the survey were assessed under the previous threshold). The introduction of all these changes corresponds with ILA Scotland's objective of addressing financial barriers to learning and increasing participation of a more diverse or non-traditional group of learners.

## **Method**

9. BMRB carried out a longitudinal survey of successful applicants<sup>1</sup> of the two Individual Learning Accounts (ILA) offers, between January 2006 and September 2007. At wave 1 of the survey, 1,000 ILA200 applicants and 1,000 ILA100 applicants were interviewed. At wave 2, BMRB attempted to re-contact all those who had agreed to take part in a second interview nine months later, in order to track respondents and explore learner outcomes; interviews were conducted with 628 ILA200 respondents and 596 ILA100 respondents.

10. In addition, a separate survey was conducted among 996 “unconverted enquirers”, people who had requested an ILA Scotland application form but who had not returned the form.

11. The survey was designed to assess the extent to which learners felt the ILA scheme had met its objectives, specifically:

- What were the characteristics of people on the two schemes, and when had they last undertaken learning
- Had people on the schemes actually been on ILA funded courses
- To what extent had participation in the schemes encouraged learning progression
- Were learners satisfied with the courses they had been on; did they meet their needs

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<sup>1</sup> “Successful applicants” are people who have had an application for ILA100 or ILA200 successfully upheld by ILA Scotland and therefore hold an ILA account; they may or may not have actually undertaken any learning on ILA-funded courses.

- What benefits did they feel they received from the courses they had been on
- Was the funding critical to their participation in learning, or would they have done so anyway.

### **Characteristics of applicants**

12. In comparison with the adult population of Scotland, the profile of successful ILA200 applicants was younger, with more women than men. Those on ILA100 were closer to the profile of the Scottish population but with a greater concentration between the ages of 31 and 60. Those on both offers were more likely than the Scottish population as a whole to be in work, and the number in work was particularly high among those on ILA100 (and most were working full-time). ILA100 contained a relatively high proportion of people in social grades A and B (professional and managerial occupations), while the proportion for ILA200 was slightly lower than the population as a whole.

13. Around one in six successful applicants were “new” learners (who had not done any learning since leaving school): 16% for ILA200 and 14% for ILA100. In addition, 21% of ILA200 and 16% of ILA100 respondents were “returners” (had done no learning in the last three years). Those on ILA100 were more likely than those on ILA200 to be qualified to degree level or above (32% compared with 18%).

14. Unconverted enquirers tended to be younger than successful applicants, and were less likely to have studied recently. However, they were similar to successful applicants in terms of the highest qualification they had attained.

### **The application process**

15. TV and radio were commonly used sources of information for both offers, and were also seen as effective. The ILA website, the learning provider and word of mouth were also seen as effective sources of information.

16. Most respondents were satisfied with the ILA helpline (90% for ILA200 and 87% for ILA100) and had not used any other source of information during the ILA application process.

17. Nearly all successful applicants found the application process straightforward (96% for ILA200, 93% for ILA100), and this was also true of unconverted enquirers (most of whom found the application form easy to understand). The unconverted enquirers also thought the income assessment section was easy to complete, although 18% felt that they would have had difficulties providing the supporting documents. The main reasons why the unconverted enquirers did not return the form were a change of mind, being too busy and not being eligible for funding.

## **Participation in ILA funded learning**

18. By the time of the wave 2 interview, around three in five successful applicants had actually undertaken an ILA funded course (62% for ILA200, 59% for ILA100). This comprised those who had completed a course (27% for ILA200, 32% for ILA100), those who had dropped out of a course before it finished (14% and 13% respectively) and the remainder who were still on their first course (21% and 14% respectively).

19. Around half of all of all respondents said that they were planning to do a new course in the next 12 months when interviewed at wave 2, and this was higher amongst those who had already been on a course. However, only one in five of those planning to do a course at wave 1 had actually done so by the time of the wave 2 interview nine months later.

## **Types of course and qualifications**

20. Information and communication technologies (ICT) was the most common subject of ILA funded courses on both offers<sup>2</sup>, and around half of courses took place at a college.

21. Most respondents said that their course had led or would lead to a qualification (82% for ILA200 and 75% for ILA100), and this qualification was generally seen as important to the learner (88% on ILA200 and 89% on ILA100).

22. Where learners were planning to do a course in the future, the subjects closely reflected those of courses already undertaken through ILA.

## **Motivations and barriers**

23. Many people took ILA funded courses to help to find work or a change of job, and this was higher among those on ILA200 than those on ILA100. Gaining skills or qualifications were the other main reasons for undertaking a course, although courses under the ILA200 offer do not need to lead to qualifications.

24. Those who had not undertaken any ILA funded courses by the time of the initial interview were most likely to say this was because ILA funding was not accepted on their chosen course, or because they could not find an appropriate course. Other reasons related to personal circumstances, including work and family commitments, and these were also the most common reasons for dropping out of a course.

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<sup>2</sup> ILA100 was originally restricted to courses in ICT but this was changed in August 2006; as result, the number of ICT courses identified in the survey decreased between the first and second waves of the survey, but still remained the most common subject in both schemes.



## **Outcomes from ILA courses**

25. In both offers, the outcomes that respondents felt they had achieved from ILA funded courses generally matched their priorities for doing the course, so that gaining new skills or knowledge was likely to be seen as both an important reason for doing a course and something that learners had successfully achieved.

26. Respondents were more likely to say they had achieved “softer” outcomes (e.g. gaining new skills and increasing self-confidence) than harder employment related outcomes (such as getting a job, changing jobs or getting a promotion), although a proportion of learners said that their course had helped them in relation to work; this was more pronounced for ILA200 than ILA100 learners (26% of ILA200 learners said that the course had helped them to get work and 23% to find a job with a different employer).

## **Satisfaction**

27. There were high levels of satisfaction with ILA funded learning amongst those that had been on a course: at wave 1, 21% of those on ILA200 and 13% on ILA100 said that the course had exceeded their expectations, while most of the remainder said that it had met their expectations. At wave 2, 96% of learners on ILA200 and 93% of those on ILA100 said that they were satisfied with the offer overall. Those who had been on a course were also very positive towards individual aspects of the course (quality of teaching and course materials, the learning provider and ILA staff).

28. While the majority of respondents were satisfied with the range of courses available, the availability of courses in their area, and the availability of suitable dates and times for courses, those who had not undertaken any ILA funded courses were more negative (between 25% and 30% were dissatisfied with these aspects), as were the unconverted enquirers (between 23% and 32% agreed that course locations or times were inconvenient or that they couldn't find a course subject that they wanted to do).

## **Funding**

29. Most respondents (85% on ILA200 and 82% on ILA100) felt that the personal contribution they were required to pay was about the right amount, and were satisfied with the overall level of funding provided by the ILA each year (88% on ILA200 and 84% on ILA100). However, around two in five respondents (40% on ILA200 and 41% on ILA100) indicated that the personal contribution they had to pay might discourage them, by agreeing with the statement that paying the personal contribution made you think twice about applying for a course.

30. Respondents who had been on an ILA funded course were asked whether they would have taken the course if ILA funding had not been available. The proportion who said they would have done the course without ILA funding was higher for those on ILA100 than ILA200 (27% and 16% respectively said it was very likely that they would still have done the course).

# CHAPTER ONE INTRODUCTION

## Policy background

1.1 In October 2004, BMRB was commissioned by the former Scottish Executive to carry out a survey to evaluate the Individual Learning Accounts Scotland scheme (referred to in this report as ILA)<sup>3</sup>.

1.2 Recent changes to the strategic objectives of the Scottish Government to make Scotland **wealthier and fairer, healthier, safer and stronger, smarter and greener**<sup>4</sup> have clear implications for the ILA Scotland scheme. Within this context, the scheme has a key role to play in enabling learners and potential learners who may otherwise be unable to access learning opportunities to undertake study or training to leverage skills and increase their potential contribution to the knowledge economy.

1.3 The following aims were set out for the ILA scheme prior to its launch:

- widening participation in adult learning by increasing interest and uptake;
- introducing new learners to adult learning and to provide an opportunity for those who have not recently participated in learning to do so;
- encouraging more learning progression;
- encouraging individuals to invest in their own learning (and take ownership);
- prioritising the learning needs of certain groups of learners (i.e. people on low incomes);
- supporting the development of a quality learning provider base in Scotland.

1.4 The importance of measures designed to increase and widen participation in lifelong learning among members of the adult population has been recognised as an important priority of the policy agenda in Scotland in recent years. This focus is reflected in a number of reports and policy documents including the Scottish Parliament's Final Report into Lifelong Learning (Scottish Parliament, 2002), the then Scottish Executive's Lifelong Learning Strategy for Scotland - Life Through Learning Through Life (Scottish Executive, 2003a), the Partnership Agreement (Scottish Executive, 2003b) and more recently the Scottish Government's Skills Strategy, Skills for Scotland: A Lifelong Skills Strategy (Scottish Government, 2007). Within these documents, there is recognition of the barriers to participation, and the ILA scheme is seen as an important response to such issues.

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<sup>3</sup> There is also a separate study of learning providers and intermediary agencies, conducted by the Centre for Research in Lifelong Learning (CRL) based at Glasgow Caledonian University: <http://www.scottishexecutive.gov.uk/Publications/2007/12/13151715/0>.

<sup>4</sup> The Scottish Government, overview of strategic objectives, <http://www.scotland.gov.uk/About/purposestratobj>.

1.5 Financial factors have been identified as one such potential barrier for learners and potential learners, in particular non-traditional learners (Scottish Funding Council, 2005). The Scottish Government has an ongoing commitment to enhancing student support through developing continued improvements to student finance models. Differences in financial support systems for tertiary education students were recently evaluated on an international level in the Funding for Learners Review (Scottish Executive, 2005a). Extensive information, advice and guidance (IAG) on student finance is provided through the Funding, Support and Grants section of the Education and Training area of the Scottish Government website, which offers detailed support for groups such as adult learners, disabled students and those undertaking part-time study (Scottish Executive, 2007a).

1.6 The ILA Scotland scheme has been a key tool in addressing ongoing policy-based dialogue about improving access to and flexibility of learning opportunities. The concept of a model of entitlement to learning which is **flexible and not time-bound, equitable, guaranteed and non-bureaucratic**<sup>5</sup> is supported as a method of encouraging entry or re-entry and engagement in learning in post-16 education. Entitlement to learning has been identified as a way of empowering learners, increasing participation amongst 'non-traditional' groups through more flexible learning opportunities and fostering a sense of 'parity of esteem' between different types of learning within one overarching framework (**Enterprise and Lifelong Learning Committee, 2002**). The Enterprise and Lifelong Learning Committee (ELLC) also recommended that **part-time learners should be entitled to the same (or pro-rata) fee arrangements as full-time learners**.

1.7 Increasing overall participation in Higher Education (HE) has meant an increase in the number of part-time students and learners who would benefit from such flexible learning pathways. In 2005-06, 40% of all students in HE in Scotland<sup>6</sup> and 89% of all students in Scotland's colleges<sup>7</sup> studied part-time. There is currently a clear differential in the financial support available for full-time and part-time students, with part-time students in further education (FE) being eligible for means tested bursary support (for travel and study costs) and in HE having entitlement to limited support with study costs (Scottish Executive, 2005). Unaffordable costs of study can act as a significant barrier to full participation of part-time students in education (Callender et al, 2006), and 'the view that support for part-time students should be enhanced is widely held'<sup>8</sup>.

1.8 Along with the financial assistance offered through ILA Scotland and the government fee waiver scheme, the Open University (OU) has recently announced plans to offer financial help to part-time students who may otherwise be unable to access

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<sup>5</sup> Scottish Executive (2006) Entitlement to Learning Scoping Study, <http://www.scottishexecutive.gov.uk/Publications/2006/06/29144834/0>

<sup>6</sup> Scottish Executive, Students in Higher Education at Scottish Institutions 2005-06, <http://www.scotland.gov.uk/Publications/2007/05/15103533/4>

<sup>7</sup> Scottish Funding Council, Student enrolments in Scottish Further Education Colleges by mode of study, level and gender - 2005-06, <http://www.scotland.gov.uk/Resource/Doc/1046/0051448.xls>

<sup>8</sup> Scottish Executive, Final Report from the funding of learners review, <http://www.scotland.gov.uk/Publications/2005/03/20899/55184>

learning opportunities. This income based assistance (up to £200 for those earning between £15,700 and £30,000) has been developed in response to the recommendations of the Review of Funding of Learners (Scottish Executive, 2005c), as initially outlined in *Life Through Learning Through Life*, the previous Lifelong Learning Strategy for Scotland (Scottish Executive, 2003a). This OU development aims to complement existing aid for those on low incomes, such as single parents, mature students and students with disabilities (Cubie et al, 1999) and encourage flexible and equitable access to learning opportunities. This funding is for one year only and will be for session 2007-08.

1.9 The Leitch Review of Skills suggests that the 50% target for participation in HE prioritises full-time undergraduate study over part-time opportunities. Leitch recommends increased employer engagement and routes to continued professional development as potential resolutions to this, in line with the development of the core objective of the increased acquisition of 'world class skills' (Leitch, 2006). The Department for Innovation Universities and Skills in July 2007 proposed to introduce new 'skills accounts' in England (though these would be different from ILAs in Scotland in a number of ways).

1.10 The ILA scheme also acts as a mechanism through which learners may access IAG regarding learning opportunities from a number of sources which include amongst others: ILA Scotland helpline and website; intermediary agencies; learning providers and other learners. As such, the ILA Scotland scheme contributes to the Executive's commitment to the provision of clear, straightforward, accessible and user friendly IAG which is delivered efficiently, effectively and coherently by delivery partners, intermediaries and IAG practitioners (Scottish Executive, 2005b).

### **The ILA Scotland scheme**

1.11 Plans for the ILA scheme were first outlined in the Government Green Paper *The Learning Age: A Renaissance for a New Britain* (Department for Education and Employment, 1998) in which paths for movement towards individualized, self-directed and market driven lifelong learning were discussed. In Scotland, the scheme was adopted as 'a key part of the then Scottish Executive's drive to build a learning nation where people of all backgrounds can invest in their own learning throughout their lifetime' (Scottish Executive, 2000). On its launch in 2000, the original scheme (which operated UK-wide) enjoyed national uptake that exceeded initial forecasts, with 80% of participants in the former Scottish Executive-commissioned research agreeing that participation in the scheme had increased their knowledge and skills and 60% agreeing that participation in the scheme would encourage them to undertake further learning (Scottish Executive, 2002). Though generally hailed as a success, the scheme was suspended in 2001 as a result of some providers having been engaged in the mis-selling of ILAs. In Scotland plans were then made for the re-launch of an enhanced and more stable scheme which would 'take the best from the first ILA programme and remedy its shortcomings' (Scottish Executive, 2001).

1.12 The ILA Scotland scheme was re-launched in December 2004, as a more robust and sustainable successor to the original scheme. Like the ILA Scotland scheme, ILAs were also re-launched in Wales with a new scheme being introduced in summer 2003<sup>9</sup>.

1.13 An evaluation of the original ILA Scotland scheme has helped to shape the innovative nature of the re-launched scheme<sup>10</sup>. The revised ILA Scotland scheme was launched in two phases. The first phase, ILA200 (previously named targeted offer), was launched in December 2004 and was aimed at those on low incomes (earned individual income of £15,000 or less and those on benefits) who are eighteen or over and normally resident in Scotland. ILA200 provides eligible learners with £200 funding which can be put towards a wide range of learning opportunities both accredited and non-accredited. The second phase, the ILA100 offer (previously named universal offer) was launched in August 2005. This offer is not income restricted. Initially, ILA100 eligible learners could access £100 of funding towards basic information and communication technology (ICT) learning leading to a formal qualification/certification up to Scottish Credit and Qualifications Framework (SCQF) Level 5 or equivalent. The ILA100 offer was expanded from summer to include a wide range of courses covering any subject, rather than restricted to ICT, up to SCQF Level 6 (although still limited to courses leading to qualifications/certification). The restriction that ICT courses for ILA200 must lead to formal qualifications or recognised certification has been removed.

1.14 Once established, ILA Scotland accounts have no specified expiry date and the funding entitlement is refreshed on an annual basis although account holders for ILA200 have to re-confirm their income level (if not, they revert to an ILA100 account). To access funds provided through the ILA Scotland scheme, all ILA learners must make a minimum contribution of £10 per learning episode.

1.15 Courses which are eligible for ILA funding are referred to as "Eligible Learning" and are detailed on the ILA Scotland website<sup>11</sup>. Funding can be used towards a range of courses offered by approved learning providers from a variety of sectors which include voluntary or community providers, private training providers, colleges and universities.

1.16 However, certain types of courses are excluded from the ILA Scotland scheme. Such exclusions are:

- full time higher education
- advanced professional qualifications;
- work related and statutory training which is a requirement of the individuals employment, examples offered by ILA Scotland include Health and Safety or learning which is associated with core work duties;
- adult literacy and numeracy courses;

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<sup>9</sup> <http://www.scottish.parliament.uk/business/committees/enterprise/or-05/ec05-0102.htm>

<sup>10</sup> <http://www.scotland.gov.uk/Publications/2002/10/15482/11110>

<sup>11</sup> <http://www.ilascotland.org.uk/Course+Search/search.htm>

- leisure or sports activities not leading to a recognised qualification;
- secondary education.
- ICT training which does not lead to a recognised qualification or certificate
- lessons towards attaining driving licence category A or B
- courses given as a reward or an inducement by an employer
- private flying lessons (including fixed wing, rotary and paragliding)
- diving lessons (scuba, deep sea and high board)
- outward bound type courses.

1.17 As we have noted, ILA Scotland has been subject to major changes aimed at improving the scheme's impact and effectiveness (see Table 1.1). The first widened the scope of the ILA100 offer to include ICT qualifications up to SCQF Level 6 or equivalent. The second amendment has broadened the offer to include access to a wide range of ILA approved learning. These changes were introduced shortly before the fieldwork for wave 1 of the ILA100 survey, and many of the courses undertaken by learners (as captured by the wave 1 survey) took place before these changes.

**Table 1.1: The ILA Scotland scheme<sup>12</sup>**

<b>Target Group</b>	<b>Funding</b>	<b>Minimum learner contribution</b>	<b>Requirement to provide evidence of income</b>	<b><i>Courses learner may access</i></b>
ILA200 offer - Earned income of £15,000 <sup>13</sup> or less per annum, individuals in receipt of benefits or tax credits	Up to £200 per learner per year	£10 per learning episode	Yes	<i>Wide range of ILA Scotland approved courses, both certificated and non-certificated</i>
ILA100 offer - Earned income of more than £15,000 per year (prior to changes introduced in August 2006)	Up to £100 per learner year	£10 per learning episode	No	<i>ILA Scotland approved ICT courses up to SCQF level 5 or equivalent which must lead to qualification or certification</i>
<i>ILA100 offer - Earned income of more than £15,000 per year (post changes to the scheme introduced in August 2006)</i>	<i>Up to £100 per learner per year</i>	<i>£10 per learning episode</i>	<i>No</i>	<i>Wide range of ILA Scotland approved courses up to SCQF Level 6 or equivalent which must lead to qualification or certification</i>

1.18 Changes have also been made to the ILA200 offer. The initial restriction that ICT courses must lead to formal qualifications or recognised certification has been

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<sup>12</sup> This table is adapted from information provided by ILA Scotland. See <http://www.IAScotland.org.uk/NR/rdonlyres/EDD0AA0F-7B51-4DBD-830F-B9C5D6205A43/0/ILAScotlandeligibility.pdf>

<sup>13</sup> This increased to £18,000 on June 1st 2007

removed. An additional change has recently been announced. On June 1st 2007, the £15,000 individual income threshold was raised to £18,000<sup>14</sup>. Recent research has noted that many agencies have felt that the current cut off point was too low and should be raised (Scottish Executive, 2007c). This corresponds with ILA Scotland's objective of addressing financial barriers to learning and increasing participation of a more diverse or non-traditional group of learners. This survey was conducted before this change came into operation.

1.19 More generally, the number of providers and courses covered by the scheme has increased over time, as shown in table 1.2. Again, this is relevant to the timing of the survey, as the vast majority of the courses covered in the survey will have been taken before the end of 2006, and many by the end of 2005.

**Table 1.2: Number of providers and courses covered by ILA Scotland**

	<b>Approved providers</b>	<b>Courses</b>	<b>Venues</b>
By end of December 2005	200	9,300	490
By end of December 2006	250	13,000	600
By end of December 2007	300	16,000	660

Note: table shows approximate figures

1.20 A number of high-level targets were set for ILA Scotland prior to its launch in 2004:

- 38,000 active learners (ie taking up ILA funded learning) on ILA200 (by the end of 2006)
- 12,000 active learners on ILA100
- 8,000 “new” ILA learners (no learning since leaving school)
- 5,000 “return” ILA learners (no learning in previous three years)
- 90% of ILA learners satisfied with the quality of their learning.

1.21 Initially, the uptake of the scheme was slow and the target of 38,000 active ILA200 learners was not reached until 2007 (although over 53,000 applicants had got to the stage of opening an account by the end of 2006). All of the ILA200 targets have now been met (as of December 2007), but the uptake of ILA100 has been low, with around 4,500 active ILA100 learners by the end of 2007.

### ***The learner application process***

1.22 The ILA Scotland scheme comprises of a helpline through which learners are encouraged to enquire about the scheme via a dedicated telephone number staffed by

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<sup>14</sup> <http://www.IAScotland.org.uk/Provider/News.htm>



advisors from learndirect scotland. Through the helpline, learners can check whether they are eligible, enquire about approved courses, and request an ILA application form. It was the intention that channelling the application process via a single entry point would provide clarity and also contribute to greater security within the application process.

1.23 Once learners have contacted the helpline and registered with the ILA Scotland scheme, they receive an application pack which contains a form, guidance on completing the form, and freepost envelope through which it is to be returned. This pack is also available in audio (CD) format, Braille and large print format, or in any of the following languages: Chinese, Gaelic, Hindi, Punjabi and Urdu. The application form is partially completed on the basis of information the learner has already provided through their interaction with the helpline. The learner is responsible for completing the form although assistance through an intermediary or partner agency, for example an advice agency or community group, is encouraged.

1.24 After the form has been returned to ILA Scotland, and evidence of income assessed (where required), the learner receives a welcome pack confirming that they have registered with ILA Scotland. ILA Scotland states that the learner should receive this within two weeks of their application being received<sup>15</sup>. In the welcome pack, the learner is provided with a guide to choosing courses and a learner account card with a specific ILA account reference number. The account number is required to book an ILA approved course. Like the application outlined in paragraph 1.19 above, the welcome pack is also available in alternative formats and languages.

### ***Income assessment***

1.25 Applicants for the ILA200 offer are requested to provide evidence of individual income alongside their application for inclusion in the scheme. The nature of evidence required varies depending on the individual learner's circumstances (see Table 1.3). All forms that are required to be completed in order to evidence income are found within the application pack. Evidence of income should be returned to ILA Scotland along with the completed application form.

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<sup>15</sup> How learners register with ILA Scotland <http://www.IAScotland.org.uk/NR/rdonlyres/E983069D-F608-485D-975B-6297EC6E14AB/0/Howlearnersregister.pdf>

**Table 1.3: Evidence of income required as part of ILA200 Scotland application process<sup>16</sup>**

<b>Employed</b>	<b>In receipt of benefits/state pension</b>	<b>Of pensionable age but not in receipt of state pension</b>	<b>Self-employed</b>	<b>No income</b>
3 most recent monthly pay slips	latest benefit entitlement letter	copy standard pension statement	ILA Scotland Certification of Self-Employed Income Form	<i>National Insurance Contribution Records Statement from DWP</i>
or	or	or		<i>or</i>
3 weekly pay slips in last 3 month period	most recent Tax Credit Assessment Notification	Letter form DWP confirming pension		<i>Tax Credit Notification from Inland Revenue</i>
or	or	or		
<i>ILA Scotland Employer Certification of Income form</i>	<i>ILA Scotland Benefit Confirmation form</i>	<i>copy of inside cover or pension book showing payment made and to whom</i>		

***Booking ILA Scotland learning opportunities***

1.26 Once a learner has selected a course from ILA approved courses or "eligible learning opportunities", the learner must then approach the provider and indicate their wish to access an ILA funded opportunity. The learner must then give their learner account number (on their learner account card) to the provider in order to reserve ILA Scotland funds. Following this course booking process, the learner receives confirmation of the booked course from ILA Scotland along with a 'learning token' which the learner must then use to "pay" for their learning. This is a paper confirmation which includes an additional reference number unique to that learner, the selected

<sup>16</sup> This table was adapted from information provided by ILA Scotland see <http://www.IAScotland.org.uk/NR/rdonlyres/54A31301-4182-483D-A8F5-BC0370B3F99/0/IncomeAssessment.pdf>

course and the selected provider and is submitted to the provider to be dated and validated. It is also suggested that the learner's £10 personal contribution should be collected at this point<sup>17</sup>.

### ***Individual Learning Accounts and the role of learning providers and intermediary agencies***

1.27 ILA Scotland has prioritised working with both learning providers and intermediary agencies. The important role that learning providers and intermediary agencies can play in disseminating information to learners and potential learners has been recognised by ILA Scotland. The ILA Scotland website has a dedicated 'Provider Zone' and 'Partner Zone', with tailored and bespoke information for each of these types of organisation. The Learning Provider Zone provides guidance on registration as a provider, quality assurance aspects of course delivery and operational aspects of the scheme, such as the Provider Opportunity Management Tool (PROMT), the dedicated information management software which enables providers to add, edit and remove course information and bookings. The Partner Zone offers guidance and information on how to provide support for learners and potential learners, including examples of the nature of support that learners may require. The ILA Scotland scheme proposes to build on relationships already established between intermediary agencies and their particular client groups<sup>18</sup>.

### **Survey Details**

1.28 The survey was longitudinal in design, tracking successful applicants<sup>19</sup> of both offers (ILA100 and ILA200) over time; applicants were interviewed twice, approximately nine months apart. In addition, a separate survey was carried out amongst people who had requested an ILA Scotland application form but had not returned it (referred to as “unconverted enquirers”). BMRB worked in collaboration with the SCRE Centre, University of Glasgow, in developing the research design.

1.29 The survey was designed to assess the extent to which learners felt the ILA scheme had met its objectives, specifically:

- What were the characteristics of people on the two schemes, and when had they last undertaken learning
- Had people on the schemes actually been on ILA funded courses
- To what extent had participation in the schemes encouraged learning progression

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<sup>17</sup> How Learners Book a Learning Episode <http://www.IAScotland.org.uk/NR/rdonlyres/ED6C4C72-7FCC-4C2B-A1E8-E9BAD7FFF665/0/HowLearnersBooka.pdf>

<sup>18</sup> Welcome to ILA Scotland <http://www.IAScotland.org.uk/NR/rdonlyres/4913D4E1-BF20-43D2-911C-46B68378E77F/0/welcometoILAScotland.pdf>

<sup>19</sup> “successful applicants” are people who have had an application for ILA100 or ILA200 successfully upheld by ILA Scotland and therefore hold an ILA account; they may or may not have actually undertaken any learning on ILA-funded courses

- Were learners satisfied with the courses they had been on; did they meet their needs
- What benefits did they feel they received from the courses they had been on
- Was the funding critical to their participation in learning, or would they have done so anyway.

