

London Learner Survey: Technical Report

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Overview

This technical report provides a summary of the process of carrying out and analysing data for the London Learner Survey, a survey targeting learners taking part in GLA-funded learning under the Adult Education Budget (AEB). It is designed to assist in measuring the outcomes and impact of the AEB, which in Year 1 included both Adult Skills learning and Community Learning. This learning is provided by over 120 providers across London, including FE Colleges, Local Authorities (LAs), Institutes of Adult Learning (IALs) and Independent Training Providers (ITPs), and is funded through a combination of grants and procured contracts.

Following a design and piloting phase, the London Learner Survey commenced in August 2021, and continued into its second year in August 2022. This report summarises the methodology of the first year of the survey only. Some lessons learned from the first year of the survey were applied to the second year. These are described in Chapter 9.

This report does not analyse the findings of the survey. These will be analysed separately, through the Adult Education Budget evaluation reports, and through other outputs produced by the GLA.

1 Outline Methodology

The Adult Education Budget (AEB) in London was delegated to the Greater London Authority (GLA) from August 2019. The delegated AEB budget gives the Mayor (through the GLA) responsibility for skills provision for learners aged 19+ including Adult and Community Learning, but not apprenticeships or traineeships.

The GLA wishes to understand the effectiveness of AEB spending. Measuring the economic and social outcomes of engagement in adult education in London will provide evidence that will feed directly into the development of reforms that ultimately will lead to better quality adult education provision. In turn this will lead to more Londoners being better equipped to participate in society and meet their goals, to fewer skills gaps for employers and to a more productive, resilient, and inclusive economy in the capital.

There are substantial gaps in the destinations data collected by providers via the Individualised Learner Record (ILR), as learning providers often do not stay in touch with learners in the long term. The London Learner Survey (LLS) has been designed to fill those gaps and provide additional information upon the outcomes of AEB learning. The survey measures learners' progress against seven outcome priority areas (progression into employment, progression within work, progression within further education, improved health and wellbeing, improved social integration, improved self-efficacy, and participation in volunteering).

Following a GLA consultation with providers and a feasibility testing exercise, a large-scale pilot was conducted by IFF Research in Spring and Summer 2021, which informed the design and setup of the Year 1 mainstage fieldwork, which launched in August 2021.

Two-stage survey design

The LLS consists of two linked surveys of people participating in GLA-funded Adult Education Budget (AEB) learning:¹

- a baseline survey administered by learning providers when the learner starts their course;
- a follow-up survey, administered by IFF Research approximately five to seven months after the end of learning.²

Both surveys were carried out primarily online but were also made available by phone or post for those who find it difficult to use online surveys. The online and telephone surveys were available in multiple languages. The design of the survey is further discussed in Chapter 2. The baseline survey started in September 2021 and then the follow-up survey started in March 2022.

For the baseline survey, IFF Research provided training and materials to the staff of learning providers to enable them to distribute the survey to their learners. Learning providers were asked to invite their learners to complete the baseline survey shortly after the start of their course, and to take a census approach (that is, all eligible learners should be invited to take part). More information about this can be found in Chapter 3.

¹ This covers both Community Learning, and the Adult Skills budget.

² Target five months after the learning aim ends.

The decision to distribution via learning providers was taken because at that point in time – as learners enrol on their courses – no centralised database exists of these learners. During the academic year, information is collated by the Education and Skills Funding Agency (ESFA) and the Department for Education (DfE) in the ILR database, but it is typically not available for several months afterwards. To survey learners after their course has been completed would not provide a baseline point against which to compare impacts and outcomes.

In order to know when to send out the follow-up survey, responses from the baseline survey were matched onto ILR data on learning aims, using a series of questions in the survey designed to collect matching data (e.g., student number). More detail about this matching process is provided in Chapter 0.

The matching process enabled results to be tied to a wide range of official data on specific provision. This included completion dates for learning aims, which enabled IFF Research to identify learners for the follow-up survey five months after their learning has ended. This delay after fieldwork allowed time for ILR data compilation and processing, but also allowed time for medium-term outcomes of learning to embed, such as moves into employment or learning.

All learners identified as finishing a learning aim (even if they did not complete it) were given an opportunity to fill in a follow-up survey online on a rolling timetable with new groups of learners being introduced every two weeks throughout the year as learning was completed and ILR data became available. More detail regarding the distribution of the follow-up survey is found in Chapter 0.

The information matched also allowed follow-up surveys to be targeted at priority groups of learners by telephone to ensure a distribution which matched the GLA's analysis needs. This was done with two broad purposes – to ensure that small groups of interest in the population (e.g., those receiving funding from specific initiatives) were targeted, and to ensure that groups who were less likely to respond were well represented in the survey. More detail about this process is provided in Chapter 0.

The results from the two surveys were then cleaned and combined to form a dataset, suitable for use in SPSS, R, STATA or similar software. Data tabulations in Excel were produced based on the dataset for ease of analysis. More information can be found about this in Chapter 7.

This dataset was weighted using ILR data, to allow the production of estimates representative of the population of learners, as described in Chapter 0.

Pilot

The pilot baseline survey ran from 19th April 2021 until 18th June 2021. It was administered directly by AEB-funded providers, who disseminated online provider-specific survey links to a selection of eligible learners as close as possible to the start of their course.

The pilot follow-up survey ran from 19th April 2021 to 11th June 2021. This was conducted using a sample of learners who had completed their learning aims which was based on information taken from the ILR. This approach was taken so that the pilot could be completed within the available timeframe, rather than piloting the baseline first, waiting for five months after the end of the training course, and then contacting the learner for the follow-up survey even though this was the preferred approach used for the mainstage LLS survey.

At the end of the pilot, an analysis was undertaken of response rates, response patterns and drop offs across both surveys, and feedback on the baseline process was collected from providers via both a

feedback survey and qualitative interviews. Based on this, final adjustments were made to the questionnaires and mainstage approach.

Multi-mode approach

Both surveys were carried out primarily online, but alternate modes are available for those who find it difficult to use online surveys:

- **Telephone:** learners could request a telephone call back (either in English or another language) if they were unable to complete the survey online.
- **Paper:** a limited number of paper questionnaires were sent to each provider at the start of the year to hand out to learners who were unable to complete the survey online. Those who completed the baseline survey on paper would automatically be re-contacted for the follow-up survey using the same mode.

Additionally, telephone interviewing was used during the follow-up survey to boost response in key subgroups.

Outputs

The following outputs were produced by IFF at the end of Year 1 fieldwork:

- **Full data set**
 - Base: all records where both a baseline and follow-up survey were completed by a learner undertaking eligible GLA-funded provision
 - Multiple weights: aims weight, learner weight, provider weight and borough weight
- **Baseline only dataset**
 - Base: all records where a baseline survey was completed by a learner undertaking eligible GLA-funded provision
 - Raw data only (unweighted and uncoded)
- **Full data tables: aims**
 - Base: all records where both a baseline and follow-up survey were completed by a learner undertaking eligible GLA-funded provision. This creates a base of learning aims (numbers of learning activities).
 - A table for every question in the research, providing separate columns (breaks) for funding type, organisation type, demographics, subject and level of learning aim, and region, among many other classifications.
- **Full data tables: learners**
 - The same as the aims data tables but weighted to represent learners (number of people) rather than learning aims (numbers of learning activities).
- **Provider data tables**

- A table for each provider where a sufficient response was gained to the follow-up survey to report results.

Future use

The data will be used by the GLA:

- To demonstrate the impact of the AEB on Londoners.
- To assess how well the AEB is performing for different groups of learners, and how well different types of learning are performing.
- To feed into policy development work to ensure that the AEB can deliver more outcomes for learners.
- To support providers by helping them understand the outcomes their learning is delivering.

2 Questionnaire design

Questionnaire development

Questionnaire development – feasibility study and cognitive testing

A London Learner Survey feasibility study was carried out by NatCen Social Research in May 2020. The feasibility study included a review and consideration of the questionnaire content. This involved reviewing 62 provider-level surveys (submitted by 19 providers in response to a request from the GLA in 2019) and relevant national level surveys. This led to these recommendations for the development of the initial LLS questionnaire:

- Collect appropriate consent for contact for research purposes, data linkage and data sharing where appropriate
- Questions should be clear, non-technical and accessible
- Focus questionnaire on core aspects of each desired outcome (no more than 2 or 3 elements per outcome).
- Keep the questionnaire short (10-15 minutes maximum) to minimise respondent burden
- Use tested questions from other relevant surveys where possible
- Align the baseline and follow-up questionnaires as much as possible

The authors also recommended extensive testing of the new questionnaire, including cognitive testing.

Prior to commissioning the London Learner Survey, the GLA undertook development work to draft the baseline and follow-up questionnaires for the survey, including undertaking cognitive testing. These initial draft questionnaires, including comments and recommendations from the cognitive testing, were provided to IFF upon commencement of the LLS pilot stage, and formed the basis of the pilot questionnaires.

The pilot baseline survey ran from 19th April to 18th June 2021, with participating providers distributing the survey link to a selection of their learners, based on criteria provided by IFF to ensure a good range of learner types. Following the pilot, analysis was undertaken of completed survey responses, response rates and drop-out rates. All participating providers were also asked to complete a feedback survey, and a selection were invited to take part in depth interviews to give further detail. The survey and interviews collected feedback on both their experience distributing the survey and the questionnaire itself, and this feedback was taken into consideration alongside the data analysis when designing the mainstage questionnaire.

Questionnaire content

Table 2.1 shows an outline of the questionnaire, including questions which are asked at either the baseline and/or follow-up stages along with the outcome or outcomes being measured in each section.

Table 2.1 Questionnaire content

Question	B.	F.	Outcome measured
B. Demographics	Y	N	N/A – used for matching responses to ILR data
Aims			
C1. Reason for doing course	Y	N	
C2. What the course helped learner to do	N	Y	
C3. Satisfaction with course	N	Y	
C4. Whether started / starting any more courses or training since finishing	N	Y	Economic outcomes: Progression within further education
C5. If yes at C4: What sort of course or training	N	Y	
C6. If yes at C4: What level of qualification would be achieved from the course or training	N	Y	
Employment history			
D1. Current work situation	Y	Y	Economic outcomes: Progression into employment
D2. If employed: no. hours usually worked per week	Y	Y	
D3/4. If employed: usual pay before tax	Y	Y	Economic outcomes: Progression within work
D5. If employed: Whether pay changed since starting course	N	Y	
D6/7. If pay has changed: amount increased / decreased	N	Y	
D8. If employed: Satisfaction with work	Y	Y	
D9. If satisfied with work: reason for satisfaction	Y	Y	
D10. If dissatisfied with work: reason for dissatisfaction	Y	Y	
D11. If employed: Whether job is permanent	Y	Y	
D12. If job not permanent: type of job (e.g. seasonal, temping, casual work)	Y	Y	
D13. If job permanent at follow-up but wasn't at baseline: Whether course helped to get permanent job	N	Y	
D14. If employed: whether employed on zero-hours contract	Y	Y	
D15. If employed: Whether main job pays London Living Wage or more	Y	Y	
D16. If employed at follow-up and was not at baseline: Whether course helped to get current paid work	N	Y	
Wellbeing			
E1. Satisfaction with life nowadays	Y	Y	Social Outcomes: Improved health and wellbeing
E2. Extent to which things you do in life are worthwhile	Y	Y	
E3. How happy you felt yesterday	Y	Y	
E4. How anxious you felt yesterday	Y	Y	
E5. Impact course had on general wellbeing	N	Y	

Question	B.	F.	Outcome measured
Self-efficacy			
F1_1. Level of agreement: "I can find a way to get what I want if someone does not agree with me."	Y	Y	Social Outcomes: Improved self-efficacy
F1_2. Level of agreement: "It is easy for me to reach my goals."	Y	Y	
F1_3. Level of agreement: "I am confident that I could manage unexpected events."	Y	Y	
F1_4. Level of agreement: "I know how to manage unplanned situations without help."	Y	Y	
F1_5. Level of agreement: "I can stay calm when I have difficulties because I have ways to manage."	Y	Y	
F1_6. Level of agreement: "I can usually manage most situations I find myself in."	Y	Y	
F1_7. Level of agreement: "The course has helped me to feel more confident."	N	Y	
Social Integration			
G1. Whether spend time with adults who are a different age within wider social group	Y	Y	Social Outcomes: Improved social integration
G2. If yes to G1: whether this time is positive / negative / neutral	Y	Y	
G3. Whether spend time with adults who are a different social class within wider social group	Y	Y	
G4. If yes to G3: whether this time is positive / negative / neutral	Y	Y	
G5. Whether spend time with adults who are a different ethnicity within wider social group	Y	Y	
G6. If yes to G5: whether this time is positive / negative / neutral	Y	Y	
G7. Extent to which course has helped you to meet lots of different people	N	Y	
Volunteering			
H1. Whether have done volunteering work in last 12 months	Y	Y	Social Outcomes: Participation in volunteering
H2. If volunteer: How often have done volunteering work in last 12 months	Y	Y	
H3. Compared to before starting course, whether time spent volunteering is more / less / same	N	Y	

