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Impact of Learning on Employability in London: Summary Report

The impact of Further Education on
unemployed adults

August 2008

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Prepared for the Learning and Skills Council by
the Centre for Economic & Social Inclusion

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1. INTRODUCTION

- 1.1 This summary document is intended as a quick reference guide for readers interested in the impact of learning on employability for specific groups of learners attending courses at London learning providers.
- 1.2 A full report of findings from 2,679 interviews with learners who attended learning at providers in London has been published alongside this summary report: 'The Impact of Learning on Employability in London'.
- 1.3 Both the full London report and this summary report have been produced by Centre for Economic and Social Inclusion (*Inclusion*) and commissioned by the Learning and Skills Council (LSC).
- 1.4 The 2,679 learners attending learning providers in London were interviewed as part of the national 'Impact of Learning on Employability' survey¹. This national survey was carried out by the Centre for Economic and Social Inclusion (*Inclusion*), the British Market Research Bureau (BMRB) and the Institute for Employment Studies (IES) in 2007 and was commissioned by the LSC. Findings from the national survey were published in early 2008.
- 1.5 The national survey on the Impact of Learning on Employability interviewed a total of 10,000 learners between June and August 2007. This survey focussed on learners who were not in employment at the start of their course, or were in employment for less than 16 hours per week due to benefit requirements, and specifically those claiming income related benefits and Jobseekers Allowance (JSA). All learners undertook a further education (FE) course with a completion date between August 2005 and July 2006 (see 'The Impact of learning on employability in London' report for further details). Consequently, London learners had completed their course an average of eighteen months before being interviewed for this survey.
- 1.6 Learners interviewed attended a range of courses, mainly Levels 1 and Entry and Level 2. See Annex A of the full report 'The Impact of learning on employability in London' for further information about the profile of the learners in the survey.
- 1.7 All in-depth analysis of only London learners has been calculated using the London weight. This weight aligns the survey profile to the population profile of eligible learners in London.

¹ http://readingroom.lsc.gov.uk/lsc/National/Impact_of_Learning_on_Employability_-_main_report.pdf

1.8 Headline findings of London learners are compared with the national survey in chapter 11 of this summary report and throughout the accompanying full report. In order to compare the London results to the national results, the London headline findings have been re-run using the national weight. For further discussion of the weighting procedures please see Annex B of the full report, 'The Impact of Learning on Employability in London'.

2. HOW DOES FE IMPROVE EMPLOYABILITY?

Key findings

- A third of London learners gained employment after their FE course
- For the vast majority of learners in work at the time of interview, their current job was their only job after learning
- Just under half of learners who got a paid job after learning were working for 30 or more hours per week

- 2.1 The findings from the survey show that learning in London had positive effects for welfare benefit recipients, both in terms of moving into work and in terms of improving employability.

Employment outcomes

- 2.2 Importantly, only 11 per cent of the learners in London were working immediately before the start of the course (for less than 16 hours per week); while 33 per cent of them had worked since the end of the course. The majority of learners who gained employment after their course did so within six months.
- 2.3 Only a small proportion of the learners who had at least one paid job before learning, (eight per cent), were self-employed in their last paid job before learning. Three per cent of all London learners became self-employed after the end of the original course, with men more likely than women to move to self-employment (eight per cent compared with two per cent).
- 2.4 Three per cent of London learners moved into permanent employment after the end of the course, from temporary employment in their last paid job before the course. For the vast majority (86 per cent) of learners in London who were in work at the time of interview, their current job was their only job after learning. Ten per cent of learners had had two jobs and the remaining four per cent had three or more jobs.
- 2.5 Just under half (44 per cent) of London learners who got at least one paid job after learning got a job of 30 hours or more per week; 35 per cent of them were working 16 to 29 hours per week and 20 per cent were working less than 16 hours per week.

2.6 The analysis shows that the groups of learners in London more likely to have gained employment were learners:

- with no disadvantages²
- who had worked within the previous two years
- close to the labour market³
- claiming JSA at the start of the course

Employability outcomes

2.7 London learners were asked about their perception of whether they gained a number of skills and other *soft outcomes* as direct result of attending the course. Figure 1 illustrates the learners' response about the impact of learning on their personal and social skills and on other soft outcomes.

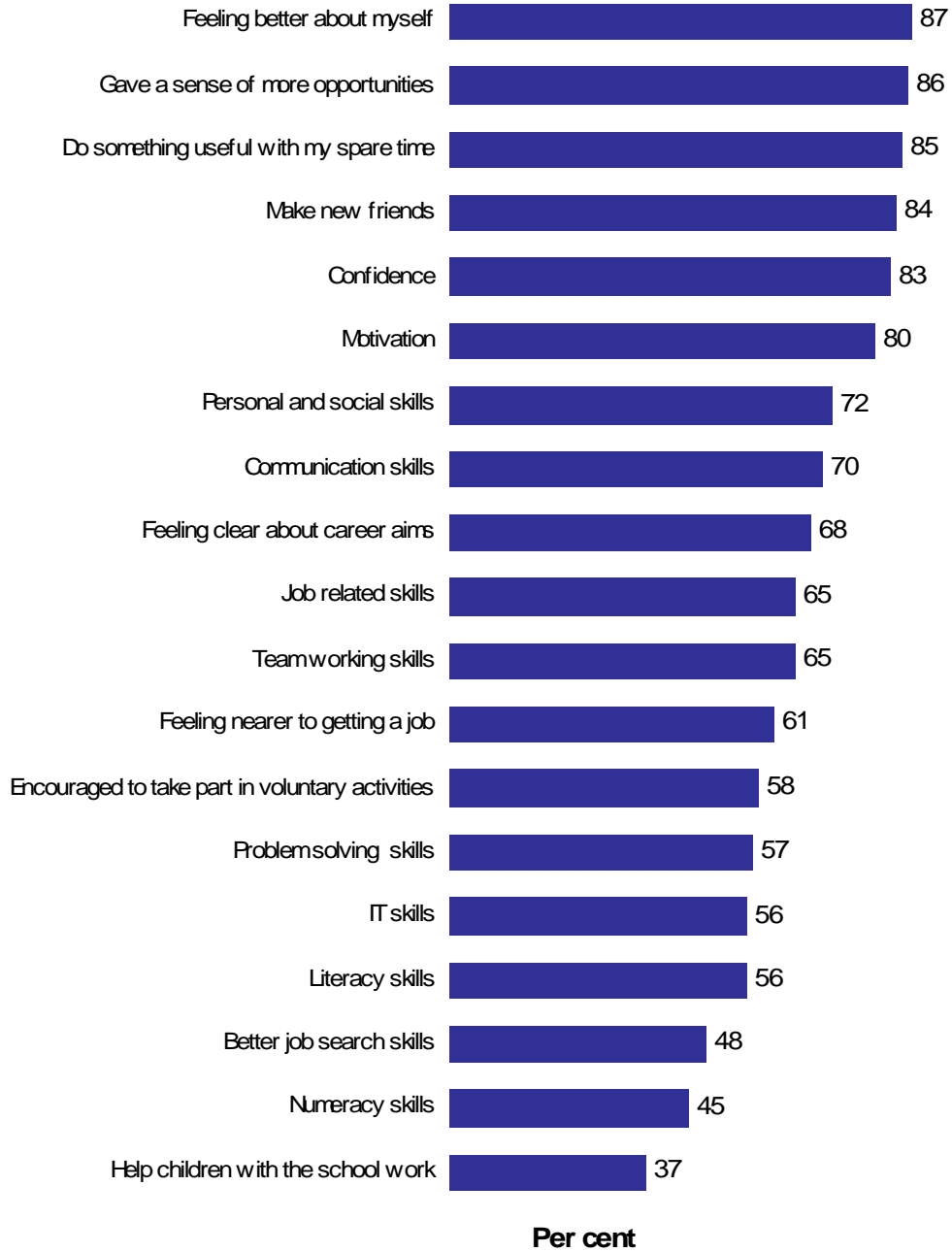
2.8 Learners in London who were more likely to value the impact of learning on their personal and social skills and soft outcomes were:

- Younger learners (aged 20-24 and 25-34)
- Attending Basic Skills and Non-Vocational courses
- Attending higher Level courses
- Attending longer courses
- Having caring responsibilities
- Claiming JSA and Income Support at the start of the course
- From Black African or Black Caribbean background

² A multiple disadvantage score was calculated based on whether or not learners had a disability, financially dependent children, were from a Black, Pakistani or Bangladeshi ethnic groups and had no or low qualifications prior to the course.

