

National Learner Satisfaction Survey: Guidance on the core methodology and core questionnaire

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Introduction

1 This document has been prepared in order to assist local Learning and Skills Councils (LSCs), and colleges and providers in the post-16 education sector in carrying out locally based learner satisfaction surveys which will:

- provide valid results at the local level; and
- allow comparisons with the national learner satisfaction survey (NLSS).

2 It is set out under the following headings:

- background to the NLSS;
- rationale for carrying out locally based surveys;
- principles we need to adhere to in maintaining comparability;
- advice on sampling methods and minimum sample sizes;
- the interview; and
- coding and analysis of the data.

3 This guidance should be read alongside the LSC's draft position paper which outlines the LSC's strategy for the collection of customer satisfaction information, including learner satisfaction data. This can be accessed through the LSC's website (<http://www.lsc.gov.uk>). The LSC is committed to continuous improvement, and will at regular intervals, review its approach to surveying learners. This guidance will, therefore, be modified periodically to reflect the changes to the NLSS methodology. If you have any comments that you would like to share with the LSC regarding its format or content, please send them to Janet Smith (janet.smith@lsc.gov.uk). These will be considered when preparing future drafts.

Background to the NLSS

4 In the academic year 2001/02, the LSC set out to obtain national measures of learner satisfaction in the post-16 provision which it funds. In January 2002, it commissioned NOP World to carry out a survey of learners which would involve 3 waves of interviewing per academic year delivering a total of around 24,000 interviews. The first survey for 2001/02 has been completed and reported on.

5 The survey was initially designed to cover the following learner types:

- those in the further education sector, in other words those attending general further education colleges, sixth form colleges, designated colleges and specialist colleges of agriculture and horticulture, and art and design;
- those undertaking work based learning; and

- those undertaking adult and community learning (both accredited and non-accredited).

6 For 2002/03, the intention is to also cover learning provision at school sixth forms. The possibility of covering higher education institutions which deliver further education qualifications and specialist residential institutions has also been discussed. It was agreed, however, that school sixth forms would take priority and the feasibility of covering these other institutions will be reviewed subject to the impact of covering the former on sample sizes/sample collection. School sixth forms will not be sampled until wave 3 of the 2002/03 survey, in the summer term 2003.

7 Interviewing is carried out by telephone and the interview lasts on average 20 minutes.

8 The survey methodology and questionnaire have been reviewed following the publication of the findings from the 2001/02 survey. The changes made have been relatively minor but the learning points from the 2001/02 survey have been incorporated into this guidance document.

9 The national picture is valuable in that it provides the first comprehensive overview of education and training in England for people aged 16 and over. It also provides a facility for tracking the way in which learner satisfaction changes over time and to look in detail at the experiences of certain sub groups within the learner base including younger learners and learners from ethnic minority backgrounds.

Rationale for Carrying Out Locally Based Surveys

Why repeat the NLSS at local level?

10 One of the first questions to ask when considering carrying out a local or college/provider level survey is what extra benefit it will deliver over:

- the NLSS results; and
- existing learner satisfaction research which you may be undertaking.

11 Taking the first of these, whilst the NLSS will highlight broad issues and throw light on specific learner groups it cannot reflect the specific challenges and priorities of the local LSCs or of individual colleges or providers. It can, therefore, be difficult to isolate those findings which are of most relevance at a local or college/provider level and to 'own' the results. Following on from this, local data are essential in order to identify the priorities for action within a particular area or institution. Only when research data have been translated into an agreed action plan, a tool for mobilising and motivating activity, can they really be regarded as effective in helping to improve quality for learners.

12 Taking the second point, framing the local research to match the national research will provide local LSCs, colleges and providers with the opportunity to

benchmark themselves against the national average. It provides a context against which to view and judge the local picture. It should also encourage standardisation of satisfaction survey instruments within the area and allow all interested parties to take full advantage of the development work which has gone into the NLSS.

Carrying out locally based surveys

13 There are two possible ways in which locally based research can be carried out:

- top down: funded and co-ordinated by the LSC's national office imposing a standard model;

OR

- bottom up: colleges and providers responding to the message in *Success for All* that they should undertake their own learner satisfaction surveys and that these could be in line with the NLSS.

14 The first of these is not judged to be practicable mainly because of the size of the task involved (both in terms of sample size and the amount of co-ordination required). It also limits flexibility for local variation to the questionnaire. This, therefore, means that colleges and providers are best placed to drive forward local satisfaction survey work.

Maintaining Comparability

15 In order for all interested parties to derive maximum value from this exercise, it is clearly important that local surveys should be comparable to the national one. There are two main aspects of methodology which are key to maintaining comparability: sampling method and interviewing method including the questions covered.

Sampling

16 As with any research the optimum sample design is one that delivers equal probability of selection for each individual in the sampling frame. In order to deliver this the following are pre-requisite:

- a comprehensive and up-to-date sampling frame, in other words a complete list of learners including early leavers;

OR

- another means of tracking down individuals which will not result in some individuals having a greater chance of being identified than others.

17 The two main options in the case of the NLSS were broadly to either sample from individual learner records and then track down contact details for the individuals sampled or to attempt a random sampling of learners on site and then either

interview them face-to-face or follow them up subsequently by telephone. The latter was ruled out on two main grounds:

- the fact that sampling on-site would be likely to result in under-representation of part-time students; and
- in order to be cost effective, it would necessitate a degree of clustering which would be undesirable for a nationally representative sample.

Interviewing method

18 As indicated above face-to-face interviewing was ruled out on the grounds of cost and clustering. This left the alternatives of telephone interviewing or self-completion questionnaires. Telephone interviewing was the chosen option based on:

- speed;
- control over sampling and over the response process; and
- the likelihood of achieving a better response rate than self-completion.

19 The ideal for benchmarking purposes would be to replicate the sampling and interviewing methods used for the NLSS. We recognise, however, that this is likely to prove impractical, particularly for colleges and providers who want to undertake their own survey and who may well find the telephone interviewing option too expensive. We, therefore, intend to undertake a parallel test of the telephone methodology and the self-completion methodology. Our current thinking is that this will take place within a single college or provider and will involve matched samples of learners using each response method. We will ensure a sufficient sample size to enable a reliable comparison of results. Should the results show that the two methods deliver broadly comparable results, we will be able to make direct comparisons between the NLSS and any local self-completion surveys. Should they, on the other hand, show that there are systematic differences in results we would aim to work out a re-calibration method which would correct for these and deliver comparable sets of figures.

Survey timing

20 A further factor which can affect comparability is survey timing. This is more of an issue when covering learning in further education colleges or sixth form colleges than for work based learning where learners can be starting courses at any time of the year. The NLSS takes place three times a year. For waves 1 and 2 which were carried out in 2001/02 the interviewing took place between April and August 2002. If surveys involve self-completion and largely involve distribution of questionnaires on college/provider premises then the survey will need to take place during term time.

21 There are in our view two possible approaches to the timing of college surveys. Option 1 is to emulate the NLSS and consist of two or three dips a year. If the choice is to carry out two dips we would recommend that these take place in the winter term and in the summer term. If this approach is likely to prove too burdensome, option 2 is to carry out a single survey in which case we suggest that any time between February and June would provide comparable data with the bulk of interviews carried out for the NLSS.

22 The next two sections deal with the possible sampling and interviewing approaches in more detail.

Sampling Methods

Sampling approach used for NLSS

23 As mentioned previously, the aim in sampling is always to find a method which allows all potential respondents an equal probability of selection. This means having up-to-date and comprehensive lists and checking that nothing about the list or the selection method could result in any bias towards certain groups.