Source: IFF Research

Post-pilot changes

Table 2.2 summarises the changes made to the baseline and follow-up questionnaires following the pilot stage:

Table 2.2 Questionnaire amends at pilot

Baseline Survey	Follow-up Survey
Section A – Online introduction	
<i>No changes</i>	<ul style="list-style-type: none"> A1 – Text updated to give the learner-entered course title as well as Learning Aim Title from the ILR data (taken from new baseline question B1B)
Section B – Demographics	
<ul style="list-style-type: none"> B1 – additional explanation added about why we are asking for this information; asking for course start date before student number B2 – only asking for postcode and date of birth at this stage, with explanation about why we need these; other personal/contact detail questions moved to the end of the survey B1B – new question asking learner to type the name of their course – this is so that when we contact them for the follow-up survey we can include the name of the course in a format they will recognise (as sometimes ‘official’ course titles are not recognised by learners) 	<i>N/A (section not included in follow-up survey)</i>
Section C - Aims	
<i>No changes</i>	<i>No changes</i>
Section D – Employment History	
<ul style="list-style-type: none"> D3 – Additional explanation added to explain why we are asking about pay for reassurance, and adding link to data protection information. 	<ul style="list-style-type: none"> D3 – Additional explanation added to explain why we are asking about pay for reassurance, and adding link to data protection information.
Section E - Wellbeing	
<i>No changes</i>	<i>No changes</i>
Section F – Self-efficacy	
<i>No changes</i>	<i>No changes</i>
Section G – Social integration	
<ul style="list-style-type: none"> Intro – note added to reassure that there are no right or wrong answers 	<ul style="list-style-type: none"> Intro – note added to reassure that there are no right or wrong answers
Section H - Volunteering	
<ul style="list-style-type: none"> H2 – wording of answer options simplified 	<ul style="list-style-type: none"> H2 – wording of answer options simplified

Baseline Survey	Follow-up Survey
Section I – Thank and Close	
<ul style="list-style-type: none"> • I1N – question asking if learner wants to enter the prize draw moved to the start, with explanation that if so we will need their contact details in order to get in touch with them • I2N – Explanation about follow-up survey re-written to be easier to understand; fields to enter first name, surname, personal email address and phone number moved here from Section B. 	<i>No changes</i>

Source: IFF Research

3 Baseline survey: distribution and completion

Provider engagement

Initial contact

After an initial introduction email had been sent by the GLA, each provider was assigned to an IFF liaison officer who was responsible for checking in with that provider at regular intervals, updating them with any news or updates, offering suggestions or support, and collecting feedback on their experience distributing the survey.

Email communications were sent individually to providers by the liaison officers rather than using a bulk mailing system or mailmerge, to help prevent communications being blocked by anti-spam software or going into users' junk folders.

The timeline below shows the key engagements with providers in the lead-up to, and following, the launch of the Year 1 mainstage survey in August 2021:

July 2021: Mainstage launch email sent to all eligible providers from the GLA (23rd July) – This email was sent from the GLA signed by Michelle Cuomo-Boorer, Assistant Director of the Skills & Employment unit, and covered:

- A reminder of purpose and importance of LLS
- A reminder of survey process: baseline administered by providers followed by follow-up administered by IFF
- Next steps: IFF training session, materials, ongoing liaison, dashboard.

July 2021: IFF Mainstage launch email sent to all eligible provider (26th July) – These emails were sent by the IFF liaison officers to their assigned providers, and they:

- Asked providers to confirm main contact for LLS
- Asked providers to list any additional contacts to be cc'd into communications
- Invited providers to attend a training session on 29th July

July 2021: Provider training session held (29th July) – The session was held on Microsoft Teams and a calendar invite was sent to all relevant contacts identified following the IFF launch email. Contacts were also welcomed to forward the invite to any relevant colleagues or staff at subcontractors. The session included:

- An overview of the purpose and importance of LLS
- A full demonstration of the online survey
- An explanation of which learners the survey should target
- Instructions and suggestions on how to disseminate the survey to learners
- An overview of the accessibility options and survey modes available

- Suggestions for methods to publicise the survey
- An overview of the support and publicity materials that will be provided
- Next steps.

A Q&A session was held at the end of the training session; all questions and answers were written up in a Q&A document (prepared jointly by the GLA and IFF) and was sent to all eligible providers, along with the recording of the training session, as part of the materials mailout.

August 2021: Materials emails sent to all eligible providers. This email included:

- Links to all materials needed to distribute the survey (see “Supporting Materials” section below for more details);
- Links to the training session recording and Q&A document;
- A link to the LLS website, including provider and learner FAQs, and intro video;
- A request for providers to confirm their name and address to receive postal questionnaires.

August 2021: Unique dashboard links sent to all providers. This email included each provider’s unique link and an explanation of how to use the dashboard.

September 2021: first check ins with providers who had started administering the survey. This email:

- Asked for any queries or feedback;
- Contained a reminder about the survey dashboard.

September 2021: reminders sent to providers with zero responses. This email:

- Checked if provider had sent out any survey links so far;
- If yes, a request to remind learners to complete and ask tutors to encourage completion in class;
- If no, a request to inform IFF of expected start date, and to let IFF know of any questions or difficulties;
- Reminded providers that the survey should be sent to all eligible learners within 4 weeks of their course starting.

November 2021: Check-in email sent to all providers. This email included:

- A reminder to continue distributing the survey into the new year;
- Shared some examples of good practice which had been noted so far;
- A reminder of information about the validity and anonymity of the survey for learners, including the learner website and animated video.

Supporting materials

Survey distribution materials

IFF designed several promotional materials for providers to use when distributing the survey to their learners. The leaflet, poster and email text contained information unique to each provider (namely, their individual survey link and QR code) and therefore a separate version of each document was produced for each of the 126 providers in scope at the beginning of Year 1:

- **A leaflet / information sheet** that could be printed and handed out at enrolment or given to learners during classes or in common areas (in both Word and PDF formats). The leaflet included the provider's individual survey link and QR code.
- **A poster** that could be printed out and displayed in relevant classrooms or common areas (in both Word and PDF formats). The poster included the provider's individual survey link and QR code.
- **Email text** to be used when sending email invitations and reminders to learners (in Word format). The suggested text included the provider's individual survey link.
- **Mainstage survey how-to guide:** a simple one-page guide aimed at helping learners understand how to access the survey. This could be shown on screen during class; printed and handed out or displayed; or sent to learners electronically.

Guidance materials

IFF also created a suite of guidance materials / documents to guide providers in successfully distributing and running the baseline survey:

- **Mainstage guidance for providers:** full written guidance on how to administer the survey.
- **Mainstage FAQs for Tutors:** an FAQ document aimed to help tutors understand the survey and explain it to their learners.
- **Training slides:** the full deck of slides presented during the mainstage training session.
- **Training slides short version:** a cut-down version of the training slides, just containing key information for tutors.
- **Training session recording:** The full recording of the mainstage launch training session (originally delivered in July 2021).
- **Training session Q&A document:** a written record of the questions and answers from the Q&A at the end of the mainstage briefing session.
- **Baseline questionnaire reference copy:** a copy of the baseline questionnaire to allow providers and tutors to see all the questions.
- **Summary of post-pilot questionnaire changes:** a summary of what had changed between the pilot baseline survey and the Year 1 mainstage baseline survey.

Survey website

To help both providers and learners easily access key information about the survey, IFF designed and hosted a simple website. The website has different pages for providers and learners, and contains general information about the survey, prize draw terms and conditions, and full FAQs for both providers and learners. The website can be found here: <https://www.londonlearnersurvey.co.uk>

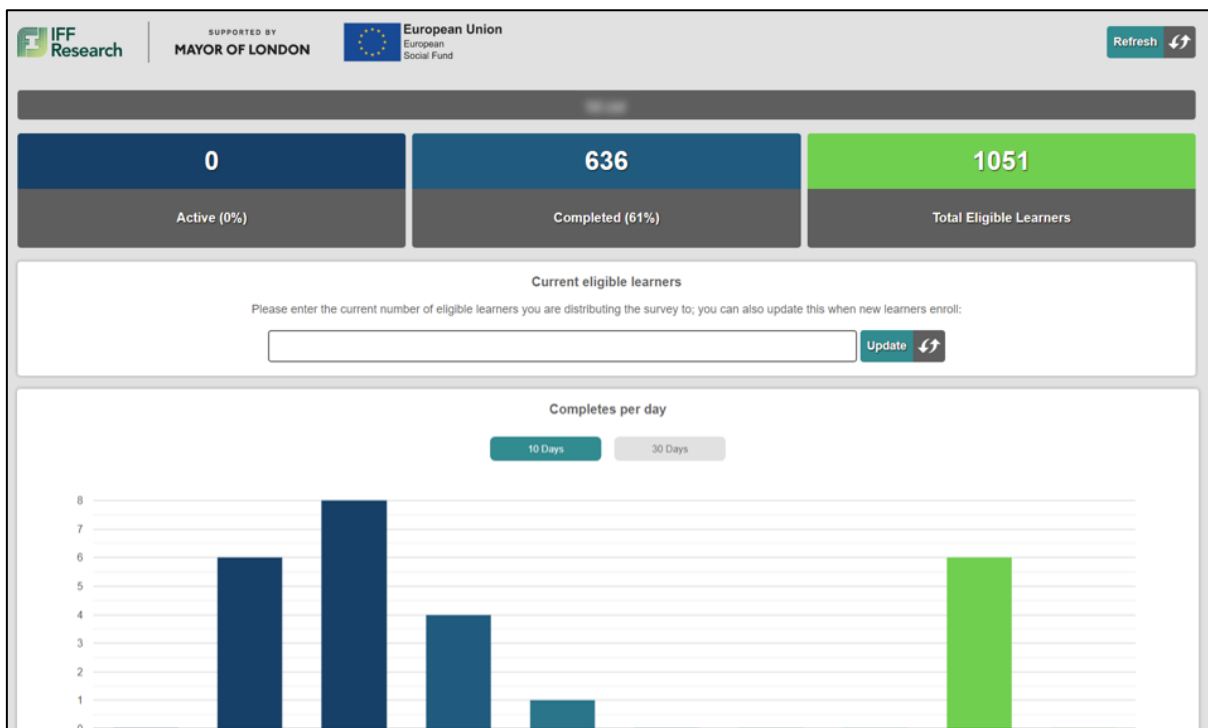
IFF also developed a short, animated video to introduce the survey to learners. The video was hosted on YouTube and was embedded on the learner page of the London Learner Survey website. It could be used by tutors to help explain the survey to their learners. The Year 1 version of the video is no longer available online; however, the current version can be viewed here: <https://www.iffresearch.com/LLSvideo>

Dashboard

IFF developed a live dashboard that providers could access to see their total number of baseline survey completes to date; providers were also asked to enter their current number of eligible learners (i.e. all learners eligible for the survey who had enrolled to date) which would then give them a live estimated response rate based on this information. Providers were asked to update this number regularly during fieldwork to ensure that their estimated response rate would be as up to date as possible.

Each provider was sent the unique link to their dashboard shortly after the main materials mailout, in late August 2021, along with instructions on how to use it. Providers were then reminded on a regular basis to update the number of eligible learners in their dashboard.

A screenshot of an example provider's dashboard is shown below.



Paper questionnaires

Although the London Learner Survey was designed as an online survey, for accessibility reasons a small number of paper questionnaires were also sent to each provider.

The paper questionnaires were sent in two batches, because Question D10 includes the London Living Wage amount (“Does your main job pay £[LLW] or more an hour, before tax? This is the London Living Wage.”), which was due to change in November 2021. The first batch contained the LLW amount as of August 2021 (£10.85), and the second batch included the updated LLW amount as of November 2021 (£11.05).³ Allocations per provider for each batch were based on provider size and the likely distribution of enrolments in August – October vs. November – July for each provider type.