³ A distance from the labour market score was calculated based on responses to questions on reasons for not working, motivation to work and work history.

Figure 1: Proportion of London learners that reported gaining the following employability outcomes after learning



Unweighted base: 2679
Source: Inclusion, 2008

3. HOW HAVE LONDON LEARNERS' SITUATIONS CHANGED SINCE THE COURSE?

Key findings

- The proportion of learners on benefits dropped from 88 per cent before the course to 53 per cent at the time of interview
- Seventy per cent of learners in London who had at least one paid job after their course were in permanent positions
- Two thirds of learners completed their course and achieved a qualification

3.1 This section examines changes in the benefits and employment situation of London learners since the end of the FE course.

From benefits to work

3.2 Attending the course affected whether London learners kept on claiming workless benefits. Immediately before the start of the course 88 per cent of London learners were receiving workless benefits; this dropped to 53 per cent after the end of the course.

3.3 Moreover, 28 per cent of London learners moved off benefits into work after the end of the course⁴.

3.4 Analysis shows that the groups of learners more likely to move off benefits into work were learners:

- with no disadvantages
- who had worked within the previous two years
- who were close to the labour market
- claiming JSA at the start of their course
- non carers
- attending Level 3 and above courses

3.5 The reason for learning has a significant effect on the likelihood of moving from benefits to work. London learners who attended learning because they wanted to do more learning, or because they wanted to help their children

⁴ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

with their education, were less likely to move from benefits to work than those who attended learning for career related reasons.

Other changes in the employment situation

- 3.6 Other relevant changes in the employment situation of London learners were in occupational position. Learners working in 'process plant and machine operatives' (31 per cent), 'sales and customer service' (21 per cent) and 'elementary occupations' (21 per cent) during their last paid job before the FE course, were the most likely to improve their occupational position after learning⁵.
- 3.7 Other employment changes were:
- Moving to permanent jobs - 70 per cent of learners in London who had at least one paid job after their course were in permanent positions
 - Moving to self-employment - three per cent of all London learners became self-employed after learning
 - Moving to better paid jobs and jobs with more responsibilities compared to their last paid job before the course - 39 per cent and 45 per cent respectively of those learners in London who had had paid work since the course

Course Completion and Qualifications

- 3.8 Eighty five per cent of London learners achieved a positive learning outcome by completing the course, which mirrors the national figure.
- 3.9 Among the 15 per cent of London learners who did not completed the course the most cited reasons were:
- Family and personal circumstances (23 per cent)
 - Ill health and disability (19 per cent)
 - Left to start a job (10 per cent)
 - Problems accessing the course (6 per cent)
 - Course did not meet expectations (5 per cent)
- 3.10 The majority, 71 per cent, of London learners completed the course and achieved a qualification, 15 per cent completed the course but did not achieve a qualification and 14 per cent neither completed the course nor achieved a qualification.

⁵ Based on SOC codes of the last job learners had before the start of the course.

3.11 The groups of London learners more likely to achieve a qualification were:

- Men
- Younger learners aged 20 to 24
- Non-Vocational learners
- Those studying for 135 hours or more
- Learners with dependent children

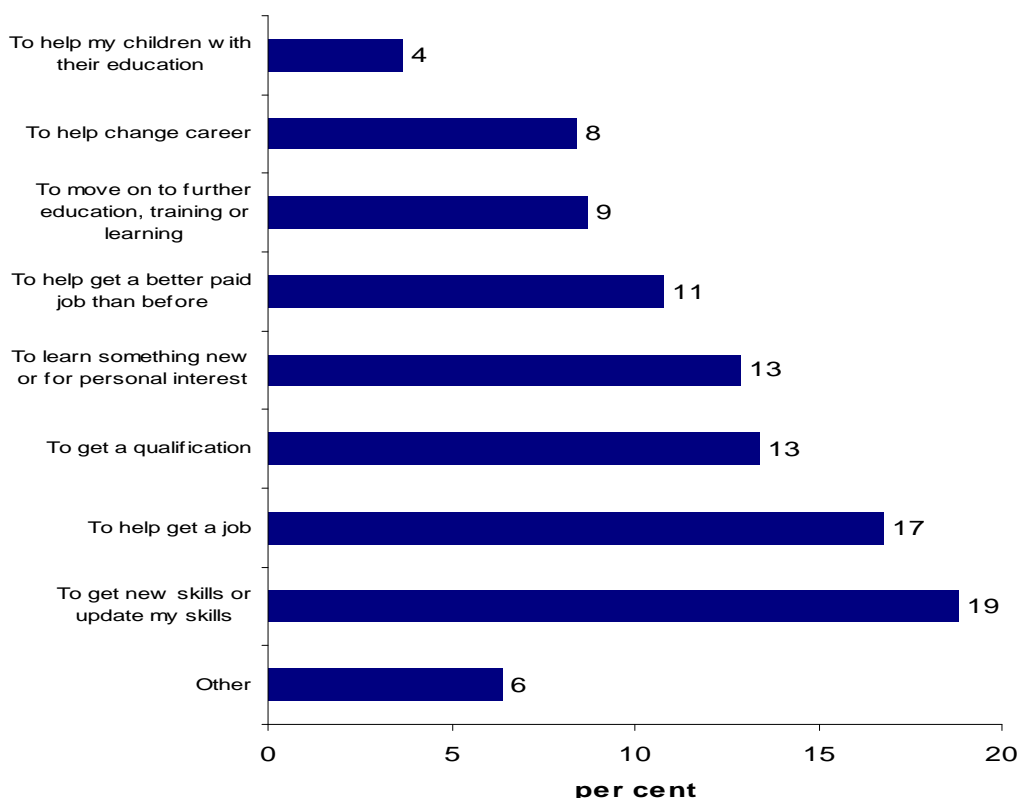
4. WHY DID LONDON LEARNERS START THEIR CHOSEN COURSE?

Key findings

- The reasons most commonly cited by learners for undertaking an FE course in London were to get new skills/update skills and to help get a job
- Younger learners were more likely to start the course to obtain a qualification than older learners
- Older learners were more likely to enter learning to acquire new skills or update their skills than young learners

4.1 The main reasons for learners to start further education courses in London were centred on learning and employability. In fact, as shown by the chart below, the most cited reason was to get new skills and update skills but this was followed by getting a job.