24 In designing the sampling process, the ideal would have been to sample directly from centrally held individualised data. However, although the full contact details for work based learners were available on the individualised learning record (ILR), these details were not available on the individualised student record (ISR) for further education students and learners on accredited adult and community learning courses in 2001/02. For learners on non-accredited adult and community provision there are no centralised records and when covering this group (who were covered in wave 2 only) we had to contact providers directly. In the event we have had to use different methods for the different types of learners and indeed, have had to adapt the sampling method across waves. Table 1 gives a broad summary of the approaches we used. More detail is given in annex A.

Table 1. Sampling approaches for the NLSS, by wave and learner group

Learner group	Wave 1/2 (2001/02)	Wave 1 (2002/03 term 1)	Wave 2/3 (2002/03 terms 2 and 3)
Further education	Sampled learners from ISR. Obtained contact details from college/institutions. Mailed learners to give them option to opt out.	Sampled from ILR where available supplemented with data collected from colleges/institutions. Mailed learners to give them option to opt out.	As wave 1 (2002/03).
Work based learning	Sampled from ILR (complete with contact details and permission to contact – so a single stage exercise).	Sampled from ILR.	Sampled from ILR.
Accredited adult and community learning	As for further education.	As for further education.	As for further education.
Non-accredited adult and community learning	Contacted LEAs for details of ACL providers. Contacted providers and asked them to hand round details in classes and ask for learners to give their permission to take part in to the survey.	Not covered.	Being covered in wave 3 (2002/03) - currently looking into alternative means of sampling, preferably from learner registration databases.
School sixth forms	Not covered.	Not covered.	Being covered in wave 3 (2002/03).

Sampling advice for college or provider based surveys

25 Where a college or provider wishes to carry out a survey of their own learners, the sampling issues are fairly straightforward. The main decisions to be taken relate to whether to attempt a census of all learners or to contact a sample. Where one is carrying out a self-completion survey, the additional cost of carrying out a census are not substantial and are outweighed by the benefit of having involved all learners in the exercise. Costs only escalate if, for example, there are a large number of open-ended questions which need to be coded but these costs can be controlled by adopting a policy of only coding for example the first 2,000 responses or 1 in 10 responses.

26 It is important to ensure that early leavers are included within the definition of 'all learners'. In order to cover this group it will probably be necessary to send questionnaires to their home addresses.

Recommended approach if drawing a sample (as opposed to a census)

27 If, for various reasons the college or provider would prefer to carry out a sample survey it is important to ensure that:

- the lists used as the sampling frame are complete and do not exclude any particular groups of students (for example early leavers); and
- that they are they are not structured in a way that could cause bias.

28 In drawing the sample one can either take a random 1 in 'n' approach, using for example, a list organised by alphabetical order or use a stratified sampling approach. This latter basically means organising the list into a hierarchy according to different key variables which one might want to ensure have adequate representation in the sample. Stratification tends to improve reliability. It does this principally by providing guarantees against any freak occurrences in the sample.

29 To give a simple example, it is possible, although admittedly wildly improbable, to draw a simple random sample that consists only of men, or only of people aged 65 or over. Though the chances of this happening are vanishingly small, this does give an example of the ways in which an unstratified sample can be slightly unrepresentative without going to the extremes of being all male or all aged over 55. By dividing the sample into two separate groups of males and females, and then by dividing those two groups into three age groups, we can ensure that the sample we select will contain exactly the right number of men aged under 35, women aged under over 55, and so on.

30 For the further education sector we stratified the ISR/ILR database by:

- sex;
- ethnicity;
- age (16-18,19-24, 25+ or missing);
- mode of attendance; and
- widening participation factor.

31 The next issue to consider is sample size. In deciding on sample size the key issues to consider are:

- what level of accuracy you require from the data; and
- the extent to which you want to look at different sub-groups of learners.

32 Taking the first of these, as a rule of thumb the levels of accuracy shown in table 2 apply to the following sample sizes.

Table 2. 95% confidence intervals for different expected proportions and sample sizes

Sample Size	Expected Proportion								
	Or	50%	40%	30%	20%	50%	60%	70%	80%
100	+/-	9.8%	+/-	9.6%	+/-	9.0%	+/-	7.8%	
200	+/-	6.9%	+/-	6.8%	+/-	6.4%	+/-	5.5%	
300	+/-	5.7%	+/-	5.5%	+/-	5.2%	+/-	4.5%	
400	+/-	4.9%	+/-	4.8%	+/-	4.5%	+/-	3.9%	
500	+/-	4.4%	+/-	4.3%	+/-	4.0%	+/-	3.5%	
600	+/-	4.0%	+/-	3.9%	+/-	3.7%	+/-	3.2%	
700	+/-	3.7%	+/-	3.6%	+/-	3.4%	+/-	3.0%	
800	+/-	3.5%	+/-	3.4%	+/-	3.2%	+/-	2.8%	
900	+/-	3.3%	+/-	3.2%	+/-	3.0%	+/-	2.6%	
1,000	+/-	3.1%	+/-	3.0%	+/-	2.8%	+/-	2.5%	
1,500	+/-	2.5%	+/-	2.5%	+/-	2.3%	+/-	2.0%	
2,000	+/-	2.2%	+/-	2.1%	+/-	2.0%	+/-	1.8%	
2,500	+/-	2.0%	+/-	1.9%	+/-	1.8%	+/-	1.6%	

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

33 So, for example, with a sample size of 1,000 there is a maximum error of 3.1% estimated at the 95% confidence level on the basis of a 50% finding. This means that for a survey finding of '50% think X', there is a 95% probability that the true proportion in the population lies between 47% and 53%.

34 Thinking about the sub-groups which one might use to analyse separately, we would argue that the absolute essentials are as follows:

Gender:	Male Female
Age:	16-18 19-34 35+
Age within gender:	Male 16-18 Male 19+ Female 16-18 Female 19+
Mode of attendance:	Full time Part time
Children:	Has children No children
Highest qualification on entry:	Level 3 or higher Below level 3
Broad course type:	Vocational Academic
Course level:	Level 3 Level 2 or below

35 On the basis of this we would recommend a minimum **achieved** sample size of 1,000 for a general further education college. For some providers this will also mean that they will be able to analyse by ethnicity, that is where this a high (10% +) proportion of ethnic minority learners. It will not allow detailed analysis by ethnicity but will allow a comparison of the views of white students against their ethnic minority counterparts as a whole. Colleges or providers with lower proportions than this who wish to analyse by ethnicity will need to boost their sample of ethnic minority students. The same is true of students with disabilities and/or learning difficulties.

36 The above advice also applies to accredited provision in external institutions. Although it is difficult to recommend a minimum achieved sample size is likely to be lower given the number of learners in each institution is lower (on average 1,500). Working on the average of 1,500 learners a sample size of 500 would yield a maximum error of 3.7%.