A total of 7,780 paper questionnaires were sent to providers, split into two batches as follows:

- **Paper surveys batch 1** – dispatched 27th August 2021. A total of 3,030 paper questionnaires were distributed in this batch, with each provider receiving an allocation of between 5 and 170 questionnaires.
- **Paper surveys batch 2** – dispatched 18th November 2021. A total of 4,750 paper questionnaires were distributed in this batch, with each provider receiving an allocation of between 7 and 260 questionnaires.

A reply-paid envelope was provided alongside every questionnaire in the batches, to allow learners to return their completed surveys directly to IFF Research, where the data was then manually entered into the online system.

Ongoing contact

After the initial mainstage communications, the IFF liaison officers kept in regular touch with their providers and would respond to any queries sent by providers. All contact was monitored via a contact log, and any provider with no contact in the preceding 3 weeks or longer would be automatically flagged for a check-in. These regular check-ins would involve checking if the provider had any issues or concerns to flag, making sure the survey was still being distributed to all new eligible learners, and passing on any news or information.

In addition to responding to individual queries, ad-hoc mailouts to all providers were sent by the liaison officers (using template text agreed with the GLA) as and when necessary, for example:

- **Early January 2022:** A reminder that the baseline survey was continuing into 2022, and a reminder of some good practice points (tutor engagement, communicating the importance of the survey, and sending reminder to learners); and a request for providers to keep updating the dashboard with the number of enrolments to date.
- **Late January & February 2022:** Updates on estimated provider response rates based on preliminary ILR analysis.

³ <https://www.livingwage.org.uk/news/real-living-wage-increases-%C2%A39.90-uk-and-%C2%A311.05-london-cost-living-rises>

- **March 2022:** Update on GLA analysis of response rates using ILR data for September 2021 to January 2022, a reminder of best practice, and a request to notify liaison of dissemination methods being used (if not already communicated).

Beginning in November 2021, liaison officers began conducting regular feedback calls. These collected detailed feedback from two providers per month. These calls targeted providers who had either particularly good or particularly poor estimated response rates, or providers who had been less engaged / communicative in general. These calls would cover topics that included:

- What methods for survey distribution are working well? / Any difficulties experienced with survey distribution?
- How are learners being encouraged to complete the survey? / How could more learners be encouraged to complete the survey?
- Anything further that would be helpful in continuing / working to achieve a high response rate?
- Any questions or comments on the process so far?

Responses to these feedback calls were entered into an Excel analysis framework and reviewed periodically to inform developments or adjustments to the baseline survey process. Anything learned about good practice continue to be communicated to providers through ad-hoc mailouts.

Fieldwork process

The baseline survey was conducted primarily online, but alternative modes were available for those who were unable to access the survey online:

- **Telephone:** at the start of the online surveys, learners could select an option stating, “I cannot complete the survey online,” after which they were invited to request a telephone call back by giving their contact details and reason for needing a telephone survey. Learners needed to supply a reason so that only those who genuinely were unable to complete online would be interviewed by telephone (rather than it simply being due to preference), as the budget for telephone interviewing was limited. Learners who provided a valid phone number and reason were then called back by a telephone interviewer and invited to take part by telephone. Learners were able to request their preferred language for the call and where available, an interviewer fluent in that language would conduct the telephone interview and provide guidance.
- **Paper:** a limited number of paper questionnaires were sent to each provider at the start of the year to hand out to learners who were unable to complete the survey online. A reply-paid envelope was provided alongside each questionnaire, allowing learners to return their completed survey to IFF at no cost and anonymously. Returned paper questionnaires were then entered into the online survey system manually by IFF.

All quantitative data was collected through Unicom Intelligence 7.5 (formerly called SPSS Dimensions), hosted on our own internal web server.

The online survey was fully translated into 5 languages, in addition to English:

- Polish

- Bengali
- Turkish
- Gujarati
- Tamil

In addition, the survey homepage and introductory questions were translated into a further 5 languages:

- Punjabi
- Portuguese
- Somali
- Urdu
- Arabic

Although learners could not fully complete the survey online in these languages, they could read about the purpose of the survey and the instructions for requesting a telephone call back in their preferred language.

Prize draw

A monthly prize draw was run as an incentive for learners to take part. This was advertised in the survey materials developed for providers and on the baseline survey introduction page. The prize draw was open to adult learners on eligible courses in London who participated in the baseline or the follow-up London Learner Survey online, by phone or by completing and returning a printed copy of the questionnaire. Learners were asked to confirm if they wanted to enter the prize draw during the survey and, if they responded yes, to provide contact details so that they could be contacted if they were the winner. One prize was drawn each calendar month, starting from September 2021, and each prize was a standard iPad.

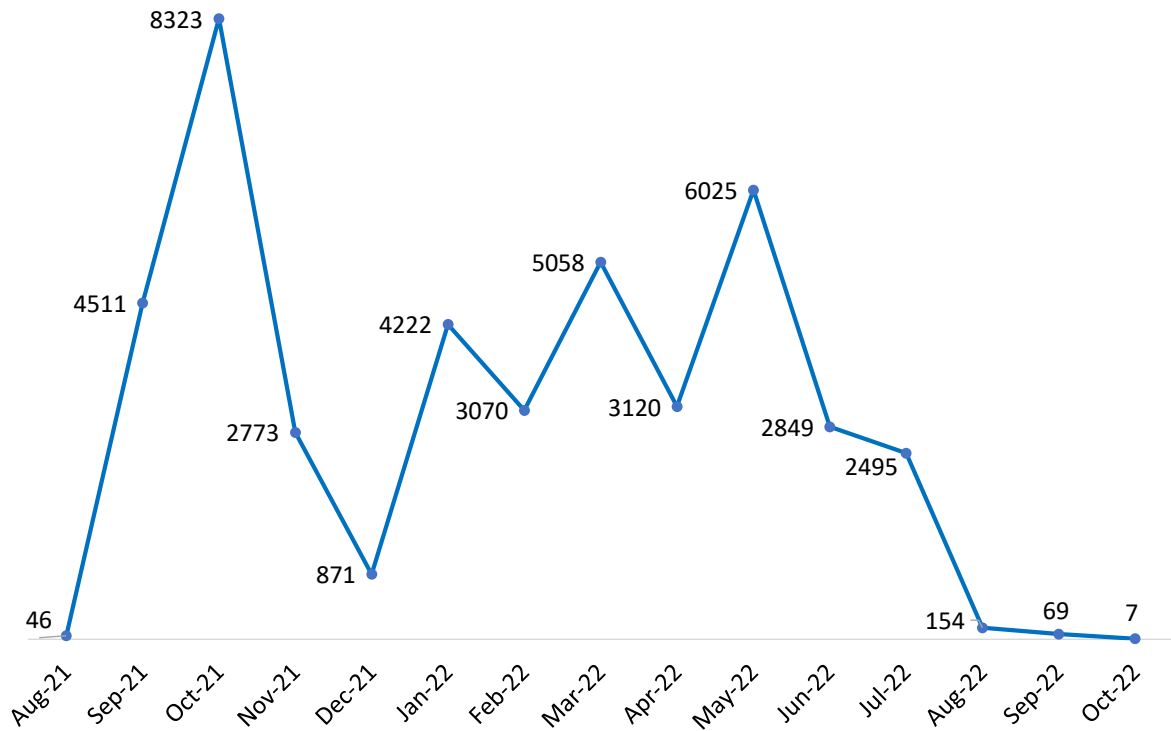
Winners were chosen by a random draw from all eligible entries, conducted within five working days of the end of each calendar month. Full terms and conditions were provided on the IFF Research website, with a link distributed to learners.

Progress over time

Figure 3.1 shows the number of completes of the Year 1 baseline survey broken down by month. Largely, progress is aligned with the key enrolment periods for adult education providers, in October, January, March and May. There were 43,957 completed surveys for learning aims started in the 2021/22 academic year. The survey closed on 1st August 2022; however, paper surveys regarding Year 1 learning continued to be entered for a short time afterwards. A small number of people completed the Year 2 baseline survey for aims which in fact started at the end of Year 1. Although not shown in the chart below, data for these learners was transferred to the Year 1 dataset, and included in final data.

As explained in Chapter 0, it is not possible to differentiate valid responses from other responses (e.g., ineligible learning, or duplicate responses), or to determine the characteristics of the learner or learning associated with these baseline surveys, other than by matching them to the ILR data provided by ESFA for the follow-up survey. Where a response does not match to the ILR, this information is not available. It is therefore not possible to provide a breakdown of all baseline responses by learner type or by learning characteristics.

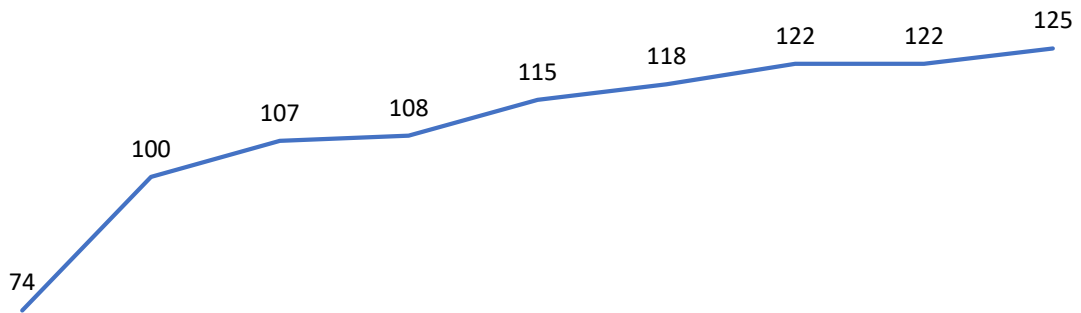
Figure 3.1 Baseline completes per month



Source: London Learner baseline survey, 2021/22 (n=43,957)

The number of providers participating in the survey increased as the year went on, with all 125 providers taking part by May 2022, as shown in Figure 3.2. The level of involvement of providers also increased over this period. Data was therefore more comprehensive in coverage later in the year than at the start. This was taken into account during the data processing phase, including in the weighting design.

Figure 3.2 Number of providers administering survey



Sep-21 Oct-21 Nov-21 Dec-21 Jan-22 Feb-22 Mar-22 Apr-22 May-22

Source: London Learner baseline survey, 2021/22 (n. providers=125). NB. Ruskin College are not counted in total due to acquisition by University of West London.

4 Follow-up survey: sampling

Aims of sampling

The London Learner Survey is designed to be a census of all AEB learners where all have an opportunity to take part online. The baseline survey is open to all through distribution by learning providers, and the follow-up survey was distributed to all those learners who gave their contact details. In principle, therefore, no sample needed to be drawn for the survey.

Despite this census approach, however, a sampling process was required for two reasons:

- The baseline survey data needed to be linked to the official record of that learning aim on the Individualised Learner Record (ILR), providing a wealth of background information about the learner and aim which would not be practical to gather in the survey. This also enabled learning aims not funded by the GLA to be filtered out of any follow-up fieldwork, and provided additional contact details for learners.
- The telephone calling element was not a census, and needed to be targeted at small groups or groups with a low response rate to ensure adequate samples for analysis for these groups (for example individual providers, specific demographic groups, rare subject areas, or aims funded by GLA Flexibilities).

This chapter outlines the process used to achieve this.

Sampling approach

Broad approach

The sample for the follow-up survey was based upon completed baseline surveys in Year 1, matched with a range of data about the learner and their course which was sourced from the Individualised Learner Record (ILR), as outlined in Chapter 2.

Sampling frame and population

The follow-up survey element of the London Learner Survey was designed to gather information about the outcomes and impact of learning aims which have been completed. This is then connected to the baseline survey, to draw comparisons. The survey was therefore targeted at any learners whose learning aim met the following criteria:

- Their learning aim started in the 2021-22 academic year.⁴
- They took part in the baseline survey.
- Their learning aim ended in the 2021-22 academic year.⁵

The sampling frame for the survey excluded by design some small groups of learners registered as carrying out AEB Learning Aims. This was principally those whose learning aim had been terminated

⁴ In future years, with baseline survey results from prior academic years available, these will be eligible for survey.

⁵ Those whose learning aim started in 2021-22 and completed the baseline survey in that year, but whose learning aim continues into 2022-23, will be eligible for the following year's follow-up survey.