1.30 This report presents an overview of the findings for the research as a whole, comparing the findings for the two offers and between the two waves of interviewing, as well as the survey amongst unconverted enquirers.

### **Survey Method**

1.31 At the first wave of the survey, BMRB interviewed 1,000 successful applicants on ILA200 and 1,000 on ILA100. ILA200 applicants were interviewed in January and February 2006, ILA100 applicants in November and December 2006. The samples of applicants were supplied by learndirect scotland. The ILA200 sample covered those who had successfully applied between January and July 2005 inclusive, while the ILA100 sample covered successful applications made at any time in 2005 or 2006<sup>20</sup>.

1.32 BMRB stratified the learndirect scotland lists by gender, date of birth and date applied, and made a random selection of people to contact. BMRB issued selected learners with letters explaining the purpose of the research. Advance letters for all waves are in the Appendices. Selected learners, excluding those who opted out of the research prior to fieldwork commencing, were then contacted by telephone and invited to participate. Every effort was made to obtain interviews with the random selection of ILA applicants (for example, BMRB interviewers made repeat call-backs and often had to schedule appointments for a time that suited the respondent).

1.33 In order to track respondents and explore learner outcomes, BMRB attempted to re-contact all of those agreeing to take part in a second (wave 2) interview nine months later. An advance letter was again posted to all those selected at the second wave. A total of 628 ILA200 respondents were interviewed between September and November 2006, while 596 ILA100 respondents were interviewed in August and September 2007. Table 1.4 summarises the numbers of interviews and response rates.

1.34 A separate survey of unconverted enquirers was also conducted. The sample was again drawn from the learndirect scotland database, covering people who had requested an ILA Scotland application form but who, according to the database, had not returned that form. A total of 996 interviews were conducted in October and November 2006; this comprised 746 respondents who had requested a form for the ILA200 offer and 250 for the ILA100 offer.

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<sup>20</sup> Until August 2006, the ILA100 scheme only covered courses in information and communication technologies (ICT), and the uptake had been very low up to this point. It was therefore not possible to draw a sufficiently large sample of applicants for the survey until uptake had increased; this happened later in 2006 when the scheme was changed to include courses in a wider range of subjects.

**Table 1.4: Number of interviews and response rates**

	<b>ILA200</b>	<b>ILA100</b>	<b>Unconverted enquirers</b>
Number of learners contacted for Wave 1	1,420	1,843	1,905
Wave 1 interviews (completed interviews)	1,000	1,000	996
Wave 1 refusals	177	253	551
Wave 1 unresolved contacts	243	590	359
Wave 1 response rate (% of issued sample)	70%	54%	52%
Number of learners contacted for Wave 2	758	751	-
Wave 2 interviews (completed interviews)	628	596	-
Wave 2 refusals	71	75	-
Wave 2 unresolved contacts	59	80	-
Wave 2 response rate (% useable sample)	83%	79%	-

1.35 These sample sizes (1,000 interviews for each offer in the first wave, and around 600 in the second wave) allow for a reasonable level of statistical confidence, both for the total samples and for different sub-groups (e.g. age groups and social grades), while remaining cost-efficient.

1.36 As noted above, the timing of the survey fieldwork varied between the two offers, as did the time span over which respondents applied for funding. Those on ILA200 were first interviewed between 6 and 13 months after opening their account, but those on ILA100 were interviewed anything up to 23 months after opening their account. This means that some of the ILA100 respondents will have had longer to take up individual courses, but also that there was greater variation in the time since opening the account for ILA100, in comparison with ILA200. This should be borne in mind when interpreting differences in results between the two offers. In addition, it is important to bear in mind that the survey reports on the experiences of individuals at a particular stage of the ILA scheme's development (wave 1 interviews in 2006 and wave 2 interviews in 2006 and 2007), and that this may differ from the experiences of learners more recently.

1.37 For all elements of the survey, interlocking sex-age weights were applied to the data to correct for the slight tendency to over-represent women and older people. This ensures that the profile of the interviewed sample is in line with the 'population' of successful applicants covered by the learndirect database (i.e. correcting for any response bias). All figures in this report are based on weighted data. Further details on weighting can be found in the Appendix.

### **Notes on report**

1.38 The report refers to differences between the two offers and between sub-groups of learners. All differences mentioned in the report are statistically significant at the 95% confidence level<sup>21</sup>. Where figures in tables do not add up to 100%, this is due either

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<sup>21</sup> Because a sample of learners has been interviewed (rather than all learners in the population), results need to be tested for statistical reliability. A "statistically significant" difference at the 95% confidence

to percentage rounding or because multiple responses are allowed. An asterisk (\*) denotes a percentage of less than 0.5 per cent but greater than zero.

1.39 All tables in the report include the unweighted base (the number of respondents answering the question), as well as a description of the base.

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level is one that we can be confident would have occurred – in 19 out of 20 instances - if all learners in the population had been interviewed.

## CHAPTER TWO CHARACTERISTICS OF APPLICANTS

2.1 This chapter examines the characteristics of the successful ILA applicants interviewed in the survey, as well as those of unconverted enquirers; specifically, it examines demographic characteristics, educational background and qualifications. This chapter also looks at general attitudes to learning.

### Demographic characteristics

2.2 Tables 2.1 and 2.2 compare those on the ILA200 and ILA100 offers with the adult population in Scotland, in terms of gender and age.

**Table 2.1 Gender comparison**

	<b>ILA200</b>	<b>ILA100</b>	<b>Adults (18+) in Scotland</b>
	%	%	%
Male	29	46	47
Female	71	54	53

Base: ILA200 - All wave 1 respondents (successful applicants): 1,000; ILA100 - All wave 1 respondents (successful applicants): 1,000; Adults in Scotland from 2001 Census data

**Table 2.2 Age comparison**

	<b>ILA200</b>	<b>ILA100</b>	<b>Adults (18+) in Scotland</b>
	%	%	%
18-30	26	13	21
31-40	28	26	20
41-50	25	33	18
51-59	13	20	14
60+	8	8	27

Base: ILA200 - All wave 1 respondents (successful applicants): 1,000; ILA100 - All wave 1 respondents (successful applicants): 1,000; Adults in Scotland from 2001 Census data

2.3 While the gender profile of ILA100 respondents was similar to the adult population in Scotland, those on ILA200 were more likely to be female.

2.4 ILA200 had a younger age profile than the Scottish population, whereas those on ILA100 were more concentrated between the ages of 31 and 60.

2.5 On both ILA100 and ILA200, a greater proportion of older people (aged over 60) were male, compared with successful applicants as a whole: on ILA100, 61% of those aged over 60 were male, as were 41% of over 60s on ILA200.

2.6 Unconverted enquirers tended to be younger than successful applicants: 38% of those enquiring about ILA200 were aged 18-30 (compared with 26% of successful applicants for ILA200), while 22% enquiring about ILA100 were in this age group

(compared with 13% of successful applicants for ILA100). The gender profile of unconverted enquirers was the same as for successful applicants in the case of ILA100, but there were more men in the sample of unconverted enquirers for ILA200 compared with the ILA200 successful applicants (36% compared with 29%).

2.7 Table 2.3 compares the social grade profile of successful applicants with known characteristics from BMRB's large scale TGI (Target Group Index) survey (16,000 interviews in Scotland per year). TGI is a postal survey which follows up on a sample of BMRB's general public Omnibus survey, and is representative of the adult population. The TGI questionnaire covers a range of issues relating to the public's characteristics, behaviour and attitudes, which can be used (as here) for comparative purposes.

**Table 2.3 Social grade comparison**

	<b>Description</b>	<b>ILA200</b>	<b>ILA100</b>	<b>Adults (18+) in Scotland</b>
		%	%	%
A	Higher managerial administrative or professional occupations	3	4	3
B	Intermediate managerial administrative or professional people	14	28	20
C1	Supervisory or clerical and junior managerial administrative or professional occupations	36	40	28
C2	Skilled manual workers	20	18	21
D	Semi and unskilled manual workers	14	6	17
E	Those entirely dependent on the State long term (without regular income)	13	2	10

Base: ILA200 - All wave 1 respondents (successful applicants): 1,000; ILA100 - All wave 1 respondents (successful applicants): 1,000; Adults in Scotland from BMRB's TGI data

2.8 The profile of those on ILA200 was similar to the Scottish population, despite the eligibility criteria which limited the offer to people on low incomes and/or receiving state benefits. This suggests that within the eligible population, ILA200 may have attracted fewer people in the lower social grades, and may therefore have been less successful than intended in widening learning participation amongst more deprived groups of the population.

2.9 ILA100 contained more people in the B and C1 social grades and fewer in the D and E grades, compared with ILA200 and with the population as a whole. This is not surprising, given that people on ILA100 will have been ineligible for ILA200 by virtue of having a higher income.

2.10 More detailed analysis shows that, in ILA200, older people (over 50) were more likely to be in the AB social grades than younger people (22% compared with 17% overall), while the DE social grades had a stronger male profile than higher social grades (33% of men were DEs compared with 23% of women). In ILA100, C2s had a relatively young age profile (27% of 18-30s were C2s), while those in E social grade



were mostly retired. Women were more likely than men to be in the AB social grade (37% compared with 25%).

2.11 Table 2.4 shows the working status of successful applicants, again in comparison with TGI data.

**Table 2.4 Working status comparison**

	<b>ILA200</b>	<b>ILA100</b>	<b>Adults (18+) in Scotland</b>
	%	%	%
Working full time	41	81	36
Working part time	29	8	14
Retired	6	6	29
Other	24	4	21

Base: ILA200 - All wave 1 respondents (successful applicants): 1,000; ILA100 - All wave 1 respondents (successful applicants): 1,000; Adults in Scotland from BMRB's TGI data

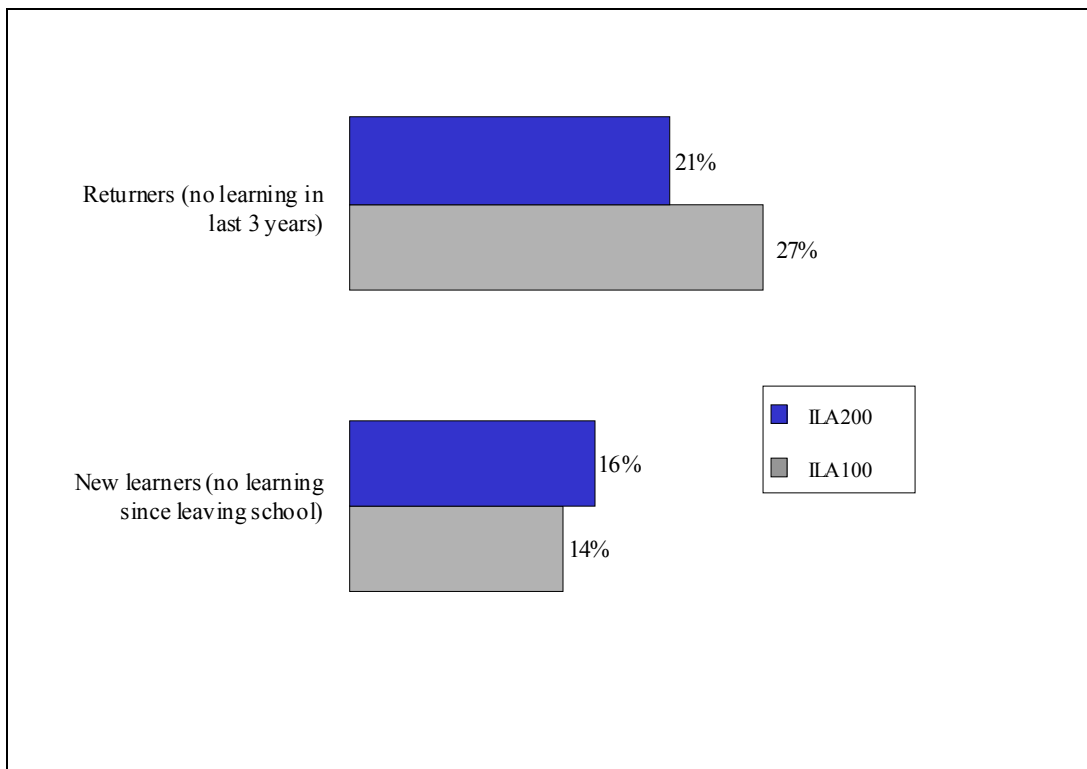
2.12 Compared with the general population, those on ILA200 and ILA100 were both more likely to be in work and less likely to be retired. The proportion in work was considerably higher among those on ILA100 than those on ILA200, and most on ILA100 were working full-time.

2.13 On both offers, women were more likely than men to be in part-time work (35% compared with 13% in ILA200, and 12% compared with 3% in ILA100) and, amongst those in work, the prevalence of part-time work increased with age: on ILA100, those aged over 50 were more likely than those aged 50 or below to be in part-time work (13% compared with 8%), while on ILA200, the difference was that those aged 30 or below were more likely to be working full-time (74% were working full-time compared with 59% overall).

### **Educational background**

2.14 The ILA scheme aimed to introduce new learners (those who had not done any learning since leaving school) to adult learning, and to provide an opportunity for those who have not recently participated in learning to do so. For the purposes of the survey, the latter group (referred to as “returners”) are defined as those who have not done any learning in the last three years). Chart 2.1 shows the proportions in these two groups for the two offers.

**Chart 2.1 Proportion of new learners and returners in the ILA scheme**



Base: All successful applicants at wave 1 (ILA200: 1,000, ILA100: 1,000)

2.15 Around one in six successful applicants had not undertaken any learning since leaving school (16% for ILA200 and 14% for ILA100) and, in addition, around one in four had not studied in the previous three years – this was higher for ILA200 (27%) than ILA100 (21%).

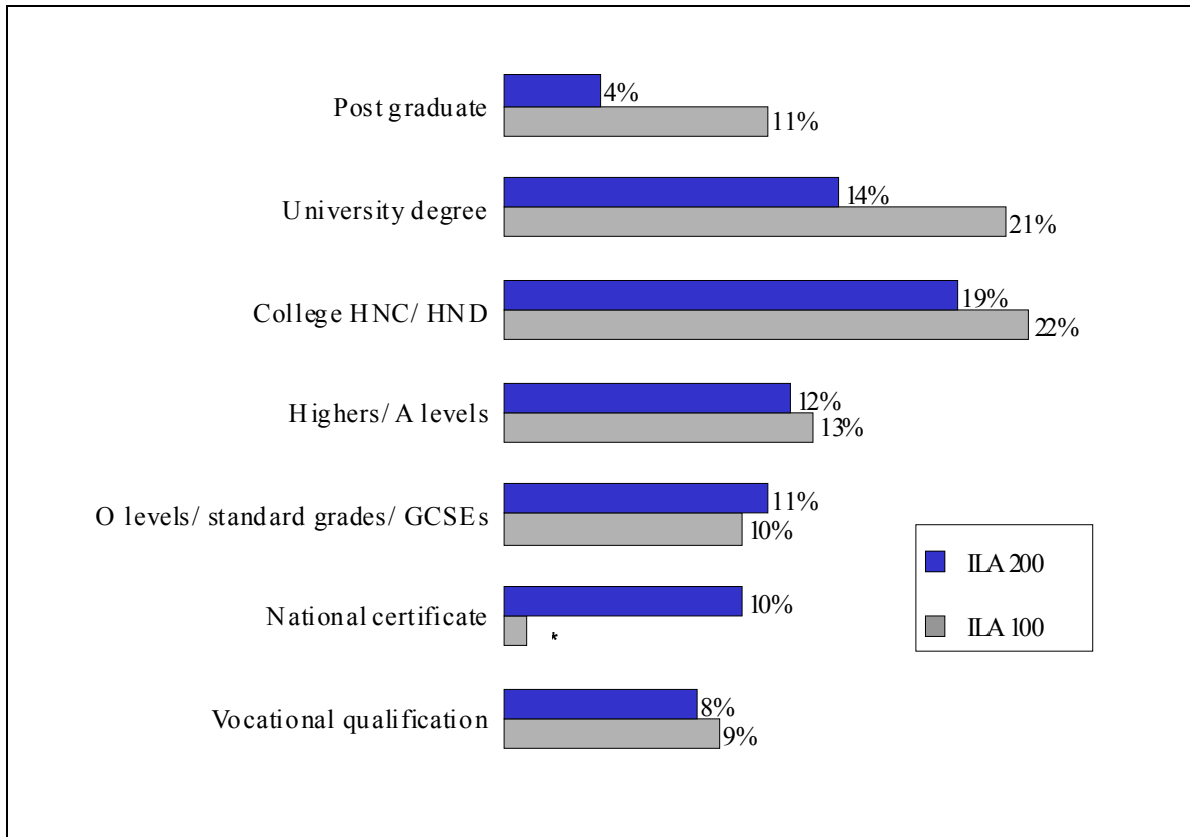
2.16 In ILA200, one in five respondents (20%) were undertaking other learning when they applied for ILA funding, and the proportion was similar for ILA100 (17%).

2.17 Those in lower social grades were more likely than those in higher social grades to be “new learners”: in ILA100, 24% of C2s and 26% of Ds were new learners, while the same applied to 19% of C2s and 28% of Ds on ILA200. On ILA200, men were more likely than women to be “returners” (26% compared with 19%); however, this is balanced to some extent by a lower proportion of new learners (14% of men compared with 17% of women). Those aged 31-40 were more likely to be returners on ILA200 (27%). There were no differences by age or gender on ILA100.

2.18 Unconverted enquirers had generally studied less recently than successful applicants: those enquiring about ILA200 were less likely to have studied in the previous three years than ILA200 successful applicants, while those enquiring about ILA100 were less likely to have done any studying since school than ILA100 successful applicants.

2.19 The wave 1 interview also asked respondents for the highest qualification that they had attained<sup>22</sup>. Results are shown in chart 2.2, which is limited to answers given by 5% or more on either offer. As with any survey questions about qualifications, findings are limited by respondents' ability to describe the type of qualification accurately (for example some respondents said they had a "vocational qualification, but were unable to specify the exact type of qualification or its relation to the S/NVQ framework.

**Chart 2.2 Highest level of qualification attained**



Base: All successful applicants at wave 1 (ILA200: 1,000, ILA100: 1,000)

2.20 As might be expected, those on ILA100 were more likely than people on ILA200 to have a degree or postgraduate qualification (equivalent to SCQF level 9 or above) - 32% compared with 18%. A comparison with the Scottish working-age population<sup>23</sup> shows that those on ILA200 had similar levels of qualifications to the population as a whole. In the working-age population, 16% are qualified to degree level/SCQF level 9 or above (compared with 18% on ILA200), while 14% are qualified to SCQF level 8 (equivalent to the 19% on ILA200 who said they had a College HNC

<sup>22</sup> In most cases, this was the highest qualification they had obtained before any ILA-funded learning, although in a small number of cases this included qualifications obtained through ILA-funded courses. However, analysis by the learner's status (whether they had undertaken/completed any courses) showed no significant differences in results; this means that the above results can be taken as representing qualifications obtained before ILA-funded learning.

<sup>23</sup> Data taken from Labour Force Survey, Spring Quarter 2004.  
<http://www.statistics.gov.uk/STATBASE/Source.asp?More=Y&vlnk=358>

or HND). As noted above in the analysis of social grade, this means that *within* the target group for ILA200 (those on state benefits or low incomes), more deprived groups of the population (including those with lower qualifications) may have been under-represented. These figures on the Scottish working-age population also confirm that those on ILA100 were more highly qualified than the population as a whole.

2.21 On ILA100, women and younger people were more likely to have obtained a university degree or postgraduate qualification (40% of women compared with 24% of men, and 41% of 18-30 year olds compared with 31% of those aged over 30). On ILA200 too, younger people were more likely to have degree level qualifications (20% of 18-30 year olds); the only difference by gender was that women were more likely than men to have a Higher or A level as their highest qualification (14% compared with 6%).

2.22 The unconverted enquirers were similar to successful applicants in terms of their highest qualification, with the exception that those enquiring about ILA100 were less likely to be qualified to degree level or above than ILA100 successful applicants.

### **General attitudes towards learning**

2.23 The wave 1 interview also examined general attitudes towards learning, and found that those on both offers expressed very positive attitudes; for example 99% of respondents in each offer agreed that “it is important to learn new things”, and the same proportion agreed that learning about new things is enjoyable”. Details are shown in Table 2.5.

2.24 The unconverted enquirers were also positive in their general attitudes towards learning, although slightly less positive than successful applicants on some items: they were less likely to agree *strongly* than “learning new things is enjoyable” and (in the case of ILA200) more likely to agree that “getting a qualification takes too much effort”.

**Table 2.5 Agreement with statements about learning**

% agree	Successful applicants		Unconverted enquirers	
	ILA200	ILA100	ILA200	ILA100
	%	%	%	%
You are more likely to get a better job if you do some learning, training or education	96	94	94	93
To get a job, who you know is more important than what you know	42	46	50	44
Getting qualifications takes too much effort	9	10	15	11
It is important to learn new things	99	99	98	99
Learning about new things is enjoyable	99	99	97	99
Learning new things boosts your confidence	98	97	97	98
Learning new things could be important to help children with their school work	96	95	95	95
Going to classes or courses is a good way of meeting new people	95	92	96	93

Base: All wave 1 respondents (ILA200 successful applicants: 1,000; ILA100 successful applicants: 1,000; ILA200 unconverted enquirers: 746; ILA100 unconverted enquirers: 250)

## **CHAPTER THREE    APPLYING FOR ILA SCOTLAND FUNDING**

3.1    This chapter examines respondents' experiences of ILA Scotland from the time of first hearing about the scheme, through application, selecting a course and administering the learning token.

### **Sources of information**

3.2    The questions that were asked about sources of information differed between the two offers<sup>24</sup>, but it was clear that TV and radio were common sources of information and were also influential in encouraging people to apply. For ILA100, the ILA website and the individual learning provider were also seen as effective sources of information, while for ILA200 word of mouth was particularly influential when it was used.

### **ILA helpline and advice about ILA**

3.3    There were high levels of satisfaction with the ILA helpline among those on both offers (90% of ILA200 respondents and 87% of ILA100 respondents were satisfied), and in each offer around three in four respondents felt that there was sufficient information and guidance available to them to help select a course that was most suited to their needs. In both offers, the majority of people had not used any other source of information other than the ILA helpline during the ILA application process (83% for ILA200, 84% for ILA100).

### **Application process**

3.4    The vast majority of respondents found the ILA application process straightforward (96% in ILA200, 93% in ILA100), and said that the documentation received during the application process was helpful (96% in ILA200, 93% in ILA100).

3.5    The minority of respondents who did not find the application process straightforward said this was because of what was perceived to be a lack of or contradictory information, the size or complexity of the form or guidance, or the length of time the application took. Where documentation was not seen as helpful (again this applied to only a minority of respondents), this was because of a perception that there was not enough - or conflicting - information on which courses the funding could be used for, or because of the late arrival of forms or the learning token.

3.6    In both offers, around one in five respondents had to be contacted again before they applied for funds, but the majority of these said that they would still have applied for funds without the follow-up telephone call (82% in ILA200, 76% in ILA100).

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<sup>24</sup> The questionnaire for each element of the survey was tailored individually. While key questions were kept consistent to allow comparisons to be made, some sections were changed to reflect the priorities for each group (ILA100, ILA200 and unconverted enquirers) and stage of the survey. Full copies of the questionnaires used in the survey are included in the Appendices.

3.7 In the survey of unconverted enquiries, the most common reasons for not returning the application form were a general change of mind (13% for ILA200, 16% for ILA100), the respondent being too busy (13% and 16% respectively), and the respondent not being eligible for funding (12% and 18% respectively).

3.8 Reflecting the views of successful applicants that the application process was straightforward, nearly all of the unconverted enquirers interviewed said that the application form was easy to understand (92% enquiring about ILA200 agreed and 95% ILA100), and the majority thought the form was about the right length (80% and 85% respectively). Six in ten remembered receiving additional guidance with their application form (59% for ILA200, 57% for ILA100), and almost all found this guidance easy to understand (94% ILA200, 95% ILA100) and useful (88% and 89% respectively).

3.9 Slightly more problematic was the income assessment section of the form: although the majority (83%) of those enquiring about ILA200 found, or thought they would find, the income assessment section of the form easy to complete, 18% felt they would have had difficulties providing the supporting documents<sup>25</sup>. When asked why they thought they would find providing the documentation difficult, the most commonly mentioned reason was a lack of documents – either that they did not have them or could not find them (37% of those who thought they would find providing the documentation difficult). Two in ten (19%) respondents who thought they would have difficulties said this was because they were self employed. Other reasons included that the respondent had no job (8%), or no income (7%).

### **Learning tokens and payment**

3.10 Of those who had started an ILA funded course, the majority said they were asked for their learning token by the learning provider (87% in ILA200, 80% in ILA100), and similar proportions understood that they had to hand in their learning token when they began their course (84% in ILA200, 82% in ILA100). In ILA200, those aged over 50 were less likely to understand that they had to hand in their learning token (77%), but this difference did not apply to ILA100.

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<sup>25</sup> Detailed information about the income assessment section of the form was only asked of unconverted enquirers (to assess whether this had an impact on them not making an application); it was not included in the questionnaire for successful applicants.

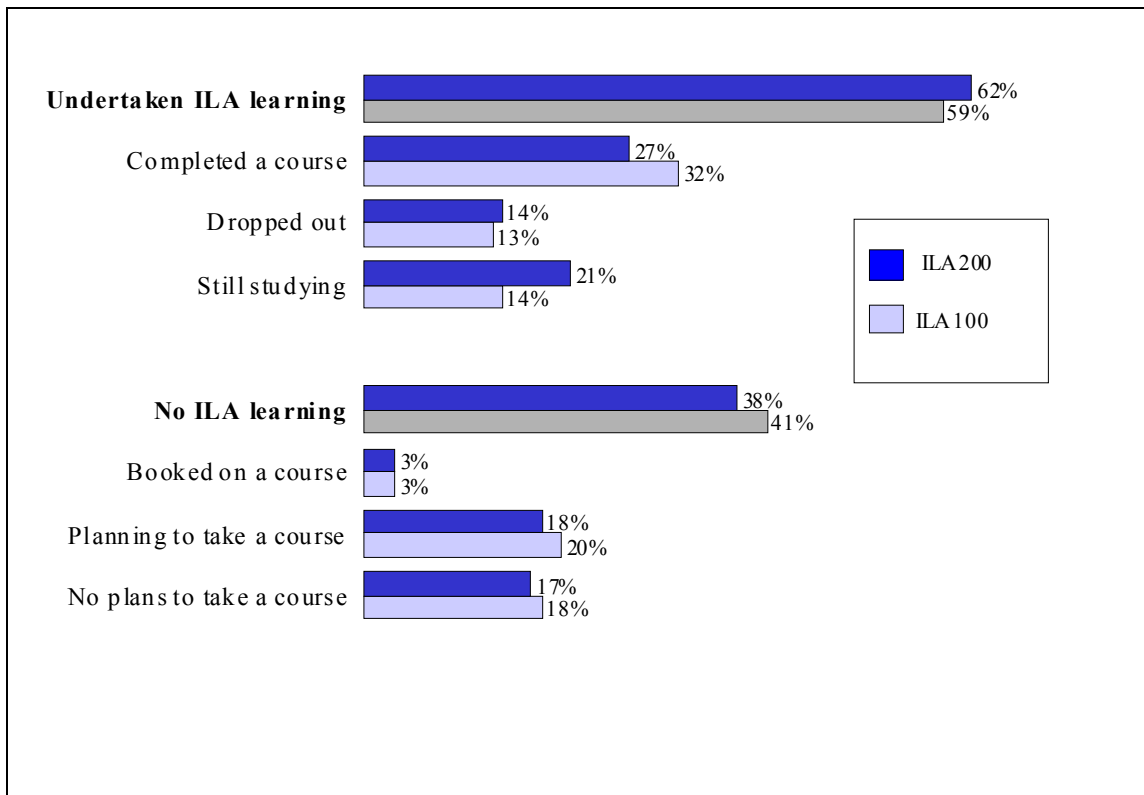
## CHAPTER FOUR PARTICIPATION IN ILA FUNDED LEARNING

4.1 Although all respondents had successfully applied for one of the two ILA offers, not all had actually participated in ILA funded courses. As noted in the Introduction, targets were set for ILA Scotland based on “active” learners (those who had actually taken up courses), so it is important to examine the proportions that had taken up ILA courses over the two waves of the study.