Sampling advice for local LSCs

Drawing a sample of work based learners

37 For local LSC surveys, the best way of sampling work based learners is to use the approach used for the NLSS, in other words to make a random selection from the ILR submitted for your area. The LSC receives detailed data on learners from a number of learning providers, including colleges, work based learning providers and other private training organisations. On receiving ILR data, the LSC processes the data into purpose-built files from which the management of access to the data throughout the LSC takes place. These purpose-built files (or 'standard files') do not include information on name, address and telephone number. However, local LSCs can use the 'standard files' to produce the sample using the random selection criteria described at annex A. Once this has been done, the national office can provide name, address and telephone information for the selected learners. National office will remove the records of learners who either have a restricted use indicator in field L27 of the ILR or who have already taken part in the NLSS. Local LSCs should contact CVH-LlscDataSupport@lsc.gov.uk with more details when starting the survey, so that the task can be planned and the required details provided. The LSC is currently developing data sharing protocols, and once issued, local LSCs should make sure that any requests for data comply with these protocols.

38 In order to replicate the national approach, we recommend that interviewing is carried out by telephone. This recommendation is in part based on the assumption that a provider-based approach may prove unwieldy in the work based learning sector where there are some large-scale providers but also a long tail of smaller scale ones. Should local LSCs prefer a provider-based approach then the guidance given in paragraphs 25 to 36 will apply.

39 Given that there are just over a quarter of a million work based learners in England as a whole, the learner base within each local LSC will average 5,000 to 6,000.

40 In order to work out the sample size you need, the ready reckoner given in table 3 may be of use. This calculates the reliability of the findings generated by different sample sizes. The formula used takes account of the fact that the universe size is limited so looking at the grid, if a local LSC has 3,000 work based learners and conducts interviews with a random unclustered sample of 400, the figures resulting from the survey will have a maximum error of plus or minus 4.6%. This is based on a 95% confidence level and a finding of 50%. This means that for a survey finding of '50% think X' there is a 95% probability that the true proportion in the survey population is between 45% and 55%.

Table 3. 95% confidence levels, by universe and sample size

Universe size	Sample size		
	400	500	600
3,000	4.6%	4.0%	3.6%
6,000	4.7%	4.2%	3.8%

41 On this basis we recommend a minimum sample size of 500 work based learners per local LSC.

42 This sample size will mean the following analysis is possible:

Gender	Male Female
Age	16-18 19 +
Course level	Level 3 or higher Below Level 3
Course length	Up to 1 year Up to 2 years 2 years plus
Course provision	College Workplace Training provider*

**Bases for this group may in some cases be too low.*

43 The sample size will not allow separate analysis of early leavers (as defined by the respondents), ethnic minority learners or learners with disabilities. If these groups are a priority we recommend that coverage of them will need to be boosted at the sampling stage. Guidance on boosting is given in paragraph 35.

Drawing a sample of learners in further education colleges, sixth form colleges, specialist colleges (art and design, and agriculture) and external institutions

44 The further education ILR has recently been implemented, and there is a reasonable level of compliance with the completion of the fields required to select a sample and to contact learners to take part. We, therefore, intend to proceed on the basis of sampling learners from the ILR. In some cases, there may be a need to go back to colleges and external institutions to obtain contact details either where the ILR has been submitted but contact details are incomplete, or where the ILR has not been submitted on time.

45 As for work based learners, local LSCs can use the ILR 'standard files' for further education and accredited adult and community learning to produce the sample using the random selection criteria described at annex A. National office can then match the name, address and telephone number information for the selected learners, firstly removing the records of learners who either have a restricted use indicator in field L27 of the ILR or who have already taken part in the NLSS.

46 Clearly, for those colleges that have not submitted a valid ILR, it would be undesirable to have both the national LSC and the local LSC approaching colleges and external institutions for sample. This would involve unnecessary duplication and effort and, for those colleges and external institutions that are planning to undertake their own surveys, will raise concerns over the prospect of learners being approached more than once. Our recommendation is, therefore, that local LSCs liaise with colleges and providers to encourage them to undertake their own surveys which can then be shared with the local LSC. The advantages of this approach are that:

- colleges and institutions benefit from their own set of information and will, therefore, have an incentive to take part; and
- learners are protected from being contacted several times (national, local and college or provider surveys).

47 Issues which need to be considered, however, are as follows:

- many colleges and providers are already undertaking surveys of their own and may be reluctant to switch to a different questionnaire. However, they may find that many of the questions will be the same or very similar to their own. They will have to weigh the prospect of temporarily losing their own tracking facility against the prospect of the potential to benchmark themselves against other colleges or providers of a similar type, and the national picture; and
- in order to be directly comparable with the NLSS, a telephone methodology should be adopted. The LSC recognises, however, that for many colleges and providers self-completion will be the most affordable method of administering their surveys. This means that the results may not be directly comparable with the NLSS, but will be comparable with those of other colleges or providers using self-completion methods. The LSC's national office is trialling self-completion questionnaires and telephone interviews, and comparing to see how similar the results are (see paragraph 19).

48 On the basis that a college or provider has agreed to undertake a survey and to be actively involved in sampling and/or distributing questionnaires to learners, the procedures in paragraphs 25 to 36 would apply.

Drawing a sample of learners in the non-accredited ACL sector

49 Given that we are still finalising our approach to sampling this sector, we cannot put forward firm guidelines. The options are either to collect the information through a series of centre-based surveys or to access student records and carry out a survey amongst sample which spans the full provider base. Given the large number of centres often involved, for example across a local authority adult learning service, the centre-based approach is probably less feasible. Further advice will be offered after discussion with a selection of local education authorities (LEAs).

The Interview

50 The survey questionnaire was developed in consultation with learners in the post-16 sector. We carried out a series of in-depth telephone interviews and focus groups with learners and used these to establish the issues that were of most importance to learners in influencing their satisfaction with the learning experience.

51 The questionnaire was reviewed after the 2001/02 survey to take account of survey user needs and comments. The version we are currently working with is at annex B. **Questions which we consider to be core, and essential for benchmarking purposes are in bold and highlighted in yellow.**

Telephone interviewing

52 Telephone interviewing should preferably be carried out using CATI (Computer Assisted Telephone Interviewing). The script is available in Quantum which is one of the industry standards. We recommend that local LSCs, colleges or providers use an Interviewer Quality Control Scheme (IQCS) approved supplier.

Self-completion

53 We are in the process of producing a version of the questionnaire in self-completion form. This involves shortening it - the current telephone interview takes 20 minutes to administer and this is likely to exceed respondent tolerance for self-completion. It also means adapting some of the questions to fit within the constraints of self-completion. We have assumed for the time being that self-completion questionnaires will be paper based. It would, of course, be more efficient if the survey were carried out on-line by means of a web-based questionnaire. This method can only be justified, however, where we are confident that all learners could access the questionnaire in this way, and would not be deterred by using a computer or feel uncomfortable in doing so.

54 Where self-completion questionnaires are being used, the most efficient way of distributing the questionnaires will be to use existing distribution

channels within a college or provider. Colleges and providers should bear in mind that early leavers will need to have questionnaires sent to their home addresses.

Coding and Analysis

55 Options for returning completed questionnaires will depend on who is doing the analysis. It is preferable that this should be done by a third party organisation in order to guarantee confidentiality of response, in which case responses should ideally be returned via reply paid envelopes directly to the organisation that is undertaking the analysis.

Coding

56 Open-ended questions and other answers should be coded to a common coding frame, that is those used in the NLSS. Given that the questionnaire has changed slightly since the 2001/02 survey, codeframes for the 2002/03 survey questionnaire will be produced when sufficient fieldwork has been completed (April/May 2003).

Analysis

57 The NLSS involved both standard cross-analysis of results (we have already suggested analysis breaks for the different learner groups) and multivariate analysis. Regression analysis was used in the NLSS to calculate the influence that different aspects of learning delivery have on overall satisfaction scores (table 4). A similar analysis can be carried out for accredited adult and community learning after further waves, once the sample is sufficiently large.