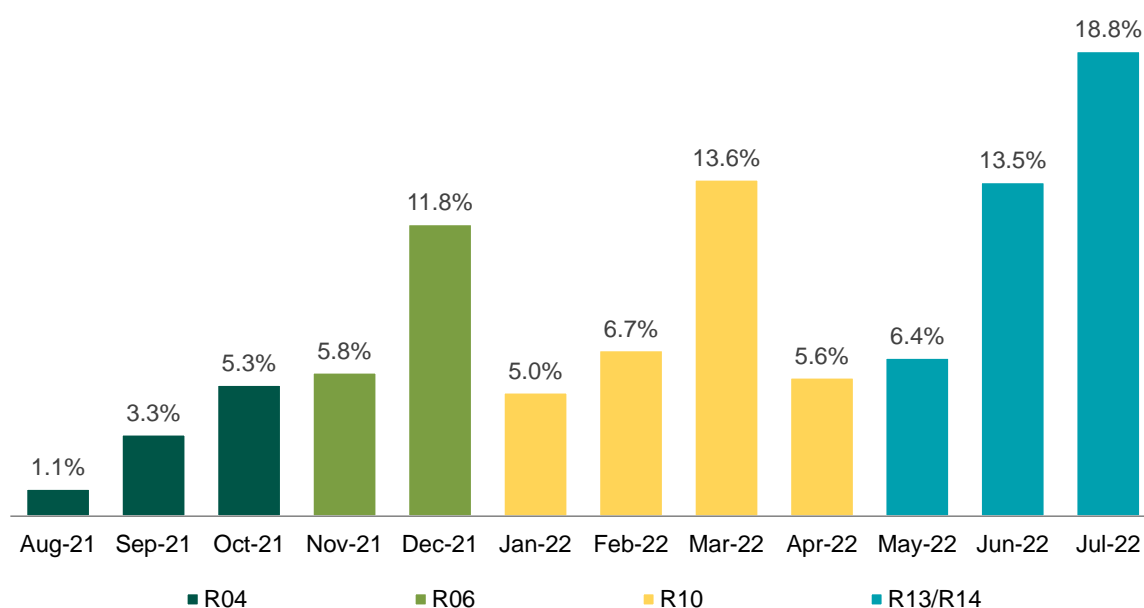
before it had become eligible for funding. These learners were not included because they would not have taken part in learning activities.

For the first year of research, learners were targeted based on one learning aim, which was identified as the single best match for the survey. This approach will change for Year 2, so that where a range of learning aims are started in the same time period, a learner may be interviewed regarding more than one of these aims.

The population and profile of the sampling frame was unknown at the start of fieldwork, because it included people completing AEB learning aims throughout the academic year. The academic year was only partially complete at the time, so most aims had not finished, and some aims would not have been started. Even a broad estimate of the distribution of learning aims completed was not available, since in the previous two academic years (2019/20 and 2020/21) completions had been affected by COVID-19, and prior to this (2018/19 or earlier) AEB learning in London was administered by ESFA under different policies and funding structures.

A flexible approach was therefore taken to the telephone fieldwork to achieve a dataset that was suitable for analysis, because knowledge of the profile of learners and learning aims evolved throughout the year. The final distribution of completions across the year in the population (not known at the start of fieldwork; at that point only, data from the first three months was available) is shown in Figure 4.1. As there were three distinct peaks, fieldwork could not proceed at an even rate throughout the year.

Figure 4.1 Distribution across the year of eligible completions of learning aims



Source: 2021/22 ILR, R14 release

Timings

The ILR is produced by DfE on an annual cycle. There are 14 ‘releases’ each academic year (which spans August to July each year). In each ILR data return, providers submit updates of the completion of additional learning aims. These are the target group for the London Learner Survey.

Four of the annual ‘releases’ made by DfE are mandatory (Releases 4, 6, 10 and 13). A final fully quality checked and validated version (Release 14) is released in December of the following year.

Since non-mandatory returns are incomplete (in that some providers update and others do not) the London Learner Survey fieldwork used only the mandatory returns, with a final update of the sample using the final release to pick up any late additions or corrections.

The data was scheduled to be available for research between one and five months after the completion of aims, although in practice some further delays occurred. Data processing for fieldwork was scheduled to take a further month. For most of the year, this schedule implies a gap between aim completion and fieldwork of five months, except for aims completed in early August and February, which could not be interviewed until six months have passed.

After each data return, a matching process was carried out to combine this onto baseline data, as detailed in the next section. The output from this was a series of sample files which were used through the year to drive online and telephone fieldwork. The timetable for this process is shown in Table 4.1.

Table 4.1 Data collection schedule

Month of aim completion	ILR extract	Month of scheduled data receipt**	Target months for fieldwork***	Actual month for fieldwork****
Aug 2021	R04	Dec 2021	Feb 2022	Mar / Apr 2022
Sep 2021	R04	Dec 2021	Feb / Mar 2022	Mar / Apr 2022
Oct 2021	R04	Dec 2021	Mar / Apr 2022	Apr 2022
Nov 2021	R06	Feb 2022	Apr / May 2022	May / Jun 2022
Dec 2021	R06	Feb 2022	May / Jun 2022	May / Jun 2022
Jan 2022	R06	Feb 2022	Jun / Jul 2022	Jul / Aug 2022
Feb 2022	R10	Jun 2022	Aug 2022	Aug 2022
Mar 2022	R10	Jun 2022	Aug / Sep 2022	Sep 2022
Apr 2022	R10	Jun 2022	Sep / Oct 2022	Sep / Oct 2022
May 2022	R13/14	Oct 2022	Nov 2022	Nov 2022
Jun 2022	R13/14	Oct 2022	Nov / Dec 2022	Nov / Dec 2022
Jul 2022	R13/14	Oct 2022	Dec 2022 / Jan 2023	Dec 2022 / Jan 2023

*data can be submitted early; this is the mandatory deadline. **at IFF Research ***aim completion plus 5 to 7 months; some start later due to expected data supply timing. ****differs from target month due to delays in data receipt and/or data processing.

Contact details

Contact details, both email addresses and phone numbers, were gathered both in the survey and from the ILR. The ILR contains details in the form submitted by learning providers, usually at the start of their most recent learning aim.

Details given directly by learners were given priority. For baseline paper surveys, learners were given the option of receiving the follow-up by post which was why postal addresses were collected.

ILR matching process

The survey was designed so that the baseline survey responses could be matched to the ILR for the follow-up survey. This was done five times in the year, using each mandatory (and therefore most complete) ILR return. The matching was made possible by gathering personal data directly from the

learners at the start and end of the survey (the full text of which is included in Annex C). Items gathered to be used for matching were:

- Aim start date;
- Provider's student number or ULN (Unique Learning Number, issued by ESFA);
- Postcode;
- Date of birth;
- First name and surname;
- Phone number; and
- Email address.

In addition, provider identity was known from the baseline survey, since this information was embedded in the link used for the online survey.

All these items are available in the ILR data. Course name was also gathered although this was not used for matching. It was instead used as a text substitution to prompt learners to respond about the correct learning aim in the follow-up survey. This could not be used for matching because frequently learning aim titles on the ILR are not the same as those used with learners.

Preparation of ILR extract

The ILR extract was delivered pre-filtered by the ESFA to cover learners who satisfied all of the following criteria:

- In active learning in the academic year 2021/22;
- Funded by the GLA;
- Funded via the Adult Skills or Community Learning budgets (i.e., AEB learning), or via the National Skills Fund (NSF);
- Living at a London postcode on the first day of learning;
- Aged over 18.

Before matching the ILR extract, it was prepared, using the following process:

- Import to SPSS software for processing;
- Initial inspection to ensure the correct variables and correctly filtered cases were supplied;
- Removal of unwanted data in the following categories;
 - Regarding learners who are recorded as not to be contacted (for example where a learner has died or suffered severe illness during the programme)

- Regarding learning aims where the learner left the course for reasons which suggest they should not be contacted for fieldwork (e.g., learner injury or illness or exclusion)
- Regarding learning aims starting outside the fieldwork period for the corresponding baseline survey.
- Merging of tables, to combine data from different elements of the ILR and associated sources (regarding Learner details, Aim details, Provider details, Qualification funding eligibility details, Prior Attainment information for learners, and data from the Learning Aim Reference Service).
- Removal of learning aims recorded as transfers to other providers.
- Addition of derived variables to ease the matching process, and cleaning of variables into consistent formats (e.g., capitalisation).

Preparation of baseline survey extract

Before matching the baseline survey extract, it was prepared, using the following process:

- Cleaning of data submitted by learners, including:
 - Removing unnecessary characters and suffixes from student numbers.
 - Correcting mistyped postcodes (e.g., O for 0 or I for 1).
 - Making phone numbers consistent (e.g., removing international dialling codes, spaces).
 - Processing name fields to remove any middle names submitted, and to transliterate names typed in non-Latin alphabets.
- Removal of duplicate cases, where learners carried out the survey more than once within 30 days of the first survey.

Matching process

The two data files were matched to each other using 42 combinations of the matching fields, shown in Annex B. In some cases, it was possible for cases to match despite some data not matching correctly; this was necessary due to the variable quality and consistency of data submitted by learners. For example, a learner might give different email addresses to their learning provider than to the baseline survey. This practice also allowed any learners who had completed the baseline survey using a link from the wrong provider to be matched, although with less certainty.

These matches were prioritised by level of certainty, and the most likely to be accurate (based on student number and provider) given highest priority.

Learners frequently carry out more than one learning aim at a time. In Year 1, only one learning aim could be matched to a baseline survey, and so only one follow-up survey could follow a baseline survey. Where a learner was carrying out more than one aim, the learning aim chosen was prioritised by:

- Accuracy of match (prioritising 'better' matches).

- Aim level (prioritising higher levels of learning).
- Length of learning aim in days (prioritising longer learning aims).

In some cases, learning aims matched and selected for interview were not finished at the time of matching. These were included on the matched file, but not interviewed until they became eligible five months after the learning aim ended.

Preparation of sample

Finally, matched cases were joined onto key data from the baseline required for the survey, and a range of ILR fields required for targeted telephone interviewing (e.g., regarding specific GLA initiatives).

Matching results

In total, 43,597 completed baseline surveys which took place in Year 1 were entered into the matching process, and ultimately 75% or 32,747 of these cases were matched.

In total, 73% of all cases (31,925) were matched to a learning aim which ended in 2021/22, while a further 2% (822) were matched to ongoing provision which started in 2021/22 but would be completed in 2022/23. This sample will be included in the follow-up survey for Year 2 (covering academic year 2022/23).

Non-matching occurred for a variety of reasons. The most common was non-provision of matching information, with match rates rising to 86% when all matching information was provided. The provision of matching information was:

Number of fields provided	Number of cases	Number of matches	% matched
None	334	0	0%
1	1,077	42	4%
2	1,349	418	31%
3	2,052	1,155	56%
4	2,850	2,159	76%
5	2,626	1,946	74%
6	5,705	4,188	73%
7	12,234	9,632	79%
8	15,370	13,207	86%
Total	43,597	32,747	75%

*possible if student number + one other field supplied.

To test the matching process, an audit was carried out on those not matching *despite* providing all matching information:

- An estimated 13% had start dates outside the academic year and would therefore be ineligible for the survey.
- Around 11% had home locations outside London, again ineligible for the survey.

- At least 13% were carrying out the survey twice regarding the same activity (or for activities starting within 30 days of each other) or completing the survey a second time despite an automated alert which appeared on-screen advising them that they did not need to complete the survey.
- Around 4% were found to be marked as 'not to be contacted (for example due to death or serious illness)' in ILR data, often in error, and therefore were not matched.
- The remainder were not found on the dataset, even with manual searches. Reasons for this might include:
 - Learners carrying out learning in London which is not funded by the AEB. Many providers distributed the survey to groups of learners where one or more learners was AEB funded; therefore, there may be substantial numbers of non-AEB funded learners carrying out the baseline survey.
 - Learners carrying out surveys regarding the same learning twice, but without giving a student number and therefore not being detected as duplicates.
 - Learners who gave incorrect or confusing details, which did not match.

Post-matching exclusions

A small proportion of cases (3% of those matched, or 945) were excluded post-matching, for a range of reasons:

- Invalid or missing contact details for the requested method of contact, or for all methods of contact (634)
- The match was made on an early extract to unfinished provision, but cancelled prior to fieldwork based on a later matching process⁶ (67)
- Duplicate email or phone number within contacting period (to avoid irritating respondents with copies of emails or a double calling schedule) (259)
- No name provided (45)
- Manually spotted to have invalid / implausible details⁷ (7)

Ultimately, 30,980 records from the 2021/22 baseline survey were uploaded as sample for the follow-up survey, as were an additional 459 records from the 2022/23 baseline survey (because they related to learning aims started in 2021/22). Table 4.2 summarises the derivation of the sample.