Figure 2: London learners' main reason for undertaking FE



Unweighted base: 2679
Source: Inclusion, 2008

- 4.2 Learners with three disadvantages⁶ were more likely to take up learning to:
- help their children with their education (eight per cent compared to less than one per cent for those with no disadvantages) and
 - get a qualification (87 per cent compared to 80 per cent of learners with no disadvantages)
- 4.3 Whilst, learners with no disadvantage were more likely to take up learning:
- for personal interest (16 per cent) compared to those with three disadvantages (ten per cent)
 - to make a career change (16 per cent compared six per cent for those with three disadvantages)
- 4.4 Younger London learners, aged 20 to 24, were more likely to start the course:
- to obtain a qualification (22 per cent compared to 11 per cent of learners aged 45 to 55)
 - to move into further education, training or learning (16 per cent compared to four per cent for learners 45 to 55)
- 4.5 In contrast, learners 45 to 55 years of age were more likely to enter learning to acquire new skills or update their skills (23 per cent compared to 12 per cent for learners 20 to 24).
- 4.6 London Learners on Level 2 were more likely to report that they entered learning to help them get a job (19 per cent compared with 11 per cent of Level 3 learners). Conversely London learners from Level 3 courses were more likely to report that they entered learning to help them change careers (13 per cent compared to six per cent for Level 1 and Entry level learners).
- 4.7 Learners with dependent children were more likely to enter learning to:
- get a job or a better paid job than those who were not carers (19 and 13 per cent compared to 14 per cent and nine per cent respectively)
 - help their children with their education (six per cent) compared to those with no caring responsibilities (one per cent)
- 4.8 Learners on Jobseeker's Allowance were more likely to be taking learning to help them get a job (19 per cent) compared with those on Incapacity Benefit (nine per cent). Those on Incapacity Benefit (IB) were more likely to be taking a course to learn something new or out of personal interest (28 per cent) compared with those on Jobseekers Allowance (11 per cent).

⁶ A multiple disadvantage score was calculated based on whether or not learners had a disability, financially dependent children, were from Black, Pakistani or Bangladeshi ethnic groups and had no or low qualifications prior to the course.

5. WHAT IS THE IMPACT OF UNDERTAKING A LEVEL 1 OR ENTRY LEVEL COURSE?

Key findings

- Over 80 per cent of learners who attended Level 1 and Entry courses felt better about themselves and felt they had more opportunities because of the course
- Three out of ten learners on Level 1 and Entry level courses in London had a positive job outcome
- Around a quarter of Level 1 and Entry level learners moved off benefits and into work after learning

Profile of Level 1 and Entry learners in London

- Gender: 68 per cent were women and 32 per cent were men
- Age:
 - 9 per cent aged 20-24
 - 28 per cent aged 25-34
 - 36 per cent aged 35-44
 - 25 per cent aged 45-55 years old
- 90 per cent were claiming workless benefits at the start of the course
- 55 per cent had dependent children
- 82 per cent studied part time
- Most common type of learning provider attended:
 - 60 per cent attended colleges
 - 14 per cent attended training centres
 - 13 per cent attended community centres

5.1 This section examines the impact of FE learning on learners attending Level 1 and Entry level courses in London. Overall, learners at this level found that their social skills and personal outcomes were the areas most positively impacted by the course.

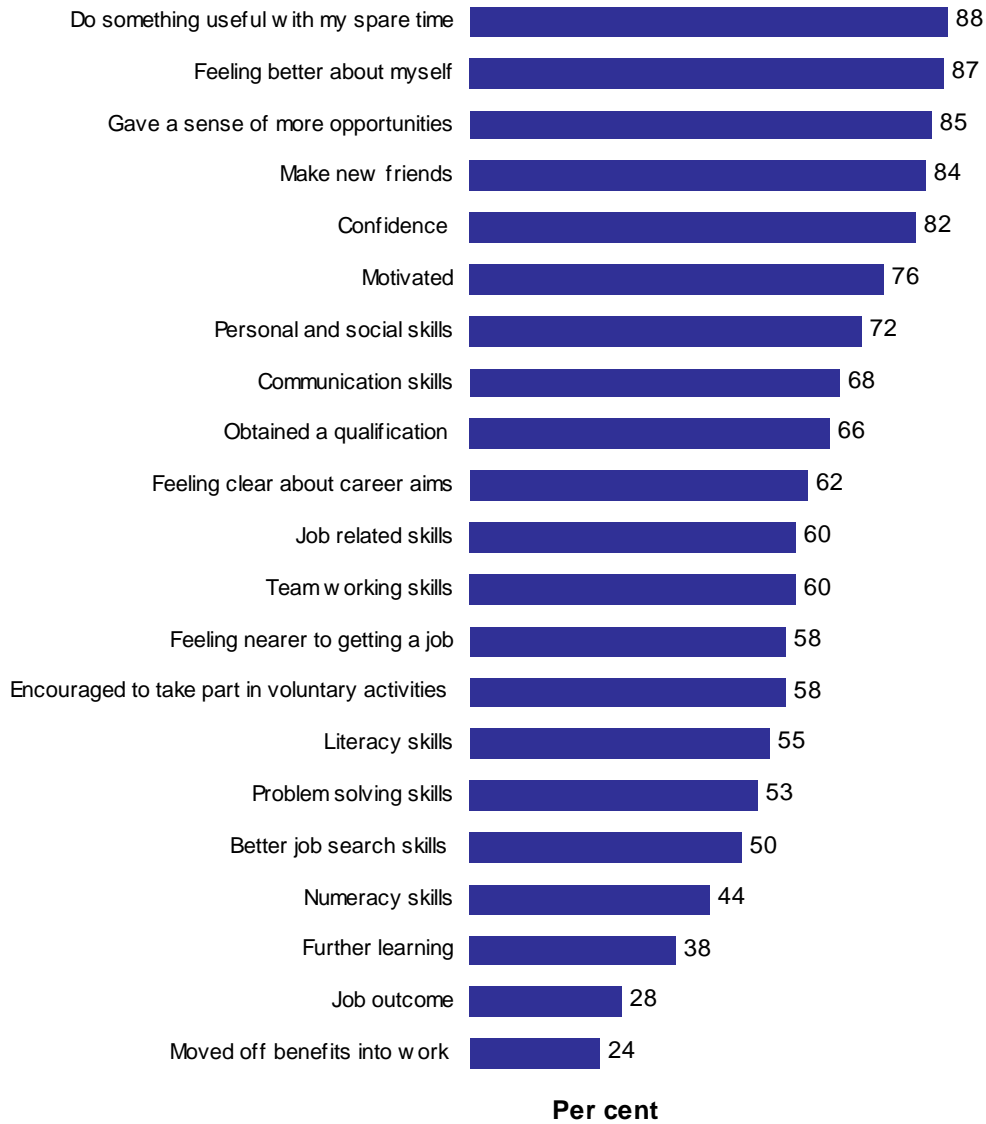
5.2 Just under three out of ten learners on Level 1 and Entry level courses in London had a positive job outcome. Around one quarter of London learners in Level 1 and Entry level courses (24 per cent) moved off benefits and into work after learning⁷.

⁷ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

- 5.3 A high proportion of Level 1 and Entry level learners in London completed the course and achieved a qualification (66 per cent).
- 5.4 After the course, 38 per cent of London learners attended further learning courses⁸ of which 88 per cent led to qualifications.
- 5.5 In London, Level 1 and Entry level learners were the most positive about the personal impact of the course. As Figure 3 illustrates, the majority of London learners felt that the course useful. Learners also felt that the course was particularly effective in:
- Doing something useful with my spare time
 - Making them feel better about themselves
 - Giving them a sense of having more opportunities
 - Enabling them to make new friends
 - Increasing their confidence
- 5.6 Importantly, learners on Level 1 and Entry level courses in London felt positive that the course had brought them closer to the labour market. Sixty-two per cent of learners felt that the course had made them clearer about their career aims, 60 per cent felt that their job related skills had improved, and 58 per cent felt nearer to getting a job (see Figure 3).
- 5.7 The course had less of an impact on the cognitive skills. For example, just over half of the learners in London felt that their literacy and problem solving skills had improved, and less than half felt their numeracy skills had improved (see Figure 3).

⁸ This includes all further education, learning and training undertaken either at work or outside of work.