Table 4. Relative influence of different factors on overall levels of satisfaction amongst learners

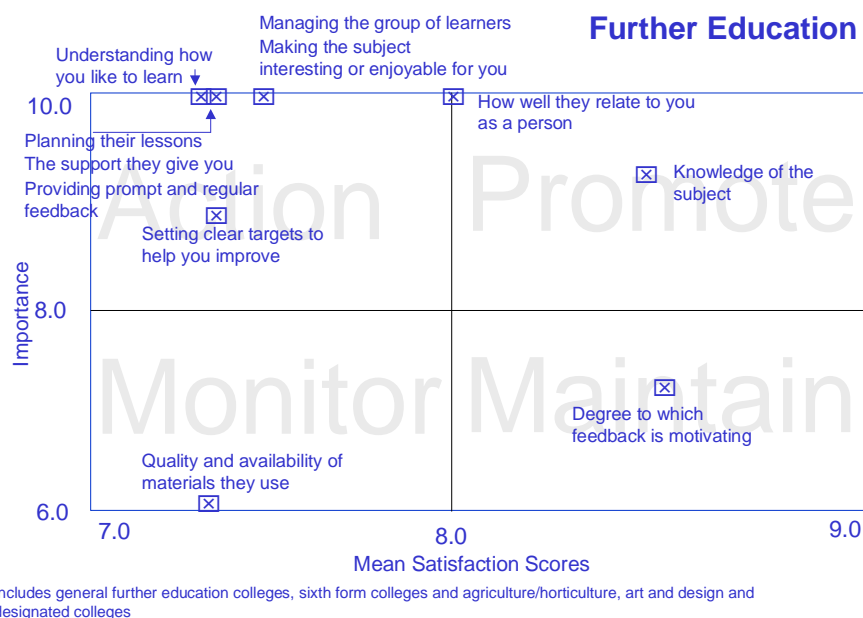
Dimension	Importance Weight Further education	Importance Weight Work based learning
Teaching/training	50	53
Choice of course	17	20
General facilities	12	6
Usefulness of advice/help	9	6
Learning facilities	7	6
Whether had problems or not	5	9

Creating an action matrix for teaching/training

58 Using this approach we were then able to produce a chart which cross references importance and performance to give an action matrix. Chart 1, for example, shows the teaching/training components for further education split into quartiles:

- Action (top left): high importance and low satisfaction;
- Maintain (top right): high importance and high satisfaction;
- Monitor (bottom left): low importance and low satisfaction; and
- Monitor (bottom right): low importance and high satisfaction.

Chart 1. Diagram showing the aspects of teaching that are most important to learners, and their levels of satisfaction with each key aspect



Note: The axis on the grid is built around the scores given, so it does not start at zero. There are no mean satisfaction scores below seven out of ten and no mean importance scores below six out of ten.

59 There is a case for data analysis and reporting to be carried out in a centralised way. This would guarantee:

- consistent treatment of data;
- a common approach to reporting;
- economies of scale; and
- speedier availability of a central bank of data (and, therefore, of access to benchmarking data).

60 As part of the preliminary work which involves the parallel testing of telephone interviews and self-completion questionnaires, we anticipate producing a reporting template for the college or provider which could then be further refined in consultation with other colleges and providers.

Annex A

Detail on sampling approaches used for the NLSS

1 We have given details below of the sampling method we used for the NLSS for waves 1 and 2.

Sample selection for learners on accredited adult and community provision and further education learners (wave 1 and 2, 2001/02 survey)

2 Given the ILR was not available for these groups, our options were either to approach colleges and external institutions directly and ask them to provide a sample of learners or to sample from the ISR submitted to the LSC. The ISR route offered the most systematic approach to sampling and was chosen on these grounds. The downside of using the ISR was that not all colleges submitted valid ISR records to the LSC in time for the sampling and that it did not give names or contact details for learners. Therefore, once we had sampled the student reference numbers we had to approach colleges/external institutions for students' names and address details.

3 Sampling from the ISR involved the following procedure:

- the database of students received from the LSC was first split into two types - external institutions (type 2s) and the rest comprising general further education colleges, sixth form colleges and other specialist colleges such as art and design and agriculture colleges (type 1s). Prior to sampling, the database was stratified by the following variables (variable names in brackets):

- college;
- sex;
- ethnicity;
- age;
- student mode of attendance; and
- widening participation factor.
-

4 Age was split into the following three groups:

- 16-18;
- 19-24; and
- 25+ or missing.

5 The sampling was done on a 1 in 'n' basis with a computer-generated random start.

6 Once student reference numbers had been generated they were distributed to colleges/external institutions and colleges/external institutions

were given the option of either contacting students directly to give them the opportunity of opting out of the survey or supplying the contact details to NOP so that we could undertake this part of the process.

7 In summary, this process involved several stages of contact:

- anonymised ISR freeze sent to NOP;
- NOP sampled individual learners and sent the student reference numbers, by college/external institution, back to LSC;
- NOP returns ISR freeze data to the LSC;
- LSC sent out the student reference numbers, by college/external institution, to local LSCs who then forwarded them, with instructions to the colleges/external institutions included;
- colleges/external institutions were given a reference at the local LSC, national LSC and NOP to call with any queries;
- colleges/external institutions were requested to send contact details for learners back to NOP (on spreadsheet or hard copy) or to do the mailouts themselves;
- learners dialled into the NOP Freefone number to opt out; and
- opt-outs were deleted from each college's/external institution's sample file before it was entered into the master sampling frame.

Sample selection for work based learning (waves 1 and 2, 2001/02 survey)

8 For each wave we sampled a random selection of 6,000 learners with a computer-generated random start. This was checked against the death register and was then loaded to achieve 1,000 interviews.

Sample selection for learners on non-accredited adult and community provision (wave 2)

9 Given there are no central databases of learners on non-accredited adult and community provision, it was decided, after discussions with NIACE and LSC, that it was not feasible to implement any form of random sampling method for this group of learners. The route taken, therefore, was as follows:

- we stratified LEAs by method of delivery, geographical distribution and authority type, and selected 30 LEAs;
- letters were sent from the LSC to chief education officers and adult education officers of LEAs to explain the aims of the survey and to ask for their co-operation in supplying sample;
- NOP then called adult education officers to confirm their co-operation and to take down the names and contact details of five adult education institutions within their area;
- these were then contacted by post with a letter, asking them to hand out a form (with its attachments) to tutors that were taking the first four non-accredited classes timetable from the day after receipt of the letter;
- tutors read out a brief description of the survey, and forms were passed round the class so that those happy to take part could fill in their name and home telephone number.

Annex B

The Questionnaire and Core Questions

The questions which we consider to be core questions for benchmarking purposes are in bold and highlighted in yellow.

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

Yes	1	GO TO INTRO2
No - call back later	2	
No - not available in fieldwork	3	
No – refused	4	
Other - cannot continue	5	

INTRO2

Good morning/afternoon/evening my name is (NAME) and I am calling from NOP. We would like to speak to you about your (COURSE) at (COLLEGE / PROVIDER / WORKPLACE) to find out how satisfied you are.

The survey is being conducted for the Learning and Skills Council, they want to know the views of students and trainees like yourself so that facilities and services can be monitored and improved in the way you want them to be. All your answers are confidential, data will be reported back but not with names attached.