⁶ This could be due to the course finishing in a way which made the learner ineligible (e.g., serious illness), corrections to the ILR, corrections to the matching process, or a higher priority / better matching learning aim being later added to the ILR which is continuing into 2022/23.

⁷ For example, a name, phone number or address which is clearly fictitious.

Table 4.2 Sample attrition – from population to follow-up survey sample

	Number	% of estimated population	% of baseline survey completions	% of matched cases
Estimated eligible population ⁸	430,000	100%		
Baseline survey completions	43,597	10%	100%	
Matched	32,747	7%	75%	100%
Matched to learning aim finishing in 2022/23	-822	<1%	2%	3%
Processed for fieldwork	31,925	7%	73%	97%
Excluded post-matching	-945	<1%	2%	3%
Uploaded for fieldwork, from 2021/22 baseline survey	30,980	7%	71%	95%
Matched records added from 2022/23 baseline survey ⁹	+459	-	-	-
Uploaded for fieldwork, including records from 2022/23 baseline survey	31,439	-	-	-

Sample profile

Tables 4.3 to 4.7 show the sample profile for the Year 1 follow-up survey (as noted above, not all matches were suitable for use at Year 1), prior to upload, and by key demographic variables. The baseline survey response, after matching, was broadly representative of the population, other than for male learners and young learners aged 19 to 23. This indicates that providers were broadly successful in distributing the baseline survey across age groups, including those facing barriers such as those with disabilities, as shown in Table 4.7.

Table 4.3 Sample profile by age group – follow-up survey (on upload)

Age group	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹⁰
19 to 23	2,026	6%	9%
24 to 49	19,510	62%	62%
50+	9,903	31%	29%

⁸ Excludes learning aims continuing into 2022/23.

⁹ Because these records matched provision starting in 2021/22. In some cases these were later ruled out, primarily due to learners giving start dates at the provider rather than of their new learning aim, and therefore being incorrectly identified as starting an earlier aim.

¹⁰ Taking into account survey eligibility criteria, including the 30-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

Table 4.4 Sample profile by subject area – follow-up survey (on upload)

Subject area	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹¹
Basic Skills: Literacy	3,014	10%	8%
Basic Skills: Numeracy	2,038	6%	6%
Basic Skills: Language	7,016	22%	20%
Basic Skills: Digital	581	2%	1%
Health, Public Services and Care	2,447	8%	9%
Science and Mathematics	139	<1%	<1%
Agriculture, Horticulture and Animal Care	162	1%	1%
Engineering and Manufacturing Technologies	224	1%	1%
Construction, Planning and the Built Environment	456	1%	2%
Information and Communication	1,782	6%	5%
Retail and Commercial Enterprise	627	2%	3%
Leisure, Travel and Tourism	562	2%	3%
Arts, Media and Publishing	4,188	13%	13%
History, Philosophy and Theology	160	1%	1%
Social Sciences	40	0%	0%
Languages, Literature and Culture	1,725	5%	5%
Education and Training	681	2%	1%
Preparation for Life and Work (not Basic Skills)	4,221	13%	18%
Business, Administration and Law	1,376	4%	4%

Table 4.5 Sample profile by sex – follow-up survey (on upload)

	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹²
Female	23,571	75%	70%
Male	7,868	25%	30%

¹¹ Taking into account survey eligibility criteria, including the 30-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

¹² Taking into account survey eligibility criteria, including the 30-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

Table 4.6 Sample profile by ethnicity – follow-up survey (on upload)

	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹³
White British	6,606	21%	20%
White Irish	265	1%	1%
Other White	5,940	19%	17%
Mixed	1,852	6%	6%
Indian	1,295	4%	3%
Pakistani	1,008	3%	3%
Bangladeshi	2,155	7%	7%
Chinese	368	1%	1%
Other Asian	2,045	7%	6%
African	3,680	12%	13%
Caribbean	1,162	4%	4%
Other Black	688	2%	3%
Arab	1,184	4%	4%
Other Ethnic Group	2,173	7%	8%
Not provided	1,018	3%	4%

Table 4.7 Sample profile by LLDD status – follow-up survey (on upload)

	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹⁴
Learning difficulty, dyslexia or autism	1,220	4%	5%
Sensory disability, or communication difficulty	514	2%	1%
Physical disability	696	2%	2%
Mental health problem	682	2%	2%
Other health problem	584	2%	2%
LLDD not specified	149	<1%	1%
No LLDD	27,594	88%	87%

Sample selection for fieldwork

A census approach was taken to the online survey where all eligible sample was used for online surveys, with the exception of cases which could not be matched, and the exclusions listed above. No

¹³ Taking into account survey eligibility criteria, including the 30-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

¹⁴ Taking into account survey eligibility criteria, including the 30-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

selection process was applied for online fieldwork. Some records were targeted for telephone chasing, however and this process is described in the next chapter.

5 Follow-up survey: distribution

Fieldwork process

The follow-up survey was distributed exclusively to those who had both taken part in the baseline survey and had been identified in the ILR through the matching process. It was distributed via three routes:

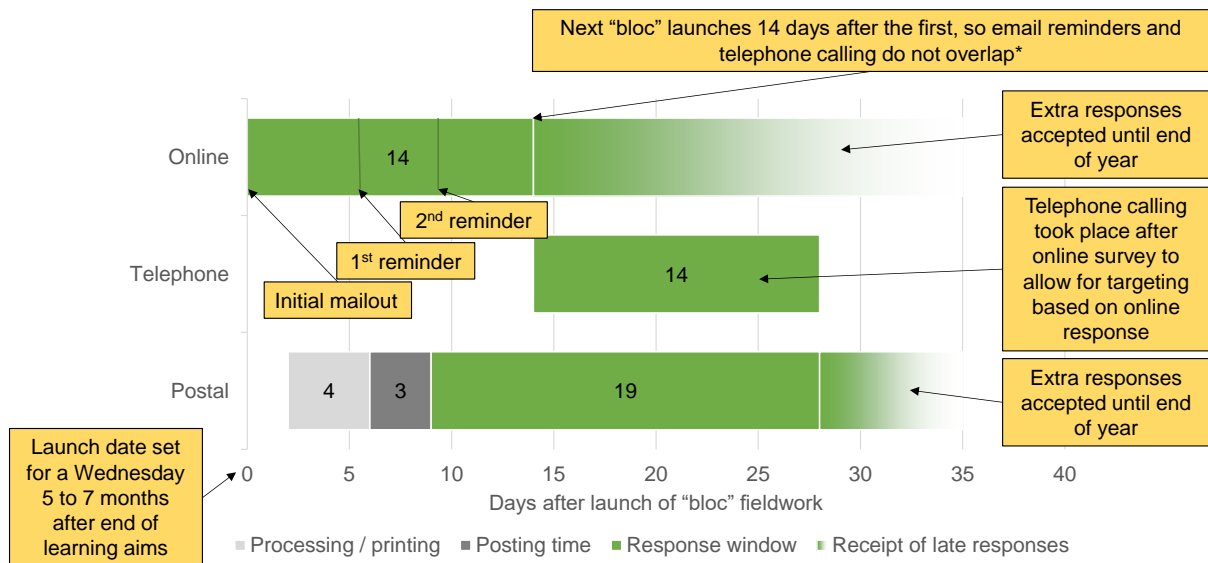
- Online, distributed as a census.
- Telephone, targeted at groups with low response rates or requiring more completions to hit analysis targets.
- Postal, distributed to all those requesting it at the baseline survey.

The follow-up survey started on 25th May 2022 and closed on 17th January 2023.

All surveys were administered through the same survey system which was hosted on secure servers that allowed simultaneous tracking of progress across all routes.

The three survey routes were carried out to a unified timetable, based around “blocs” of sample. Each “bloc” consisted of participants who had completed matched learning aims in a two-week period of time. Where possible, each “bloc” had the following timetable:

Figure 5.1 Survey timetable for each “bloc” of sample



Online

The online survey was distributed via an invite email, included in Annex D. The text of the email encouraged recipients to click on a survey link. The email was designed with the GLA and included contact information for both IFF Research and the GLA along with information regarding data protection and data security.

The email was customised to individual respondents, by using their name, and also referring to the name of their learning provider and their learning aim which had been matched for fieldwork (and its timing), on both the ILR and by the respondent.

The initial invite email was followed up with two email reminders, using different wording and subject line (also included in Annex D), to maximise the number of responses.

The online survey was available in several languages, which could be selected on the opening screen. These were English, Polish, Bengali, Turkish, Tamil, Arabic and Urdu. Instructions for booking a telephone interview were available in all these languages as well as in Punjabi, Portuguese and Somali.

Telephone

Telephone interviewing was carried out throughout fieldwork by IFF's telephone interviewing centre. All telephone interviewers received a briefing on the London Learner Survey. The same interviewers carried out interviewing on both the baseline and follow-up surveys.

There were two ways to access the follow-up telephone survey:

- At the start of the online survey, learners could select an option stating, "I cannot complete the survey online," after which they were invited to request a telephone call back by giving their contact details and providing a reason for needing a telephone survey. This approach was taken to ensure that only those who genuinely were unable to complete online were included (rather than it simply being due to preference) because the budget for telephone interviewing was limited. Learners who provided a valid phone number and reason were then called back by a telephone interviewer. Learners could request a preferred language for the call and where available, an interviewer fluent in that language would conduct the telephone interview.
- Pro-active telephone interviewing was carried out, where targeted groups were underrepresented in the total survey responses after two weeks of the telephone survey.

Because the same survey system was used for the online and telephone interviewing, there was no need to transfer sample from the online to the telephone survey or vice versa, or to select a fixed group of records for online or telephone interview.

Both the telephone interviewing and the online survey were integrated into the same system, and any sample record for which a survey had not yet been completed could be accessed at any time by the respondent (online) or a telephone interviewer (to make a call).

Design of targets for telephone interviewing

Targets were set based on three aims:

- To ensure sufficient interviews were achieved for analysis; in general, it was assumed c.100 interviews would be required (in most cases enough to achieve a $\pm 12.5\%$ error margin¹⁵).
- From June 2022, and increasing toward the end of the survey, to promote equal representation of groups less likely to respond to the survey (e.g., younger learners).

¹⁵ Set in consultation with GLA.

- To ensure an equal distribution of telephone interviewing across the year, in line with the population of learners, to avoid 'running out' of telephone interviewing resource by the end of the academic year.

Other than for the last of these three goals, targets were not set for telephone interviewing alone, but set for online and telephone interviewing combined. Typically, sample records would fall into more than one target; for example, one sample record might be eligible for targets for Level 3 learning aims, Construction learning aims, and learning aims with people aged 19 to 23¹⁶.

Rather than manually selecting sample for telephone interview in categories where fewer surveys had been achieved online than required¹⁷, all sample was initially available for telephone interviewing, and was withdrawn only when **all** the target groups in those sample records had enough interviews. This was made possible by creating a bespoke automated system which withdrew sample from telephone interviewing when sufficient surveys had been completed with sample of that type, whether online or telephone. Sample withdrawn from telephone interviewing remained available for online or postal surveys¹⁸.

For example, if a sample record related to a Level 3 Construction learning aim, this would be available for telephone interview until sufficient interviews (according to the targets set at the time) were achieved with **both** Level 3 learning aims, and Construction learning aims. Within the sample not withdrawn, records were selected for interview at random.

The target groups were:

- Provider
- Ethnicity (detail classification)
- Disability or Learning Difficulty (by merged groupings of specific disabilities and learning difficulties, to ensure targeting of people with sensory disabilities who might otherwise struggle to complete the survey)
- Broad age band
- Single parent households
- Level
- Subject Area
- Distance Learning
- ESFA AEB Entitlements (at Level 2; Level 3; English and Maths; Digital Skills; and also the Level 3 Adult Offer and Sector Work Academy scheme)

¹⁶ Due to the large number of overlapping targets, a conventional interlocking quota system could not be used.

¹⁷ To use this type of manual process would have greatly restricted the targeting of the sample, reducing the number and range of targets that could be included.

¹⁸ This would not have been possible with a conventional interlocking quota system.