Figure 3: Proportion of Level 1 and Entry level London learners that reported gaining the following outcomes from learning



Unweighted base: 947
 Source: Inclusion, 2008

6. WHAT IS THE IMPACT OF UNDERTAKING A LEVEL 2 COURSE?

Key findings

- Over three quarters of learners who attended Level 2 courses completed the course and achieved a qualification
- Nearly nine out of ten Level 2 learners in London felt learning opened up new opportunities to them
- Almost four out of ten learners attending Level 2 courses gained a positive job outcome after learning

Profile of Level 2 learners in London

- Gender: 65 per cent were women and 35 per cent were men
- Age:
 - 14 per cent aged 20-24
 - 32 per cent aged 25-34
 - 34 per cent aged 35-44
 - 17 per cent aged 45-55 years old
- 88 per cent were claiming workless benefits at the start of the course
- 54 per cent had dependent children
- 78 per cent studied part time
- Most common type of learning provider attended:
 - 77 per cent attended colleges
 - 9 per cent attended training centres
 - 7 per cent attended community centres

6.1 Thirty four per cent of London learners who attended Level 2 courses were in work when interviewed for this survey and five per cent had worked since learning but were not in work at interview date⁹. This equates to 38 per cent of all London learners attending Level 2 courses getting a positive job outcome after learning¹⁰.

6.2 Sixty eight per cent of the London learners attending Level 2 courses who got at least one paid job got a permanent job; 16 per cent got seasonal or temporary job; eight per cent got a job done under contract for a limited period.

⁹ London learners were interviewed on average eighteen months after completing their course.

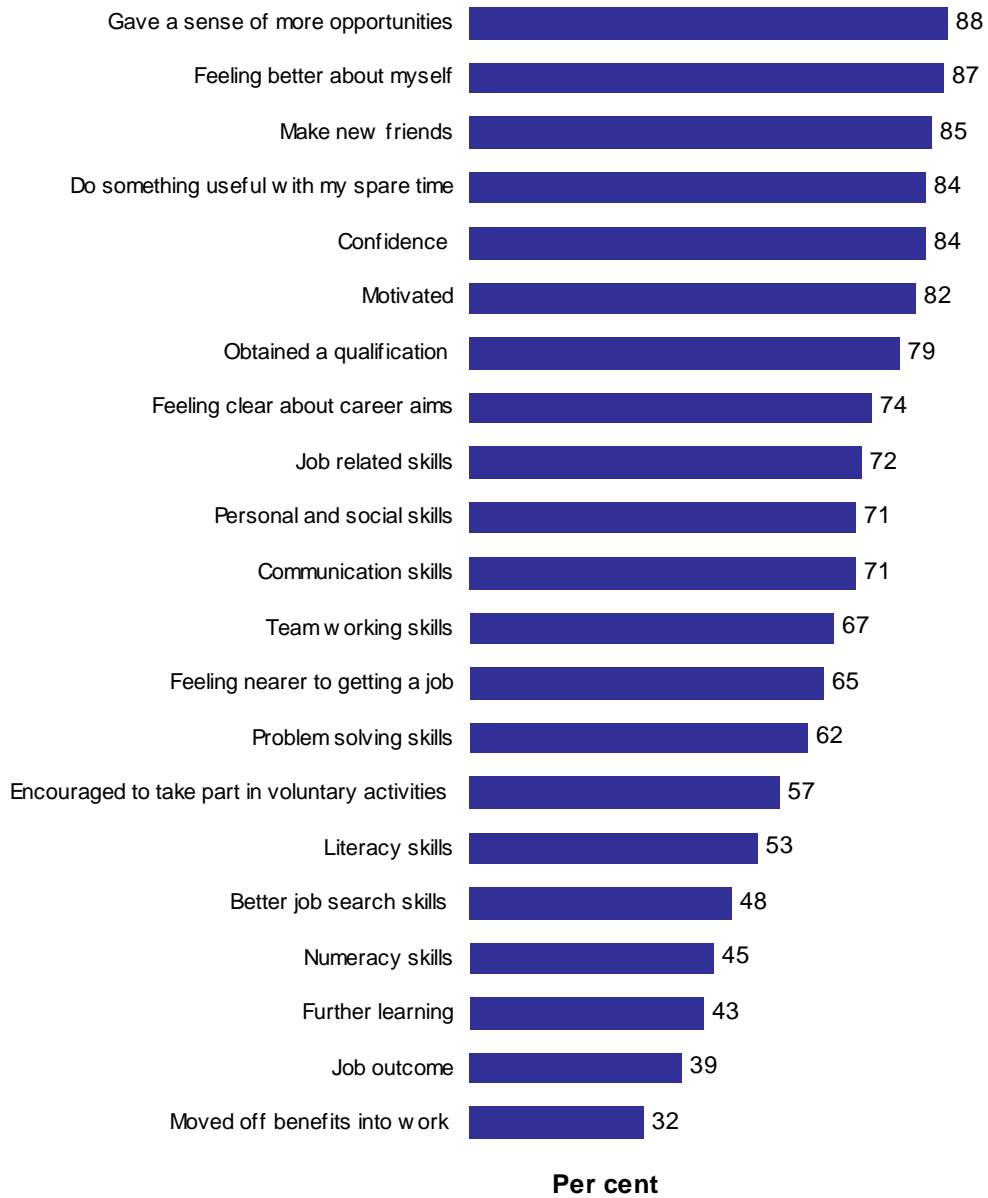
¹⁰ Figures are reported to the nearest per cent therefore do not sum exactly.

- 6.3 Thirty one per cent of London learners who attended a Level 2 course moved off benefits into work after the course¹¹.
- 6.4 Forty three per cent moved into further learning¹² of which 85 per cent said the new course was designed to lead to a qualification.
- 6.5 Moreover, 79 per cent of London learners who attended Level 2 courses completed the course and achieved a qualification.
- 6.6 The highest proportion of Level 2 learners in London (88 per cent) felt learning opened up new opportunities to them (see Figure 4).
- 6.7 Level 2 learners in London were particularly positive about personal and social outcomes of learning such as feeling better about themselves (87 per cent) and making new friends (85 per cent).

¹¹ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

¹² This includes all further education, learning and training undertaken either at work or outside of work.

Figure 4: Proportion of Level 2 London learners that reported gaining the following outcomes as from learning



Unweighted base: 743
 Source: Inclusion, 2008

7. WHAT IS THE IMPACT OF UNDERTAKING A LEVEL 3 COURSE?

Key findings

- Almost four out of ten learners who attended a Level 3 course gained a job since the course
- Around three quarters of Level 3 learners who had worked since the course got a permanent job
- Level 3 learners strongly valued the impact of learning on their employability particularly on making their career aims clearer and on improving their job search skills

Profile of Level 3 learners in London

- Gender: 71 per cent were women and 29 per cent were men
- Age:
 - 16 per cent aged 20-24
 - 34 per cent aged 25-34
 - 34 per cent aged 35-44
 - 14 per cent aged 45-55 years old
- 88 per cent were claiming workless benefits at the start of the course
- 56 per cent had dependent children
- 59 per cent studied part time
- Most common type of learning provider attended:
 - 89 per cent attended colleges
 - 4 per cent attended community centres
 - 3 per cent attended training centres

7.1 This section examines the impact of FE learning on London learners attending Level 3 courses.

7.2 Thirty eight per cent of Level 3 learners in London got a job after the course. This comprises of 30 per cent of Level 3 learners in London who were in work at the time of this survey and eight per cent had worked since learning but were not in work at interview date.

7.3 Among the Level 3 London learners who were working at the time of interview¹³:

- 76 per cent had a permanent job
- 9 per cent a temporary/seasonal job

¹³ London learners were interviewed on average eighteen months after completing their course.