### Summary of Status

4.2 Chart 4.1 shows the status of respondents by the time of the wave 2 survey. This chart shows firstly the proportions who had undertaken any ILA learning, and this is then broken down into those that had completed a course; those that had dropped out of a course (and had not completed another ILA course); and those still on an ILA course (but had not completed or dropped out of any other course). The chart then shows the proportions who had not undertaken any ILA learning, which are then broken down by those that had booked a course; those that had not booked a course but planned to take one; and those with no plans to take a course.

**Chart 4.1: ILA status at wave 2 interview**



Base: All wave 2 successful applicants (ILA200: 628; ILA100: 596)

4.3 The figures were very similar between the two offers, with around three in five having undertaken ILA funded learning in each case. Respondents were around twice as likely to have completed a course as to have left it before it finished. Those on



ILA200 were more likely than ILA100 respondents to still be studying their first course at the time of the wave 2 interview (21% compared with 14%). Those who had undertaken learning had mostly been on just one course.

4.4 Of those that had not undertaken ILA learning, few had booked a course, but around half at least planned to take a course. Once again, the findings were very similar between the two offers.

4.5 Table 4.1 shows the proportion who had undertaken any ILA funded learning by the time of the wave 2 interview, broken down by various sub-groups. This table shows the proportion in each sub-group who had undertaken training (e.g. 53% of men on IL200 had done so). This analysis shows that:

- In the ILA200 offer, women were more likely than men to have undertaken ILA courses (66% compared with 53%), while those aged 60 or over were more likely than those aged 18-59 to have done so (75% compared with 61%).
- There was also an age difference for ILA100: those aged over 40 were more likely to have undertaken ILA courses than people under 40 (64% compared with 51%). In addition, people with higher level qualifications (university or postgraduate degree) were less likely to have undertaken an ILA course (51% compared with 63% of those with lower qualifications). Although there was no significant gender difference in terms of overall participation in ILA100 courses, men were more likely than women to have left a course before it finished (17% compared with 11%).
- Analysis of wave 1 results also shows a link between participation in ILA courses and previous experiences of learning: those who had a positive experience the last time they undertook learning were more likely to take part in an ILA course than those whose experience had been negative. This pattern was stronger for ILA200 than ILA100.

**Table 4.1: Proportion of successful applicants who had undertaken ILA funded learning, by gender, age and social grade**

		<b>ILA200</b>	<b>ILA100</b>
<b>Total</b>	%	<b>62</b>	<b>59</b>
<b>Gender</b>			
Male	%	53	55
Female	%	66	62
<b>Age</b>			
18-30	%	69	53
31-40	%	58	50
51-50	%	57	63
51-59	%	60	62
60+	%	75	71
<b>Social Grade</b>			
AB	%	61	58
C1	%	68	61
C2	%	56	56
DE	%	61	63

Base: All wave 2 successful applicants (ILA200: 628; ILA100: 596)

Note: table shows the proportion (for ILA200 and ILA100 separately) in each sub-group who had successfully applied for and undertaken ILA funded learning

### **Non ILA funded courses**

4.6 The study also looked at participation in courses that were not funded by ILA. While it is not possible to assess this for the duration of the study, wave 2 findings can provide some information on this, by identifying non ILA courses undertaken between the two survey waves. On both offers, 21% of respondents had booked or undertaken further learning of some kind between the two waves of the survey. On ILA200, half of these (51%) had done so using ILA funding, while the remaining 49% booked or started the course without using ILA funding. The proportion using ILA funding was lower for ILA100: 34% of learners used ILA funding for further learning, while 66% did not use ILA funding for the course. These findings can be interpreted in various ways. Clearly, many learners on ILA are able to undertake courses without ILA funding, but equally it confirms that only a proportion of the courses that learners want to do are covered by ILA funding.

### **Plans for future learning**

4.7 Overall, around half of respondents (52%) said they planned to do some learning in the next 12 months, in addition to any they may have already started, when they were interviewed in the wave 2 survey. This proportion was exactly the same in the two offers, and in both cases people who had already completed an ILA course were more likely than others to say they planned to study in the next 12 months. This ties in with a separate finding that the majority of people (89% in ILA200 and 82% in ILA100) who had undertaken an ILA course said that it had made them more likely to do more learning in the future. Most people planning to study in the next 12 months said they intended to use ILA to fund the future course (81% in ILA200, 71% in ILA100).

4.8 Analysis of respondents' progress between wave 1 and wave 2 can help to predict whether respondents who said they were planning to do courses will actually do so. At the wave 2 interview, only around one in five of those who were planning to do a course at wave 1 had actually done so nine months later (23% for ILA100 and 18% for ILA200). This would suggest that although around half of respondents say they are planning to do a course in the next 12 months, the actual number may be nearer to one in ten. To some extent, these findings may reflect the fact that there is an annual limit to ILA funds (i.e. those learners who had already reached their annual limit would need to wait until the next year to make use of ILA funding again).

## CHAPTER FIVE TYPES OF COURSES

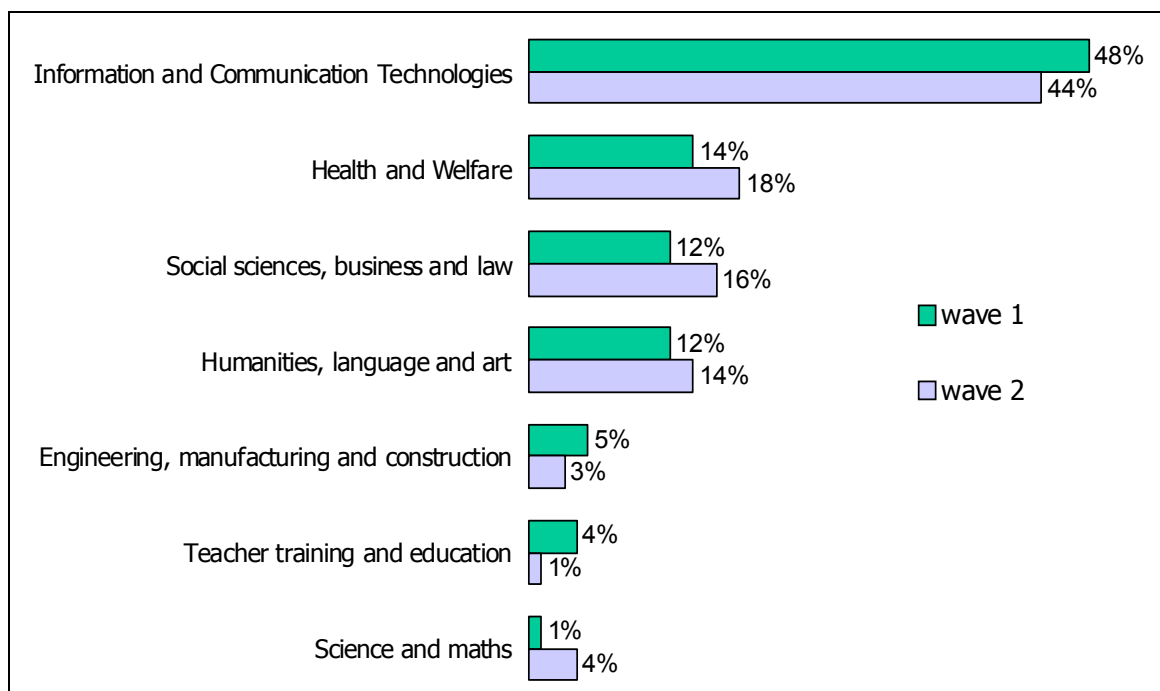
5.1 This chapter looks at the types of course undertaken by learners, in terms of the subject, learning provider and qualifications. It is important to bear in mind the timing of the survey: most of the courses described in this chapter were taken in 2005 and 2006. As noted in Chapter, the range and number of providers, courses and venues increased between 2005 and 2007.

### Course subjects

5.2 The most common subject of ILA funded courses was information or communication technologies (ICT). The ILA100 offer was originally restricted to ICT courses only, and other subjects were only included from August 2006. As a result, at wave 1 (November-December 2006), the vast majority of ILA100 courses were in ICT (78%), this number falling to 48% by wave 2. Around half of ILA200 learners booked or undertook courses in ICT (48% at wave 1, 44% at wave 2).

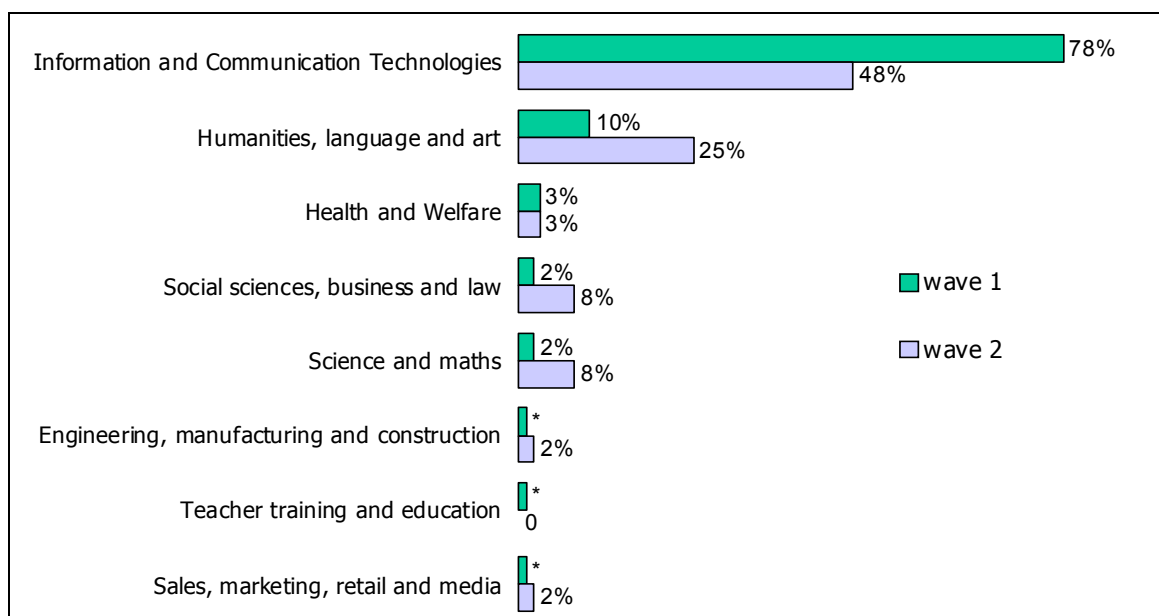
5.3 Other ILA200 courses included health and welfare; social sciences, business and law; and humanities, language and art. In ILA100, humanities, language and art was the only subject area (other than ICT) that was taken by sizeable numbers of learners. Details are shown in Charts 5.1 and 5.2. Note that the number of respondents covered at wave 2 is very small (particularly for ILA100), because of the small number of respondents who had booked or started a new course between the two waves; figures should therefore be treated with caution.

**Chart 5.1: Subject of courses undertaken or booked: ILA200 funded**



Base: All successful applicants on ILA200 who had undertaken or booked a course using ILA funding (wave 1 = 587, wave 2 = 76)

**Chart 5.2: Subject of courses undertaken or booked: ILA100 funded**



Base: All successful applicants on ILA100 who had undertaken or booked a course using ILA funding (wave 1 = 541, wave 2 = 43)

5.4 ICT courses had an older age profile. At wave 1, 91% of those aged over 50 studied ICT in their most recent course on ILA100 (compared with 72% 50 or under), and on ILA200 this applied to 59% of those aged over 40 (compared with 39% 40 or under). On ILA200, courses in humanities, language and art also had an older age profile (24% of those aged 60 or over studied this). By contrast, health and welfare tended to be studied by younger people on ILA200 (21% aged 30 or under compared with 11% aged over 30).

5.5 The one difference by gender was that on ILA200 men were more likely than women to study engineering (15% compared with 2%).

5.6 On both offers, courses taken at a local learning centre were most likely to be in ICT (70% for ILA200 and 93% for ILA100), while colleges included a relatively high proportion of courses in humanities, language and art (16% for ILA200 and 13% for ILA100) and (in the case of ILA200) health and welfare (18%). On ILA200, a relatively high proportion of distance learning courses were in social sciences, business and law (18%).

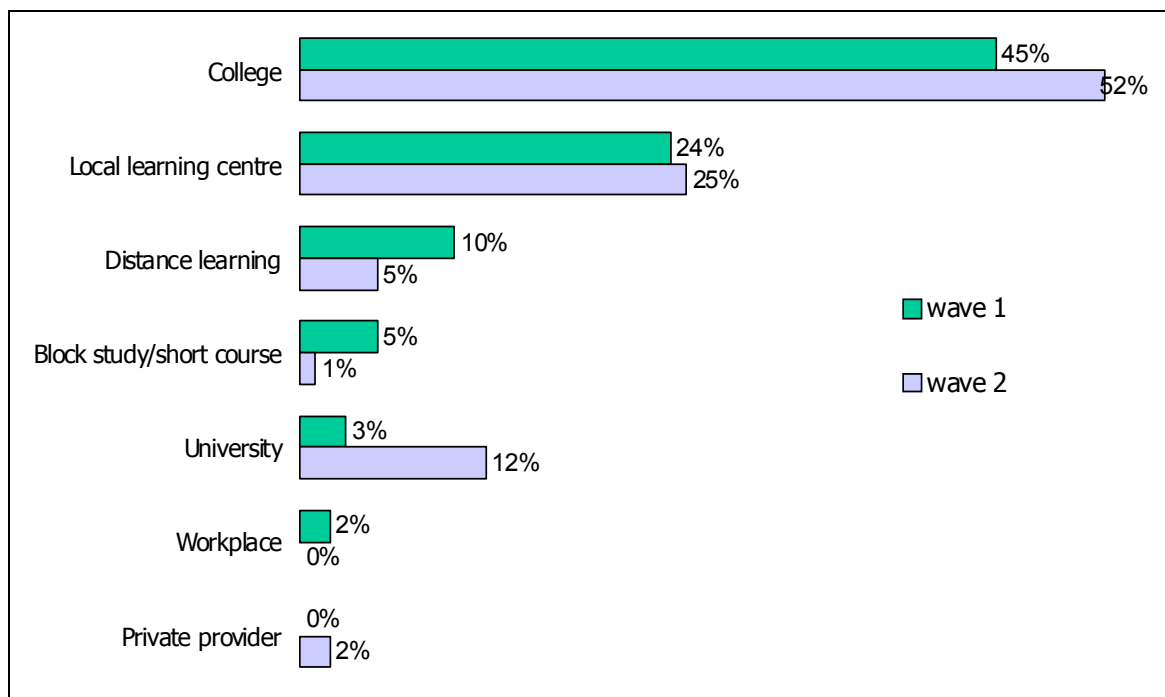
5.7 Where learners had taken courses that were not covered by ILA funding, they were less likely to be in ICT, and more likely to be in health and welfare, and teacher training and education. This pattern applied to both offers, with the proportion of non ILA funded courses in health and welfare particularly high amongst ILA200 participants (36%).

## Type of learning provider

5.8 In both offers, around half of ILA funded courses were based at a college, while around one in four learners used a local learning centre. Between the two waves of the survey, both offers saw an increase in the number of courses provided by universities (up from 3% to 12% in ILA200 and from 2% to 13% in ILA100), reflecting the increased involvement of universities in ILA over time. Details are shown in Charts 5.3 and 5.4. Note that the number of respondents covered at wave 2 is very small (particularly for ILA100), because of the small number of respondents who had booked or started a new course between the two waves; figures should therefore be treated with caution.

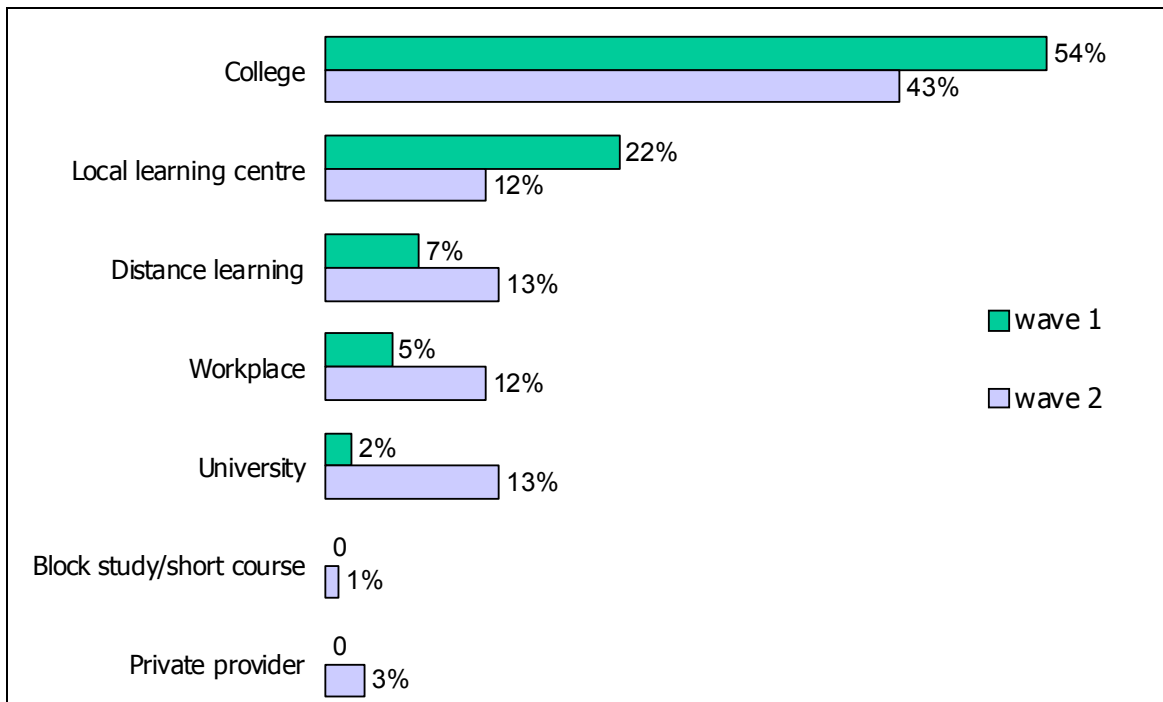
5.9 The proportions mentioning a private provider are very small. This is because respondents who used a private provider are likely to have described it under one of the other categories (e.g. college).

**Chart 5.3: Learning provider used for courses undertaken or booked: ILA200 funded**



Base: All successful applicants on ILA200 who had undertaken or booked a course using ILA funding (wave 1 = 587, wave 2 = 76)

**Chart 5.4: Learning provider used for courses undertaken or booked: ILA100 funded**



Base: All successful applicants on ILA100 who had undertaken or booked a course using ILA funding (wave 1 = 541, wave 2 = 43)

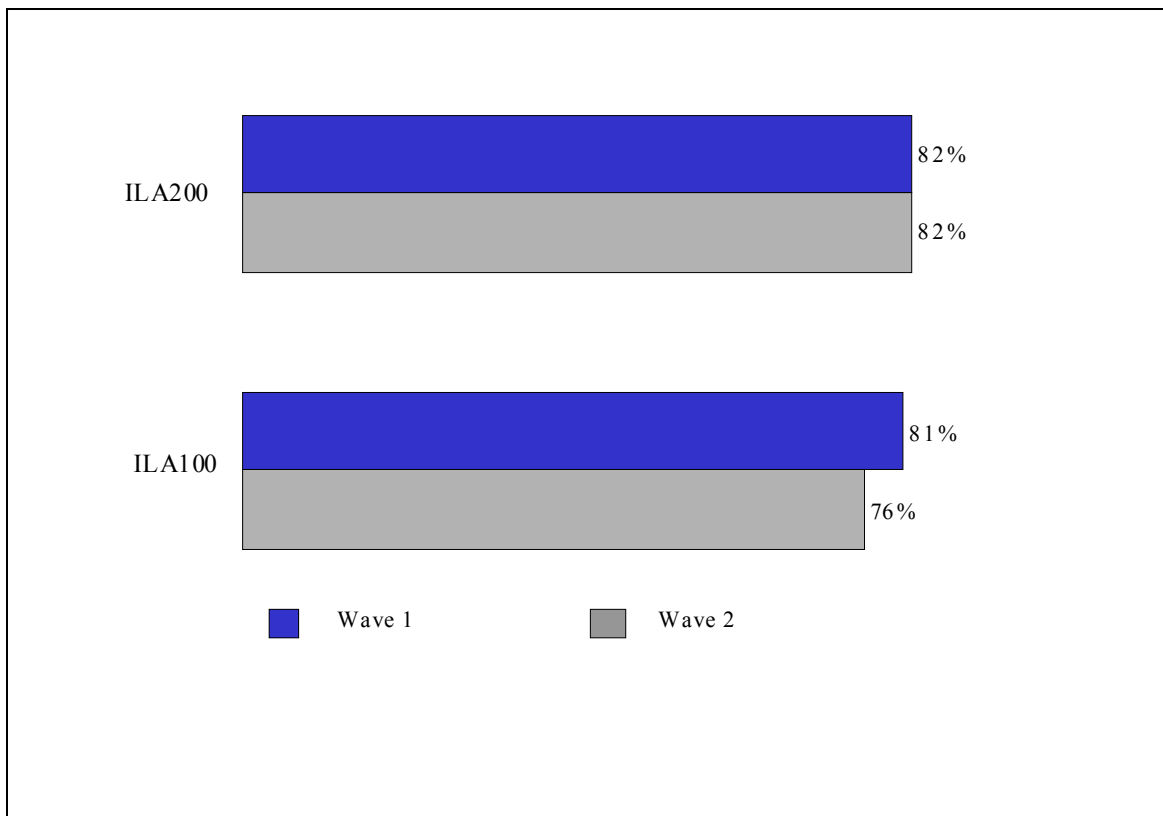
5.10 On ILA200, women were more likely than men to attend a course at a college (48% compared with 35%), while the opposite was true of block study/short courses (3% of women compared with 11% of men). The only differences for ILA100 were by age: those aged 40 or below were more likely than older learners to attend a course at a college (62% compared with 49%), and less likely to go to a local learning centre (14% compared with 27% of over 40s).

5.11 Non ILA funded courses were less likely to be at a college, and more likely to be distance learning or at a university (in the case of ILA200 learners) or in the workplace (ILA100 learners). It is not surprising that non-ILA funded courses take place at a greater range of locations than ILA-funded courses.

## Qualifications

5.12 As shown in Chart 5.5, the majority of respondents said that the course they had undertaken or booked had led or would lead to a qualification (this despite the fact that qualifications are not a requirement for ILA200 funding). There was no difference between those using ILA funding for their course and those not using ILA funding.

**Chart 5.5: Whether course led to a qualification**



Base: All successful applicants who had undertaken or booked an ILA funded course (ILA200 wave 1 = 587, wave 2 = 142; ILA100 wave 1 = 541, wave 2 = 125)

5.13 Further analysis of wave 1 findings showed that, on ILA200, those aged 50 or below were more likely to be doing a course leading to a qualification (85% compared with 70% of those aged over 50). On ILA100, this variation was apparent when comparing learners aged 40 or below with those aged over 40 (88% compared with 77%). There was also a gender difference on ILA100, with women more likely than men to study for a qualification (84% compared with 77%).

5.14 Where courses included a qualification, the vast majority (88% in ILA200 and 89% in ILA100) said that the qualification was important to them.

5.15 The wave 2 interviews examined the types of qualification attached to courses undertaken or booked since wave 1. On ILA200, the most common qualifications were “vocational” qualifications (22%), HNC/HNDs (18%), intermediate qualifications (12%) or Advanced Highers (11%). On ILA100, the most frequently mentioned qualifications were intermediate qualifications (25%), Highers (25%) and “vocational” qualifications (14%). Respondents mentioning “vocational” qualifications did not provide any further details (all qualifications were described in respondents’ own words); survey respondents often have difficulty giving precise details of qualifications.



## **Future courses**

5.16 When respondents were asked at the wave 2 interview about courses they were planning to do in the next 12 months, the profile of these courses was very similar to those already undertaken as part of ILA. As with courses already undertaken, ICT was mentioned more frequently by those on ILA100 than ILA200 (40% compared with 29%), with health and welfare more common among those on ILA200 (20% compared with 6% on ILA100).

5.17 Gaining a qualification from future learning was more likely to be seen as important by those on ILA200 than those on ILA100 (84% compared with 70%).

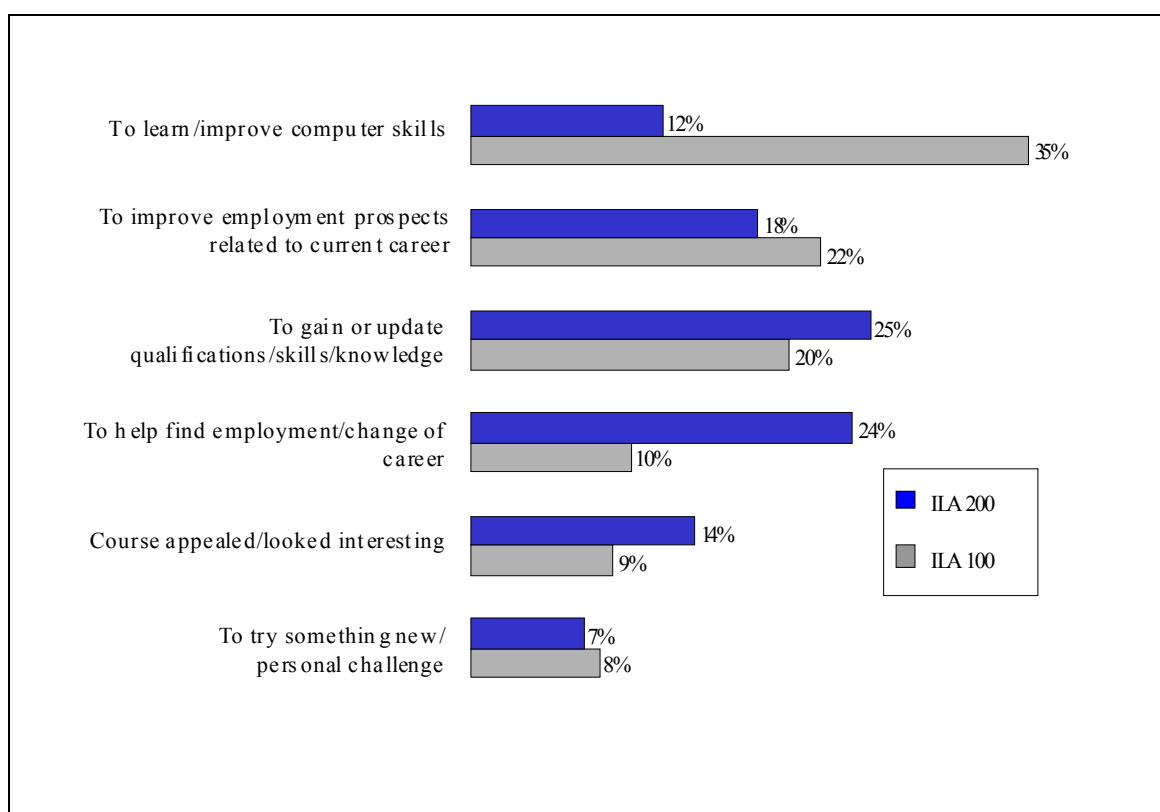
## CHAPTER SIX                      MOTIVATIONS AND BARRIERS

6.1     This chapter looks at the reasons that respondents had for undertaking courses, as well as the reasons why some learners had not started any courses and others left a course before it had finished.