ASK ALL EXCEPT WBL

'You should have received a letter which explains the survey and provided you with the opportunity to opt out'

Are you happy to continue?

YES - OK TO CONTINUE	1	GO TO INTRO3
NO - NOT OK TO CONTINUE	2	GO TO CLOSE

INTRO3

Is it convenient to speak to you now, or should we call you at a more convenient time?

ADD IF NECESSARY: The survey should take 20 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about your course/training.

**ASK IF RESPONDENT IS WILLING TO DO THE SURVEY NOW
ASCERTAIN WHETHER THEY ARE STILL ATTENDING COURSE OR IF
THEY HAVE LEFT EARLY**

Yes - Still studying on course	1
Yes - Early leaver	2
Yes - Failed course/not successful	3
Yes- Successfully completed course	4
No - call back later	5
No - not available in fieldwork	6
No - refused	7
Other - cannot continue	8

ASK ALL

S1

Can you tell me your age?

IF UNDER 16 THANK AND CLOSE

1 TO 100 _____ (42-44)

ASK ALL

Q53

**And can you tell me your exact date of birth? RECORD DATE OF BIRTH -
TYPE IN DATE/MONTH AND YEAR (4 DIGITS). USE LEADING ZEROS.
E.G 04011967**

DO NOT TAKE SERIAL NUMBER

Refused.....{

IF CODE 2 OR 3 OR 4 AT INTRO 2

S2NEW

Did you leave or finish your course in this academic year? PROMPT IF
NEEDED: This academic year will have started in September 2002?

Yes - finished or left course in this academic year.....	1	CONTINUE
No - finished or left before the start of this academic year.....	2	GO TO CLOSE

IF CODE 2 SCREEN OUT

I'm sorry, we only wish to talk to people who are on a course or recently
finished one. Thanks for your time.

WORK BASED LEARNERS ONLY (NOT FE)**Q7**

Please think about any time away from your day-to-day job that you spend training towards your qualification. Is your training... READ OUT Code all that apply

Based at a college.....	1
Based at a training provider.....	2
Within your workplace.....	3
Other (specify)	0
No answer.....	X

ASK ALL**QA**

What college or provider do you attend or where do you take your course? TYPE IN THE FULL NAME OF THE COLLEGE/PROVIDER. INTERVIEWER: NOTE, IF YOU ARE TALKING TO A WORK BASED LEARNER THEY MAY TRAIN OFF THE JOB IN THE WORKPLACE, IF THIS IS THE CASE TYPE IN "THE WORKPLACE"

ASK ALL**Q1**

If your course offers a qualification, what qualification (s) are you currently taking at COLLEGE / PROVIDER / WORKPLACE? CODE ONE ONLY. Prompt type of qualification and level. IF RESPONDENT MENTIONS MORE THAN ONE COURSE PROMPT FOR ONE WHICH THEY SPEND MOST TIME DOING

INTERVIEWER: DO NOT TAKE SERIAL NUMBER FOR OTHER, TAKE ANSWER NOW.

HNC (higher national certificate).....	1
HND (higher national diploma).....	2
A level.....	3
AS level.....	4
GNVQ.....	5
NVQ.....	6
Access to Higher Education course.....	7
GCSE.....	8
Professional qualification.....	9
Advanced modern apprenticeship.....	0
Foundation modern apprenticeship.....	1
Life skills.....	2
Preparatory Learning.....	3
Other.....	4
No qualification.....	5
Open College Network Accredited Courses	6
Other (specify)	0
Refused.....	
Don't know.....	Y

IF CODES 1 OR 2 AT Q1 SCREEN OUT

ASK IF Q1 IS 5, 6, 7, 9 OR 10 (GNVQ, NVQ, ACCESS COURSE, PROFESSIONAL QUALIFICATION OR OTHER)

Q1B

And what level are you studying? PROBE FOR LEVELS 1 THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER SPECIFY IF NECESSARY

1.....	1
2 (equivalent to GCSE 2 or NVQ 2).....	2
3 (equivalent to A level or NVQ 3).....	3
4 (equivalent to higher education degree)...	4
5.....	5
ADVANCED.....	6
INTERMEDIATE.....	7
FOUNDATION.....	8
Other (specify)	0
Refused.....	{
Don't know.....	Y

ASK ALL**Q1C**

And are you full or part time?

Full time.....	1
Part time.....	2

ASK ALL**Q2**

And do you mainly attend lessons/learn for your course in the daytime, evening or are you a distance learner? CODE ONE ONLY

Day.....	1
Evening.....	2
Distance.....	3

ASK ALL**Q3**

And what subjects or skills are you studying/training? DO NOT READ OUT. CODE ALL THAT APPLY.

SCIENCES AND MATHEMATICS.....	1
AGRICULTURE/HORTICULTURE.....	2
CONSTRUCTION.....	3
ENGINEERING/TECHNOLOGY/MANUFACTURING.....	4
BUSINESS ADMINISTRATION/MANAGEMENT AND PROFESSIONAL.....	5
INFORMATION AND COMMUNICATION TECHNOLOGY.....	6
RETAILING/CUSTOMER SERVICE AND TRANSPORTATION....	7
HOSPITALITY/SPORTS/LEISURE AND TRAVEL.....	8
HAIRDRESSING AND BEAUTY THERAPY.....	9
HEALTH/SOCIAL CARE AND PUBLIC SERVICES.....	0
VISUAL/PERFORMING ARTS AND MEDIA.....	1
HUMANITIES.....	2
ENGLISH/LANGUAGES AND COMMUNICATIONS.....	3
FOUNDATION PROGRAMMES.....	4
LITERACY OR NUMERACY/BASIC SKILLS.....	5
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES.....	6
Other (specify)	0

ASK ALL**Q4MONTH**

When did you start the course(s)? IF CURRENTLY STUDYING MORE THAN ONE COURSE AT COLLEGE/PROVIDER ASK FOR EARLIEST START DATE – PROMPT FOR MONTH

1 TO 12)

Don't know.....Y

ASK ALL**Q4YEAR**

When did you start the course(s)? IF CURRENTLY STUDYING MORE THAN ONE COURSE AT COLLEGE/PROVIDER ASK FOR EARLIEST START DATE – PROMPT FOR YEAR

1960 TO 2002 _____

Don't know.....Y

NOT IF CODE 2, INTRO 2 (EARLY LEAVERS)**Q6**

Are you still studying on the same course that you started on or have you switched courses since you began at COLLEGE / PROVIDER / WORKPLACE?

Stayed on same course.....	1
Switched courses.....	2

ASK ALL**Q9**

And how long is your course/training?

Less than three months.....	1
Three to six months.....	2
Six months to a year.....	3
Up to two years.....	4
Up to three years.....	5
Over three years.....	6
No time limit/time specified.....	
Don't know.....	Y

ASK ALL**NQ10**

Which of the following influenced your choice of course? READ OUT, PROBE FOR OTHER

Because it fitted in with my future career plans.	1
It was relevant to my job.....	2
Because I like the subject.....	3
To gain qualifications.....	4
Because it was on offer at my local college/this college.....	5
Because it was at a time that suited me.....	6
To advance my skills and knowledge in this area..	7
Suggested or required by employer.....	8
Suggested by others.....	9
For my own personal interest.....	0
To meet other people/make new friends.....	1
Other (specify).....	2

IF 16/17/18 YEARS OLD**Q11B**

Apart from COLLEGE/WORKPLACE/PROVIDER, when you were deciding where to study or train, which OTHER college or provider did you consider? Did you consider....READ OUT. INTERVIEWER: EMPHASISE 'OTHER' COLLEGE OR PROVIDER

A different further education college.....	1
School sixth form.....	2
Sixth form college.....	3
Specialist sixth form (e.g. art and design college, agricultural college).....	4
Modern Apprenticeship.....	5
No other options considered	6
Other (specify)	0
Don't know.....	Y

ASK ALL FE (NOT WBL)**Q11BII**

And was COLLEGE/WORKPLACE/PROVIDER your first choice i.e. the place where you most wanted to do your course?