- GLA Flexibilities (Level 3; Funding Model; Low Wage / London Living Wage; London Recovery; Flexible Allocation; BSL; SEND learning for tutors).

Setting values for targets for telephone interviewing

It was initially challenging to set targets for telephone interviewing. This was because of lack of knowledge about the sampling frame population, and in particular the likely distribution of interviewing across the year. This is because the sampling frame was based on learning aims being completed in the 2021/22 academic year, many of which had not been started at the point when the follow-up survey started. There was therefore a risk of:

- Setting targets for telephone calling in each Bloc that were too high, which would risk running out of telephone interviewing resource toward the end of the year.
- Setting targets for individual sub-groups that were too low which would risk being unable to meet targets toward the end of the year.

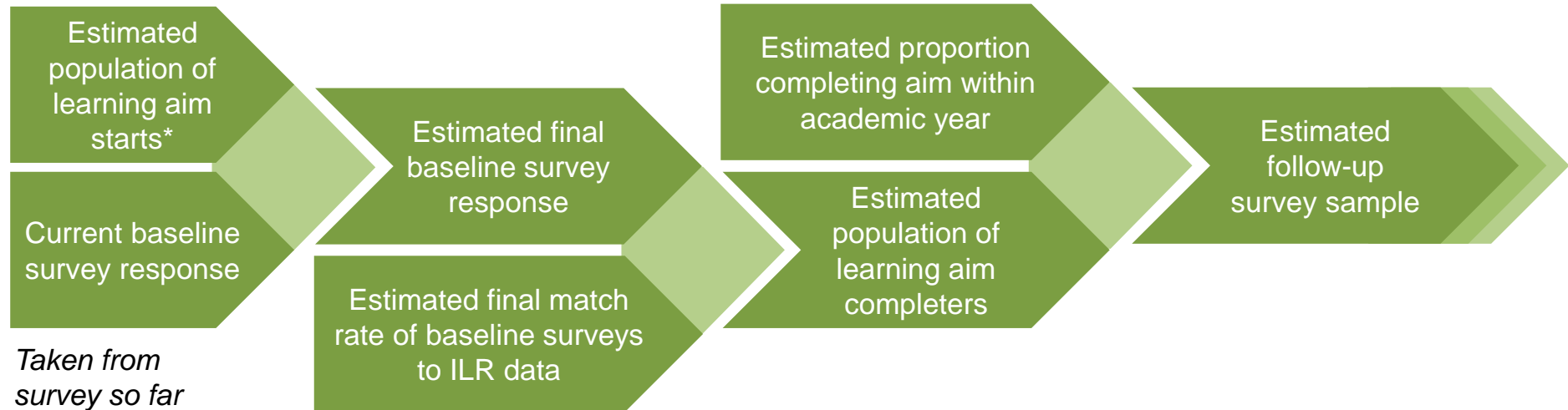
There was initially an element of uncertainty about what response rates would be feasible because the pilot follow-up survey had been carried out with a 'cold' sample, and it was therefore unclear what level of response could be expected to either online or telephone survey.

Opportunities for projection from 2020/21 or 2019/20 were limited by the effect of COVID-19 which had suppressed learning aim starts and completions in those years. Therefore, the targets were set using a projection from limited data provided regarding 2018/19 combined with information on provision in 2020/21, response rates from the pilot survey, and any lessons learned regarding response rates at follow-up as the survey progressed. The process is summarised in Figure 5.2 and Figure 5.3.

Figure 5.2 Method of estimating sampling frame population and likely available follow-up survey sample, for the setting of survey targets

Estimated per provider using latest 2021/22 ILR available + annual distribution from 2018/19 for that provider type

Taken from 2018/19 survey



Taken from survey so far

Taken from survey so far (initially from pilot)

**taking into account agreed exclusions*

Figure 5.3 Method of setting targets once available follow-up survey sample known and full year population estimate made

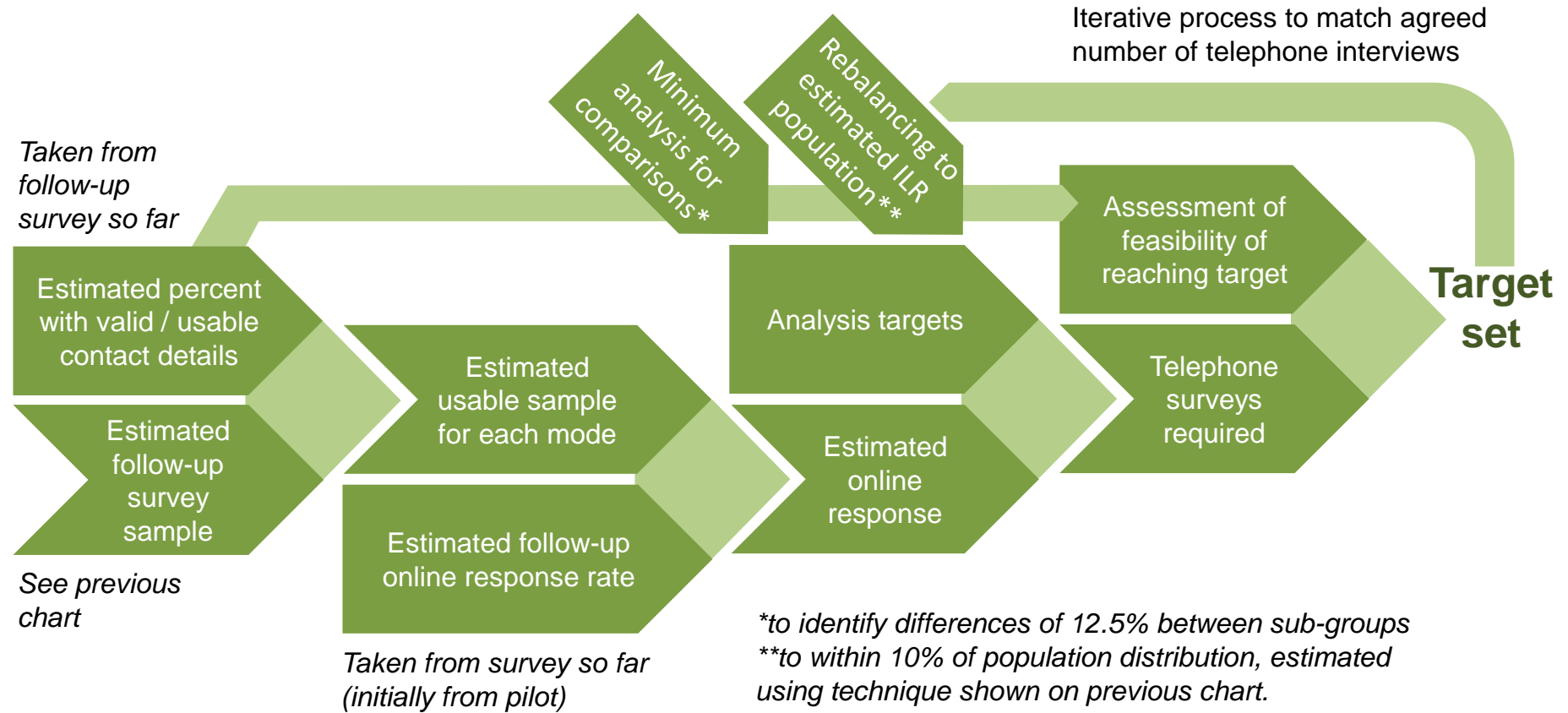


Figure 5.3 mentions an iterative process to determine the feasibility of targets. Whether or not to target a group for achieving minimum analysis requirements was determined by a maximum response rate. The level this could be set at was amended during fieldwork as the response rate was tested in practice. At the end of interviewing this was set at a limit of 40% for combined online response rate plus telephone calling¹.

The intensity of the rebalancing element of the targeting was set iteratively in order to match the budgeted 2,600² telephone interviews; by the end of interviewing, groups were selected for rebalancing once more than 10% from the estimated population distribution. By the end of the year, rebalancing targets were set for the following groups:

- Ethnicities: Mixed; Pakistani; Bangladeshi; African; Other Black; Arab; Other Ethnic Group; Not specified.
- Age Band: 19 to 23; 24 to 49.
- Single parent.
- Subject areas: Basic Skills: Language; Construction, Planning and the Built Environment; Retail and Commercial Enterprise; Preparation for Life and Work (not Basic Skills).
- Flexibilities and initiatives: Low Wage flexibility

Once targets were set they were split into targets for each “Bloc” using the population profile across the year which had been calculated at the start of the process (and updated with new information when new ILR extracts became available). Targets were then loaded into the interviewing system.

Finally, an overall target was set for the distribution of telephone interviews across the year, allocating a proportion of the 2,600 telephone interviews budgeted to each “Bloc”. This was updated with new information whenever new ILR extracts became available.

The design of the targets, including the detailed method of calculation of some of the elements, was significantly revised four times in the year (on receiving ILR releases R06, R10, R13 and R14), as the receipt of each ILR extract (and progress of the baseline and follow-up surveys over time) provided more information. For 2022/23, the design will be simpler due to the availability of a population profile for 2021/22, a ‘normal’ year with relatively few pandemic restrictions.

Paper

Surveys were also distributed on paper to the home addresses³ of the 502 matched baseline respondents who requested a paper survey. Envelopes were addressed to the respondent by name. These included a freepost return envelope. These were sent out in batches for each “bloc”, a few days after each online survey launch. Data from the returned surveys were then entered using an adapted version of the online survey.

¹ Set high to avoid ‘abandoning’ groups early on, and being unable to then catch up later should more sample have become available.

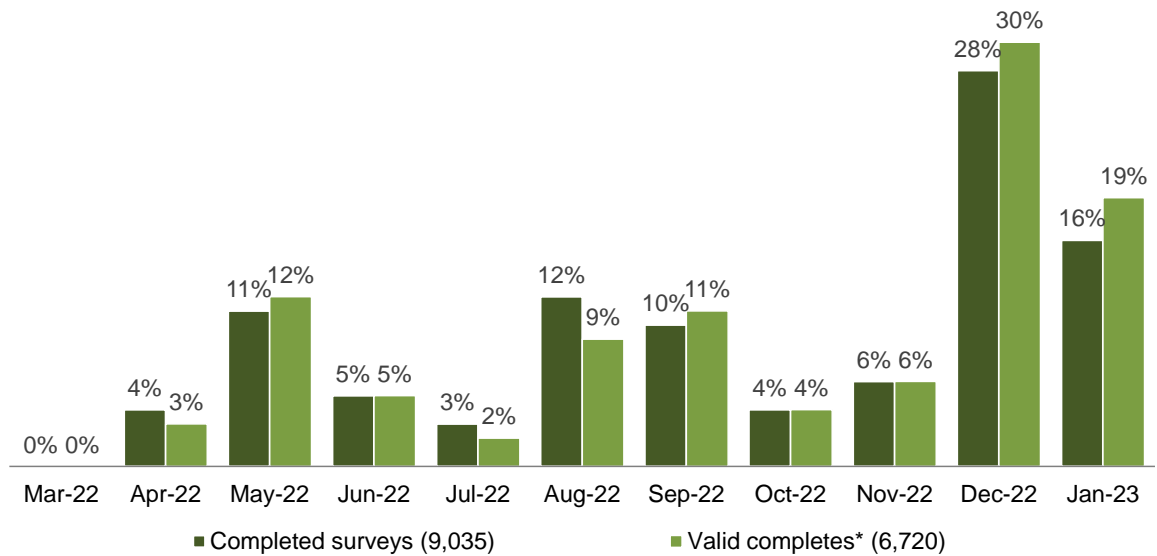
² Originally 3,000 were budgeted, but a proportion of these was removed for other additions to the project, e.g., additional translation costs for Arabic. A generous allowance was also made for interview requests from respondents, which decreased through the year.

³ Gathered in the baseline survey, rather than taken from the ILR database.