### Motivation for undertaking ILA funded learning

6.2     Those who had undertaken or booked a course at the time of the wave 1 interview were asked to say spontaneously what had motivated them to do so. Chart 6.1 shows all responses mentioned by at least 5% of these respondents on ILA100 or ILA200.

**Chart 6.1           Motivation for undertaking ILA**



Base: All successful applicants who had undertaken or booked an ILA funded course at wave 1 interview (ILA200: 587, ILA100: 541)

6.3     More than a third (35%) of respondents who had undertaken or booked ILA100 courses said they had done so to learn or improve their computer skills, although it should be noted that this was when respondents were interviewed in November-December 2006, when the scope of ILA100 had only recently been widened beyond ICT courses. When asked at the wave 2 interview why they were considering taking more courses in the next 12 months, only 8% of those on ILA100 said it was to learn or improve computer skills.

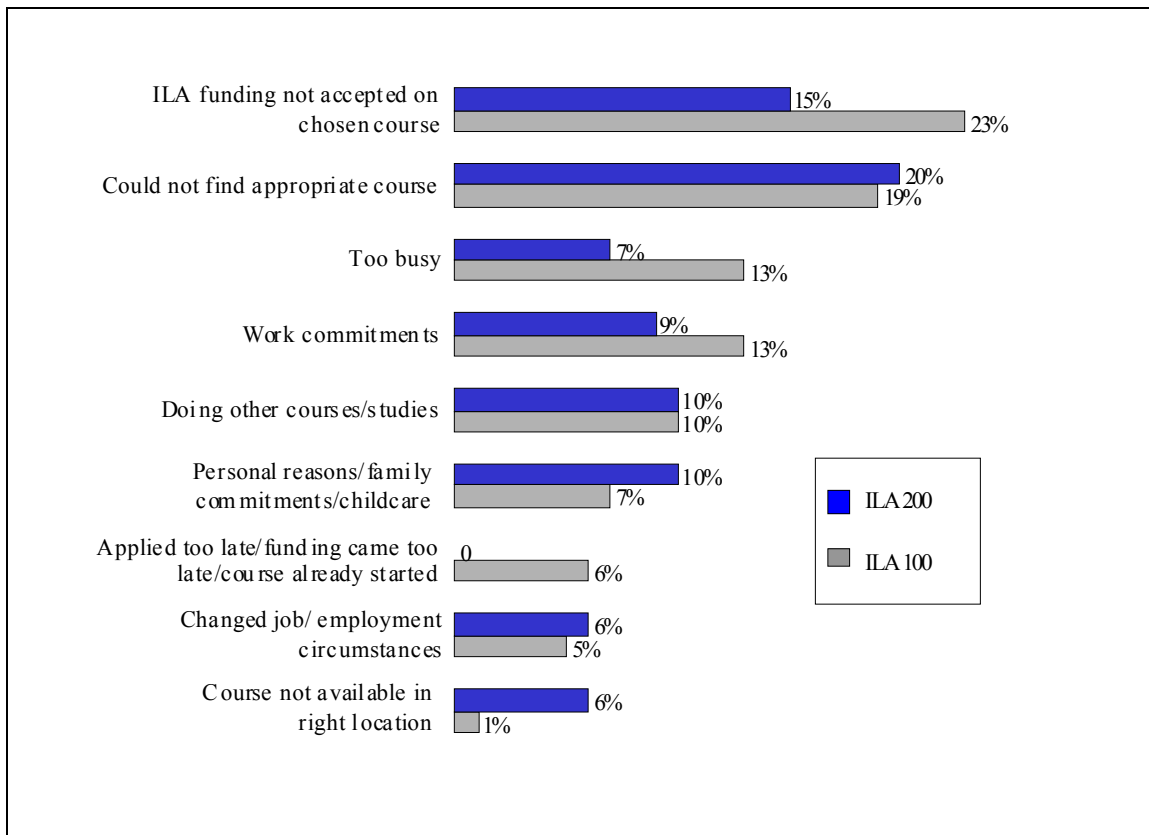
6.4 Sub-group analysis shows that older learners on both offers were more likely to say they wanted to learn or improve computer skills (reflecting the higher proportion of older people doing ICT courses). Learners aged 60 or over were less likely to be doing a course for reasons to do with work or career. On ILA100, there were differences by social grade: ABC1s were more likely than C2DEs to be doing a course to gain or update their qualifications, skills or knowledge (23% compared with 11%), while ABs were more likely than other learners to want to try something new or take on a personal challenge (13%); C2DEs were more likely than ABC1s to be doing a course to help find work or a change of carer (15% compared with 9%).

6.5 Many people took courses to help with employment. Among ILA100 learners, this was more likely to be to help their employment prospects in their current career (22%), but while 18% of ILA200 learners also said this, they were more likely to have booked or started the course to find a job or a change of career. The same work-related reasons were also prominent in the reasons why people were considering taking courses in the future.

### **Reasons for not undertaking ILA funded learning**

6.6 Those who had not undertaken any ILA funded learning by the time they were interviewed at wave 1 were asked why they had not done so. Chart 6.2 shows reasons spontaneously mentioned by 5% or more of these respondents on either ILA100 or ILA200.

**Chart 6.2 Reasons for not undertaking ILA funded learning at wave 1 interview**



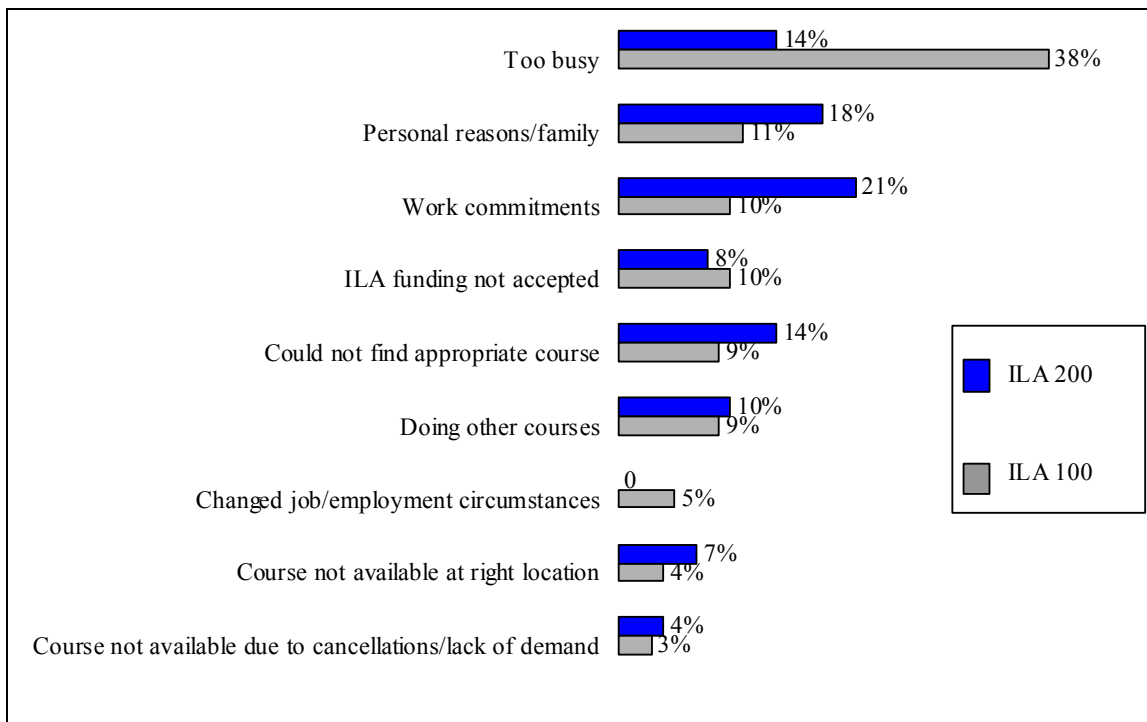
Base: All successful applicants who had not undertaken an ILA funded course at wave 1 interview (ILA200L 413, ILA100: 523)

6.7 The two most common reasons for not undertaking any courses were that ILA funding was not accepted on the chosen course, and that respondents could not find the appropriate course; the former was mentioned more frequently by those on ILA100 than those on ILA200. Other reasons tended to relate to personal circumstances, including work commitments, personal and family commitments and being too busy generally.

6.8 On ILA100, those with higher qualifications were most likely to say that they couldn't find an appropriate course or that funding was not accepted on their chosen course. This issue is examined more directly in Chapter 8. There were no sub-group differences for ILA200.

6.9 The wave 2 interview also examined why people who were planning a course at wave 1 had not actually booked it by the time of the wave 2 interview. Responses are shown in chart 6.3 (the chart is limited to answers given by 4% of respondents or more on either offer).

**Chart 6.3: Reasons for not booking a planned course**



Base: All successful applicants who had not booked the course they were planning at wave 1 interview (ILA200: 157, ILA100: 128)

6.10 Most of those who did not book the course they were planning gave reasons that were not related to the ILA scheme or the courses available: they were too busy, they had work commitments, or they had family or childcare commitments or other personal reasons for not booking the course. However, other respondents mentioned that ILA funding was not accepted on the required course, that they could not find the appropriate course, that the course was not available at the right location or that the course was not available. The small number of respondents answering this question prevents any sub-groups analysis.

**Reasons for not completing a course**

6.11 At both waves of interviewing, respondents who had failed to complete a course were asked for the reasons. The two most common reasons were work commitments and personal/family commitments, the former mentioned more frequently by ILA100 learners (reflecting the higher proportion of this group that were in work – see table 2.4).

6.12 In addition, some respondents gave reasons relating to the course itself, most commonly that the course was not suitable or what they had expected. Others said that there was confusion over the funding or that the course was not covered by ILA funding, that the course was stopped due to cancellations, or that there was a lack of support. The small numbers of respondents concerned make it difficult to make comparisons between the two offers, but in broad terms the answers were similar.

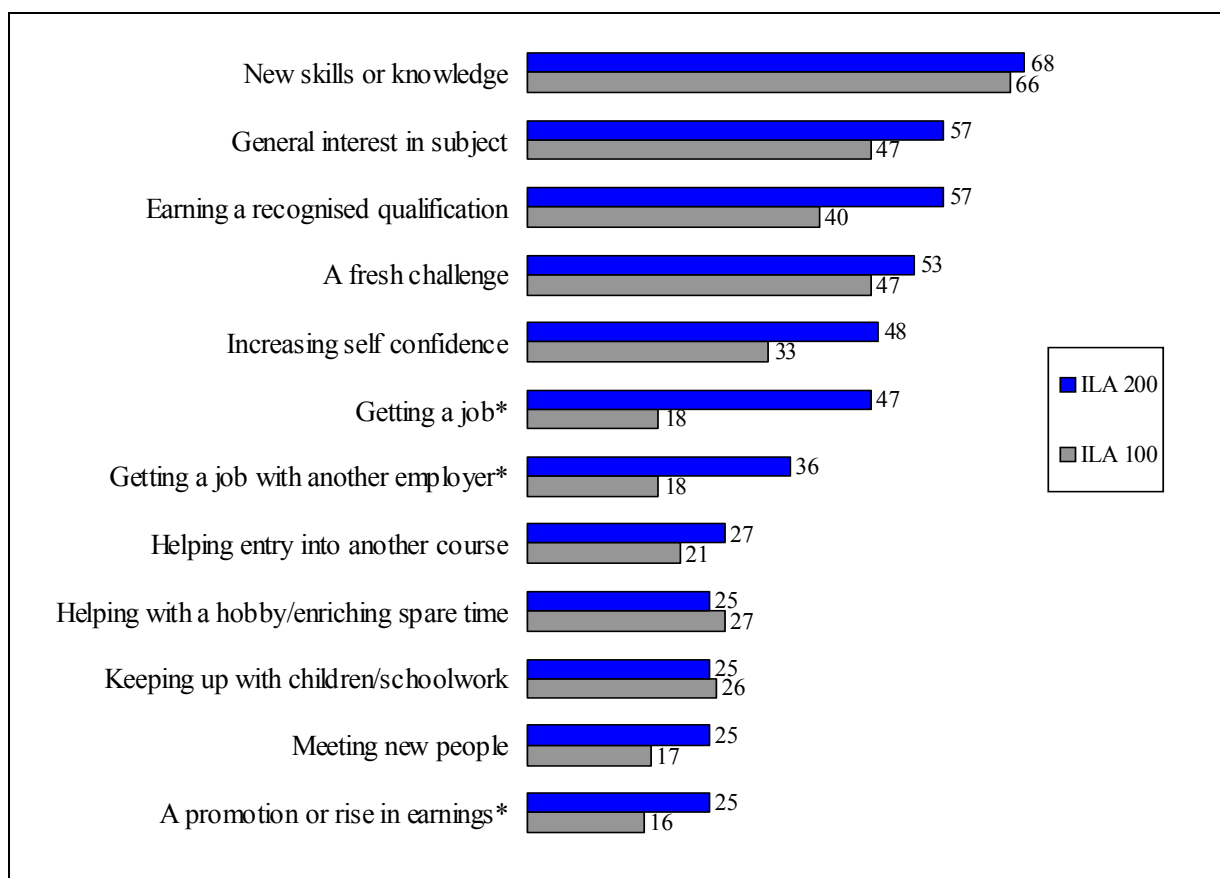
## CHAPTER SEVEN COURSE OUTCOMES

7.1 This chapter looks at various possible outcomes that learners can gain from a course, and examines firstly which of these were considered the most important by respondents, and then whether they felt they had attained these outcomes from doing the course. This analysis helps to assess the extent to which the ILA Scotland scheme has achieved its aims.

### Important aspects

7.2 At the wave 2 interview, all those who had undertaken ILA funded courses were asked how important a range of factors were when selecting their most recent course. Factors included work and non-work related reasons for doing courses. The results are illustrated in chart 7.1 below, which shows the proportions saying each item was very important.

**Chart 7.1: Importance of factors in terms of motivating respondents to do most recent course (% very important)**



Base: All successful applicants who had undertaken an ILA funded course (ILA200: 397, ILA100: 360) (\*if relevant)

7.3 The main difference between the two offers was that finding a job or moving to a different job were more important to ILA200 participants than those on ILA100. Gaining a qualification and increasing self-confidence were also more likely to be seen as important by those on ILA200 than ILA100.

7.4 There were differences by age in the findings for ILA200. Learners aged over 50 were less likely to say that gaining new skills or earning a recognised qualification were very important (58% and 51% respectively), but were more likely than younger learners to say that helping with a hobby or enriching their spare time was very important (44%). Those over 60 were more likely than younger respondents to say that meeting new people was a very important factor (39%).

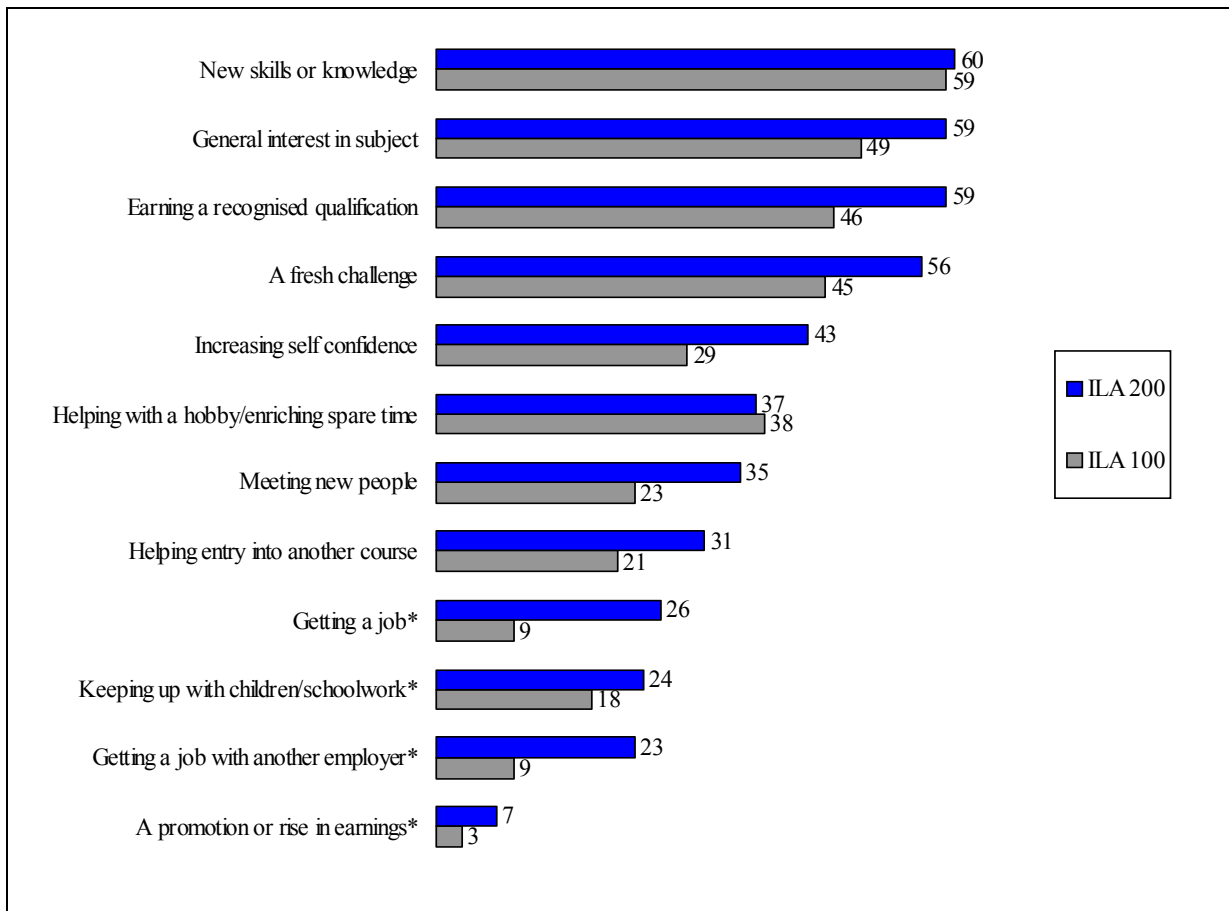
7.5 Earning a recognised qualification was also seen as less important by learners aged over 50 on ILA100 (31%), but this was the only difference by age. On ILA100, women were more likely than men to see the importance of earning a recognised qualification (47% compared with 31%) and having a fresh challenge (56% compared with 35%), while ABs were less likely to see the importance of moving onto another course (12%).

## **Outcomes**

7.6 In order to examine the extent to which ILA courses had helped people to meet their objectives, we repeated the motivations listed in section 7.1, and asked all those who had completed an ILA course to what extent their course had helped them achieve these things.

7.7 The results are illustrated in chart 7.2 below, which shows the proportions who said that the course helped them “to a great extent”.

**Chart 7.2: Extent to which course helped respondent achieve each goal (% “to a great extent”)**



Base: All successful applicants who had completed an ILA funded course (ILA200: 170, ILA100: 190) (\*if relevant)

7.8 In both offers, the outcomes obtained by learners generally reflected their priorities, in that the proportion saying the course had helped them in a particular way was similar to the proportion saying that this was important. This pattern was less positive for employment outcomes, where the proportions saying the course had helped them were smaller than the proportions saying these aspects were important. However, this is not surprising, given that hard employment outcomes will inevitably be more difficult to achieve than softer outcomes, and it should still be noted that significant proportions (particularly in ILA200) did say that the course had helped them with their employment: 26% on ILA200 said the course had helped them to get a job and 23% a change of job.

7.9 As shown in chart 7.2, there were a number of items where ILA200 participants were more likely than ILA100 participants to say that the course had helped them.

7.10 The number of respondents answering this question was quite small, and therefore the scope for sub-group analysis is limited. However, it is clear that in ILA100, women were more likely than men to acknowledge a number of the benefits: earning a recognised qualification (53% compared with 34%), increasing self-confidence (35% compared with 20%) and meeting new people (28% compared with 14%). Also on ILA100, learners aged over 50 were less likely to report having earned a



recognised qualification, reflecting the lower importance attached to this factor by older learners (as noted above).

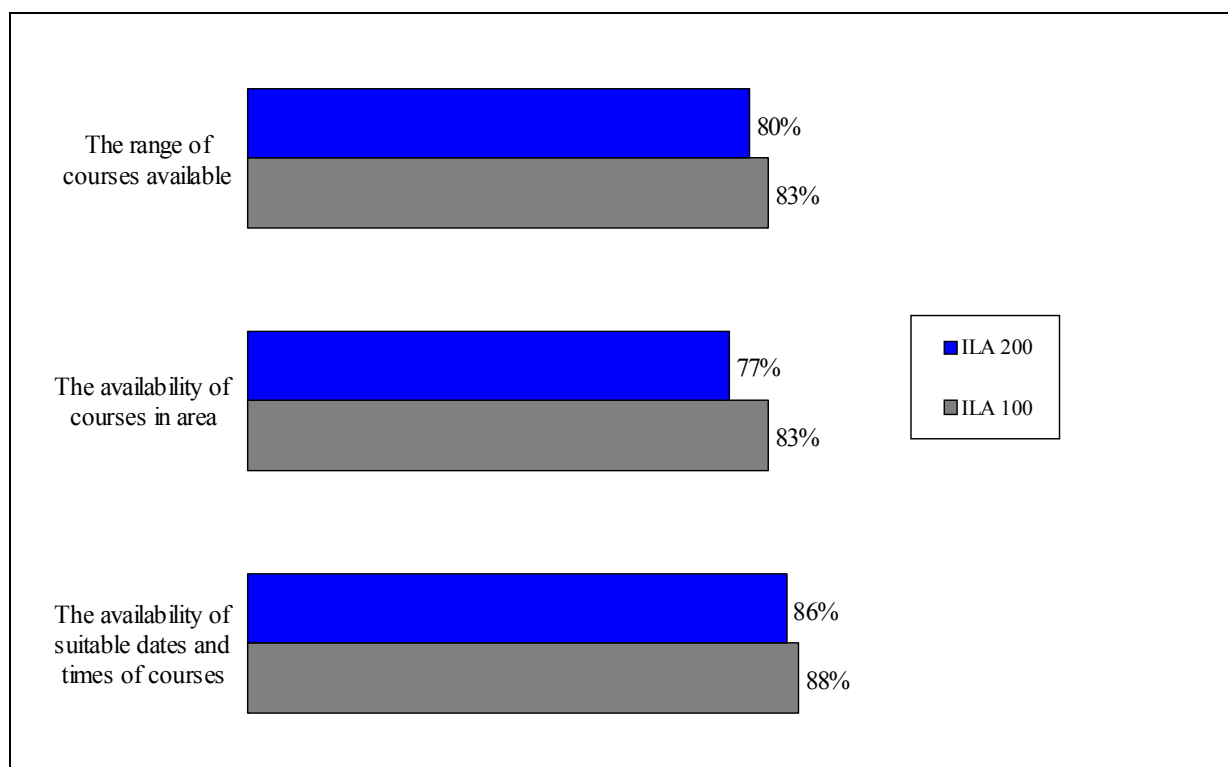
## CHAPTER EIGHT SATISFACTION WITH ILA SCOTLAND

8.1 This chapter examines satisfaction with ILA Scotland, in relation to the availability of courses, overall satisfaction with courses, and attitudes to specific aspects of courses.

### Availability of courses

8.2 People who had undertaken or booked a course were mostly satisfied with the availability of courses covered by ILA. This is shown in Chart 8.1, which is based on findings from the wave 2 interviews.

**Chart 8.1: Satisfaction with availability of courses among those who had undertaken or booked a course (% very or fairly satisfied)**

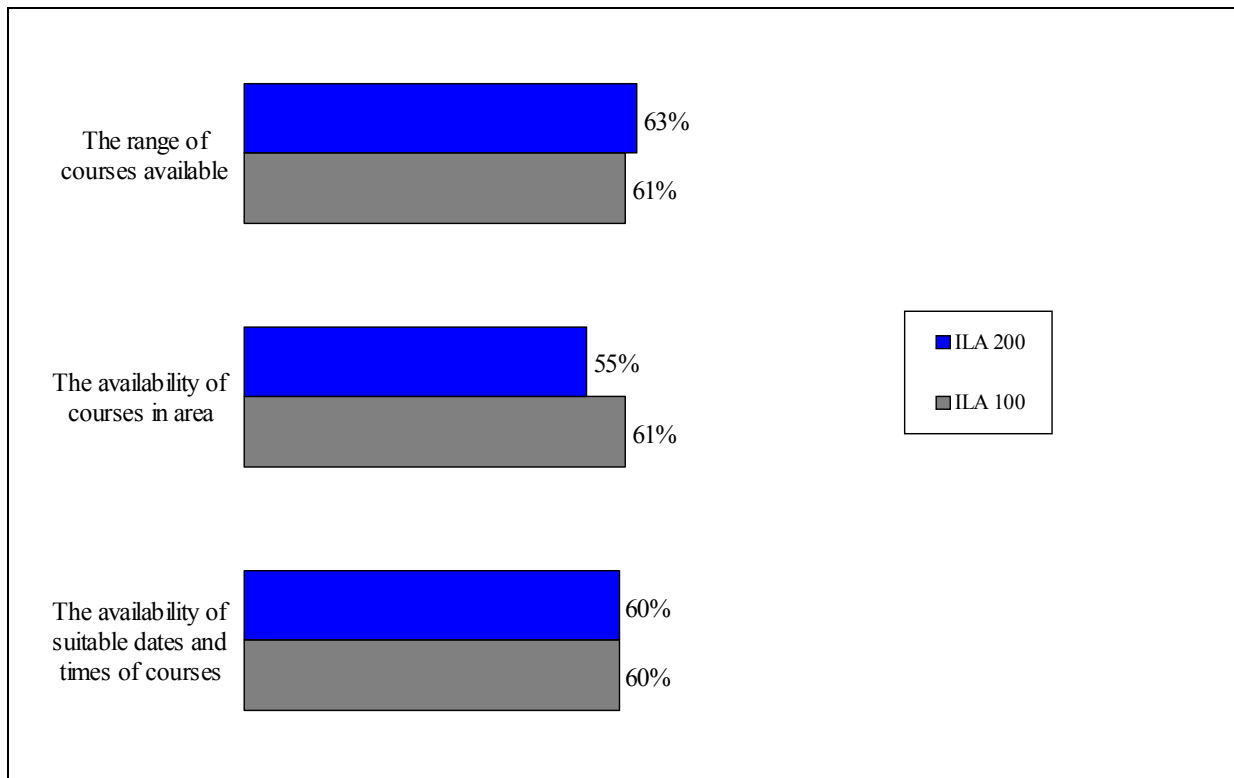


Base: All successful applicants at wave 2 who had undertaken a course (ILA200: 400, ILA100: 360)

8.3 Views towards the different aspects shown in Chart 8.1 were equally positive among participants of the two offers. In addition, although question wording differed between the two offers at the wave 1 interview, it was clear that views had not changed significantly between the two waves of interviewing.