Yes	1
No	2
Didn't have any choice	3

ASK ALL FE (NOT WBL)**Q11BIII**

Was the course you are currently doing your first choice i.e. the subject and qualification you most wanted to do?

Yes	1
No	2
Didn't have any choice	3

ASK ALL FE IF CODED 2 AT Q11BIII (NOT WBL)**Q11BIIIX**

What was your first choice?

No answer.....	X
Don't know.....	Y

ASK ALL**NQ11C**

What are your main reasons for deciding to attend COLLEGE / PROVIDER / WORKPLACE for your course? DO NOT READ OUT. CODE ALL THAT APPLY

Convenient location/nearest.....	1
Offered course I wanted.....	2
Has best reputation (general).....	3
Has best reputation for pass rates.....	4
Has best reputation for my course.....	5
Friends were going there/friend recommended.....	6
Recommended by career advisor/school.....	7
Offered a course at convenient times for me.....	8
Had no choice -employer chose.....	9
Had no choice – only one that accepted me	
Had no choice – no other providers in this area	

NOT IF EARLY LEAVERS / FINISHED COURSE**Q13A**

Do you expect to complete the course?

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

NOT IF EARLY LEAVER / FINISHED COURSE OR CODE 2 AT 13A**Q13B**

Have you ever seriously thought about leaving?

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

**IF ANSWERED NO AT 13A OR YES TO 13B OR 2 AT INTRO 2
NQ14**

You said that you have thought seriously about leaving / have left the course early. Why is this? DO NOT READ OUT, PROBE FULLY

Wrong course for me.....	1
Tutor poor/problems with teaching quality.....	2
Tutors kept changing.....	3
College/Provider badly run/organised.....	4
Too much work.....	5
Work too difficult.....	6
Health reasons.....	7
Financial reasons incl. cost of travel.....	8
Travel difficulties (other than cost).....	9
Got a job.....	0
Changed jobs.....	1
Lack of support from work/Problems at work.....	2
No particular reasons.....	3
Other (specify).....	4

**IF ANSWERED YES TO 13A AND YES TO 13B
NQ15**

What changed your mind? DO NOT READ OUT PROBE FULLY

Wanted/needed to finish/get qualification.....	1
Didn't want to waste effort so far/quit halfway..	2
Didn't want to waste money spent so far.....	3
Advised by college staff.....	4
Advised by family/parents/friends.....	5
Advised by boss.....	6
Course got easier/better.....	7
Settled in/made friends.....	8
Received help with problems.....	9
Knew it would benefit my career.....	0
Nowhere else to go.....	1
Have not changed mind.....	2
No particular reasons.....	3
Other (specify).....	4

IF EARLY LEAVER CODE 2 AT INTRO 2**Q15II**

What are you doing now?

Have got a job.....	1
Am looking for work.....	2
Have started on another course.....	3
Other (specify).....	4

ASK ALL**Q15B**

This section of the interview is about the time when you were making your decision about joining the course.

Looking back, do you feel you chose the most suitable course?

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

ASK ALL**Q15D**

Did you obtain advice about your choice of course or college/provider from any of the following? READ OUT, CODE ALL THAT APPLY. (PRECODES ROTATED)

Careers advisor.....	1
College admissions office.....	2
Teachers at school.....	3
Teachers/tutors at college/provider.....	4
Parents or other family members.....	5
Friends.....	6
Employer.....	7
School Careers Advisor.....	8
Advisor at Connexions.....	9
Advisor at an information and guidance centre....	0
Other 1.....	1
Other 2.....	2
Other 3.....	3

FOR MAXIMUM OF TWO MENTIONS AT PREVIOUS QUESTION (IF RESPONDENT MENTIONS MORE THAN TWO CATI WILL RANDOMLY SELECT TWO AGENCIES)

Q16

How useful was the advice you received from

Careers advisor.....	1
College admissions office.....	2
Teachers at school.....	3
Teachers/tutors at college/provider.....	4
Parents or other family members.....	5
Friends.....	6
Employer.....	7
School Careers Advisor.....	8
Advisor at Connexions.....	9
Advisor at an information and guidance centre....	0
Other 1.....	1
Other 2.....	2
Other 3.....	3

Very useful.....	1	1	1	1	1	1	1
Fairly useful.....	2	2	2	2	2	2	2
Not very useful...	3	3	3	3	3	3	3
Not useful at all.	4	4	4	4	4	4	4
Don't know.....	Y	Y	Y	Y	Y	Y	Y

ASK ALL

Q19A

Did COLLEGE / PROVIDER / WORKPLACE make you feel welcome?

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

ASK ALL

NQ20

Thinking about the site where you do most of your course or training, and of health and safety specifically, which of the following did COLLEGE / PROVIDER / WORKPLACE inform you about ? READ OUT AND CODE (YES/NO) (PRECODES ROTATED)

- 1- Emergency arrangements for fire
- 2- Emergency arrangements for first aid and how to report an accident
- 3- Who to ask for any health and safety advice or instructions
- 4- Any dangers involved with your training and how to work safely

ASK ALL**Q21**

Now moving on to teaching/training. Overall, how satisfied are you with the quality of the teaching/training at COLLEGE / PROVIDER / WORKPLACE? Would you say you are: READ OUT AND CODE ONE ONLY

Extremely satisfied.....	1
Very satisfied.....	2
Fairly satisfied.....	3
Neither satisfied nor dissatisfied.....	4
Fairly dissatisfied.....	5
Very dissatisfied.....	6
Extremely dissatisfied.....	7
Don't know.....	Y

ASK ALL**Q22**

How would you rate the teachers, tutors or trainers on the following aspects of teaching/training? Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent. IF NEEDED – WE RECOGNISE THAT RATINGS MAY VARY FOR INDIVIDUAL TEACHERS/TRAINERS - PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING. (PRECODES ROTATED)

- 1- Knowledge of the subject
- 2- How well they relate to you as a person
- 3- Making your subject interesting or enjoyable for you
- 4- Understanding you and how you like to learn
- 5- The support they give you for example in improving your study techniques or time management
- 6- Planning their lessons
- 7- The quality and availability of teaching materials they use
- 8- Setting clear targets or learning goals to help you improve
- 9- Providing prompt and regular feedback on progress
- 10- Managing the group of learners

1 - Very Poor

2 -.....

3 -.....

4 -.....

5 -.....

6 -.....

7 -.....

8 -.....

9 -.....