- 12 per cent a job done under contract for a limited period of time
- 7.4 Moreover, over three out ten (32 per cent) of Level 3 learners in London moved from benefits to work¹⁴ and just over a half moved into further learning¹⁵.
- 7.5 As Figure 5 illustrates, 82 per cent of London learners attending Level 3 courses gained a qualification after completing the course.
- 7.6 In general, Level 3 London learners strongly valued the impact of learning on their employability, particularly on making their career aims clearer and on improving their job search skills. Thus they reported feeling closer to getting a job.
- 7.7 Three quarters of Level 3 learners improved their communication and team working skills, whilst the impact on literacy and numeracy skills was less valued. This may be expected as learners studying Level 3 courses would already have those skills compared with learners on Level 1 and Entry courses.
- 7.8 The positive impact of learning on social relationships was recognised by a high proportion of Level 3 London learners as shown by the 88 per cent of them reporting that the course helped them to make new friends. Learners were also extremely positive about the impact that learning had on personal and social skills, particularly the way they felt about themselves, the sense of having more opportunities and increased confidence and motivation.

Comparing Level 1 and Entry, Level 2 and Level 3 London learners

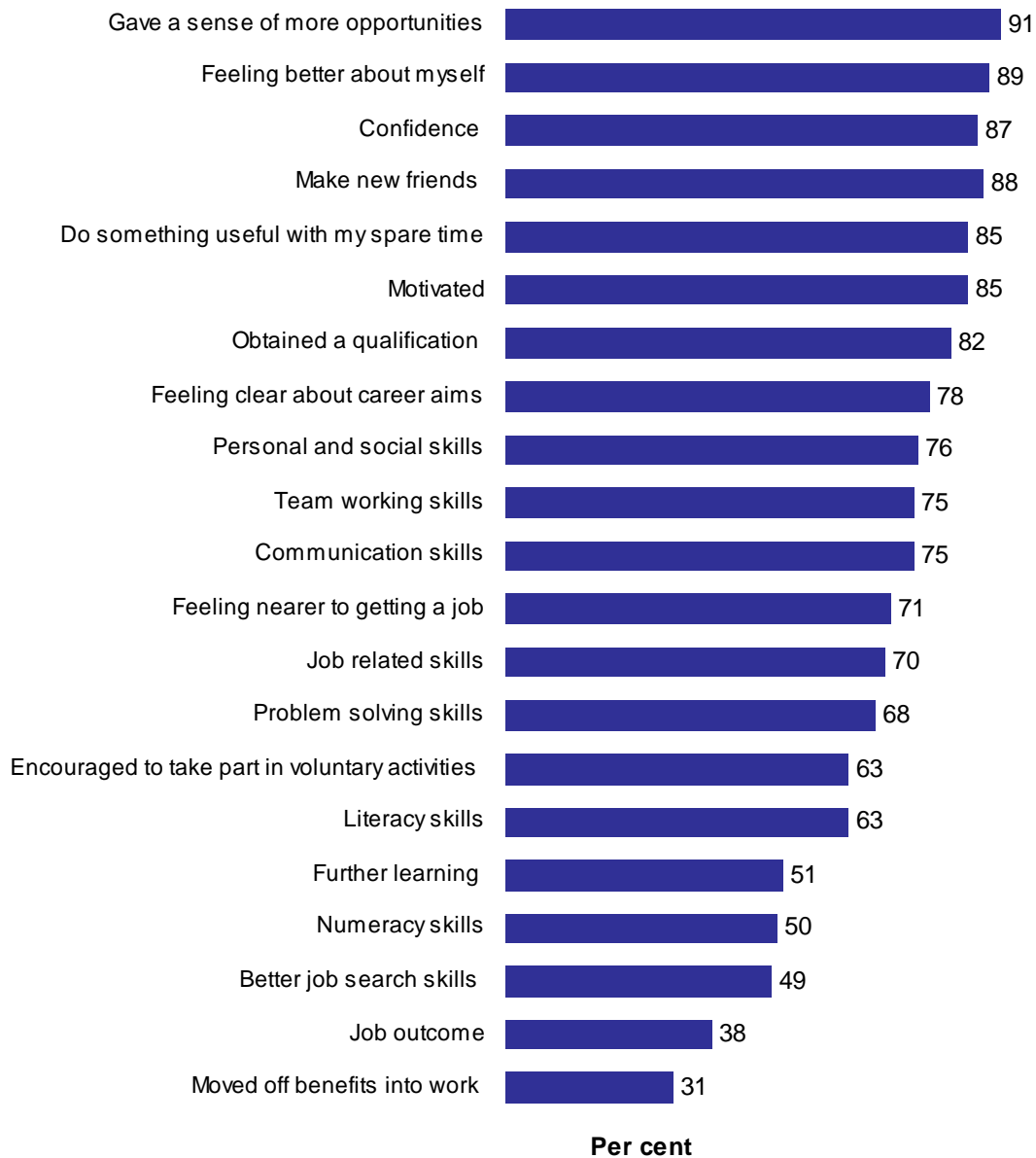
- 7.9 Level 2 and Level 3 London learners were more likely than Level 1 and Entry London learners to achieve a positive job outcome (38 per cent of learners at Level 2 and Level 3 compared to 28 per cent of Level 1 and Entry learners).
- 7.10 Level 3 London learners were the most likely to move into further learning with 51 per cent attending an new course after the end of the original one, compared to 43 per cent of those at Level 2 and 38 per cent of Level 1 and Entry learners.

¹⁴ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

¹⁵ This includes all further education, learning and training undertaken either at work or outside of work.

7.11 Learners were more likely to complete the course and achieve a qualification from the higher level courses: 82 per cent of Level 3 London learners and 79 per cent of Level 2 learners achieved a qualification compared with 66 per cent of Level 1 and Entry learners.

Figure 5: Proportion of Level 3 London learners that reported gaining the following outcomes as from learning



Unweighted base: 442
Source: *Inclusion*, 2008

8. HOW HAVE BLACK, ASIAN AND MINORITY ETHNIC (BAME) LEARNERS BENEFITED FROM FE?

Key findings

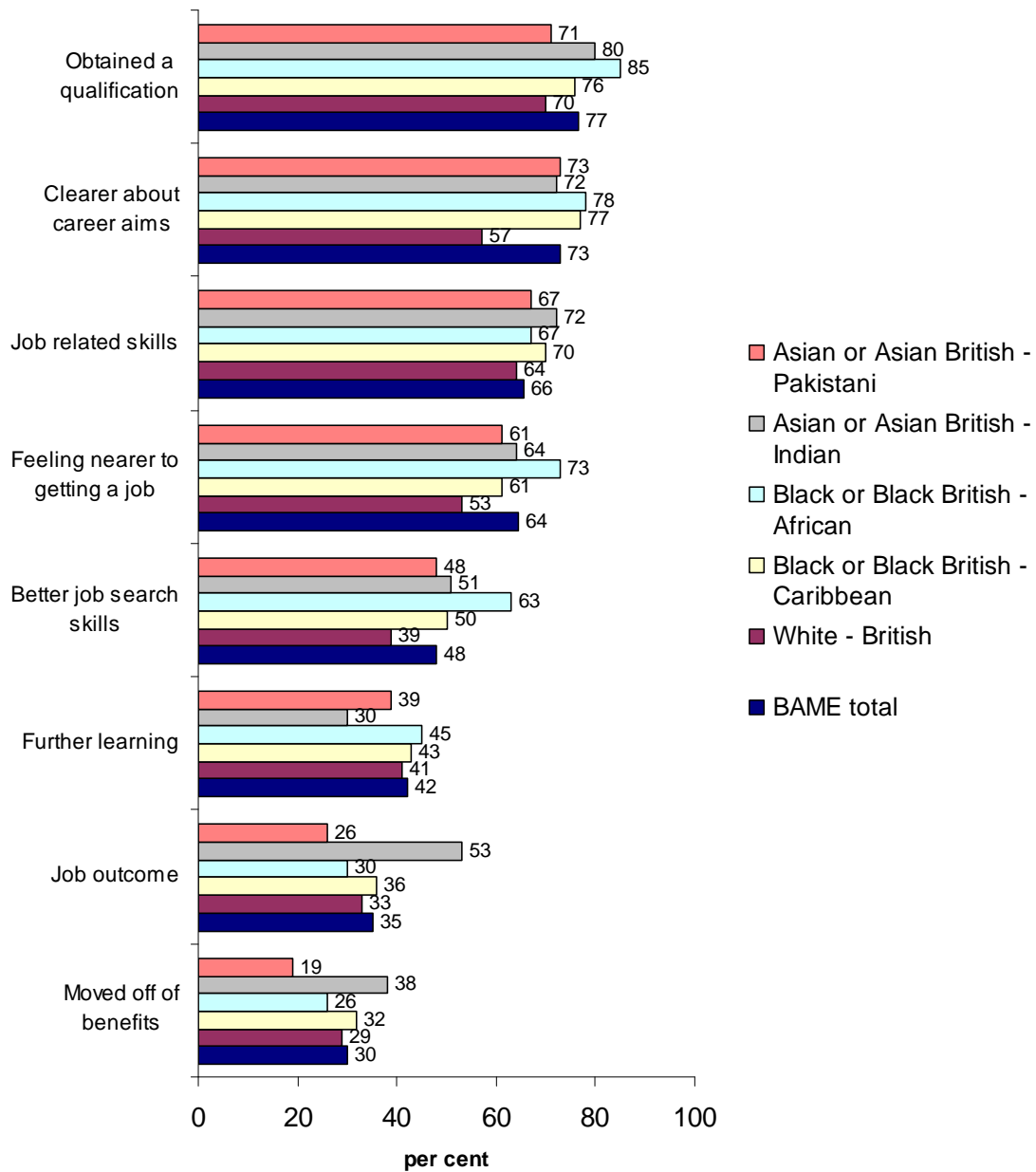
- Just over a third of BAME learners achieved a job after the course, with Indian learners significantly more likely to have gained a job since the course
- Almost three quarters were clearer about their career aims, two thirds felt nearer to getting a job and a half had improved their job search skills
- Over three quarters of BAME learners achieved a qualification