8.4 Chart 8.2 looks at the same items among people who had not undertaken or booked any courses by the time of the wave 2 interview.

**Chart 8.2: Satisfaction with availability of courses among those who had not undertaken or booked a course (% very or fairly satisfied)**



Base: All successful applicants at wave 2 who had not undertaken a course (ILA200: 231, ILA100: 236)

8.5 The views of people who had not booked or undertaken a course were more negative than those who had been on or booked a course. As shown in Chart 8.2, around three in five were satisfied with the different items; between 23% and 36% were dissatisfied. Once again, findings were similar between the two offers. There was similar feedback from the survey of unconverted enquirers: between 23% and 32% agreed that the courses were at inconvenient locations, that the times were inconvenient or that they couldn't find a subject that they wanted to do. These findings reflect the most common reasons given for not undertaking ILA funded learning, as discussed in section 6.5: ILA funding not being accepted on the chosen course and being unable to find an appropriate course.

8.6 Sub-group analysis, based on *all* respondents, whether or not they have undertaken a course, shows that:

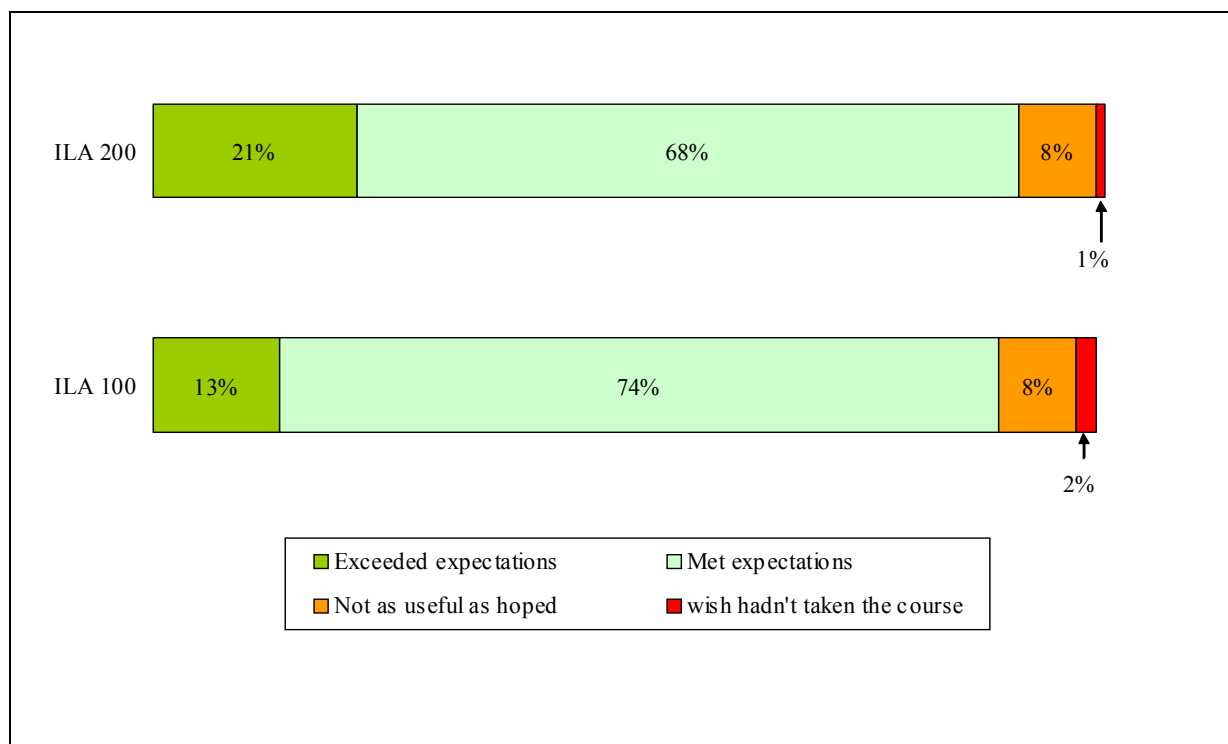
- On ILA200, older respondents (over 50) were less satisfied with the range of courses available (62% compared with 76%), despite this age group being more likely to have undertaken a course
- Also on ILA200, those attending a course at a college were more satisfied than those attending courses at other locations; this applied to all three of the items shown in Chart 8.1
- On ILA100, those qualified to degree level or above were less satisfied with the three items shown in Chart 8.1 (between 64% and 69% satisfied, compared with 74% to 77% overall).

8.7 This last finding is again linked to earlier analysis on reasons for not undertaking ILA funded learning: those on ILA100 who were qualified to degree level or above were most likely to cite the limited scope of ILA as a reason for not undertaking a course; as shown here, they were also more critical than other respondents about the range and availability of courses. This suggests that while ILA is attractive to highly qualified people (a third of those on ILA100 are in the AB social grade), once on the scheme they can be restricted by the range of courses that are available.

### Overall satisfaction with courses

8.8 At wave 1, respondents who had been on a course were asked whether the course had met or exceeded their expectations. Findings are shown in Chart 8.3.

**Chart 8.3: Whether course had met or exceeded expectations**



Base: All successful applicants at wave 1 who had undertaken a course (ILA200: 541, ILA100: 477)

8.9 ILA200 respondents were more likely than those on ILA100 to say that the course had exceeded their expectations, although the majority on both offers said that the course had at least met their expectations. The proportion that said the course had been less useful than they had hoped or who wished they hadn't taken the course was 9% amongst those on ILA200 and 10% amongst those on ILA100.

8.10 At wave 2, people who had undertaken a course were asked for their overall satisfaction with the scheme overall. More than nine in ten said they were satisfied (96% on ILA200 and 93% on ILA100).

8.11 On both measures (courses meeting expectations and overall satisfaction), findings were broadly in line with the 90% policy target for satisfaction with the quality of ILA funded learning.

## **Satisfaction with aspects of the course**

8.12 People who had been on courses funded by ILA Scotland were very positive towards various aspects of the course, specifically:

- The quality of teaching and course materials (at wave 2, 91% of ILA200 respondents were satisfied, as were 88% of those on ILA100);
- The quality of service provided by staff (at wave 2, 93% of ILA200 respondents were satisfied and 87% of ILA100 respondents); satisfaction was lower, however, amongst those on ILA100 who were qualified to degree level or above (78% satisfied);
- The support received from the learning provider whilst doing the course (at wave 1, 78% of ILA200 and 77% of ILA100 respondents were satisfied; most of the remainder rated this as adequate).

8.13 In addition, most people who had been on a course agreed that they had learned new skills (93% on ILA200, 94% on ILA100) and disagreed that the course was boring (93% on ILA200 and 90% on ILA100). Around two in three agreed that they became a more confident person because of doing the ILA funded course (71% on ILA200, 66% on ILA100).

## CHAPTER NINE      FUNDING

9.1      This chapter examines attitudes to ILA funding and the amount paid for courses by learners, and also considers the extent to which learners would still have undertaken courses if ILA funding had not been available.

### **Amount paid and attitudes to funding**

9.2      We asked respondents who had undertaken ILA funded courses how much they had personally paid towards their ILA course costs. Those on ILA100 were more likely than people on ILA200 to have paid more than £50 (35% and 20% respectively at the wave 2 interview). Otherwise, the amounts paid were similar between the offers, and did not change significantly over the two waves of the survey.

9.3      At the wave 2 interview, the majority of respondents who had been on ILA funded courses felt the amount that they had contributed was about right (85% of ILA200 participants and 82% on ILA100).

9.4      While most respondents interviewed at wave 2 agreed that they were satisfied with the level of funding provided by the ILA each year towards learning (88% on ILA200 and 84% on ILA100), around two in five indicated that the personal contribution they had to pay might discourage them, by agreeing with the statement that “paying a personal contribution makes you think twice about applying for a course” (40% on ILA200 and 41% on ILA100). This finding should be seen in the context of the proportion who said they would not have undertaken a course without ILA funding (see 9.6 below).

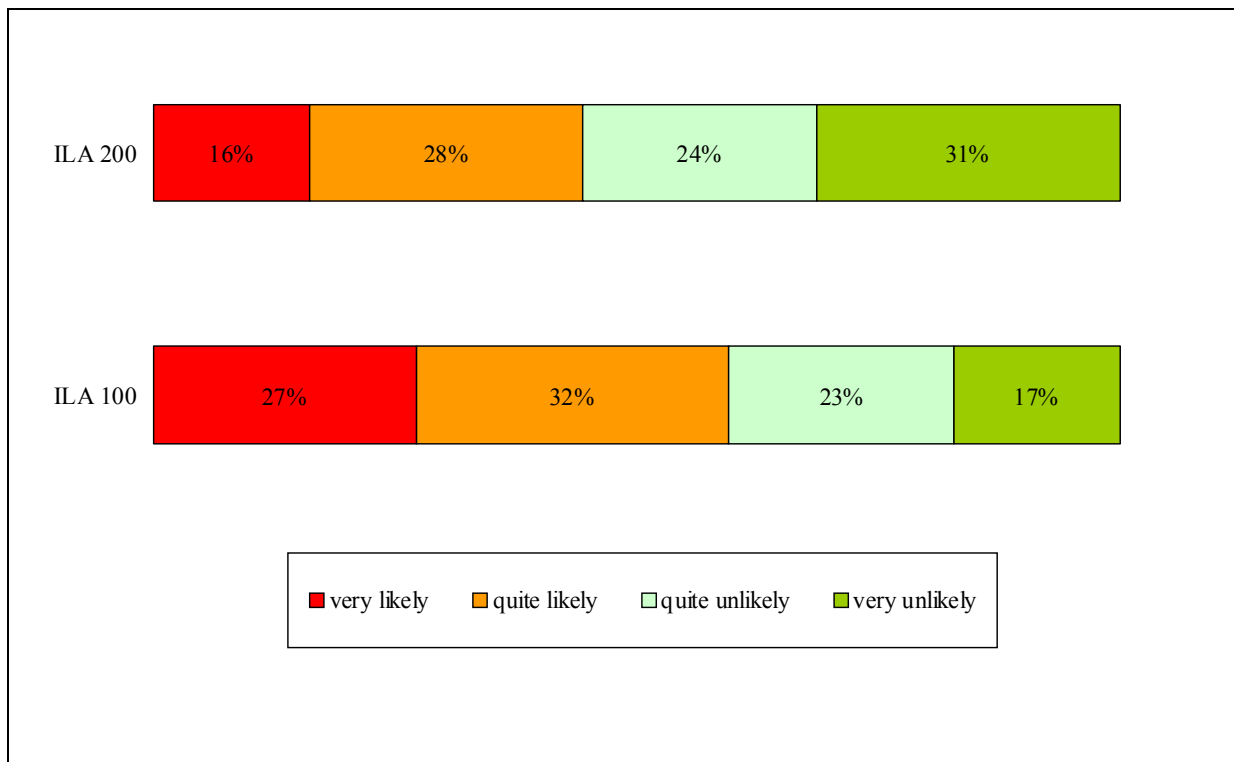
### **What would have happened without the ILA scheme**

9.5      In assessing the impact of the funding provided through the ILA scheme, it is important to examine whether the funding was responsible for people taking up courses or whether they would have done so anyway even if the ILA funding was not available<sup>26</sup>. Chart 9.1 shows respondents’ assessments of whether they would still have done their course without the ILA funding.

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<sup>26</sup> “Deadweight” is the term used to describe the proportion of successful applicants who would still have undertaken the learning without any assistance or intervention

**Chart 9.1: Likelihood of undertaking course without ILA funding**



Base: All successful applicants at wave 1 who had undertaken a course (ILA200: 541, ILA100: 477)

9.6 The proportion who said they would still have done the course without ILA funding was higher among those on ILA100 than ILA200 (27% and 16% very likely respectively). On both offers, learners were more likely to say they would have done the course anyway if they had paid more towards the cost of their learning: on ILA200, 23% of those who had paid over £50 said they would have been very likely to do the course without ILA funding (compared with 16% overall), while on ILA100 37% of those who had paid over £100 said this (compared with 27% overall).

9.7 Among respondents who said that they would have done the course without the ILA funding, many also said that the ILA funding did not have any impact on the timing of their studies (49% on ILA200 and 62% on ILA100). Other respondents said that they would have started the course earlier without the funding (15% on ILA200 and 13% on ILA100), while others would have started it later (20% and 12% respectively).

## CHAPTER TEN CONCLUSIONS

### Widening participation

10.1 When the ILA Scotland scheme was launched in 2004, targets were set for the numbers of “active learners” (people who have actually undertaken ILA funded learning). The target for ILA200 has now been achieved, but take-up of ILA100 has been lower than expected.

10.2 By wave 2 of the survey, around three in five “successful applicants” (people who already held an ILA100 or ILA200 account) had started an ILA-funded course.

10.3 Where people had not started a course, it was most commonly because ILA funding did not cover the type of course they wanted. When asked directly, these respondents were often critical of the range of courses available to them. The “unconverted enquirers” covered by the survey expressed similar views, suggesting that the limited range of courses may also be an issue for those who do not open an account. In considering the range of courses covered by ILA funding, it is important to bear in mind the timing of the survey: most of the courses in question were those offered in 2005 and 2006, and the range of courses has been expanding since that time. Nevertheless, the survey confirms that the ability to offer a wide range of relevant courses is important in increasing the numbers of active learners. It is also worth noting in this context that non-ILA funded courses taken by learners covered a wider range in terms of subjects and types of providers than ILA funded courses.

10.4 In assessing the role of the ILA scheme in encouraging participation, it is also important to examine whether the funding was responsible for people taking up courses or whether they would have done so anyway even if the ILA funding was not available<sup>27</sup>. A proportion (16% on ILA200 and 27% on ILA100) said they would have been “very likely” to have done the course anyway, but the majority felt that the funding did make a difference to their participation.

### Attracting people with low skills and on low incomes

10.5 One of the aims of the ILA scheme was to prioritise the needs of low-skilled people and those on lower incomes. ILA200 has, by definition, prioritised those on lower incomes, but it may not have attracted as many low-skilled people as anticipated – analysis of the profile of successful applicants shows that those on ILA200 were similar to the Scottish population as a whole in terms of their qualifications and social grade. Given that ILA200 was restricted to those on low incomes, it is therefore likely that *within the eligible population* those with low skills are under-represented on ILA200.

10.6 Successful applicants on ILA100 had higher qualifications and were in higher social grades than the Scottish population. Those with higher qualifications were also most likely to say that they could not get the course they wanted through ILA. This

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<sup>27</sup> “Deadweight” is the term used to describe the proportion of successful applicants who would still have undertaken the learning without any assistance or intervention



suggests that the people who are attracted to ILA100 are not necessarily those at whom the funded courses are aimed at. Therefore, as well as trying to attract more people with low skills, it is also important to clarify the types of course on offer to potential applicants.

10.7 Analysis of ILA200 showed that women were more likely than men both to hold an account and then to become an “active” learner. In this context, it is important to bear in mind that in the Scottish population as a whole, as of 2006 overall employment rates were more than five percentage points lower for women than for men, although this gap has narrowed slightly since 1999. In addition, the employment rate for men in full-time employment remains markedly higher than for women, and the employment rate of men is higher than women at every qualification level except for graduates<sup>28</sup>.

### **Level of funding and personal contributions**

10.8 As noted above, the majority of learners on both offers said that they would not have started their course without the ILA funding. In addition, the majority agreed that the amount they contributed personally was “about right”. This suggests that the levels of funding offered by the scheme are sufficient to help people to undertake courses. However, the overall take-up of ILA100 has been low and people on both offers indicated that the personal contribution may be an obstacle to starting a course (two in five agreed that having to pay a personal contribution makes you think twice about applying for a course). However, the survey cannot predict whether a higher rate of funding would boost the numbers of active learners.

### **Learning progression**

10.9 Although the survey does not indicate the extent to which ILA-funded learning helps to increase learners’ qualification levels, it confirmed that most courses do lead to a qualification (including 82% on ILA200 where courses do not need to lead to a qualification). Gaining a recognised qualification was also one of the outcomes most valued by learners.

10.10 In addition, it is clear that many learners used their initial learning to move onto further courses: three in ten learners on ILA200 said that the course had helped them “to a great extent” to move onto another course.

### **Learner satisfaction**

10.11 One of the scheme’s targets when it was launched was for 90% of learners to be satisfied with the quality of their learning. The survey findings showed that ILA-funded courses have met this target: more than 90% of learners on each offer said they were

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<sup>28</sup> High Level Summary of Equality Statistics, Scottish Executive 2006.  
<http://www.scotland.gov.uk/Publications/2006/11/20102424/0>

satisfied overall, and the vast majority said that the course had met or exceeded their expectations.

10.12 Positive views were also expressed towards the application process and ILA helpline. Even the unconverted enquirers were generally positive towards the application form and guidance they received; the one area of difficulty was the income assessment section of the form, for which 18% of unconverted enquirers said they thought they would have had problems providing supporting documentation. Overall, however, these findings indicate that the application process works well.

10.13 Overall, the survey findings indicate that the ILA scheme has helped people to take up courses, and is giving access to good quality learning. The challenge the scheme faces is to increase the numbers of people participating in the scheme, particularly those with low skills.

## APPENDIX 1 WEIGHTING SPECIFICATION

1. In order to ensure results were representative of ILA100 and ILA200 applicants, data was weighted using the learndirect database from which the sample was drawn. For increased accuracy at the weighting stage we used inter-locking sex-age weights. The same weighting targets were used at wave 1 and wave 2. Data was weighted to the following specifications:

**Table 1 ILA100 Weighting specification (Wave 1)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	4.83%	8.56%	26	62	48.3	85.6
	31-40	12.19%	13.95%	104	132	121.9	139.5
	41-50	14.98%	17.72%	148	215	149.8	177.2
	51-59	9.29%	10.69%	90	122	92.9	106.9
	60+	4.72%	3.07%	62	39	47.2	30.7
	<b>Total</b>	<b>46.01%</b>	<b>53.99%</b>	<b>430</b>	<b>570</b>	<b>460.1</b>	<b>539.9</b>

**Table 2 ILA100 Weighting specification (Wave 2)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	4.83%	8.56%	16	31	28.8	51.0
	31-40	12.19%	13.95%	52	73	72.7	83.1
	41-50	14.98%	17.72%	86	137	89.3	105.6
	51-59	9.29%	10.69%	57	76	55.4	63.7
	60+	4.72%	3.07%	39	27	28.1	18.3
	<b>Total</b>	<b>46.01%</b>	<b>53.99%</b>	<b>250</b>	<b>344</b>	<b>274.2</b>	<b>321.8</b>

**Table 3 ILA200 Weighting specification (Wave 1)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	7.85%	18.56%	48	130	78.5	185.6
	31-40	7.46%	20.32%	57	218	74.6	203.2
	41-50	6.59%	18.43%	54	248	65.9	184.3
	51-59	3.80%	9.10%	33	97	38.0	91.0
	60+	3.23%	4.66%	48	67	32.3	46.6
	<b>Total</b>	<b>28.93%</b>	<b>71.07%</b>	<b>240</b>	<b>760</b>	<b>289.3</b>	<b>710.7</b>

**Table 4 ILA200 Weighting specification (Wave 2)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	7.85%	18.56%	22	60	49.3	116.6
	31-40	7.46%	20.32%	30	148	46.8	127.6
	41-50	6.59%	18.43%	34	158	41.4	115.7
	51-59	3.80%	9.10%	17	73	23.9	57.1
	60+	3.23%	4.66%	32	54	20.3	29.3
	<b>Total</b>	<b>28.93%</b>	<b>71.07%</b>	<b>135</b>	<b>493</b>	<b>181.7</b>	<b>363.4</b>

**Table 5 Unconverted enquiries weighting specification (ILA100)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	9.06%	12.94%	19	25	22.7	32.4
	31-40	14.60%	15.98%	38	44	36.5	39.9
	41-50	12.00%	14.70%	26	33	30.0	36.7
	51-59	7.40%	7.73%	19	27	18.5	19.3
	60+	3.18%	2.42%	10	9	8.0	6.0
	<b>Total</b>	<b>46.23%</b>	<b>53.77%</b>	<b>112</b>	<b>138</b>	<b>115.6</b>	<b>134.4</b>

**Table 6 Unconverted enquiries weighting specification (ILA200)**

		Weighting Profile		Interviews Achieved		Weighted Interviews	
		Gender		Gender		Gender	
		Male	Female	Male	Female	Male	Female
<b>Age</b>	18-30	14.62%	23.86%	77	143	109.1	178.0
	31-40	8.65%	15.82%	57	142	64.5	118.0
	41-50	6.48%	13.44%	45	131	48.3	100.3
	51-59	3.23%	6.55%	23	60	24.1	48.9
	60+	2.84%	4.51%	28	40	21.2	33.6
	<b>Total</b>	<b>35.82%</b>	<b>64.18%</b>	<b>230</b>	<b>516</b>	<b>267.2</b>	<b>478.8</b>

## **APPENDIX 2    ADVANCE LETTERS**

1. **ILA100 Initial stage**



**SCOTTISH EXECUTIVE**

Enterprise and Lifelong Learning Research Team  
Research Branch  
3rd Floor  
Meridian Court  
Cadogan Street  
GLASGOW  
G2 6AT

November 2006

**YOUR VIEWS ON ILA SCOTLAND**

Dear <name from sample>,

You have been selected to take part in the evaluation of ILA Scotland. We are interested in finding out about people's experiences of applying for and using the Individual Learning Account (also known as ILA Scotland). It is only by seeking the opinions of the scheme's users that we can assess its effectiveness and ensure we are meeting the needs of learners.

We have asked BMRB, an independent social research company, to conduct this research. You do not need to do anything now. One of BMRB's interviewers will contact you by telephone between late November 2006 and early January 2007 to see whether you would be willing to help. The survey will take around 15 minutes of your time and arrangements can be made for you to be interviewed at a time convenient to you. All information collected will be treated as totally confidential. We hope you can help us by giving BMRB your views.

If you have any queries in the meantime, please contact Sarah McCoy at BMRB on 020 8433 4317.

Yours Sincerely

**Jeanette Hagerstrom**  
**Senior Researcher**

Enterprise, Transport and Lifelong Learning Department  
Scottish Executive.

2. **ILA100 Follow up stage**



**SCOTTISH EXECUTIVE**

Enterprise, Energy and Lifelong Learning  
Analytical Services Division  
3rd Floor  
Meridian Court  
5 Cadogan Street  
GLASGOW  
G2 6AT

21st August 2007

Our Ref: 45103092/xxxxx

Dear <name from sample>

**YOUR VIEWS ON ILA SCOTLAND**

Earlier this year you were kind enough to help us with an evaluation of Individual Learning Accounts Scotland (also known as ILA Scotland). The research was conducted by BMRB, an independent social research company, and was carried out to find out about people's experiences of applying for and using the ILA. We would like to take this opportunity to thank you for your participation in this research.

You may recall that at the end of your interview, you said you would be willing to be re-contacted to take part in a follow-up survey. BMRB will shortly be conducting this follow-up survey. At this stage of the research, we are interested in your experience of ILA Scotland since we last spoke to you or, if you have had no further contact, your reasons for this.

You do not need to do anything now. One of BMRB's interviewers will attempt to contact you by phone in late August or during September 2007. As before, the survey will take around 15 minutes of your time and arrangements can be made to do the survey at a time convenient to you. All information collected will be treated as totally confidential.

If you have any queries in the meantime, please contact Alice Fearn at BMRB on 020 8433 4221.

Yours sincerely

Jeanette Hagerstrom  
Senior Research Officer  
EELL – ASD, Scottish Executive.

### 3. ILA200 Initial stage

Dear xxxx

Thank you for your interest in ILA Scotland.

It is important to us that your experience of ILA Scotland is a positive one. To help us measure this, we will be carrying out research with a sample of ILA Scotland members. This will help us to evaluate members' experiences of applying for, and using, their individual learning account.

If you prefer not to be contacted for the purposes of research please write to us at the given below.

We have asked BMRB, an independent social research company, to conduct a survey of learners. If you do not contact us just now, one of BMRB's interviewers will call to ask for your help in November or December this year. The survey will take around 15 minutes of your time and arrangements can be made to do it at a time convenient to you. We hope you can help us by giving BMRB your views.

If you have any queries about the survey or follow up activity you can call XXX.

Your opinion counts and we hope that you will help us to provide you and other learners with the best possible service by taking part in this activity.

If you do not wish to be contacted for the purposes of research please write to us

ILA Scotland  
PO Box 25249  
Glasgow G3 8XN

Please let us have your response by 21 October 2005.

Yours sincerely

Sam Thomson  
ILA Scotland Support Team



#### 4. ILA200 Follow up stage



**SCOTTISH EXECUTIVE**

Enterprise and Lifelong Learning Department  
Research Branch  
3rd Floor  
Meridian Court  
Cadogan Street  
GLASGOW  
G2 6AT

23 August 2006

#### **YOUR VIEWS ON ILA SCOTLAND**

Dear <name from sample>,

Earlier this year you were kind enough to help us with an evaluation of Individual Learning Accounts Scotland (also known as ILA Scotland). The research was conducted by BMRB, an independent social research company, and was to find out about people's experiences of applying for and using the ILA. We would like to take this opportunity to thank you for your participation in this research.

You may recall that at the end of your interview, you said you would be willing to be re-contacted to take part in a follow-up survey. BMRB will shortly be conducting this follow-up survey. At this stage of the research, we are interested in your experience of ILA Scotland since we last spoke to you or, if you have had no further contact, your reasons for this.

You do not need to do anything now. One of BMRB's interviewers will attempt to contact you by phone in late September or during October 2006. As before, the survey will take around 15 minutes of your time and arrangements can be made to do the survey at a time convenient to you. All information collected will be treated as totally confidential.

If you have any queries in the meantime, please contact Sarah McCoy at BMRB on 020 8433 4317.

Yours Sincerely

**Jeanette Hagerstrom**  
**Senior Researcher**

Enterprise, Transport and Lifelong Learning Department  
Scottish Executive

## 5. Unconverted enquiries



## SCOTTISH EXECUTIVE

Enterprise and Lifelong Learning Department  
Research Branch  
3rd Floor  
Meridian Court  
Cadogan Street  
GLASGOW  
G2 6AT  
October 2006

### **YOUR VIEWS ON ILA SCOTLAND**

Dear <name from sample>,

We are writing to you in the hope you can help us with an evaluation of Individual Learning Accounts Scotland (also known as ILA Scotland). According to our records, you requested an application form for the scheme earlier this year, but you did not return it. We are interested to hear what you think of the ILA Scotland application process as well as your general attitudes towards learning. We would also be keen to hear any reasons you may have for not returning the form.