10 – Excellent

No answer

Don't know

ASK ALL**Q23A**

Would you say that all of your lessons or training sessions are put to good use or are some wasted? **READ OUT AND CODE ONE ONLY**

More than half are wasted.....	1
Between a quarter and a half are wasted.....	2
10-24% are wasted.....	3
Less than 10% are wasted.....	4
None are wasted.....	5
Don't know.....	Y

ASK ALL)**Q24B**

Which of the following situations have you encountered on a fairly regular basis? **READ OUT. PROBE FOR OTHERS**

Being left hanging around with nothing to do.....	1
Teachers/tutors arriving late by 5 minutes or more.....	2
Other students arriving late by 5 minutes or more	3
Other students making a noise and disrupting class.....	4
Teachers going at too slow a pace.....	5
Teachers/tutors being absent.....	6
Lessons being badly planned/disorganised.....	7
Lack of resources/poor equipment.....	8
Lessons finishing early.....	9
Lessons finishing late.....	0
Teachers going at too fast a pace.....	1
Other (specify).....	2

ASK ALL**Q26**

In general, how do you feel about the feedback on how you are doing from your teachers/tutors? **READ OUT. CODE ONE ONLY. PROBE FOR OTHERS**

Motivating.....	1
Demotivating.....	2
No effect either way.....	3
Other (specify)	0
No answer.....	X
Don't know.....	Y

ASK ALL**Q29**

Since you started the course have you had any problems with any of the following? READ OUT AND PROBE FOR OTHERS. IF NEEDED DESCRIBE DISCRIMINATION AS HARRASSMENT/BULLYING/TREATED UNFAIRLY (PRECODES ROTATED)

Managing to fit course commitments in with other commitments at home.....	1
Managing to fit course commitments in with other commitments at work.....	2
Managing to keep up with the standard of work required.....	3
Dealing with money pressures.....	4
Discrimination of any kind from other students...	5
Discrimination of any kind from a member Of COLLEGE/PROVIDER/WORKPLACE staff?.	6
Maintaining your personal motivation.....	7
Travel to college/training centre.....	8
Extra help you were promised not being provided..	9

Reading/writing skills.....	0
Maths or numeracy skills.....	1
Other.....	2

No answer.....	X
Refused.....	{
Don't know.....	Y

IF CODED OTHER**Q290TH**

What other problems?

IF YES TO ANY STATEMENTS AT Q29**Q30**

Have you sought advice or help from the COLLEGE/PROVIDER/WORKPLACE on any of these matters?

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

IF YES AT Q30**Q31****Generally, how useful was this?**

Very useful.....	1
Fairly useful.....	2
Not very useful.....	3
Not at all useful.....	4
Don't know.....	Y

Q32 ALL EXCEPT WORK BASED LEARNERS IN THE WORKPLACE

Have you ever made a complaint to the college about your course or other experiences?

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

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

IF YES AT Q32**Q32I**

What was your complaint about? PROBE THOROUGHLY

Don't know.....Y

IF YES AT Q32**Q33**

Which of these best describes the outcome to your complaint?

There was an outcome that satisfied me.....	1
There was an outcome but it did not satisfy me...	2
There was no outcome to the complaint at all.....	3
Don't know.....	Y

WBL ONLY (NOT FE)**Q33I**

How satisfied are you with the support you receive from your employer to help you succeed on your course?

Extremely satisfied.....	1
Very satisfied.....	2
Fairly satisfied.....	3
Neither satisfied nor dissatisfied.....	4
Fairly dissatisfied.....	5
Very dissatisfied.....	6
Extremely dissatisfied.....	7
Don't know.....	Y

ASK ALL**Q34**

At COLLEGE / PROVIDER / WORKPLACE how would you rate the following facilities on a scale of 1 to 10, where 1 represents very poor and 10 excellent? READ OUT AND CODE. FOR NOT APPLICABLE - USE NULL

- 1- Library and Learning centre**
- 2- IT facilities/equipment**
- 3- Learning Support Services e.g. reading, writing or maths support**
- 4- Other Support services e.g. counselling, advice on housing or financial support**
- 5- Childcare facilities**
- 6- Careers Centre**
- 7- Canteen/cafe**
- 8- Facilities for people with disabilities/learning difficulties**
- 9- Sports facilities/equipment**
- 10- Other specialist facilities/equipment related to your course**
- 11- Facilities provided for socialising with other students**

1 - Very Poor

2 -.....

3 -.....

4 -.....

5 -.....

6 -.....

7 -.....

8 -.....

9 -.....

10 – Excellent

No answer

Don't know

ASK ALL

Q36

How closely has the course matched your expectations? **READ OUT AND CODE ONE ONLY**

Very closely.....	1
Quite closely.....	2
Not very closely.....	3
Not at all closely.....	4
Too early to say.....	5
Don't know.....	Y

ASK ALL

Q38

And now taking all the issues we have discussed into account, how satisfied are you with your current learning experience at **COLLEGE / PROVIDER / WORKPLACE?** **READ OUT.CODE ONE ONLY**

Extremely satisfied.....	1
Very satisfied.....	2
Fairly satisfied.....	3
Neither satisfied nor dissatisfied.....	4
Fairly dissatisfied.....	5
Very dissatisfied.....	6
Extremely dissatisfied.....	7
Don't know.....	Y

ONLY ASK IF CODED 5, 6 OR 7 AT Q38

Q39

You said you were, what is the main reason for this? **PROBE FULLY**

Refused.....	{
Don't know.....	Y

ASK ALL

Q40

Thinking back to when you left school would you say that you had...**READ OUT. CODE ONE ONLY**

Generally positive feelings about education.....	1
Generally negative feelings about education.....	2
Not bothered either way about education - indifferent.....	3
No answer.....	X
Don't know.....	Y

ASK ALL

Q41

I am going to read out a number of statements which describe the way some people feel about learning and would like you to choose the ones that apply to you and the way you feel now: **READ OUT AND CODE ALL THAT APPLY. PROBE FOR OTHER (PRECODES ROTATED)**

I enjoy learning and get a buzz from it.....	1
I am carrying on learning because I can't think of anything better to do.....	2
I enjoy learning mostly because of the social aspects.....	3
I don't really enjoy learning	4
NULL.....	Y

ASK ALL**Q42II**

I am going to read out a few statements about what effect the course may have had on you personally. Could you tell me whether you agree or disagree with each. (PRECODES ROTATED)

- 1- I have a greater enthusiasm for the subject
- 2- It has given me skills I can use for a job
- 3- I feel more confident socially
- 4- I feel more confident in my ability to learn
- 5- I am better at managing my time and responsibilities
- 6- I feel more positive about learning than I did when I started
- 7- I am more creative and prepared to try new things
- 8- I am better at learning on my own now
- 9- It enables me to cope better with daily life
- 10- It has benefited my health and sense of well being
- 11- I now take a more active part in the community

Agree.....	1	1	1	1	1	1
Disagree.....	2	2	2	2	2	2
Don't know.....	Y	Y	Y	Y	Y	Y

ASK ALL**Q45B**

How likely will you be to undertake further learning in the future (say in the next 3 years?)

Very likely.....	1
Fairly likely.....	2
Fairly unlikely.....	3
Very unlikely.....	4
Don't know.....	Y

ASK ALL**Q45C**

Is **COURSE NAME** at **COLLEGE / PROVIDER / WORKPLACE** the first one you have done since leaving school or have you done other courses before this one?

First one.....	1
Done others.....	2

READ OUT

The last few questions are about yourself. These questions are to help us put your answers in context. None of this information will be passed on with your name.

Q46 ALL EXCEPT WORK BASED LEARNERS – Do you undertake any paid employment in term time? EMPHASISE ‘TERM TIME’.

WORK BASED LEARNERS – Do you undertake any paid employment besides the work you do for your employer that forms part of your training?