Progress over time

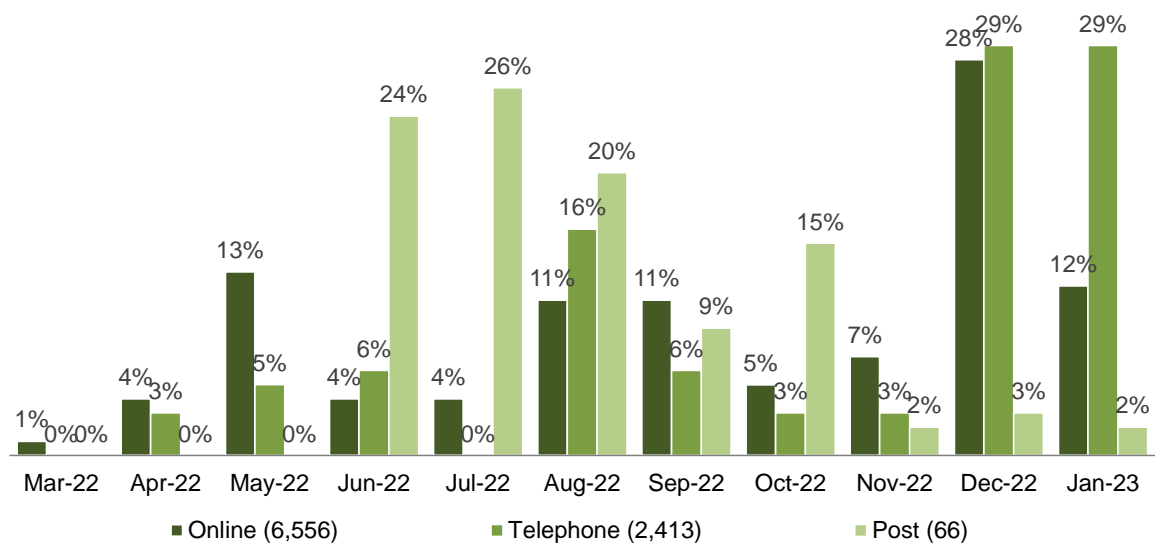
Most surveys were completed towards the end of the survey period, as expected since the final months of the year contain the largest number of completions. Postal responses were distributed differently through the year to online and telephone responses. This is due to their tendency to be used for learners doing short courses, rather than more advanced year-long courses.

Figure 5.4 Distribution of surveys by month of learning aim completion, completed surveys and valid completes (included in the final survey dataset)



Source: IFF Research survey statistics *Not excluded from final survey dataset

Figure 5.5 Distribution of surveys by route of completion, completed surveys



Source: IFF Research survey statistics

Prize draw

A monthly prize draw was run as an incentive for learners to take part in the survey. This was advertised in the survey materials developed for providers and on the baseline survey introduction page of the website. The prize draw was open to adult learners on eligible courses in London who participated in the baseline or the follow-up London Learner Survey either online, by phone or by completing and returning a printed copy of the questionnaire. Learners were asked to confirm if they wanted to enter the prize draw during the survey and, if they replied yes, to provide contact details so they could be contacted if they were the winner. One prize was drawn each calendar month across both baseline and follow-up surveys, starting from September 2021, and each prize was a standard iPad.

Winners were chosen by a random draw from all eligible entries, conducted within five working days of the end of each calendar month. Full terms and conditions were provided on the IFF Research website, with a link distributed to learners.

6 Follow-up survey: response

Non-response

A total of 31,439 records were uploaded for fieldwork, as detailed in the previous chapter. Of these, 30,927 (98%) had email addresses, and 27,296 (87%) had phone numbers. Of those with phone numbers, 18,821 were called (69%). The remaining 31% were not called due to one or more of the following factors:

- They had completed the survey online before they could be called.
- The targets for all groups that person was in had been completed before telephone fieldwork started.
- The phone number was invalid or was a duplicate of another which had already been called in the same two-week period or 'bloc'.
- They had opted out of research.

In 108 cases, phone numbers were found to be incorrect on calling, 27 numbers were on the IFF Research 'do not call' list, and 16 opt-outs were received.

Response rates

A total of 9,035⁴ completed survey responses were received, of which 6,556 were online, 2,413 by phone, and 66 were received by post (of 502 sent by post, a response rate of 13%).

This total of 9,035 responses gives a raw response rate of 29%, relative to the sample.

Exclusions

The number of responses included in the final dataset was lower, at 6,720, which was a reduction of 26%. This is because of exclusions that were applied to the data after the survey had been completed where in discussion with the GLA, several groups were excluded from the final data file, in order to produce results which would be most useful for policy:

- Learners removed from the ILR since the date of sampling; this usually occurred due to provider error, where learning may not have been eligible for subsidy.
- Learners who completed the baseline survey after the learning aim end date, unless the course was less than 30 days in length, in which case the survey would have had to be completed within 30 days of the start date of the learning aim.
- Learners who had completed the baseline survey more than 120 days (c.4 months) after the survey start date, even if the course was continuing⁵.

⁴ One more respondent completed the follow-up survey, but their completed baseline survey was later found to be corrupt due to a one-off routing error, and therefore they were retrospectively excluded back to the baseline dataset.

⁵ This requirement will be tightened for Year 2; it was set to 120 days rather than 30 days for Year 1 due to the late participation of some learning providers.

- Learners who had completed the baseline survey more than 90 days (c.3 months) before the learning aim start date.
- Learners who had completed the follow-up survey more than 240 days (c.8 months) after the course end date⁶.

Variation in response by sub-group

Tables 6.1 through to Table 6.5 show the variation in response by sub-group, after all the exclusions listed above. The total response rate after exclusions was 6,720 responses from 31,439 records, or 21%.

Table 6.1 Sample profile by age group – follow-up survey (on upload)

Age group	Number of records uploaded for fieldwork	Number of responses	Response rate
19 to 23	2,026	346	17%
24 to 49	19,510	3,436	18%
50+	9,903	2,938	30%

Table 6.2 Sample profile by subject area – follow-up survey (on upload)

Subject area	Number of records uploaded for fieldwork	Number of responses	Response rate
Basic Skills: Literacy	3,014	529	18%
Basic Skills: Numeracy	2,038	326	16%
Basic Skills: Language	7,016	1,015	14%
Basic Skills: Digital	581	116	20%
Health, Public Services and Care	2,447	500	20%
Science and Mathematics	139	27	19%
Agriculture, Horticulture and Animal Care	162	43	27%
Engineering and Manufacturing Technologies	224	39	17%
Construction, Planning and the Built Environment	456	84	18%
Information and Communication	1,782	373	21%
Retail and Commercial Enterprise	627	131	21%
Leisure, Travel and Tourism	562	203	36%
Arts, Media and Publishing	4,188	1,531	37%
History, Philosophy and Theology	160	84	53%
Social Sciences	40	19	48%
Languages, Literature and Culture	1,725	686	40%
Education and Training	681	152	22%

⁶ Set to this length of time due to ILR delivery delays; if set shorter it would exclude all learners from August / September 2021.

Subject area	Number of records uploaded for fieldwork	Number of responses	Response rate
Preparation for Life and Work (not Basic Skills)	4,221	572	14%
Business, Administration and Law	1,376	290	21%

Table 6.3 Sample profile by sex – follow-up survey (on upload)

	Number of records uploaded for fieldwork	Number of responses	Response rate
Female	23,571	5,188	22%
Male	7,868	1,532	19%

Table 6.4 Sample profile by ethnicity – follow-up survey (on upload)

	Number of records uploaded for fieldwork	Number of responses	Response rate
White British	6,606	2,263	34%
White Irish	265	101	38%
Other White	5,940	1,229	21%
Mixed	1,852	340	18%
Indian	1,295	224	17%
Pakistani	1,008	188	19%
Bangladeshi	2,155	313	15%
Chinese	368	98	27%
Other Asian	2,045	322	16%
African	3,680	559	15%
Caribbean	1,162	239	21%
Other Black	688	130	19%
Arab	1,184	187	16%
Other Ethnic Group	2,173	343	16%
Not provided	1,018	184	18%

Table 6.5 Sample profile by LLDD status – follow-up survey (on upload)

	Number of records uploaded for fieldwork	Number of responses	Response rate
Learning difficulty, dyslexia or autism	1,220	241	20%
Sensory disability, or communication difficulty	514	138	27%
Physical disability	696	149	21%
Mental health problem	682	142	21%
Other health problem	584	136	23%
LLDD not specified	149	26	17%
No LLDD	27,594	5,888	21%

7 Data reduction and compilation

Introduction

Having excluded ineligible cases from the data obtained from the survey, the data then required cleaning and processing so that it could be conveniently analysed.

Coding

To enable numerical analysis of the data coding was carried out on all verbatim (typed text) data provided by respondents to the follow-up survey, other than course title⁷A codeframe was developed on a partial sample of the dataset, and then checked and signed off by the project manager before coding proceeded for the rest of the dataset. At the end of the process, a 10% sample of the coded data was checked and amends made where necessary. Finally, the coded data was combined with the rest of the dataset.

Data processing

Data specifications were produced for each of the required outputs and were approved by the GLA. These included definitions of derived variables for analysis with a particular focus on comparisons between the situation of learners at the time of the baseline survey with their situation at the time of the follow-up survey. They were then sent on for the production of data.

Processing, including combining baseline survey and follow-up survey data for each respondent, took place using IBM Dimensions, Merlin and IBM SPSS software, and was fully scripted for ease of repetition for future waves of research.

All data outputs were closely checked by the research team and signed off by the project manager.

Outputs

A range of data outputs were provided to the GLA, for internal use. These were used for publication, for working with providers, and for use in the concurrent GLA AEB Evaluation study:

- Data files for those learners who completed both the baseline and follow-up surveys which provided scope for further analysis of the data both by the GLA and in the GLA AEB Evaluation study where it will be used for Impact Assessment work.
- Data files for those learners who took part in the baseline survey although this file does not contain population data since many baseline surveys are not matched to the ILR.
- Tables on a base of learning aims and on a base of learners, to provide an easy reference source of aggregated data to be used for GLA policy work, and for the GLA AEB Evaluation study. These tables provide significance testing alongside the data in easy-to-read tables for each survey question, with cross-breaks by types of learning and a range of demographic variables.

⁷ Since this was not intended to be used for analysis (course title is taken from the ILR in analysis), but for prompting respondents regarding their course name in the follow-up survey.

Interpreting the tables

Tables have been provided in weighted format (see Chapter 8). All figures produced are therefore estimates of prevalence in the population of learning aims (or learners) as a whole, rather than numbers of survey responses. The exception being that each column heading contains an unweighted base size (number of responses) and an effective base size (allowing for the effect of weighting). This should be used for any significance testing calculations and was used for the tests in the tables).

Tables show significant differences, as shown in Figure 7.1 . The tests used were the z-test for proportion rows, and the t-test for average rows.

Figure 7.1 Table layout and guide

Full question text shown

Basis of significance tests shown – optionally averages and summary codes can be shown on the same table.

Numerous additional statistics can be shown optionally.

A2b. Did the company employ more direct employees 12 months ago than now, or fewer 12 months ago, or the same?				
Base: All businesses				
		Direct emps. (summary)		
	Total	2 to 9	10 to 99	100+
Significance Level: 95%		a	b	c
Unweighted row	1500	654	623	123
Total	1500	1302	180	9
More 12 months ago than current	274	220	50	3
	18%	*17%	*28%	*26%
			ad	ad
No change	1007	906	89	4
	67%	*70%	*50%	*46%
		bc		
Fewer 12 months ago than current	235	187	45	3
	16%	*14%	*25%	*33%
			ad	ad

Unweighted base sizes shown

Weighted total shown

Significant difference to the average indicated by stars

Significant differences between groups indicated by letters

The tables are intended to represent survey data and should not be used for analysis of the population of learners where this is unrelated to survey results. For example, information on the age distribution of AEB learners as a whole (information sourced from the ILR, not the survey) would be better generated directly from the ILR.

8 Weighting

Introduction

Weighting was carried out in order to produce a dataset representative of the sampling frame. It allowed inferences to be drawn regarding the population of learning aims (or learners) as a whole.

When a weighted dataset is analysed, each case is taken (by the analysis software) to represent more or fewer than one respondent, depending on the response rate from that type of respondent. This compensates for variations in response rates across the population, allowing for more accurate estimates to be made that relate to the population as a whole.

Without this the dataset produced from the survey would not be representative of the sampling frame population because of:

- Oversampling of small groups where separate analysis was required for the GLA policy needs (e.g., Level 3 learners)
- Variable response rates
- Variable representation in the follow-up survey sample, due to (for example) varying learning provider participation in the baseline survey, and varying extent of provision of contact details among groups participating in the baseline survey.

Population

The first step of weighting is to determine a source of population data to weight to. The best source for this survey was determined to be the final snapshot of the ILR (R14 2021/22), which was also used for the final stages of sampling. This is a very accurate source of information on numbers of learners of different types, because it is used to draw down funding.