- 8.1 This section examines the impact of learning on Black, Asian and Minority Ethnic learners (BAME) in London. Overall, BAME learners were very positive about the course, especially Black African learners. Job outcomes (achieving paid work) amongst BAME groups were also very positive, and rates were often higher than White British learners.
- 8.2 The job outcomes of learners in London differed by ethnicity. Indian learners were the most likely to have been in paid work since learning (53 per cent) whilst Pakistani learners were the least likely (26 per cent). Pakistani learners may have had poorer job outcomes because they were more likely to be caring for family members (29 per cent compared to the 18 per cent London average).
- 8.3 The survey found that all BAME learners in London had higher rates of qualification achievement than White British learners. Indian and Black African learners in London had the highest qualification achievement rates, whilst White British learners had the lowest (see Figure 6).
- 8.4 Black African learners were more likely to undertake further learning¹⁶ after the course, whilst Indian learners were the least likely (see Figure 6).
- 8.5 A high proportion of BAME learners in London felt that their career aims had become clearer, especially Black African learners (78 per cent). There were also a high proportion of BAME learners that reported that their job-related skills had improved, particularly amongst Indian learners (72 per cent).

¹⁶ This includes all further education, learning and training undertaken either at work or outside of work.

- 8.6 BAME learners from London felt that the course had moved them closer to getting a job. Black African learners were the most likely to report this (see Figure 6).
- 8.7 Interestingly, White British learners in London were the least likely to feel clearer about their career aims, to feel their job related skills improved or feel closer to getting a job because of the course (see Figure 6).

Figure 6: Proportion of learners in London that reported employability, learning and benefit outcomes from the FE course by ethnic group*



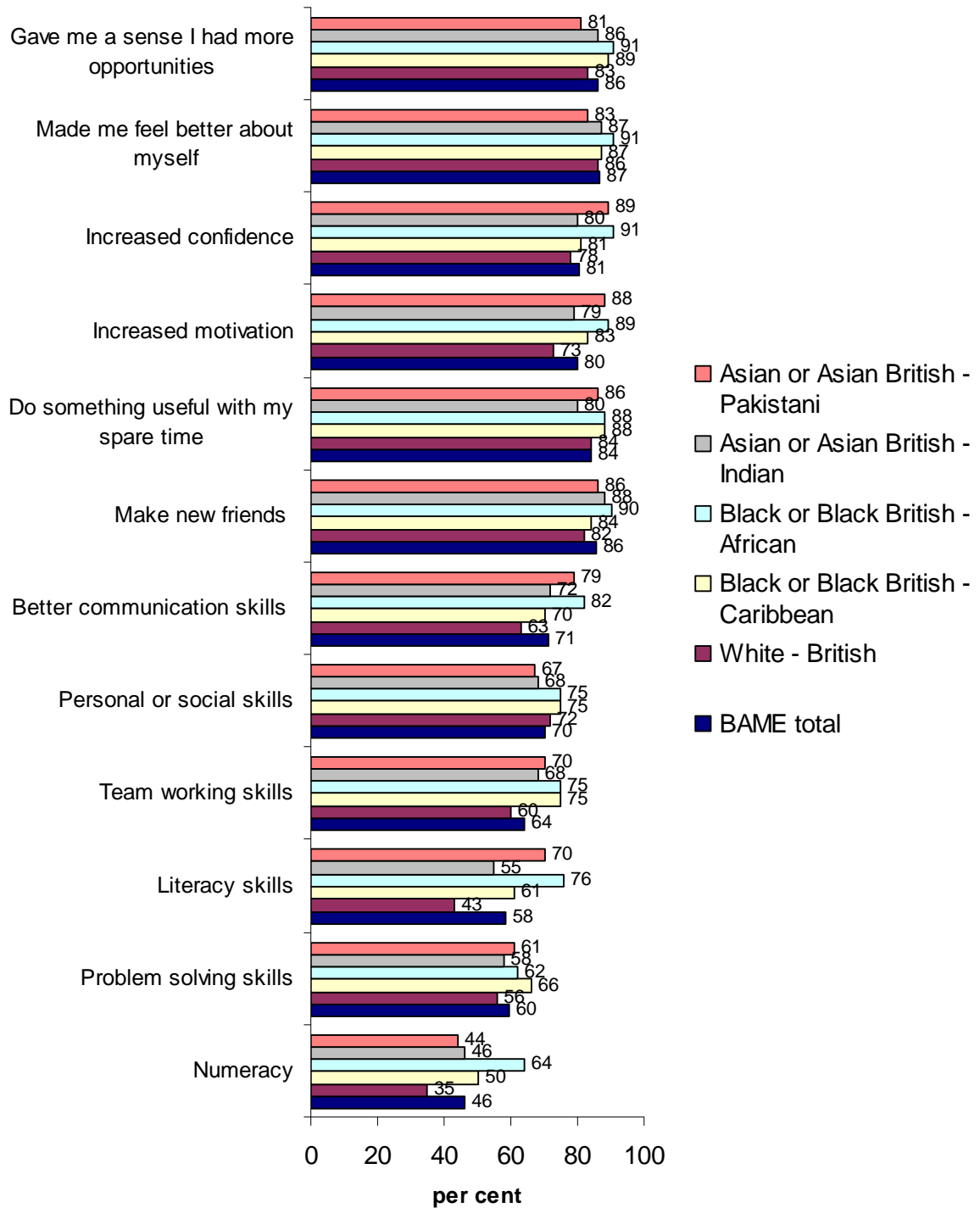
Unweighted counts: White British 954, Black and Black British – Caribbean 310, Black and Black British – African 441, Asian or Asian British – Indian 126, Asian or Asian British – Pakistani 81

Source: *Inclusion 2008*

* All other ethnic groups are omitted from this chart due to low cell count, but included in the BAME total. The BAME total comprises of all learners except White British learners.