Q46 IF YES How many hours a week do you work in paid employment?
PROMPT FOR NUMBER OF HOURS. ASK FOR HOURS IN AN AVERAGE WEEK. USE ZERO FOR NONE

0+
Don't know.....Y

ASK OF ALL EXCEPT 16-18 YEAR OLDS AND WBL**Q47C**

Who pays or paid the fees for this learning? PROBE: Who else?. CODE ALL THAT APPLY

No fees to pay.....	1
Myself.....	2
Family/relative.....	3
My employer/potential employer.....	4
Government training scheme.....	5
ILA (Individual Learning Account).....	6
Help from my institution e.g. access funds, bursaries etc.....	7
Local authority grant.....	8
Other government funding.....	9
Charitable trust or other non-government organisation.....	0
Other (specify).....	1

ASK ALL**Q47D**

Sometimes learning can have other costs apart from fees. Thinking about COURSE NAME has it led or did it lead to any of the following costs?

Loss of wages/salary/overtime.....	1
Loss of benefit(s).....	2
Cost of childcare.....	3
Travel costs.....	4
Costs of equipment.....	5
Other (specify).....	6
No answer.....	X
Don't know.....	Y

ASK ALL**Q49A**

What is the highest level of examination or qualification that you now hold, including any that you may have gained since leaving full-time education? CODE ONE ONLY – HIGHEST QUALIFICATION

1. No qualification held
2. O level/CSE/Matriculation/School Certificate
3. GCSE grade A-C/SCE Credit Level Standard Grade
4. GCSE grade D-G/SCE Foundation Level Standard Grade
5. A level, A/S Level, S Level, AVCE, Scottish higher
6. RSA/Pitmans
7. City and Guilds
8. Open College Network (OCN) Credit
9. BTEC/SCOTVEC/SCOTEV
10. Diploma in Higher Education (DipHE)
11. Foundation degree
12. Degree
13. Higher Degree (MA, MSC, PHD)
14. Nursing/medical/clinical qualification
15. PGCE or other teaching qualification
16. Apprenticeship/Modern Apprenticeship
17. NVQ/SVQ
18. GNVQ/GSVQ
19. ONC/OND
20. HNC/HND
21. Other qualification (specify)

ASK IF Q49A IS 2**Q49 OLEVEL**

How many O level/CSE/Matriculation/School Certificate do you hold? TYPE IN NUMBER

ASK IF Q49A IS 3**Q49 GCSE1**

How many GCSE grade A-C/SCE Credit Level Standard Grade do you hold?

ASK IF Q49A IS 4**Q49 GCSE2**

How many GCSE grade D-G/SCE Foundation Level Standard Grade do you hold? TYPE IN NUMBER

ASK IF Q49A IS 5**Q49 ALEVEL**

How many A level, A/S Level, S Level, AVCE, Scottish higher do you hold? TYPE IN NUMBER

ASK IF Q49A IS 6**Q49 PITMAN**

What is the highest level of RSA/Pitman you hold? CODE ONE ONLY

1. Higher diploma
2. Advanced Diploma or Certificate
3. First Diploma
4. Certificate
5. Other

ASK IF Q49A IS 9**Q49 BTEC**

What is the highest level of BTEC/SCOTVEC/SCOTEC you hold? CODE ONE ONLY

1. Higher Certificate Diploma
2. National Certificate Diploma
3. First/general Diploma
4. First/general Certificate
5. Other

ASK IF Q49A IS 7, 16,17,18, 19,20, 21**Q49AII**

You said ANSWER FROM 49A What level did you achieve? PROBE FOR LEVELS 1

THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER

SPECIFY IF NECESSARY CODE ONE ONLY

1.....	1
2 (equivalent to GCSE 2 or NVQ 2).....	2
3 (equivalent to A level or NVQ 3).....	3
4 (equivalent to higher education degree).....	4
5.....	5
ADVANCED.....	6
INTERMEDIATE.....	7
FOUNDATION.....	8
Other (specify)	0
Refused.....	{
Don't know.....	Y

ASK ALL**Q49B**

At what age did you first leave full-time education?

Under 16.....	1
16.....	2
17.....	3
18.....	4
19.....	5
20.....	6
21.....	7
22.....	8
23 plus.....	9
Never left full-time education	0
Refused.....	{
Don't know.....	Y

ASK ALL**Q50**

Are you responsible for any children under the age of 16 at home?

CODE ALL THAT APPLY

Under 5 years.....	1
5-16 years.....	2
No.....	3

ASK ALL**Q51**

I am going to read out a list of the daily newspapers, which of the following would you say that you read quite often (at least 1 issue out of 4). READ OUT AND CODE ALL THAT APPLY

Daily Express	1
Daily Mail	2
The Independent	3
Daily Telegraph	4
The Guardian	5
Financial Times	6
The Times	7
The Mirror	8
The Sun	9
Daily Star	0
No answer	X

ASK ALL**Q54VERB**

What is the occupation of the chief income earner in your household?

PROBE FOR.....

* JOB TITLE

* JOB DESCRIPTION

* QUALIFICATIONS

* INDUSTRY + SIZE OF COMPANY

* IF MANAGER / SUPERVISOR / SELF EMPLOYED/ NUMBER OF

PEOPLE

RESPONSIBLE FOR

NB: If two or more related people in household have equal income, code the person who is the oldest Treat couples living together as married, therefore, related

That respondent's occupation if not related to others in the household

Interviewer then code into social grade at end of interview

Refused.....{

ASK ALL**Q54B**

To help the LSC give services of equal quality to all learners, can you say to which ethnic group do you consider you belong? **DO NOT READ OUT. CODE ONE ONLY - PROBE TO PRECODES**

White - British.....	1
White - Irish.....	2
White - Any other white background.....	3
Mixed - White and Black Caribbean.....	4
Mixed - White and Black African.....	5
Mixed - White and Asian.....	6
Mixed - Any other mixed background.....	7
Asian or Asian British - Indian.....	8
Asian or Asian British - Pakistani.....	9

Asian or Asian British - Bangladeshi.....	0
Asian or Asian British - Any other Asian background.....	1
Black or Black British - Caribbean.....	2
Black or Black British - African.....	3
Black or Black British - Any other Black background.....	4
Chinese.....	5
Any other ethnic group.....	6
Other (specify)	0
Refused.....	{

ASK ALL**Q54C**

Do you consider yourself to have a disability?

Yes.....	1
No.....	2
Refused.....	{
Don't know.....	Y

ASK ALL**Q54CII**

Do you consider yourself to have learning difficulties?

Yes.....	1
No.....	2
Refused.....	{
Don't know.....	Y

ASK ALL**Q54D**

The Learning and Skills Council will be doing further research about post-16 education in the year. Would you be interested in helping them again? This means we will need to pass your name and contact details to the Learning and Skills Council but we will not attach any of the data you have given in this survey.

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

IF YES AT Q54D**ADD1**

If we wanted to talk to you again in one or two years time do you have a contact name and number we can use to trace you? Possibly a member of the family or a friend?

ENTER ADDRESS 1
 ENTER ADDRESS 2
 ENTER ADDRESS 3
 ENTER ADDRESS 4
 ENTER ADDRESS 5
 ENTERPOSTCODE

Q56 INTERVIEWER CODE:

IF IN DOUBT ASK

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

On behalf of the Learning and Skills Council and NOP World we would like to thank you for your time and help.

Q55 INTERVIEWER CODE:

MALE.....	1
FEMALE.....	2

NQ54 CODE SOCIAL GRADE FROM Q54

A.....	1
B.....	2
C1.....	3
C2.....	4
D.....	5
E.....	6
Refused.....	{