The research will be conducted by BMRB, an independent social research company, and any information you give will be treated in the strictest confidence. Please be assured that we will be using the information for research purposes only, and are not chasing you to return the form. Whether you intend to return the form or not, we are very interested in what you have to say.

If you are selected for this research, one of BMRB's interviewers will attempt to contact you by phone in late October or early November 2006. The survey will take around 10 minutes and arrangements can be made to do the survey at a time convenient to you.

If you have any queries in the meantime, please contact Sarah McCoy at BMRB on 020 8433 4317.

Yours Sincerely

**Jeanette Hagerstrom**  
**Senior Researcher**

Enterprise, Transport and Lifelong Learning Department  
Scottish Executive.

## APPENDIX 3 QUESTIONNAIRES

### 1. ILA100 Initial Stage

Good morning/afternoon/evening, my name is \_\_\_\_\_ calling from BMRB on behalf of the Scottish Executive. We're conducting a survey on people's experiences of applying for, and using, the Individual Learning Account also known as ILA Scotland. The Scottish Executive is seeking your views on the effectiveness of the scheme. The interview will take about 15 minutes.

#### Current ILA status:

Qterm. Do you recognise the term ILA (short for Individual Learning Account)?

- Yes
- No
- Don't know

IF DOES NOT RECOGNISE TERM (NO AT QTERM):

Qrecog. "ILA Scotland is a scheme that will help you pay for learning you want to do. You get up to £100 a year towards the cost of learning something new. According to our records you have contacted ILA Scotland".

INTERVIEWER: DOES THE RESPONDENT NOW RECOGNISE THE SCHEME? IF RESPONDENT NOT SURE CODE AS NO.

IF NECESSARY: Do you now recognise the term ILA (short for individual Learning account?)

- Yes
- No

IF STILL NOT RECOGNISED (NO AT QRECOG) TERMINATE INTERVIEW.

Thank you for your help. Sorry to have bothered you, but we only need to speak to people who are familiar with the ILA scheme.

IF RECOGNISED – "Most of the questions you will be asked will relate to learning that has been funded by ILA Scotland. Your answers should only relate to ILA Scotland funding and courses funded by ILA Scotland, unless you are prompted otherwise"

Qlearn. Can I just check, have you undertaken any ILA Scotland funded learning?

IF RESPONDENT DOESN'T KNOW, CODE AS NO

- Yes
- No

IF UNDERTAKEN ILA FUNDED LEARNING (YES AT QLEARN):

Qnumber. Can I just check, how many courses have you undertaken with your funds?

ENTER NUMBER

Qcomplete. Have you completed any of these courses/this course?

IF RESPONDENT ISN'T SURE, CODE AS NO

- Yes
- No

IF QCOMPLETE = YES AND QNUMBER > 1

Qhmcomp. How many have you completed?

ENTER NUMBER

IF UNDERTAKEN COURSE AND NUMBER UNDERTAKEN NOT EQUAL TO NUMBER COMPLETED OR UNDERTAKEN ONE COURSE AND COMPLETED IT:

Qstill. Can I just check are you currently doing any ILA funded learning?

- Yes
- No

IF STILL LEARNING (YES AT QSTILL):

Qpropor. What proportion of the course have you completed so far?

- Most of the course
- Some of the course
- Very little of the course

IF YES AT QLEARN AND NO AT QCOMPLETE:

Qdrop. Can I just check have you ever started a course but were then unable to continue attending the course until it finished?

INTERVIEWER NOTE: PLEASE CODE YES IF RESPONDENT HAS ATTENDED ANY OF A COURSE, EVEN IF JUST ONE SESSION (OR LESS)

- Yes
- No

**Non redeemers (No at Qlearn):**

Qbook. Can I just check, are you booked on a course and waiting for it to start?

- Yes
- No

IF NOT BOOKED ON A COURSE (NO AT QBOOK):

Qplan. Do you plan to use your funds and book on a course in the next 12 months?

- Yes
- No

Qreas. Can you tell me why you have not done a course (so far)?

INTERVIEWER - DO NOT READ OUT. CODE ALL THAT APPLY. PROBE – ARE THERE ANY OTHER REASONS?

- Could not find appropriate course
- ILA funding not accepted on chosen course
- Doing other courses/studies
- Personal reasons/family commitment/childcare
- Work commitments
- Too busy

- Course not available in the right location
- Changed job/employment circumstances
- Other reason (please specify)
- (DO NOT READ OUT) Don't know

Qmain. What would you say is the MAIN reason that you have not done a course (so far)?

INTERVIEWER – CODE ONE ONLY

(List masked so only responses given above will show)

- Could not find appropriate course
- ILA funding not accepted on chosen course
- Doing other courses/studies
- Personal reasons/family commitment/childcare
- Work commitments
- Too busy
- Course not available in the right location
- Changed job/employment circumstances
- Other reason (please specify)
- (DO NOT READ OUT) Don't know

**Non completers (If Yes at Qdrop):**

Qprocom. What proportion of the course were you able to complete?

- All of the course
- Most of the course
- Some of the course
- Very little of the course
- None of the course

Qreas2. What are your main reasons for not completing your ILA Scotland funded course?

DO NOT READ OUT. CODE ALL THAT APPLY.

- Personal reasons/family commitments/childcare
- Work commitments
- Course was not suitable/not what was expected
- Too busy (general)
- Doing other courses/studies
- Course not available due to cancellations/lack of demand
- Changed job/employment circumstances
- Other reason (please specify)
- Don't know

**Learning History (Ask all):**

Qunder. Were you undertaking any other learning when you applied for ILA Scotland funded learning?

INTERVIEWER NOTE – ONLY INCLUDE TRAINING THAT TAKES THE WORKER AWAY FROM THEIR IMMEDIATE WORK POSITION. IT CAN BE GIVEN AT THE WORK PREMISES OR ELSEWHERE.

- Yes
- No
- Don't know

IF NOT UNDERTAKING LEARNING WHEN APPLIED FOR ILA SCOTLAND FUNDED LEARNING (NO OR DK AT QUNDER):

Qyears. How many years has it been since you last took part in a learning activity?

INTERVIEWER NOTE: THIS INCLUDES SCHOOL, AN APPROXIMATION WILL DO. IF LESS THAN A YEAR, CODE AS ZERO.

INTERVIEWER NOTE: LEARNING ACTIVITY MEANS THE LAST TIME RESPONDENT LEARNED SOMETHING.

INTERVIEWER NOTE – ONLY INCLUDE TRAINING THAT TAKES THE WORKER AWAY FROM THEIR IMMEDIATE WORK POSITION. IT CAN BE GIVEN AT THE WORK PREMISES OR ELSEWHERE.

ENTER NUMBER

Qschool1. Can I just check, was this learning activity conducted at school?

INTERVIEW NOTE - SCHOOL INCLUDES A-LEVELS OR EQUIVALENT IF TAKEN AT 18 AT SAME SECONDARY SCHOOL. ONLY CODE YES IF LEARNING WAS CARRIED OUT AT RESPONDENT'S SCHOOL WHEN THEY WERE OF SCHOOL AGE (UP TO 18 YEARS).

- Yes
- No
- Don't know

ASK ALL:

Qhiglev. What is the highest level of qualification that you have obtained?

IF NECESSARY READ OUT. CODE FIRST THAT APPLIES.

INTERVIEWER NOTE: IF ECDL (EUROPEAN COMPUTER DRIVING LICENCE), CODE AS OTHER

- Postgraduate (Masters or PhD)
- University Degree/Graduate Diploma or Certificate
- HNC/HND/Certificate in Higher Education/Diploma in Higher Education
- Advanced Higher
- Higher
- Vocational Qualification
- Intermediate
- Standard grade
- Access level course
- Other (please specify)

ASK ALL:

Qexp. Thinking about studying for your last learning activity would you say your experience was...

- Very positive
- Somewhat positive
- (DO NOT READ OUT) Neither positive nor negative
- Somewhat negative
- Very negative
- DK

Qother. In the last 12 months have you looked for any other courses or forms of learning other than those that are supported by ILA Scotland?

- Yes
- No
- Don't know

**Marketing (Ask all):**

Qinflu. Thinking of all the places you may have seen or heard of ILA Scotland, which forms of information do you think were most effective in communicating information about ILA Scotland?

DO NOT READ OUT. IF NOT SURE, PLEASE CODE AS NULL

- Newspaper
- TV or Radio
- Website
- Leaflet through the door
- Leaflet/poster (seen outside of home)
- College/university/ other learning provider
- Learning centre
- Careers Scotland
- Learn Direct Scotland
- Word of mouth from friends/ relatives/ colleagues
- Employer
- Trade union
- Job Centre
- Other
- None of these
- Don't know

**Application Process and Information (Ask all):**

Qstrai. How straight forward was the application process?

- Very straight forward
- Quite straight forward
- Not very straight forward
- Not at all straight forward
- Don't know

IF NOT STRAIGHT FORWARD:

Qnotstr. What was it about the application process that you did not find straightforward?

- The length of time the application took
- The size or complexity of the forms or guidance
- Other
- Don't know

ASK ALL:

Qhelp. How helpful was the documentation you received during the application process?

- Very helpful
- Quite helpful
- Not very helpful
- Not at all helpful
- Don't know

IF NOT HELPFUL:

Qaspec. What aspects of the documentation did you not find helpful?

OPEN-ENDED

ASK ALL:

Qapply. After telephoning the helpline, were you contacted again before you submitted your application form?

- Applied straight away
- Was contacted again
- Don't know

IF CONTACTED AGAIN (WAS CONTACTED AGAIN AT QAPPLY):

Qnocall. If you had not received this call, how likely would you have been to apply applied for ILA funds?

IF UNSURE, PLEASE CODE AS DON'T KNOW

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

FOR COMPLETERS AND REDEEMERS ONLY (YES AT QLEARN/QBOOK):

Qcourse. After your account was opened, did you apply for a COURSE straight away or were you contacted again before you applied to do a course?

- Applied straight away
- Was contacted again
- Don't know

IF CONTACTED AGAIN (WAS CONTACTED AGAIN AT QCOURSE):

Qncall2. If you had not received this call, how likely would you have been to apply for a course?

IF UNSURE, PLEASE CODE AS DON'T KNOW

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

ASK ALL:

Qsuffic. Did you feel that there was sufficient information and guidance available to help you select the learning that best suited your needs?

- Yes
- No
- Don't know



Qsatis. In general how satisfied were you with the advice that was given from ILA Scotland helpline?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

**Additional Information Sought (Ask all):**

Qsource. Apart from the ILA Scotland helpline, have you ever sought any advice or information about ILA funded courses?

- Yes
- No
- Don't know

IF HAVE SOUGHT ADVICE OR INFORMATION (YES AT QSOURCE):

Qadvice. Thinking about the last time you sought advice, what advice or information did you ask for?

DO NOT READ OUT. CODE ALL THAT APPLY.

- Queries about course content
- Whether a course was supported by ILA/course eligibility
- Personal eligibility
- General information/prospectus request
- Queries about how to apply
- Other (specify)
- Don't know

Qwhom. From whom have you sought advice? Please note, some of these may not be applicable to you.

IF NECESSARY: The last time you sought advice, from whom did you seek advice?

READ OUT. CODE ALL THAT APPLY

- Friends/family
- Employer
- Someone at work
- Trade union
- A Learning Provider
- Job Centre/Social worker/Housing officer
- Learn Direct Scotland or Careers Scotland
- A community group, community education, or charity
- Other (specify)
- None of these
- Don't know

Qsat. How satisfied were you with the advice you received?

IF NECESSARY: This is about the last time you sought advice

- Very satisfied
- Fairly satisfied
- Not very satisfied

- Not at all satisfied
- Don't know

**Doing the ILA course (Ask all redeemers – Yes at Qlearn/Qbook):**

IF MORE THAN ONE COURSE UNDERTAKEN WITH ILA FUNDS (QNUMBER>1):

The following questions relate to the last time you booked a course using your ILA Scotland funds...

ASK ALL IN SECTION:

Qsubjec. In which subject did you last undertake/are you undertaking an ILA funded course?

INTERVIEWER NOTE: REFER TO SUBJECT LIST FOR HELP CODING RESPONSE.  
READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher Training and Education Science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media Communication
- Other (specify)
- Don't know

Thinking back to when you applied for your (most recent/current) course.....

Qranqual. Thinking about the whole range of qualifications available through ILA funded courses, overall, how satisfied were you with the level of qualifications available?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor satisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

IF DISSATISFIED AT QRANQUAL:

Qydiss. Why were you dissatisfied with the level of qualifications available?

INTERVIEWER NOTE: PLEASE PROBE FULLY

OPEN-ENDED

Now thinking specifically about your (most recent/current) course itself.....

Qformal. Have you obtained/will you obtain any qualifications through this course?

- Yes
- No

Qqual2 What qualification(s) did/will/would you (have) obtained from your course?

READ OUT IF NECESSARY

INTERVIEWER NOTE: IF ECDL (EUROPEAN COMPUTER DRIVING LICENCE),  
CODE AS OTHER

- Access level course
- Standard grade
- Intermediate
- Higher
- Advanced Higher
- HNC/HND/Certificate in Higher Education/Diploma in Higher Education
- Degree/Graduate Diploma or Certificate
- Postgraduate (Masters or PhD)
- Vocational Qualification
- Other (please specify)

IF QUALIFICATION AVAILABLE:

Qqualim. How important is this qualification to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

Qlevqua. How satisfied are you/were you with the LEVEL of qualification offered through your course?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor satisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

Qtypes. Where were you intending to do your course? / Where are you doing your course?

READ OUT

- College
- University
- Distance learning e.g. Open University
- Block study/short course
- Local learning centre
- Open learning package
- At your workplace
- Correspondence course
- Other (specify)
- Don't know

ASK ALL IN SECTION:

Qmotive. What motivated you to do your course?

INTERVIEWER NOTE: PLEASE PROBE FULLY

OPEN-ENDED

ASK ALL:

Qcousat. I am now going to read 5 statements that relate to the range of courses available for which you can apply for ILA funding. Please can you tell me how much you agree or disagree with each?

- There were courses available at convenient locations
- The range of subjects available was sufficient for my needs
- There were courses available at a convenient time of day
- The courses started at a convenient time of year
- There were courses available at the appropriate level for my needs
  - Agree strongly
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Disagree strongly

Qoverco. Overall, how satisfied were you with the range of courses that were available to you through the ILA Scotland scheme?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied

**Administration of ILA (Ask redeemers – Yes at Qlearn):**

Qtoken. At any point, did the Learning Provider ask for your learning token?

- Yes
- No
- Don't know

Qtowhen. Did you understand that you have to hand in your learning token when you first start your learning?

- Yes
- No
- Don't know

Qpay. How much did you personally pay towards your ILA-supported course costs?

PLEASE ENTER AMOUNT IN POUNDS.  
IF RESPONDENT CANNOT REMEMBER, CODE AS DK

- ENTER NUMBER
- Don't know

Qanyone. Did anyone else make a financial contribution towards the course costs?

IF NECESSARY: This is anyone OTHER than ILA Scotland

- Yes
- No
- Don't know

IF SOMEONE ELSE MADE A CONTRIBUTION (YES AT QANYONE):

Qwho. And who was this?

DO NOT READ OUT

- Employer
- Trade Union
- Family/friend
- Learning provider
- Other (Specify)
- Don't know

**Impact of ILA Scotland (Ask redeemers only – Yes at Qlearn/Qbook):**

Qlikely. Thinking about the (subject) course, how likely would you have been to undertake this course without the support received? Would you say....

READ OUT

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

IF LIKELY AT QLIKELY:

Qtiming. How did the ILA funding affect the timing of your plans to undertake the course?

READ OUT

- Would have undertaken it sooner
- Would have undertaken it at the same time
- Would have undertaken it later
- Unsure of timing

Qsuff. Thinking about the level of financial support you received from ILA Scotland. Did you....

READ OUT

- Have enough support from ILA Scotland
- Need a little more support from ILA Scotland
- Need a lot more support from ILA Scotland

IF UNDERTAKEN ILA-FUNDED LEARNING (YES AT QLEARN):

Qsince. Since undertaking your ILA Scotland funded course have you looked into taking other courses?

OTHER COURSES CAN BE ANY COURSES, NOT JUST ILA SCOTLAND FUNDED COURSES

- Yes
- No
- Don't know

**Satisfaction (Ask redeemers – Yes at Qlearn):**

Qstate. Which of the following statements best describes your views on your ILA Scotland supported course?

READ OUT. SINGLE CODE.

- The course exceeded my expectations
- The course met my expectations
- It has not been as useful as I had hoped
- I wish that I hadn't taken the course
- Don't know

Qasp. How much do you agree or disagree with the following statements about ILA Scotland funded courses?

- The ILA Scotland funded course was boring
- I learned new skills
- I am a more confident person because of doing the ILA Scotland funded course

IF NECESSARY: How much do you agree or disagree with this statement?

- Strongly agree
- Tend to agree
- (DO NOT READ OUT) Neither agree nor disagree
- Tend to disagree
- Strongly disagree
- Don't know

Qrat. How would you rate the following aspects of the course?

- The support received by the learning provider whilst I was doing the course
- The course materials

IF NECESSARY: How would you rate this aspect of the course?

- Excellent
- Good
- Adequate
- Poor
- Very Poor

ASK ALL COMPLETERS/REDEEMERS (YES AT QLEARN/QBOOK):

Thinking back to your current/recent course.....

Qfirst. Was this your first choice of course to attend with ILA Scotland?

- Yes
- No
- Don't know

IF NOT FIRST CHOICE:

Qpreven. What prevented you from attending your first choice of course?

OPEN-ENDED

**Understanding of ILA Scotland (Ask all):**

READ OUT:

Just for information, it is now possible to gain a higher level of qualification through ILA-funded courses, and ILA Scotland has recently widened the range of courses available for which you can apply for funding to include a wide range of subject areas.

INTERVIEWER NOTE: IF PROMPTED, SAY 'You can a qualification up to SCQF level 6 or SVQ level 3. For more information, you can contact the ILA Helpline on 0808 100 1090.

**General attitudes to learning (Ask all):**

Qgen. I am going to read out some general statements about learning and education. Please tell me how much you agree or disagree with each.

IF NECESSARY: How much do you agree or disagree with this statement?

- Learning new things boosts your confidence
- You are more likely to get a better job if you do some learning, training or education
- To get a job, who you know is more important than what you know
- Getting qualifications takes too much effort
- Going to classes or courses is a good way of meeting new people
- I find that most people can be trusted
- I enjoy new challenges
- It is important to learn new things
- learning new things is important because you can help your children with their school work
- Learning about new things is enjoyable
  - Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't know

Qresp1. Have any of the following had an influence over your decisions on whether to undertake learning?

READ OUT. FOR OTHER, PROMPT 'Is there anyone else that has had an influence over these decisions?'

- Your employer
- The Government
- Other (please specify)
- Don't know

Qresp2. How much influence has (insert from above) had over your decisions on whether to undertake learning?

- A lot
- A little
- Don't know

**Demographics (Ask all):**

I would like to finish by asking for some details about you and your household – this is just to make sure we speak to a good cross-section of people living in Scotland.

Qprob. Do you have any problem or disability which affects your day to day activities?

- Yes
- No
- Don't know

Sex. INTERVIEWER: PLEASE CODE THE SEX OF THE RESPONDENT

Age. Can I just check, what was your age last birthday?

ENTER NUMBER

- Refused

IF REFUSED:

Qageban. In that case, can you tell me which of these age bands you fall into?

- 18-30
- 31-40
- 41-50
- 51-59
- 60+

Qethnic. Which of the following groups would you say you belong to?

- White
- Mixed
- Asian, Asian Scottish or Asian British
- Black, Black Scottish or Black British
- Any other ethnic background
- Don't know
- Refused

IF WHITE AT QETHNIC:

Qwhite. Is that....

- White Scottish
- White other British i.e. English, Welsh or Northern Irish
- White Irish
- Any other white background (specify)
- Refused
- Don't know

IF MIXED OR ANY OTHER BACKGROUND AT QETHNIC:

Qmixed. Please can you tell me your ethnic group?

OPEN-ENDED

IF ASIAN AT QETHNIC:

Qasian. Is that...

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background (specify)
- Refused
- Don't know

IF BLACK AT QETHNIC:

Qblack. Is that...

- Caribbean
- African
- Any other black background (specify)



- Refused
- Don't know

Qbenefi. At present, are you in receipt of any benefits?

- Yes
- No
- Don't know

Qrecon. The Scottish Executive may want to do some follow-up research, after this survey. Would you be willing for your contact details and your responses to be passed to them or an agency working for them, if they want to ask some follow-up questions?

- Yes
- No

**Social grade section**

What type of firm do you work for?  
(Open ended)

What do you do? What does the work involve?  
(Open ended)

Is the work manual/non manual?  
Manual  
Non-manual

Are you an employee or self employed?  
Employed  
Self employed

Employee only  
Do you have any position/rank/grade in the organisation? (PROMPT: Foreman, sergeant, manager, Chief Executive etc)  
(Open ended)

How many people work at the same place?  
(Numeric)

How many people are you responsible for?  
(Numeric)

TYPE IN ANY OTHER RELEVANT INFORMATION REGARDING PEOPLE THAT ARE RESPONSIBLE FOR (EG, OTHER SALESMEN, MANAGERS, CLERICAL OR MANUAL WORKERS)  
(Open ended)

What is the job title of the person you report to?  
(Open ended)

What qualifications do you have?  
COLLECT ALL AND PROBE FOR LEVEL EG BELOW, AT, ABOVE, DEGREE LEVEL  
(Open ended)

ANY OTHER RELEVANT INFORMATION  
(Open ended)

NOW WORK OUT THE SOCIAL GRADE

(Prompts answers from previous questions)

- A
- B
- C1
- C2
- D
- E

## 2. ILA100 Follow-up Stage

Good morning/ afternoon/ evening. My name is \_\_\_\_\_ and I am calling on behalf of the Scottish Executive. BMRB is conducting a follow up survey for the Scottish Executive on people's experience of using the Individual Learning Account also known as ILA Scotland. You may remember we spoke to you six months ago and you agreed to take part in this survey. The interview will take about 15 minutes.

### Update on ILA progression

IF DOING A COURSE LAST WAVE:

Qstill. When we last spoke to you, you were doing a course in (response at Qsubjec last wave, if 'other', 'you were doing a course'). Did you complete the course, did you leave before the course finished or are you still on the course?

- Completed the course
- Left the course before finished
- Still on course
- Don't know

IF LEFT COURSE BEFORE IT FINISHED:

Qwhy. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF BOOKED ON A COURSE LAST WAVE:

Qbook. When we last spoke to you, you were booked on a course in (response at Qsubjec last wave, if 'other', 'you were doing a course'). Did you do this course?

- Yes
- No
- Don't know

IF NO:

Qwhyno. Why not?

DO NOT READ OUT. CODE ALL THAT APPLY

- I changed my mind about completing a course AT ALL
- I did another course instead
- The course was no longer available
- I was too busy
- I'm still waiting for it to start/deferred place
- Other (specify)
- Don't Know

IF YES:

Qdidboo. Did you:

- complete the course

- leave the course before it finished
- or are you still on the course?
- (DO NOT READ OUT) Still waiting for it to start
- Don't Know

IF LEFT THE COURSE BEFORE IT FINISHED:

Qwhy2. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF PLANNING ON BOOKING A COURSE LAST WAVE:

Qplan. When we last spoke to you, you were planning to book a course in the next 12 months. Have you done this yet?

- Yes
- No
- Don't know

IF NO:

Qwhy3. Why have you not booked the course yet?

PROBE

OPEN-ENDED

IF YES:

Qnowboo. Are you:

- Waiting for the course to start
- Currently doing the course, or have you
- Completed the course
- Or left before the course finished?
- Don't know

IF LEFT BEFORE COURSE FINISHED:

Qwhy4. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF PLANNING ON BOOKING A COURSE LAST WAVE AND HAVE SINCE DONE SO: (Yes at Qplan and not DK at Qnowboo):

Qsubjec. What subject are you doing a course/did you do a course in?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics

- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qwhere. Did/are you undertake/ing this course...

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...by Distance learning eg Open University
- ...through Block study or a short course
- ...at a local learning centre
- ...using an open learning package
- ...at your workplace
- ...via correspondence course
- ...private training provider
- ...online
- ...somewhere else
- Don't Know

ALL WHO UNDERTOOK COURSE:

Qqual. Did you/will you get a qualification from this course?

- Yes
- No
- Don't know

IF DID/WILL GET QUALIFICATION:

Qwtqual. What qualification will/did you obtain?

READ OUT

- Access level course
- Standard grade
- Intermediate
- Higher
- Vocational Qualification
- Other (please specify)
- Don't know

Qimp. How important is/are the/these qualifications to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF DID/WILL NOT GET A QUALIFICATION:

Qwhynq1. Why won't you/didn't you get a qualification from this course?

- I won't/didn't complete the course
- I failed/I didn't pass the course
- I completed the course but did not sit the final exam
- There is no qualification at the end of the course
- Other (please specify)
- Don't know

Qdis. How disappointed are you the course did/will not lead to a qualification?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

**Other courses conducted or booked since last time**

ASK ALL:

IF COMPLETED ONLY COURSE UNDERTAKEN LAST WAVE:

'Last time we spoke to you, you had completed an ILA-funded course....'

IF DROPPED COURSE LAST WAVE:

'Last time we spoke to you, you had started an ILA-funded course but were unable to continue studying until it finished....'

IF NOT UNDERTAKEN COURSE AT ALL LAST WAVE:

'Last time we spoke to you, you were yet to undertake an ILA-funded course....'

Qother. Have you undertaken any (other) courses since we spoke to you?

- Yes
- No
- Don't know

IF UNDERTAKEN (OTHER) COURSES:

Qhwmny. How many (other) courses have you started since we last spoke?

ENTER NUMBER

Qcomp2. Have you completed any of these (other) courses/this (other) course?

- Yes
- No
- Don't know

IF YES AND QHWMANY = MORE THAN ONE

Qhmcomp. How many have you completed?

ENTER NUMBER (Cannot be higher than number undertaken. If it is, a message will appear for you to read, then you will be directed back to Qhwmny to re-input the answers)

IF UNDERTAKEN COURSE AND NUMBER UNDERTAKEN NOT EQUAL TO NUMBER COMPLETED:

Qsil2. Are you still on a course?

- Yes
- No
- Don't know

IF UNDERTAKEN COURSES AND NOT COMPLETED OR COMPLETED BUT DIFFERENCE BETWEEN NUMBER COMPLETED AND NUMBER UNDERTAKEN MORE THAN ONE:

Qstart. Can I just check, have you ever started a course but were then unable to continue attending the course until it finished?

- Yes
- No
- Don't know

IF YES AND QHWMANY MORE THAN ONE:

Qoften. How often has this happened since we last spoke to you?

ENTER NUMBER

IF MORE THAN ONCE:

'Thinking about the last time this happened'

IF DROPPED COURSE (YES AT QSTART):

Qyleave. Why did you leave before finishing?

PROBE

OPEN ENDED

IF NOT UNDERTAKEN ANY (OTHER) COURSE:

Qbksinc. Have you booked any (other) courses since we last spoke?