- 8.8 A high proportion of BAME London learners felt that the course provided them with more opportunities, made them feel better about themselves, and increased their confidence and motivation. Black African learners were the most likely to report these benefits (see Figure 7).
- 8.9 The positive impact of learning on communication and cognitive skills was particularly noted amongst BAME learners in London. Black African learners were the most likely to report that their communication skills improved (82 per cent), whilst both Black African and Black Caribbean learners in London were most likely to report improvements in their team working, problem solving, literacy skills, and numeracy skills.
- 8.10 The survey also revealed positive social and personal outcomes for BAME learners in London. Black Caribbean and Black African learners were the most positive about the effect of the course on their social and personal skills (75 per cent for both groups) and Pakistani learners were the least positive (67 per cent).

Figure 7: Proportion of learners in London that reported personal, social and other outcomes from the FE course by ethnic group*



Unweighted counts: White British 954, Black and Black British – Caribbean 310, Black and Black British – African 441, Asian or Asian British – Indian 126, Asian or Asian British – Pakistani 81

Source: Inclusion 2008

* All other ethnic groups are omitted from this chart due to low cell count, but included in the BAME total. The BAME total comprises of all learners except White British learners.

9. HOW HAVE LEARNERS ON INCAPACITY BENEFIT BENEFITED FROM FE?

Key findings

- **One in five learners in London who were claiming Incapacity Benefit (IB) at the start of their course moved from benefits into work after learning**
- **Two thirds of all IB learners completed the course and achieved a qualification**
- **The vast majority reported positive personal and social outcomes, such as feeling better about themselves and increased confidence**

- 9.1 This section examines the impact of FE learning on London learners who were claiming Incapacity Benefit (IB) or Severe Disablement Allowance (SDA) at the start of their course (referred to as IB for the rest of this section). Overall, these learners found that their personal and social skills were the areas most positively impacted by the course.
- 9.2 Five per cent of London learners were claiming IB at the start of their course. This equates to 147 learners out of the 2679 London learners interviewed.
- 9.3 One in five learners in London who were claiming IB at the start of their course moved from benefits into work after learning (20 per cent)¹⁷. As may be expected this is lower than Jobseekers Allowance (JSA) claimants, of which one in two London learners moved from benefits to work after learning (51 per cent).
- 9.4 Just under four in ten London learners (38 per cent) who were claiming IB at the start of their course had undertaken some form of further learning since the FE course¹⁸. A similar proportion of London learners who were claiming JSA at the start of the course also undertook further learning since their course (41 per cent).
- 9.5 The majority of London learners claiming IB at the start of their course completed their course (84 per cent). Of those learners who completed their course the majority also achieved a qualification (79 per cent). Put another

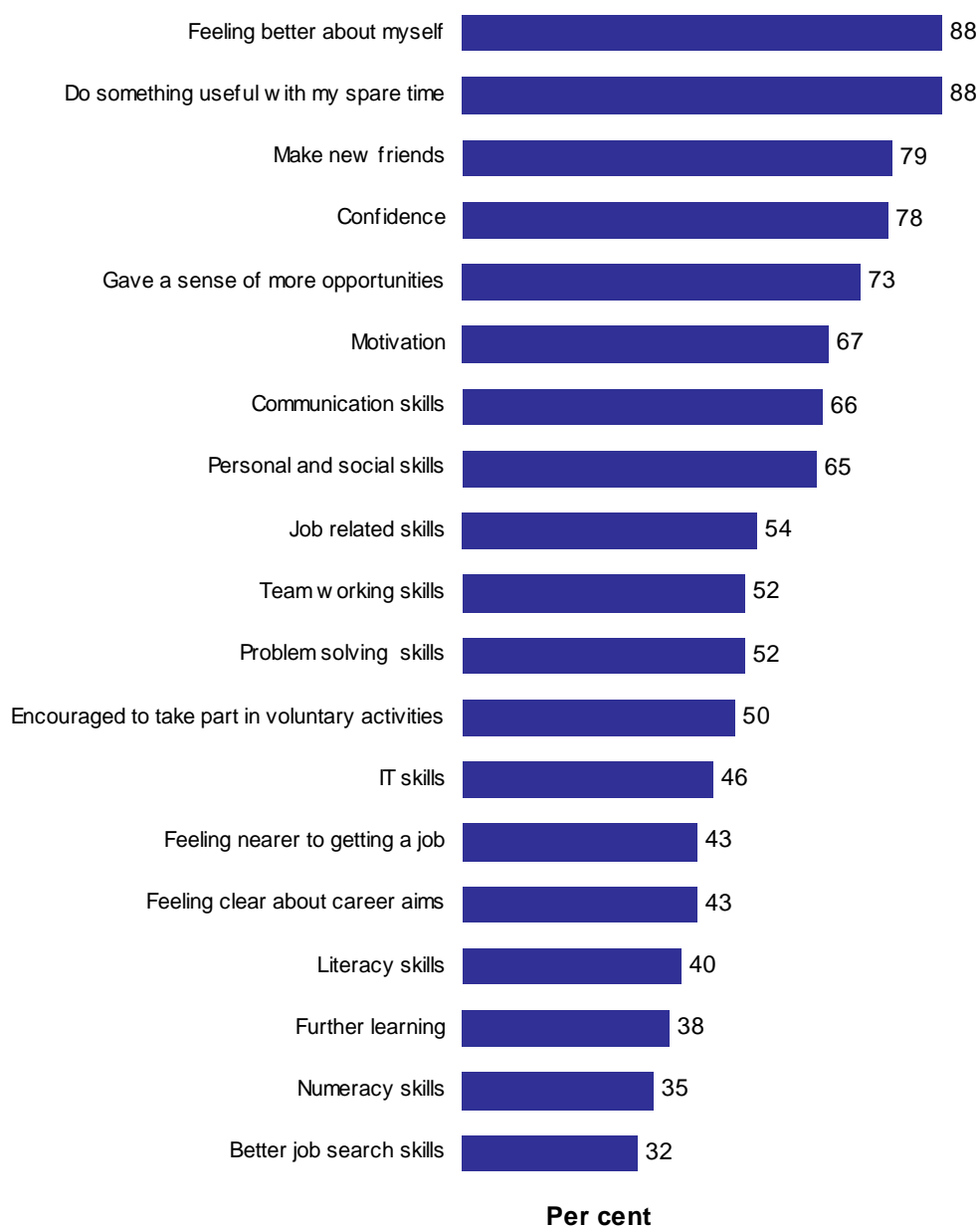
¹⁷ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

¹⁸ This includes all further education, learning and training undertaken either at work or outside of work.

way, two thirds (66 per cent) of all London learners who were claiming IB at the start of their course completed the course and achieved a qualification. This was slightly lower than the proportion of learners claiming other benefits at the start of their course, for example, 72 per cent of JSA claimants both completed their course and achieved a qualification.

- 9.6 Whilst a relatively low proportion of London learners claiming IB at the start of their course moved into work after their course compared with other groups, the majority did report other positive outcomes from learning.
- 9.7 Figure 8 shows the benefits of learning to London learners claiming IB at the start of their course. The vast majority reported positive personal and social outcomes, such as feeling better about themselves and increased confidence.
- 9.8 Over half of London learners claiming IB at the start of their course reported gaining some form of employability skills. In particular, job related skills, team working skills and problem solving skills (see Figure 8).

Figure 8: Proportion of London learners claiming IB or SDA that reported gaining the following outcomes after learning



Unweighted base: 147
 Source: *Inclusion*, 2008

10. WERE LONDON LEARNERS WILLING TO PAY FOR FURTHER LEARNING AND TRAINING?

Key findings

- **Around four in ten London learners took further learning after the end of the first course**
- **Half of the learners who took up a new course paid for some or all of their fees whilst none of them had to pay for the original course**
- **One in five of those who started a new course had already achieved a qualification at the time of interview**

10.1 Attending the original FE course in the 2005/06 academic year had an impact on learners taking up further courses. In fact, 42 per cent of London learners undertook further learning after the end of the first course¹⁹.

10.2 Just under six out of ten of all London learners (58 per cent) said they were very likely to undertake further learning in the next two years.

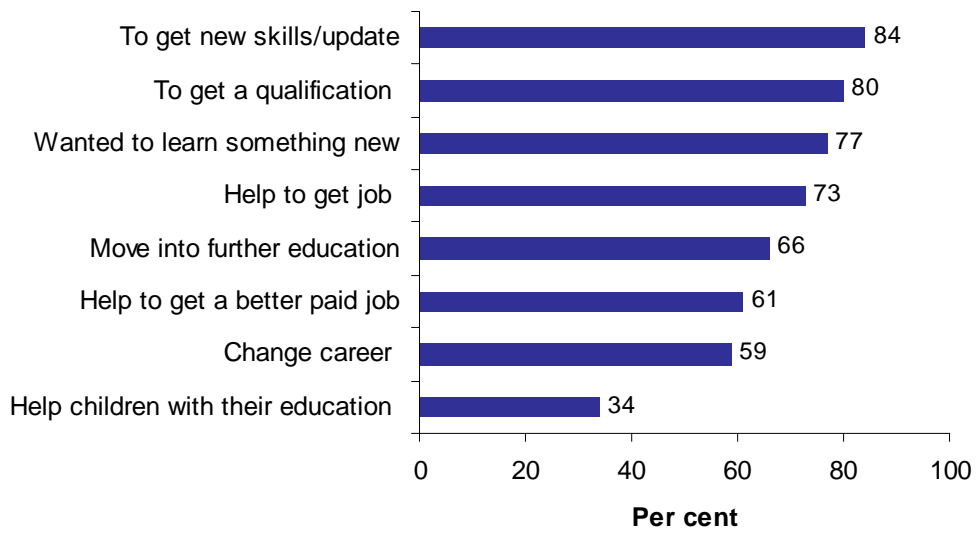
10.3 Importantly, 50 per cent of the London learners who took up a new course paid for some or all of their fees whilst none of them had to pay for the original course.

10.4 Among learners who moved into further learning, 33 per cent were learning outside of work; five per cent were learning as part of their job and four per cent were learning both at work and outside work.

10.5 As shown in Figure 9, the main emphasis for undertaking further learning was on learning and improving skills.

¹⁹ This includes all further education, learning and training undertaken either at work or outside of work.

Figure 9: Reasons for undertaking further learning



Unweighted base: 995
Source: *Inclusion*, 2008

10.11 Moreover, just over four out of ten learners in London were still on the course at the time of the interview, whilst 20 per cent of those who started a new course had already achieved a qualification.

11. COMPARING LONDON AND NATIONAL FINDINGS

Key findings

- London learners were less likely to gain employment after learning compared to the national average
- The proportion of London learners undertaking further learning was in line with the national average
- However, a higher proportion of London learners paid for further learning than learners nationally

11.1 This section compares key findings from *The Impact of Learning on Employability in London* with national averages. Overall 10,000 learners were interviewed nationally; of those 27 per cent (which equals 2,679 learners) attended learning providers in London.

11.2 In this section the London findings have been re-run using the national weight in order to compare them to the national findings. Therefore some figures may differ slightly to other sections of the report which use the London weight. For further discussion of the weights please refer to the introduction of this report and Annex B of the full report.

Learning outcome

11.3 Out of the 2,679 learners surveyed in London, 85 per cent completed the course, which equals the national figure. Moreover, it was found that:

- 69 per cent²⁰ of learners interviewed in London completed the course and achieved a qualification compared to 74 per cent nationally
- 16 per cent of London learners completed the course but did not achieve a qualification compared to 11 per cent nationally
- 15 per cent of London learners neither completed the course nor achieved a qualification compared to 15 per cent nationally.

Job outcome

11.4 Thirty eight per cent of all learners in the national survey had moved into employment after their course even if they were not in work at the time of interview, compared with 33 per cent of learners in London.

²⁰ This figure is calculated using the national weights. When just reporting on London learners using the London weight the figure is 71 per cent.

11.5 There was a relatively low difference between the proportion of learners who moved off benefits into work after the course in the national survey and those in London. In fact, 33 per cent of learners in the national survey and 28 per cent of London learners were on workless benefits at the start of the course and moved into paid work²¹ after the course (see Figure 10).

Further Learning

11.6 There was no substantial difference between the proportion of learners undertaking further learning²² in London and those in the national survey. 42 per cent of all the learners in the national survey and 41 per cent²³ of London learners undertook further learning after the end of the original course.

Paying fees for subsequent courses

11.7 There was quite a marked difference between the proportions of learners who paid for their new course. Fifty per cent of London learners who took up a new course, after the original course, paid for some or all of their fees. In comparison, only 40 per cent of learners nationally who took up a new course paid for some or all of the fees of their new course.

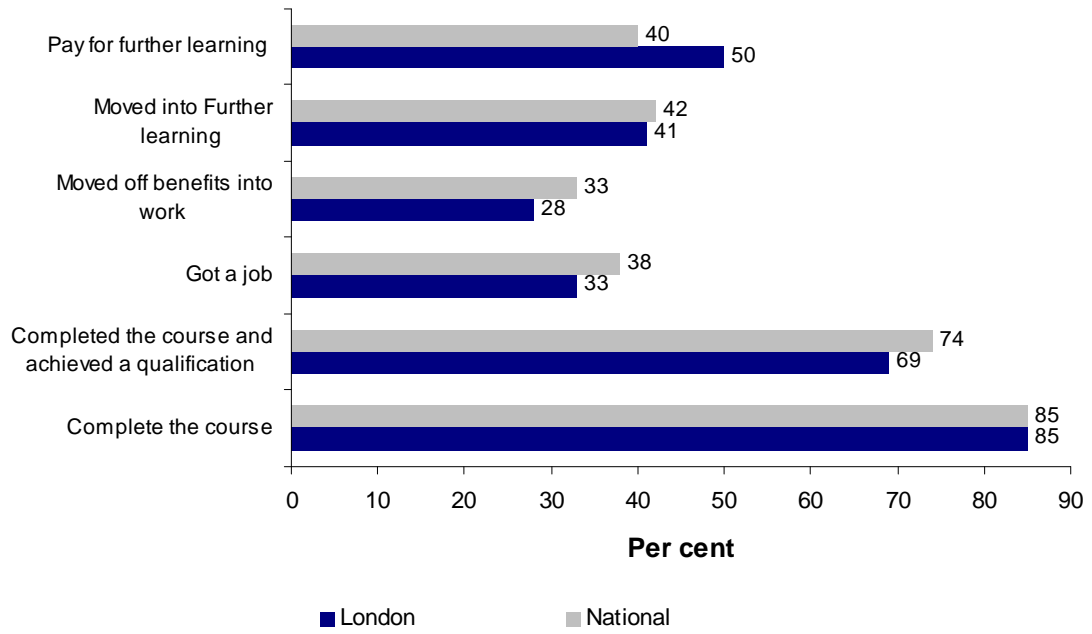
11.8 Considering that many learners did not pay for their original course, it is encouraging that half of the London 'repeat' learners are now making a contribution to course fees of subsequent courses.

²¹ This includes learners who were in receipt of workless benefits before the course and had worked since the course or were in work at the time of interview.

²² This includes all subsequent further education, learning and training undertaken either at work or outside of work.

²³ This percentage is calculated using the national weight in order to be comparable with the national findings.

Figure 10: London and National key findings



Unweighted base: 10,000 (National); 2679 (London)
Source: Inclusion, 2008

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