- Yes
- No
- Don't know

IF YES:

Qhmbook. How many have you booked?

ENTER NUMBER

IF UNDERTAKEN OR BOOKED (OTHER) COURSES:

Qsubj. In what subject(s) have you undertaken (booked) a course/this other course/these other courses?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qilafun. Have you used ILA funding for this/any of these courses?

- Yes
- No
- Don't know

Qwhere2. Have you taken (booked) this/these courses at...

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...through Distance learning eg Open University
- ...by Block study or a short course
- ...at your Local learning centre
- ...using an Open learning package
- ...at your workplace
- ...through a correspondence course
- ...through a private training provider
- ...online
- ...somewhere else
- Don't know

Qqual2. Have you/would you have obtained any qualifications through this/these course(s)?  
Will you obtain any qualification(s) from this/these courses?

- Yes
- No
- Don't know

IF YES:

Qwtqua2. What qualification(s) did/will you/would you have obtain(ed)?

READ OUT

- Access level course
- Standard grade



- Intermediate
- Higher
- Vocational Qualification
- Other (please specify)
- Don't know

Qimp2. How important is/are/would this/these qualification(s) (have been) to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF NO:

Qwhynq2. Why won't you/didn't you get a qualification from this course?

- I won't/didn't complete the course
- I failed/I didn't pass the course
- I completed the course but did not sit the final exam
- There is no qualification at the end of the course
- Other (please specify)
- Don't know

Qdis2. How disappointed are you that this/these courses did not/will not/would not have lead to a qualification?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

### **Plans for future learning**

IF UNDERTAKEN ILA FUNDED COURSE:

Qlikely. Would you say that doing your current/recent ILA funded course has made you more likely to do learning in the future?

IF NECESSARY PROMPT FOR A LOT OR A LITTLE LESS/MORE LIKELY

- Much more likely to do learning in the future
- A bit more likely to do learning in the future
- Not made much difference
- A bit less likely to do learning in the future
- Much less likely to do learning in the future
- Don't know

ASK ALL:

Qlrnmor. Do you plan to undertake any (other) courses or learning activities in the next 12 months?

INTERVIEWER NOTE – WE ARE INTERESTED IN FIRM PLANS ONLY

- Yes

- No
- Don't know

IF YES:

Qnxtsub. Thinking about the next learning you are likely to undertake...

What subject are you likely to choose?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qfund. Do you think you will use ILA funding to pay for this?

- Yes
- No
- Don't know

Qwhere3. Would you undertake this course...

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...through Distance learning eg Open University
- ...by Block study or a short course
- ...at your Local learning centre
- ...using an Open learning package
- ...at your workplace
- ...through a correspondence course
- ...online
- ...somewhere else
- Don't know

Qimp3. How important will a qualification be from this course?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF VERY/FAIRLY IMPORTANT:

Qqual3. What qualification would you hope to obtain?

- Access level course
- Standard grade
- Intermediate
- Higher
- Vocational Qualification
- Other (please specify)
- Don't Know

**Motivations**

IF LIKELY TO DO A COURSE IN THE NEXT 12 MONTHS:

Qmore. Can you briefly tell me why you are considering more courses or learning activities?

PROBE

OPEN ENDED

IF NOT LIKELY TO DO A COURSE IN THE NEXT 12 MONTHS:

Qnoplan. Why are you not likely to do any courses or learning in the next 12 months?

PROBE

OPEN ENDED

IF UNDERTAKEN ILA FUNDED COURSE:

I am now going to read a list of some reasons people have given for doing courses. Thinking about when you applied for your most recent ILA funded course, can you tell me how important each factor was to your choice?

INTERVIEWER NOTE – IF RESPONDENT HAS ALREADY TOLD YOU THE MAIN MOTIVATION THEN STILL GO THROUGH THIS SECTION JUST IN CASE OTHER MOTIVATORS WERE IMPORTANT, BUT BE AWARE MANY ANSWERS MAY NOT BE RELEVANT.

IF NECESSARY – Thinking about when you chose your last course, how important was this factor to your choice?

Qwork. Firstly thinking about work related outcomes...

- Getting a job (CODE NULL IF ALREADY HAVE A JOB)
- Getting a job with another employer or different type of work (CODE NULL IF DOESN'T HAVE A JOB)
- Helping you gain a promotion or rise in earnings in your current job (CODE NULL IF DOESN'T HAVE A JOB)
  - Very important
  - Fairly important
  - Not very important
  - Not at all important
  - Don't know

Qout. Now thinking about outcomes not directly related to jobs ...can you tell me how important each factor was to you, in terms of motivating you to do the course?

- Giving you new skills or knowledge
- Helping you get into another course
- Giving you a recognised qualification
- Allowing you to meet people
- Giving you a fresh challenge
- Enabling you to keep up with children/help children with school work (CODE NULL IF DO NOT HAVE CHILDREN)
- Increasing your self-confidence
- To help with a hobby or enrich your spare time
- You chose the course because you were generally interested in the subject

(RANDOMISE OUTCOMES WITHIN TYPE)

- Very important
- Fairly important
- Not very important
- Not at all important
- Don't know

### **Satisfaction**

Qsat. Please could you tell me how satisfied you were with the following aspects of ILA Scotland?

- The range of courses available to you
  - The availability of suitable courses in your area
  - The availability of suitable dates and times of courses
  - The quality of teaching and course materials on your course (IF UNDERTAKEN COURSE)
  - The quality of service provided by ILA Scotland staff
- Very satisfied
  - Fairly satisfied
  - (DO NOT READ OUT) Neither satisfied nor dissatisfied
  - Not very satisfied
  - Not at all satisfied
  - Don't know

IF UNDERTAKEN ILA COURSE:

Qsatis. Thinking about all elements of the scheme, overall how satisfied were you with ILA Scotland?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor dissatisfied
- Not very satisfied
- Not at all satisfied
- Don't know

### **Funding**

As you may know ILA Scotland can fund up to £100 towards the costs of courses per year. There is a minimum £10 personal contribution towards the costs of individual courses. I am now going to ask some questions about ILA funding.

IF UNDERTAKEN ILA COURSE:

Qpay. Thinking about your (most recently) funded ILA course....

How much did you personally pay towards your ILA-supported course costs?

PROMPT IF NECESSARY USE BANDS.

- £0
- £1-9
- £10
- £11-50
- more than £50
- Don't know/can't remember

ASK ALL:

Qamount. Do you think the personal contribution towards courses is too much to pay, about the right amount, or too little?

- Too much
- Right amount
- Too little
- Don't know

Qagr. I am now going to read out some statements about ILA funding. Please could you tell me how much you agree or disagree with each?

- Paying a personal contribution it makes you think twice about applying for a course
- I am satisfied with the level of funding that ILA provides each year towards learning.
  - Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't know

### Outcomes

ASK ONLY THOSE THAT HAVE COMPLETELY FINISHED AN ILA COURSE:

Qhelp. Thinking about your most recent ILA funded course, to what extent has it....

INTERVIEWER NOTE – CODE NULL AUTOMATICALLY FOR STATEMENTS THAT ARE NOT APPLICABLE BECAUSE THE RESPONDENT IS OR IS NOT CURRENTLY EMPLOYED

- Helped in your search for a job (CODE NULL IF ALREADY HAVE A JOB)
- Helped in your search for a job with another employer or different type of work (CODE NULL IF DOESN'T HAVE A JOB)
- Helped you gain a promotion or rise in earnings (CODE NULL IF DOESN'T HAVE A JOB)
  - A great extent
  - To some extent
  - To a small extent
  - Not at all
  - Don't know

Qext. Now thinking about outcomes not related to jobs...

- To what extent has the course given you new skills or knowledge
- To what extent has the course helped you get into another course
- To what extent has the course given you a recognised qualification
- To what extent has the course allowed you to meet people
- To what extent has the course given you a fresh challenge
- To what extent has the course enabled you to keep up with children/help children with school work (CODE NULL IF DO NOT HAVE CHILDREN)
- To what extent has the course increased your self-confidence
- To what extent has the course helped with a hobby or enriched your spare time
- To what extent has the course given you interest in the subject
  - A great extent
  - To some extent
  - To a small extent
  - Not at all
  - Don't know

LOOP FOR MOTIVATORS MENTIONED AS VERY IMPORTANT BUT NOT MET:

Qmtd. You said earlier that X was a factor in applying for an ILA funded course and yet you have said that this has not happened. How disappointed are you that this did not happen?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

LOOP FOR MOTIVATORS MENTIONED AS VERY IMPORTANT AND MET:

Qmt2. You said earlier that X was a factor in applying for an ILA funded course and you have said this has occurred. Has this outcome....

- Been more useful than you expected
- Been AS useful as you expected
- Not been as useful as you had hoped?
- Don't know

### **Demographics (ASK ALL)**

I would like to finish by asking for some details about you and your household – this is just to make sure we speak to a good cross-section of people living in Scotland.

Qactiv. Which of the following best describe your current working status?

READ OUT... UNTIL SAYS YES CODE ONE ONLY IF CURRENTLY OFF WORK OR ON MATERNITY LEAVE THEN CODE EMPLOYED FULL TIME OR PART TIME.

- In full-time education
- Working full-time
- Working part-time
- Looking after the home or family
- Permanently retired from work
- Unemployed and seeking work
- On a Government work or training scheme
- Permanently sick or disabled
- Temporarily unable to work because of short-term illness or injury

- Other (Specify)
- Don't know
- Refused

IF UNEMPLOYED:

Qwaive. Were you advised that you could apply to have your fees waived on other education colleges (for example, college courses)?

- Yes
- No

IF YES:

Qyes. Why did you still apply for an ILA funded course?

PROBE

OPEN ENDED

### 3. ILA200 Initial Stage

Good morning/afternoon/evening, my name is \_\_\_\_\_ calling from BMRB on behalf of the Scottish Executive. We're conducting a survey on people's experiences of applying for, and using, the Individual Learning Account also known as ILA Scotland. The Scottish Executive is seeking your views on the effectiveness of the scheme. The interview will take about 15 minutes.

#### Check current ILA Scotland status

Qterm. Do you recognise the term ILA (short for Individual Learning Account)?

- Yes
- No
- Don't know

IF DOES NOT RECOGNISE TERM (NO AT QTERM):

Qrecog. "ILA Scotland is a scheme that will help you pay for learning you want to do. You get up to £100 a year towards the cost of learning something new. According to our records you have contacted ILA Scotland".

INTERVIEWER: DOES THE RESPONDENT NOW RECOGNISE THE SCHEME? IF RESPONDENT NOT SURE CODE AS NO.

IF NECESSARY: Do you now recognise the term ILA (short for individual Learning account?)

- Yes
- No

IF STILL NOT RECOGNISED (NO AT QRECOG) TERMINATE INTERVIEW.

Thank you for your help. Sorry to have bothered you, but we only need to speak to people who are familiar with the ILA scheme.

IF RECOGNISED – "Most of the questions you will be asked will relate to the learning that has been funded by ILA Scotland. Your answers should only relate to ILA Scotland funding and courses funded by ILA Scotland, unless you are prompted otherwise"

Qlearn. Can I just check, have you undertaken any ILA Scotland funded learning?

IF RESPONDENT DOESN'T KNOW , CODE AS NO

- Yes
- No

IF UNDERTAKEN ILA FUNDED LEARNING (YES AT QLEARN):

Qnumber. Can I just check, how many courses have you undertaken with your funds?

ENTER NUMBER

Qcomplete. Have you completed this learning?

- Yes
- No

**SCRIPTING NOTE: USE ANSWER AT QCOMPLETE TO DETERMINE TENSE OF QUESTIONS LATER**



Qstill. Can I just check are you still doing your learning?  
Yes  
No

IF STILL LEARNING (YES AT QSTILL):

Qpropor. What proportion of the course have you completed so far?

- Most of the course
- Some of the course
- Very little of the course

Qdrop. Can I just check have you started a course but were then unable to continue attending the course until it finished?

- Yes
- No

**Non redeemers (IF NO AT QLEARN)**

Qbook. Can I just check, are you booked on a course and waiting for it to start?

- Yes
- No

IF NOT BOOKED ON A COURSE (NO AT QBOOK):

Qplan. Do you plan to use your funds and book on a course in the next 12 months?

- Yes
- No

Qreas. What is the MAIN reason for you not going on a course [so far]?

PLEASE ONLY ACCEPT ONE MAIN REASON HERE

- Can't afford it
- Work pressures
- Don't have time
- Lack of interest
- No one to look after children
- I'm too old
- I don't have confidence
- Learning is too difficult
- Can't find a suitable course
- Not enough information to help me choose a course
- Can't see the benefit or relevance of it
- I don't know what course to do
- I wouldn't know where to go for information
- I don't know how to use my ILA Scotland funds
- Other reason (please specify)
- (DO NOT READ OUT) Don't know

Qmain. Are there any other reasons for you not going on a course [so far]?

PLEASE ONLY ACCEPT ONE MAIN REASON HERE

- Can't afford it
- Work pressures

- Don't have time
- Lack of interest
- No one to look after children
- I'm too old
- I don't have confidence
- Learning is too difficult
- Can't find a suitable course
- Not enough information to help me choose a course
- Can't see the benefit or relevance of it
- I don't know what course to do
- I wouldn't know where to go for information
- I don't know how to use my ILA Scotland funds
- Other reason (please specify)
- (DO NOT READ OUT) Don't know

**Non completers (IF YES AT QDROP)**

Qprocom. What proportion of the course were you able to complete?

- All of the course
- Most of the course
- Some of the course
- Very little of the course
- None of the course

Qreas2. What are your main reasons for not completing your ILA Scotland funded course?

- Couldn't afford it
- Work pressures
- Didn't have time
- Lack of interest
- No one to look after children
- I'm too old
- I don't have confidence
- Learning was too difficult
- There wasn't enough support from the learning provider
- I couldn't see the benefit or relevance of doing the course
- Other reason (please specify)
- (DO NOT READ OUT) Don't know

**Learning History (ASK ALL)**

Qunder. Were you undertaking any other learning when you applied for ILA Scotland funded learning?

- Yes
- No
- Don't know

IF NOT UNDERTAKING LEARNING WHEN APPLIED FOR ILA SCOTLAND FUNDED LEARNING (NO OR DK AT QUNDER):

Qyears. How many years has it been since you last took part in a learning activity?

INTERVIEWER NOTE: THIS INCLUDES SCHOOL, AN APPROXIMATION WILL DO. IF LESS THAN A YEAR CODE AS ZERO.

ENTER NUMBER

IF UNDERTAKING LEARNING WHEN APPLIED FOR ILA FUNDING:

Qschoo1. Can I just check, was this learning activity conducted at school?

- Yes
- No
- Don't know

IF NOT UNDERTAKING LEARNING WHEN APPLIED FOR ILA FUNDING:

Qschoo2. Can I just check, was your last learning activity conducted at school?

- Yes
- No
- Don't know

IF LAST LEARNING ACTIVITY NOT AT SCHOOL (NO AT QSCHOO1/QSCHOO2):

Qlast. Thinking about the learning activity you did x years ago, was this funded by ILA Scotland?

- Yes
- No
- Don't know

ASK ALL:

Qqual. Did you receive any qualification from your last learning activity?

- Yes
- No
- Don't know

IF RECEIVED QUALIFICATION (YES AT QQUAL):

Qlevel. What level of qualification did you receive from your last learning activity?

- Post grad
- University degree
- College HNC/HND
- National Certificate
- Highers/ A levels
- O grades/ Standard grades/ GCSE's
- City and Guilds
- Vocational qualification
- Other (specify)
- Don't know

Qhigh. Is this the highest level of qualification that you have obtained?

- Yes
- No
- Don't know
- 

IF NOT THE HIGHEST QUALIFICATION (NO AT QHIGH):

Qhiglev. What is the highest level of qualification that you have obtained?

- Post grad
- University degree
- College HNC/HND
- National Certificate
- Highers/ A levels
- O grades/ Standard grades/ GCSE's
- City and Guilds
- Vocational qualification
- Other (specify)
- Don't know

ASK ALL:

Qexp. Thinking about studying for your last learning activity would you say your experience was...

- Very positive
- Somewhat positive
- (DO NOT READ OUT) Neither positive nor negative
- Somewhat negative
- Very negative
- DK

ASK ALL EXCEPT THOSE WHOSE LAST LEARNING ACTIVITY WAS 1 YEAR AGO AND THIS WAS ILA FUNDED:

Qother. In the last 12 months have you looked for any other courses or forms of learning other than those that are supported by ILA Scotland?

- Yes
- No
- Don't know

**Marketing (Ask all)**

1. Can you tell me all the places you may have seen or heard about ILA Scotland?

DO NOT READ OUT. PLEASE CODE ALL THAT APPLY.

- Newspaper
- TV or Radio
- Website
- Leaflet through the door
- Leaflet/poster (seen outside of home)
- College/university/ other learning provider
- Learning centre
- Careers Scotland
- Word of mouth from friends/ relatives/ colleagues
- Employer
- Trade union
- Job Centre
- Other

Qinfl. I am now going to read the list of places where you heard about ILA Scotland, can you tell me which influenced your decision to apply for ILA support most?

IF NOT SURE, PLEASE CODE AS NULL

- Newspaper
- TV or Radio

- Website
- Leaflet through the door
- Leaflet/poster (seen outside of home)
- College/university/ other learning provider
- Learning centre
- Careers Scotland
- Word of mouth from friends/ relatives/ colleagues
- Employer
- Trade union
- Job Centre
- Other
- None of these
- Don't know

**Application Process and Information (Ask all)**

Qstraig. How straight forward was the application process?

- Very straight forward
- Quite straight forward
- Not very straight forward
- Not at all straight forward
- Don't know

IF NOT STRAIGHTFORWARD:

Qnotstr. What was it about the application process that you did not find straightforward?

- The length of time the application took
- The choice of course
- The size or complexity of the forms or guidance
- Other
- Don't know

Qhelp. How helpful was the documentation you received during the application process?

- Very helpful
- Quite helpful
- Not very helpful
- Not at all helpful
- Don't know

IF NOT HELPFUL:

Qaspec. What aspects of the documentation did you not find helpful?

OPEN-ENDED

Qapply. After telephoning the helpline, were you contacted again before you submitted your application form?

- Applied straight away
- Was contacted again
- Don't know

IF CONTACTED AGAIN (WAS CONTACTED AGAIN AT QAPPLY):

Qnocall. If you had not received this call, how likely would you have been to apply applied for ILA funds?

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

FOR COMPLETERS AND REDEEMERS ONLY (YES AT QLEARN/QBOOK):

Qcourse. After your account was opened, did you apply for a course straight away or were you contacted again before you applied to do a course?

- Applied straight away
- Was contacted again
- Don't know

IF CONTACTED AGAIN (WAS CONTACTED AGAIN AT QCOURSE):

Qncall2. If you had not received this call, how likely would you have been to apply for a course?

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

ASK ALL:

Qaltfee. Were you advised of alternative fee waiver funding for learning?

IF NECESSARY: The fee waiver may be available to people on benefits applying for courses at colleges or universities – for more information you can call the ILA helpline on 0808 100 1090

- Yes
- No
- Don't know

Qsuffic. Did you feel that there was sufficient information and guidance available to help you select the learning that best suited your needs?

- Yes
- No
- Don't know

Qsatis. In general how satisfied were you with the advice that was given from ILA Scotland helpline?

- Very satisfied
- Fairly satisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

**Additional Information Sought (Ask all)**

Qsource. Apart from the ILA Scotland helpline, have you ever sought any advice or information about ILA funded courses?

- Yes
- No
- Don't know

IF HAVE SOUGHT ADVICE OR INFORMATION (YES AT QSOURCE):

Qadvice. Thinking about the last time you sought advice, what advice or information did you ask for?

DO NOT READ OUT. CODE ALL THAT APPLY.

- Calculating my income or benefits for the application form
- Filling in the application form itself
- To find out which courses were eligible for funding
- To help decide which course to choose
- To check course details, such as the time or place of the course
- To investigate how much money I had left in my account
- To find out information on how to use my funds
- Other (specify)
- Don't know

Qwhom. From whom have you sought advice? Please note, some of these may not be applicable to you.

IF NECESSARY: The last time you sought advice, from whom did you seek advice?

READ OUT CODE ALL THAT APPLY

- Friends/family
- Employer
- Someone at work
- Trade union
- A Learning Provider
- Job Centre/Social worker/Housing officer
- Learn Direct Scotland or Careers Scotland
- A community group, community education, or charity
- Other (specify)
- None of these
- Don't know

Qsat. How satisfied were you with the advice you received?

IF NECESSARY: This is about the last time you sought advice

- Very satisfied
- Fairly satisfied
- Not very satisfied
- Not at all satisfied
- Don't know

**Doing the ILA course (Ask all redeemers – Yes at Qlearn/Qbook)**

IF MORE THAN ONE COURSE UNDERTAKEN WITH ILA FUNDS (QNUMBER>1):

The following questions relate to the last time you booked a course using your ILA Scotland funds...

ASK ALL IN SECTION:

Qsubjec. In which subject did you last undertake/are you undertaking an ILA funded course?

- Humanities, Language and Art
- Social Sciences, Business and Law

- Science and Mathematics
- Information and Communication technologies
- Teacher Training and Education Science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media Communication
- Other (specify)
- Don't know

Qformal. Did/will/would this course (have) lead to a formal qualification?

- Yes
- No
- Don't Know

IF COURSE DID/WILL/WOULD LEAD TO FORMAL QUALIFICATION (YES AT QFORMAL):

Qqualim. How important is/was the qualification to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF COURSE DID/WILL/WOULD NOT LEAD TO FORMAL QUALIFICATION (NO AT QFORMAL):

Qdisap. How disappointed are you that this does not/would not lead to a qualification?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

2. Which of the following types of learning provision are you accessing/were you intending to access on your ILA Scotland funded course?

READ OUT

- College
- University
- Distance learning e.g. Open University
- Block study/short course
- Local learning centre
- Open learning package
- At your workplace
- Correspondence course
- Don't know

ASK ALL IN SECTION:

Qmotive. What motivated you to do your course?

OPEN-ENDED



**Administration of ILA (Ask redeemers – Yes at Qlearn)**

Qtoken. Did the Learning Provider ask for your learning token?

- Yes
- No
- Don't know

Qtowhen. Did you understand that you have to hand in your learning token when you first start your learning?

- Yes
- No
- Don't know

Qpay. How much did you personally pay towards your ILA-supported course costs?

PLEASE ENTER AMOUNT IN POUNDS.  
IF RESPONDENT CANNOT REMEMBER, CODE AS DK

- ENTER NUMBER
- Don't know

Qanyone. Did anyone else make a financial contribution towards the course costs?

- Yes
- No
- Don't know

IF SOMEONE ELSE MADE A CONTRIBUTION (YES AT QANYONE):

Qwho. And who was this?

DO NOT READ OUT

- Employer
- Trade Union
- Family/friend
- Learning provider
- Other (Specify)
- Don't know

**Impact of ILA Scotland (Ask redeemers only – Yes at Qlearn/Qbook)**

Qlikely. Thinking about the [insert from above] course, how likely would you have been to undertake this course without the support received? Would you say....

READ OUT

- Very likely
- Quite likely
- Quite unlikely
- Very unlikely
- Don't know

IF LIKELY AT QLIKELY:

Qtiming. How did the ILA funding affect the timing of your plans to undertake the course?

READ OUT

- Would have undertaken it sooner
- Would have undertaken it at the same time
- Would have undertaken it later
- Unsure of timing

IF UNDERTAKEN ILA-FUNDED LEARNING (YES AT QLEARN):

Qsince. Since undertaking your ILA Scotland funded course have you looked into taking other courses?

OTHER COURSES CAN BE ANY COURSES, NOT JUST ILA SCOTLAND FUNDED COURSES

- Yes
- No
- Don't know

**Satisfaction (Ask redeemers – Yes at Qlearn)**

Qstate. Which of the following statements best describes your views on the ILA Scotland supported learning you last undertook/are undertaking?

READ OUT. SINGLE CODE.

- The course exceeded my expectations?
- The course met my expectations?
- It has not been as useful as I had hoped?
- I wish that I hadn't taken the course?
- Don't know

Qasp. How satisfied were you with the following aspects of ILA Scotland....

- The range of courses available to you
- The availability of suitable courses in your area
- The availability of suitable dates/times offered for courses
  - Very satisfied
  - Fairly satisfied
  - Not very satisfied
  - Not at all satisfied
  - Don't know

Qagr. How much do you agree or disagree with the following statements about ILA Scotland funded courses?

- The ILA Scotland funded course was boring
- I learned new skills
- I am a more confident person because of doing the ILA Scotland funded course
  - Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't know

Qrat. How would you rate the following aspects of the course?

- The support received by the learning provider whilst I was doing the course
- The course materials
  - Excellent
  - Good
  - Adequate
  - Poor
  - Very Poor

ASK ALL COMPLETERS/REDEEMERS (YES AT QLEARN/QBOOK):

Qfirst. Was this your first choice of course to attend with ILA Scotland?

- Yes
- No
- Don't know

IF NOT FIRST CHOICE:

Qpreven. What prevented you from attending your first choice of course?

OPEN-ENDED

**Understanding of ILA Scotland (Ask all)**

Qcou. I am going to read out 2 statements about ILA Scotland. Please could you tell me if you think these are possible for ILA in general

PLEASE CODE YES OR NO TO THE FOLLOWING STATEMENTS

- My ILA could have funded a variety of courses
- My ILA could have given me funding on courses with a variety of providers
  - Yes
  - No
  - Don't know

**General attitudes to learning (Ask all)**

Qgen. I am going to read out some general statements about learning and education. Could you tell me if you agree or disagree that each one applies to you:

- Learning new things boosts your confidence
- You are more likely to get a better job if you do some learning, training or education
- To get a job, who you know is more important than what you know
- Getting qualifications takes too much effort
- Going to classes or courses is a good way of meeting new people
- I find that most people can be trusted
- I enjoy new challenges
- I think it is important to learn new things
- learning new things is important because you can help your children with their school work
- Learning about new things is enjoyable
  - Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't know

Qresp. Who do you think should have the main responsibility for deciding what learning you conduct?

- Yourself
- Your employer
- The Government
- Other (please specify)
- Don't know

**Demographics (ask all)**

I would like to finish by asking for some details about you and your household – this is just to make sure we speak to a good cross-section of people living in Scotland.

Qprob. Do you have any problem or disability which affects your day-to-day activities?

- Yes
- No
- Don't know

Qethnic. Which of the following groups would you say you belong to?

- White
- Mixed
- Asian, Asian Scottish or Asian British
- Black, Black Scottish or Black British
- Any other ethnic background
- Don't know
- Refused

IF WHITE AT QETHNIC:

- White Scottish
- White British
- White Irish
- Any other white background (specify)
- Refused
- Don't know

IF MIXED OR ANY OTHER BACKGROUND AT QETHNIC:

Qmixed. Please can you tell me your ethnic group?

OPEN-ENDED

IF ASIAN AT QETHNIC:

Qasian. Is that...

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background (specify)
- Refused
- Don't know

IF BLACK AT QETHNIC:

Qblack. Is that...

- Caribbean
- African
- Any other black background (specify)
- Refused
- Don't know

Qbenefi. At present, are you in receipt of any benefits?

- Yes
- No
- Don't know

Qageqta. AGE QUOTA

- 15-64
- 65+
- Don't know

Qrecon. The Scottish Executive may want to do some follow-up research, after this survey. Would you be willing for your contact details and your responses to be passed to them or an agency working for them, if they want to ask some follow-up questions?

- Yes
- No

**Social grade questions (in the shell)**

What type of firm do you work for?  
(Open ended)

What do you do? What does the work involve?  
(Open ended)

Is the work manual/non manual?  
Manual  
Non-manual

Are you an employee or self employed?  
Employed  
Self employed

Employee only  
Do you have any position/rank/grade in the organisation? (PROMPT: Foreman, sergeant, manager, Chief Executive etc)  
(Open ended)

How many people work at the same place?  
(Numeric)

How many people are you responsible for?  
(Numeric)

TYPE IN ANY OTHER RELEVANT INFORMATION REGARDING PEOPLE THAT ARE RESPONSIBLE FOR (EG, OTHER SALESMEN, MANAGERS, CLERICAL OR MANUAL WORKERS)  
(Open ended)

What is the job title of the person you report to?

(Open ended)

What qualifications do you have?

COLLECT ALL AND PROBE FOR LEVEL EG BELOW, AT, ABOVE, DEGREE LEVEL

(Open ended)

ANY OTHER RELEVANT INFORMATION

(Open ended)

NOW WORK OUT THE SOCIAL GRADE

(Prompts answers from previous questions)

A

B

C1

C2

D

E

End script

Standard tail with information about MRS etc.

#### 4. ILA200 Follow-up Stage

Good morning/ afternoon/ evening. My name is \_\_\_\_\_ and I am calling on behalf of the Scottish Executive. BMRB is conducting a follow up survey for the Scottish Executive on people's experience of using the Individual Learning Account also known as ILA Scotland. You may remember we spoke to you six months ago and you agreed to take part in this survey. The interview will take about 15 minutes.

##### Update on ILA progression

IF DOING A COURSE LAST WAVE:

Qstill. When we last spoke to you, you were doing a course in (response at Qsubjec last wave, if 'other', 'you were doing a course'). Did you complete the course, did you leave before the course finished or are you still on the course?

- Completed the course
- Left the course before finished
- Still on course
- Don't know

IF LEFT COURSE BEFORE IT FINISHED:

Qwhy. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF BOOKED ON A COURSE LAST WAVE:

Qbook. When we last spoke to you, you were booked on a course in (response at Qsubjec last wave, if 'other', 'you were doing a course').Did you do this course?

- Yes
- No
- Don't know

IF NO:

Qwhyno. Why not?

DO NOT READ OUT. CODE ALL THAT APPLY

- I changed my mind about completing a course AT ALL
- I did another course instead
- The course was no longer available
- I was too busy
- I'm still waiting for it to start/deferred place
- Other (specify)
- Don't Know

IF YES:

Qdidboo. Did you:

- complete the course

- leave the course before it finished
- or are you still on the course?
- (DO NOT READ OUT) Still waiting for it to start
- Don't Know

IF LEFT THE COURSE BEFORE IT FINISHED:

Qwhy2. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF PLANNING ON BOOKING A COURSE LAST WAVE:

Qplan. When we last spoke to you, you were planning to book a course in the next 12 months. Have you done this yet?

- Yes
- No
- Don't know

IF NO:

Qwhy3 have you not booked the course yet?

PROBE

OPEN-ENDED

IF YES:

Qnowboo. Are you:

- Waiting for the course to start
- Currently doing the course, or have you
- Completed the course
- Or left before the course finished?
- Don't know

IF LEFT BEFORE COURSE FINISHED:

Qwhy4. Can you tell me why you left before it finished?

PROBE

OPEN-ENDED

IF PLANNING ON BOOKING A COURSE LAST WAVE AND HAVE SINCE DONE SO: (Yes at Qplan and not DK at Qnowboo):

Qsubjec. What subject are you doing a course/did you do a course in?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art



- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qwhere Did/are you undertake/ing this course...

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...by Distance learning eg Open University
- ...through Block study or a short course
- ...at a local learning centre
- ...using an open learning package
- ...at your workplace
- ...via correspondence course
- ...private training provider
- ...online
- ...somewhere else
- Don't Know

ALL WHO UNDERTOOK COURSE:

Qqual. Did you/will you get a qualification from this course?

- Yes
- No
- Don't know

IF DID/WILL GET QUALIFICATION:

Qwtqual What qualification will/did you obtain?

READ OUT

- Access level course
- Standard grade
- Intermediate
- Higher
- Advanced Higher
- HNC/HND/Certificate in Higher Education/Diploma in Higher Education
- University Degree/Graduate Diploma or Certificate
- Postgraduate (Masters or PhD)
- Vocational Qualification
- Other (please specify)
- Don't know

Qimp. How important is/are the/these qualifications to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF DID/WILL NOT GET A QUALIFICATION:

Qdis. How disappointed are you the course did/will not lead to a qualification?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

**Other courses conducted or booked since last time**

ASK ALL:

IF COMPLETED ONLY COURSE UNDERTAKEN LAST WAVE:

'Last time we spoke to you, you had completed an ILA-funded course....'

IF DROPPED COURSE LAST WAVE:

'Last time we spoke to you, you had started an ILA-funded course but were unable to continue studying until it finished....'

IF NOT UNDERTAKEN COURSE AT ALL LAST WAVE:

'Last time we spoke to you, you were yet to undertake an ILA-funded course....'

Qother. Have you undertaken any (other) courses since we spoke to you?

- Yes
- No
- Don't know

IF UNDERTAKEN (OTHER) COURSES:

Qhwmny. How many (other) courses have you started since we last spoke?

ENTER NUMBER

Qcomp2. Have you completed any of these (other) courses/this (other) course?

- Yes
- No
- Don't know

IF YES AND QHWMANY = MORE THAN ONE

Qhmcomp. How many have you completed?

ENTER NUMBER (Cannot be higher than number undertaken. If it is, a message will appear for you to read, then you will be directed back to Qhwmny to re-input the answers)

IF UNDERTAKEN COURSE AND NUMBER UNDERTAKEN NOT EQUAL TO NUMBER COMPLETED:

Qsil2 Are you still on a course?

- Yes
- No
- Don't know

IF UNDERTAKEN COURSES AND NOT COMPLETED OR COMPLETED BUT DIFFERENCE BETWEEN NUMBER COMPLETED AND NUMBER UNDERTAKEN MORE THAN ONE:

Qstart. Can I just check, have you ever started a course but were then unable to continue attending the course until it finished?

- Yes
- No
- Don't know

IF YES AND QHWMANY MORE THAN ONE:

Qoften. How often has this happened since we last spoke to you?

ENTER NUMBER

IF MORE THAN ONCE:

'Thinking about the last time this happened'

IF DROPPED COURSE (YES AT QSTART):

Qyleave. Why did you leave before finishing?

PROBE

OPEN ENDED

IF NOT UNDERTAKEN ANY (OTHER) COURSE:

Qbksinc. Have you booked any (other) courses since we last spoke?

- Yes
- No
- Don't know

IF YES:

Qhmbook. How many have you booked?

ENTER NUMBER

IF UNDERTAKEN OR BOOKED (OTHER) COURSES:

Qsubj. In what subject(s) have you undertaken (booked) a course/this other course/these other courses?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qilafun. Have you used ILA funding for this/any of these courses?

- Yes
- No
- Don't know

Qwhere2. Have you taken (booked) this/these courses at.....

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...through Distance learning eg Open University
- ...by Block study or a short course
- ...at your Local learning centre
- ...using an Open learning package
- ...at your workplace
- ...through a correspondence course
- ...through a private training provider
- ...online
- ...somewhere else
- Don't know

Qqual2. Have you/would you have obtained any qualifications through this/these course(s)?  
Will you obtain any qualification(s) from this/these courses?

- Yes
- No
- Don't know

IF YES:

Qwtqua2. What qualification(s) did/will you/would you have obtain(ed)?

READ OUT

- Access level course
- Standard grade
- Intermediate
- Higher

- Advanced Higher
- HNC/HND/Certificate in Higher Education/Diploma in Higher Education
- Degree/Graduate Diploma or Certificate
- Postgraduate (Masters or PhD)
- Vocational Qualification
- Other (please specify)
- Don't know

Qimp2. How important is/are/would this/these qualification(s) (have been) to you?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF NO:

Qdis2. How disappointed are you that this/these courses did not/will not/would not have lead to a qualification?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

**Plans for future learning**

IF UNDERTAKEN ILA FUNDED COURSE:

Qlikely. Would you say that doing your current/recent ILA funded course has made you more likely to do learning in the future?

IF NECESSARY PROMTP FOR A LOT OR A LITTLE LESS/MORE LIKELY

- Much more likely to do learning in the future
- A bit more likely to do learning in the future
- Not made much difference
- A bit less likely to do learning in the future
- Much less likely to do learning in the future
- Don't know

ASK ALL:

Qlrnmor. Do you plan to undertake any (other) courses or learning activities in the next 12 months?

INTERVIEWER NOTE – WE ARE INTERESTED IN FIRM PLANS ONLY

- Yes
- No
- Don't know

IF YES:

Qnxtsub. Thinking about the next learning you are likely to undertake...

What subject are you likely to choose?

INTERVIEWER NOTE – REFER TO SUBJECT LIST FOR HELP CODING RESPONSE. READ FULL CODE, NOT JUST FIRST WORD.

- Humanities, Language and Art
- Social Sciences, Business and Law
- Science and Mathematics
- Information and Communication technologies
- Teacher training and Education science
- Engineering, Manufacturing and Construction
- Agriculture, Veterinary and Environment
- Health and Welfare (including sports)
- Services and Distribution
- Sales, Marketing, Retail and Media communication
- Don't Know
- Other

Qfund. Do you think you will use ILA funding to pay for this?

- Yes
- No
- Don't know

Qwhere3. Would you undertake this course...

READ OUT UNTIL RESPONDENT SAYS YES

- ...at College
- ...at University
- ...through Distance learning eg Open University
- ...by Block study or a short course
- ...at your Local learning centre
- ...using an Open learning package
- ...at your workplace
- ...through a correspondence course
- ...online
- ...somewhere else
- Don't know

Qimp3. How important will a qualification be from this course?

- Very important
- Quite important
- Not very important
- Not at all important
- Don't know

IF VERY/FAIRLY IMPORTANT:

Qqual3. What qualification would you hope to obtain?

- Access level course
- Standard grade
- Intermediate
- Higher
- Advanced Higher

- HNC/HND/Certificate in Higher Education/Diploma in Higher Education
- Degree/Graduate Diploma or Certificate
- Postgraduate (Masters or PhD)
- Vocational Qualification
- Other (please specify)
- Don't Know

### **Motivations**

IF LIKELY TO DO A COURSE IN THE NEXT 12 MONTHS:

Qmore. Can you briefly tell me why you are considering more courses or learning activities?

PROBE

OPEN ENDED

IF NOT LIKELY TO DO A COURSE IN THE NEXT 12 MONTHS:

Qnoplan. Why are you not likely to do any courses or learning in the next 12 months?

PROBE

OPEN ENDED

IF UNDERTAKEN ILA FUNDED COURSE:

I am now going to read a list of some reasons people have given for doing courses. Thinking about when you applied for your most recent ILA funded course, can you tell me how important each factor was to your choice?

INTERVIEWER NOTE – IF RESPONDENT HAS ALREADY TOLD YOU THE MAIN MOTIVATION THEN STILL GO THROUGH THIS SECTION JUST IN CASE OTHER MOTIVATORS WERE IMPORTANT, BUT BE AWARE MANY ANSWERS MAY NOT BE RELEVANT.

IF NECESSARY – Thinking about when you chose your last course, how important was this factor to your choice?

Qwork. Firstly thinking about work related outcomes...

- Getting a job (CODE NULL IF ALREADY HAVE A JOB)
- Getting a job with another employer or different type of work (CODE NULL IF DOESN'T HAVE A JOB)
- Helping you gain a promotion or rise in earnings in your current job (CODE NULL IF DOESN'T HAVE A JOB)
  - Very important
  - Fairly important
  - Not very important
  - Not at all important
  - Don't know

Qout. Now thinking about outcomes not directly related to jobs... can you tell me how important each factor was to you, in terms of motivating you to do the course?

- Giving you new skills or knowledge
- Helping you get into another course
- Giving you a recognised qualification
- Allowing you to meet people

- Giving you a fresh challenge
- Enabling you to keep up with children/help children with school work (CODE NULL IF DO NOT HAVE CHILDREN)
- Increasing your self-confidence
- To help with a hobby or enrich your spare time
- You chose the course because you were generally interested in the subject

(RANDOMISE OUTCOMES WITHIN TYPE)

- Very important
- Fairly important
- Not very important
- Not at all important
- Don't know

### Satisfaction

Qsat. Please could you tell me how satisfied you were with the following aspects of ILA Scotland?

- The range of courses available to you
  - The availability of suitable courses in your area
  - The availability of suitable dates and times of courses
  - The quality of teaching and course materials on your course (IF UNDERTAKEN COURSE)
  - The quality of service provided by ILA Scotland staff
- Very satisfied
  - Fairly satisfied
  - (DO NOT READ OUT) Neither satisfied nor dissatisfied
  - Not very satisfied
  - Not at all satisfied
  - Don't know

IF UNDERTAKEN ILA COURSE:

Qsatis. Thinking about all elements of the scheme, overall how satisfied were you with ILA Scotland?

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor dissatisfied
- Not very satisfied
- Not at all satisfied
- Don't know

### Funding

As you may know ILA Scotland can fund up to £200 towards the costs of courses per year. There is a minimum £10 personal contribution towards the costs of individual courses. I am now going to ask some questions about ILA funding.

IF UNDERTAKEN ILA COURSE:

Qpay. Thinking about your (most recently) funded ILA course....

How much did you personally pay towards your ILA-supported course costs?

PROMPT IF NECESSARY USE BANDS.



- £0
- £1-9
- £10
- £11-50
- more than £50
- Don't know/can't remember

ASK ALL:

Qamount. Do you think the personal contribution towards courses is too much to pay, about the right amount, or too little?

- Too much
- Right amount
- Too little
- Don't know

Qagr. I am now going to read out some statements about ILA funding. Please could you tell me how much you agree or disagree with each?

- Paying a personal contribution it makes you think twice about applying for a course
- I am satisfied with the level of funding that ILA provides each year towards learning.
  - Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't know

### Outcomes

ASK ONLY THOSE THAT HAVE COMPLETELY FINISHED AN ILA COURSE:

Qhelp. Thinking about your most recent ILA funded course, to what extent has it....

INTERVIEWER NOTE – CODE NULL AUTOMATICALLY FOR STATEMENTS THAT ARE NOT APPLICABLE BECAUSE THE RESPONDENT IS OR IS NOT CURRENTLY EMPLOYED

- Helped in your search for a job (CODE NULL IF ALREADY HAVE A JOB)
- Helped in your search for a job with another employer or different type of work (CODE NULL IF DOESN'T HAVE A JOB)
- Helped you gain a promotion or rise in earnings (CODE NULL IF DOESN'T HAVE A JOB)
  - A great extent
  - To some extent
  - To a small extent
  - Not at all
  - Don't know

Qext. Now thinking about outcomes not related to jobs...

- To what extent has the course given you new skills or knowledge
- To what extent has the course helped you get into another course
- To what extent has the course given you a recognised qualification

- To what extent has the course allowed you to meet people
- To what extent has the course given you a fresh challenge
- To what extent has the course enabled you to keep up with children/help children with school work (CODE NULL IF DO NOT HAVE CHILDREN)
- To what extent has the course increased your self-confidence
- To what extent has the course helped with a hobby or enriched your spare time
- To what extent has the course given you interest in the subject
  - A great extent
  - To some extent
  - To a small extent
  - Not at all
  - Don't know

LOOP FOR MOTIVATORS MENTIONED AS VERY IMPORTANT BUT NOT MET:

Qmtd. You said earlier that X was a factor in applying for an ILA funded course and yet you have said that this has not happened. How disappointed are you that this did not happen?

- Very disappointed
- Quite disappointed
- Not very disappointed
- Not at all disappointed
- Don't know

LOOP FOR MOTIVATORS MENTIONED AS VERY IMPORTANT AND MET:

Qmt2. You said earlier that X was a factor in applying for an ILA funded course and you have said this has occurred. Has this outcome....

- Been more useful than you expected
- Been AS useful as you expected
- Not been as useful as you had hoped?
- Don't know

**Demographics (ASK ALL)**

I would like to finish by asking for some details about you and your household – this is just to make sure we speak to a good cross-section of people living in Scotland.

Qactiv. Which of the following best describe your current working status?

READ OUT... UNTIL SAYS YES CODE ONE ONLY IF CURRENTLY OFF WORK OR ON MATERNITY LEAVE THEN CODE EMPLOYED FULL TIME OR PART TIME.

- In full-time education
- Working full-time
- Working part-time
- Looking after the home or family
- Permanently retired from work
- Unemployed and seeking work
- On a Government work or training scheme
- Permanently sick or disabled
- Temporarily unable to work because of short-term illness or injury
- Other (Specify)
- Don't know
- Refused

IF UNEMPLOYED:

Qwaive. Were you advised that you could apply to have your fees waived on other education colleges (for example, college courses)?

- Yes
- No

IF YES:

Qyes. Why did you still apply for an ILA funded course?

PROBE

OPEN ENDED

## 5. Unconverted Enquiries

### **Confirmation of having heard of ILA and remember requesting application form**

"Good afternoon/evening. My name is.....calling on behalf of The Scottish Executive. We are doing a short survey of peoples' experience of ILA Scotland. According to our records, you asked for an application form for the scheme. We realise that you have not yet returned the form and may not intend to do so, however your opinions are still very important to us and we would be very keen to hear what you think of the scheme and the application process. Would you be willing to answer a few questions? It will take about 10 minutes"

INTERVIEWER PLEASE READ OUT, EVEN IF REFUSED: Do you recognise the term ILA (short for Individual Learning Account)?

Qrecog. INTERVIEWER: PLEASE CODE WHETHER RESPONDENT RECOGNISED THE TERM ILA

- Yes
- No
- Don't know

(As you are aware,) ILA Scotland is a scheme that helps people pay for learning. You get up to 200/100 (depending on whether ILA100/ILA200) pounds a year towards the cost of learning something new.

Qprompt. Do you recognise the term ILA now?

- Yes
- No
- Don't know

1. IF STILL DOES NOT RECOGNISE ILA - TERMINATE:

In that case, I don't need to ask you any more questions. Thank you for your help, but we only need to speak to people who are familiar with the ILA scheme.

OTHERWISE PROCEED WITH **MAIN SURVEY**

### **Receipt of application form**

Qappli. Do you remember requesting an application form for the ILA scheme?

- Yes
- No
- Don't know

Qrece. Do you remember receiving an application form for the ILA scheme?

- Yes
- No
- Don't know

Qref INTERVIEWER – PLEASE CODE WHETHER A REFERRAL HAS BEEN TAKEN FOR THIS INTERVIEW

- Yes
- No

If YES

Please remember that we are an independent research agency and all the answers you give today will be treated in the strictest confidence. So...

Qinten. Can I just check, do you/does the person I called to speak to intend to return the application form?

- Yes
- No
- (DO NOT READ OUT) Maybe
- (DO NOT READ OUT) Returned form
- Don't know

ASK ALL WHO REMEMBER RECEIVING APPLICATION FORM AND HAVE NOT RETURNED FORM (IF RETURNED FORM SET RESPONSE TO 'ALL OF THE FORM')

Qhowmu. How much of the application form have you/they completed?

- None of the form
- Some of the form
- All of the form
- Don't know

IF 'NONE OF THE FORM':

Qlook. Did you/they have a chance to look at the form at all?

- Yes
- No
- Don't know

### **Reasons for not returning application form**

UNLESS ALREADY RETURNED FORM:

Qreason. There are many reasons why people are unable to return application forms. Can you tell us any reasons why you have/the person I called to speak to has not returned the ILA application form (yet)?

INTERVIEWER NOTE: DO NOT ACCEPT SHORT ANSWERS SUCH AS 'I CHANGED MY MIND'. PROBE FULLY.

OPEN-ENDED

Qrea. I am now going to read out some reasons people have given for not returning their application form. Can you tell me how much you agree or disagree with each?

RANDOMISE ORDER

IF NECESSARY: How much do you agree or disagree with this statement?

IF A REFERRAL HAS BEEN TAKEN FOR THIS INTERVIEW SAY: 'Please answer these questions as best you can from the perspective of the person I called to speak to'

- The application form was too complex (if read the form)

- I had problems with the income assessment section of the form (if read the form) (ILA200 only) [always pair this with response above]
  - I was too busy to complete the form
  - I would not have had the time to do the course [always pair this with response above]
  - There were no courses at a convenient location (if read the form)
  - I couldn't find a course subject that I wanted to do (if read the form)
  - The courses were too expensive (if read the form)
  - The courses were at an inconvenient time of day (if read the form)
  - The courses started at an inconvenient time of year (if read the form)
- Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - (DO NOT READ OUT) Did not read relevant section of form

**Understanding of application form and associated guidance.**

IF LOOKED AT APPLICATION FORM (NOT NO OR DK AT QLOOK):

Qease. How easy did you/the person I called to speak to find the application form to understand?

INTERVIEWER NOTE: IF RESPONDENT ONLY LOOKED THROUGH PART OF THE FORM, SAY 'Just think about the part of the form you/they looked at'

- Very easy
- Fairly easy
- Not very easy
- Not at all easy
- Don't know

Qlong. Did you/they consider the application form to be....

- Too long
- Too short, or
- About the right length

Qaddit. Do you remember there being/receiving any additional information or guidance notes along with the application form?

- Yes
- No
- Don't know

IF YES:

Qeasgu. How easy was this information or guidance to understand?

- Very easy
- Fairly easy
- Not very easy
- Not at all easy
- (DO NOT READ OUT) Did not read guidance/information
- Don't know

IF COMPLETED SOME OR ALL FORM AND REMEMBER RECEIVING ADDITIONAL INFORMATION OR GUIDANCE (AND READ INFO/GUIDANCE)

Qusef. How useful was the information or guidance in terms of helping you/the person I called to speak to complete the application form?

- Very useful
- Fairly useful
- Not very useful
- Not at all useful
- Don't know

Qrange. How satisfied were you/was the person I called to speak to with the range of courses available for which you can apply for funding (ILA 100 only) [QUESTION WORDED SAME AS LEARNER SURVEY FOR COMPARISON]

- Very satisfied
- Fairly satisfied
- (DO NOT READ OUT) Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know

**Income assessment process (ILA200 only)**

IF REFERRAL TAKEN:

"Please answer the next few questions from the perspective of the person I called to speak to".

Qinco. Do you remember a section of the application form which asked you to provide details of your/the person applying for the funding's income or benefits?

- Yes
- No
- Don't Know

ASK IF YES AT QINCO UNLESS COMPLETED ALL OR NONE OF THE APPLICATION FORM (OTHERWISE, SET ANSWER):

Qcomp. Did you/they try to complete this section of the application form?

INTERVIEWER NOTE: CODE YES IF TRIED AT ALL

- Yes
- No
- Don't know

Qwhy. Why do you think ILA Scotland require this information?

DO NOT READ OUT

- To determine whether I am eligible/qualified for ILA200 funding
- Some other reason (specify)
- Don't know

Qeasinc. How easy do you think you would have found/did you find this section of the form to complete?

IF A REFERRAL HAS BEEN TAKEN FOR THIS INTERVIEW, RESPONDENT SHOULD ANSWER FROM THE PERSPECTIVE OF THE PERSON APPLYING FOR FUNDING

- Very easy
- Fairly easy
- Not very easy
- Not at all easy

Qeaspro. As part of this section of the application form, applicants are asked to provide some supporting documentation to prove their income, for example pay slips or the benefits entitlement card. How easy or difficult did you find/ do you think you would have found it to provide this supporting information?

- Very easy
- Fairly easy
- Not very easy
- Not at all easy
- Don't know

IF NOT VERY/NOT AT ALL EASY:

Qeasdoc. What difficulties did you find/would you have had providing details of your income?

OPEN ENDED

IF A REFERRAL HAS BEEN TAKEN FOR THIS INTERVIEW RESPONDENT SHOULD ANSWER FROM THE PERSPECTIVE OF THE PERSON APPLYING FOR FUNDING

### **Learning History**

IF REMEMBER REQUESTING APPLICATION FORM:

Qunder. Were you/was the person we called to speak to undertaking any other learning when you/they requested an application form for ILA Scotland funding?

- Yes
- No
- Don't know

2. IF NOT UNDERTAKING LEARNING WHEN REQUESTED FORM (NOT QUNDER = YES):

Qyears. How many years has it been since you/they last took part in a learning activity?

NOTE: LEARNING ACTIVITY MEANS THE LAST TIME RESPONDENT LEARNED SOMETHING

THIS INCLUDES SCHOOL. AN APPROXIMATION WILL DO.  
IF LESS THAN A YEAR CODE AS ZERO

- ENTER NUMBER

Qschool. Can I just check was this learning activity conducted at school?

INTERVIEW NOTE - SCHOOL INCLUDES A-LEVELS OR EQUIVALENT IF TAKEN AT 18 AT SAME SECONDARY SCHOOL. ONLY CODE YES IF



LEARNING WAS CARRIED OUT AT RESPONDENT'S SCHOOL WHEN THE WERE OF SCHOOL AGE (UP TO 18 YEARS).

- Yes
- No
- Don't know

Qqual. Did you/they receive any qualification from your/their last learning activity?

- Yes
- No
- Don't know

3. IF YES:

Qlevel. What level of qualification did you/they receive from your/their last learning activity?

IF NECESSARY READ OUT

- Post grad
- University degree
- College HNC/HND
- National Certificate
- Diploma
- Highers/ A levels
- O'grades/ standard grades/ GCSE's
- City and Guilds
- Vocational qualification
- Other (specify)
- Don't know

Qhigh. Is this the highest level of qualification that you/they have obtained?

- Yes
- No
- Don't know

4. IF NO:

Qhiglev. What is the highest level of qualification that you/they have obtained?

IF NECESSARY READ OUT AND CODE FIRST THAT APPLIES

- Post grad
- University degree
- College HNC/HND
- National Certificate
- Diploma
- Highers/ A levels
- O'grades/ standard grades/ GCSE's
- City and Guilds
- Vocational qualification
- Other (specify)
- None
- Don't know

### **General attitudes to learning**

Qgen I am going to read out some general statements about learning and education. Please can you tell me how much you agree or disagree with each...

IF A REFERRAL HAS BEEN TAKEN FOR THIS INTERVIEW SAY: 'Please answer these questions from your own perspective'

IF NECESSARY: To what extent do you agree or disagree with this statement?

- Learning new things boosts your confidence
  - You are more likely to get a better job if you do some learning, training or education
  - To get a job, who you know is more important than what you know
  - Getting qualifications takes too much effort
  - Going to classes or courses is a good way of meeting new people
  - Learning new things could be important to help children with their school work
  
  - Learning about new things is enjoyable
  - It is important to learn new things
- Strongly agree
  - Tend to agree
  - (DO NOT READ OUT) Neither agree nor disagree
  - Tend to disagree
  - Strongly disagree
  - Don't Know

### **Demographics**

- Age
- Sex
- Social grade (THIS TAKES AROUND 2 MINUTES TO ASK)
- Disability

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