Calculating the profile of eligible learning aims from the ILR extract was carried out by:

- Deduplicating the file by unique learning aim ID
- Excluding cases where learner date of birth was less than 18 years before the date of survey⁸
- Excluding cases where the funding model and source of funding did not indicate GLA AEB provision.
- Excluding cases where the lead provider was not contracted with the GLA to deliver AEB learning.
- Excluding cases for transferred or paused learning or learning still current at the end of the academic year or recorded as ending after this.

⁸ It was not deemed proportionate to set up the survey to interview under 18s (requiring a differing data protection regime) when eligibility for AEB funding is in normal circumstances for those aged 19 and over only.

- Excluding cases which are classified as 'do not contact' by ESFA⁹, or withdrawing due to illness, exclusion or personal issues, since these could not reasonably be included in the survey.
- Excluding cases where the learner left after enrolment but before the course had started (a 'non-funded start').

Calculating the profile of eligible learners then required de-duplication by the Unique Learner Number, or the provider number and by student number if a Unique Learner Number had not been allocated.

Weighting process

Once a population profile had been assembled, a weighting design was devised. Initially consideration was given to a three-stage weighting process, including a sampling weight, non-response weight and calibration weight. However, due to the unusual research design¹⁰, this was found not to be feasible.

A simpler single-stage weight was used instead, weighting the dataset to match the population on a range of criteria. This approach makes it more difficult to obtain a result which is representative of the population but in this case due to the extensive information available on the population from the ILR it was possible to rigorously test the resulting dataset which ensured that it was representative of the population.

The design aimed to weight the data to balance:

- producing results which are representative by all the GLA's key analysis variables;
- avoiding excessive weights, to minimise the impact on error margins (the 'weighting effect'; see the next section).

Due to the considerable number of key analysis variables required by the GLA (and consequently the large number of categories oversampled via targeted telephone calling), a rim weighting approach was used. This involved repeat weighting by many variables, to iteratively arrive at the desired weighting profile. The variables used were:

- Ethnicity;
- Learning Difficulty and / or Disability (LLDD);
- Age Band crossed by Sex;
- Level of learning aim;
- Subject Area of learning aim crossed by Basic Skills;
- Outcome of learning aim;

⁹ Typically for compassionate reasons, e.g., severe illness.

¹⁰ The large number of oversampled groups, and the method of oversampling using hybrid telephone and online interviewing to constantly adjusted targets precludes the creation of a sampling weight which does not itself incorporate the non-response weight.

- Provider Type crossed by Funding Model;
- Use of unemployment benefits on first day of learning.

Most of these variables were grouped into over-arching categories with similar response rates to reduce complexity.

Due to software limitations and the likely large weighting effect it was not feasible to weight against all the GLA analysis variables (e.g., each individual GLA and ESFA flexibility). However, the weight was tested against all 35 of these variables, and the results were found to be representative in most cases. Those categories significantly under-represented or over-represented are shown below (by >20% as a proportion of the sub-group, or >3% in terms of percentage points in the dataset distribution).

Table 8.1 shows the groups which are under- or over-represented. This does not mean that data within these groups is in any way suspect, but it does mean that these groups may be slightly over-represented or under-represented in results for AEB learners or learning aims as a whole. The clearest over-representation is of learners receiving Learner Support. This is likely to be because that support might have assisted them in taking part in the survey. It was found not to be possible to fairly represent learners with Learning Difficulties or Disabilities without applying a high weight to this group. For Year 2, the availability of an EasyRead version of the survey may make this easier.

Table 8.1 Groups under- or over-represented* in weighted dataset (aims)

Sub-group	% of population (aims)	% in weighted dataset (aims)	% over- or under-represented (% of sub-group)	% over- or under-represented (pp in distribution)
Functional Skills aims	8.1%	9.8%	+20.9%	+1.7%
Ethnicity: Irish	0.9%	1.0%	+22.4%	+0.2%
Ethnicity: not provided	3.7%	2.8%	-25.9%	-1.0%
Organisation Type: FE College	43.9%	39.6%	-9.8%	-4.3%
Central London Forward	39.0%	35.4%	-9.4%	-3.7%
Local London	27.8%	31.5%	+13.3%	+3.7%
Learner receiving Learner Support	9.4%	13.9%	+47.5%	+4.5%
Learner not receiving Learner Support	90.6%	86.1%	-4.9%	-4.5%
Subject Area: Languages, Literature and Culture	4.8%	6.2%	+27.6%	+1.3%
Non-formula funding flexibility	1.9%	2.3%	+20.6%	+0.4%
ESFA AEB Entitlement: English and Mathematics	9.8%	11.9%	+21.5%	+2.1%

Source: IFF Survey statistics, ILR (R14 2021/22). *excludes groups of respondents with <25 completed surveys.

Additional weights

Some additional weights were provided to make analysis easier:

- A learner weight, providing one case per learner. This was generated by reducing the weight for cases where the same learner had multiple aims. For example, if a learner had two aims, the weight applied to a case for that learner would be divided by two.
- A provider weight, for producing results representative by provider. These results are less representative in other dimensions and should not be used for other purposes.
- A borough weight, for producing results representative by borough. These results are less representative in other dimensions and should not be used for other purposes.
- Grossed weights were provided for learners and learning aims to easily provide numeric estimates of the numbers of learners and learning aims.

Unweighted tables were also produced for each provider. This was done because the sample size did not, in general, allow weighting within a provider to be representative of their specific learner population.

Design effect and error margins

While weighting is necessary to produce representative results from any sampled survey, weighting has a negative effect on the statistical error margin produced by a dataset.

Weights were capped at 2.300 / 0.435 per case, to avoid excessive weights being applied to individual cases which reduced the weighting effect. A lower cap was considered but was rejected on the basis that a higher cap was required to avoid overrepresenting those aged 65 or over, who were 2.28 times more likely to respond than average.

The overall design effect for the main learning aims weight was 1.45, reducing the effective sample size (the sample size used for calculating error margins) from 6,720 to 4,627.

Table 8.2 Design effect and headline error margins

Weight	Sample size	Design effect	Effective sample size	Headline error margin*
Learning Aim	6,720	1.45	4,627	±1.4%
Learner	6,720	1.52	4,426	±1.5%
Provider	6,720	1.47	4,570	±1.4%
Borough	6,720	1.43	4,705	±1.4%
Unweighted	6,720	-	6,720	±1.2%

Source: IFF Survey statistics. *error margin, 95% confidence level, on a result of 50%.

The maximum error margin on results for the dataset as a whole is ±1.4%, if weighting to produce results for numbers of learning aims, and ±1.5% if weighting to produce results for numbers of learners. The maximum error margins for all key sub-groups are shown in Annex A.

Interpreting weighted data

Weighted data can be taken to be estimates of the true situation in the population of learning aims and learners, or the result which would be produced if every learner were to answer the survey.

However, it is important to remember that this data is based on a sample survey and does carry an error margin. It is not recommended to produce figures for publication on base sizes of less than 125¹¹, and the size of the sample and error margin should always be borne in mind, especially when producing numeric estimates of numbers of learners which can suggest misleading levels of accuracy.

Data produced should not be used for analysis of the population of learners unrelated to survey results. For example, information on the age distribution of AEB learners as a whole (information sourced from the ILR, not the survey) would be better generated directly from the ILR.

Data for individual providers and boroughs should be treated particularly carefully.

The representativeness of data for each provider depends strongly on participation levels in the baseline survey. Although telephone calling was targeted at providers with poor response rates, a provider's sample may still be highly skewed by local factors (e.g., individual tutor behaviour, excluding or only encouraging some types of learners to take part), and this cannot be corrected for. Overall, it is not recommended to produce separate results for providers with either (A) a sample size of less than 125 or (B) a net response rate (population vs. final dataset) of less than 1% for Local Authorities, less than 0.9% for private providers, or 0.6% for FE Colleges (i.e., less than half the average for that type of provider), which could be taken to be indicative of patchy coverage within that provider's learner population.

Data for boroughs can also be strongly affected by poor response rates among large local providers, and comparisons with other boroughs may therefore need to carry caveats. The following areas had poor response rates among key providers, and particular care should be taken when drawing comparisons with other boroughs, since this may reflect differences in participation (e.g., a lack of responses from FE colleges, or from the local community learning service) rather than differences in outcomes:

- Brent;
- Hackney;
- Hounslow;
- Lewisham;
- Redbridge;
- Wandsworth; and Westminster.

¹¹ Although, by using statistical tests, the presence or absence of differences between sub-groups or between a sub-group and the whole-population average may be proven using smaller sample sizes. This is not recommended for sample sizes of less than 25, since conventional statistical tests may lose their accuracy at these sample sizes.

9 Developments for Year 2

The Year 1 fieldwork described in this Technical Report is the first of a rolling programme of surveys which are expected to continue.

For Year 2, the following changes have been made:

Survey scope

Addition of a new central government initiative aimed at improving numeracy which is administered by the GLA called 'Multiply' into the programme of research, but with separate data outputs.

Survey distribution

Providers were better incentivised to take part which has, resulted in a substantially higher engagement level from providers in the baseline survey from September 2022. This has resulted in a substantially larger baseline dataset for matching, expected to comprise c.100,000 responses by July 2023.

Baseline surveys are now only required if the learner has not completed the survey in the last 90 days rather than 30 days. This change was made in response to feedback from providers to. Learners may still, if they wish, complete multiple baseline surveys in this time, but the survey will notify them that they do not need to do this.

Follow-up surveys may now be asked for all learning aims taking place within 90 days of the initial survey completion. This means that multiple follow-up surveys may result from a single baseline survey.

Questionnaire

Limited questionnaire amends were made to address various issues, notably:

- More detail was sought on motivations for enrolling on learning aims.
- Employment status (improved registering of maternity and paternity leave, to avoid excessive use of the 'other specify' option).
- Sector of employment (SIC2007 and SOC2020 coding) for analysis purposes on the follow-up survey.
- Improved recontact and GDPR text to allow for greater flexibility in analysis.

Addition of 'Easy Read' survey option for learners with learning difficulties, at baseline and follow-up. This is a paper version of the survey with pictures and simplified wording (and some simplified answer options) for learners who would find it difficult to complete the main survey. It is not recommended to be used with ESOL learners.

The addition of several extra languages in full translation, at baseline and follow-up: Arabic, Farsi (also known as Dari or Persian), Portuguese, Somali, Spanish, Russian, and Ukrainian. Gujarati and Punjabi were removed due to very limited take-up in Year 1.

Sampling

Matching processes were enhanced to allow cross-year matching. This allows for people who are carrying out courses starting in Year 1 but finishing in Year 2 to be interviewed at follow-up.

As noted above, the follow-up survey may now be distributed multiple times per baseline survey.

10 Annex A: Sub-group error margins

Error margins for sub-groups

As set out in Chapter 8, weighting is necessary to produce representative results from any sampled survey. However, weighting has a negative effect on the statistical error margin produced by a dataset. This varies by sub-group, and so this appendix shows error margins for all sub-groups required by the GLA for analysis.

The maximum error margin on results for the dataset as a whole is $\pm 1.4\%$, if weighting to produce results for numbers of learning aims, and $\pm 1.5\%$ if weighting to produce results for numbers of learners. Table 10.1 shows the maximum error margins for all key sub-groups. Table 10.1.

Table 10.1 Design effect and headline error margins: Aim weight

Sub-group	Sample size	Effective sample size	Headline error margin*
Funding Type (headline)			
Community Learning	2,292	1,600	$\pm 2.5\%$
Adult Skills	4,428	3,097	$\pm 1.8\%$
Funding Type (basic)			
Adult Skills (procured)	521	408	$\pm 4.9\%$
Adult Skills (grant)	3,806	2,639	$\pm 1.9\%$
Good Work for All (GWfA)			
Yes	215	144	$\pm 8.2\%$
No	6,505	4,488	$\pm 1.5\%$
National Skills Fund (NSF)			
Yes	107	89	$\pm 10.4\%$
No	6,613	4,565	$\pm 1.5\%$
Organisation Type			
College	1,442	1,305	$\pm 2.7\%$
Local Authority (LA)	2,714	1,895	$\pm 2.3\%$
Independent Training Provider (ITP)	614	485	$\pm 4.4\%$
Institute of Adult Education (IAL)	1,908	1,553	$\pm 2.5\%$
University	42	42	$\pm 15.1\%$
Distance Learning			
Yes	1,258	889	$\pm 3.3\%$
No	5,462	3,769	$\pm 1.6\%$
Direct or subcontracted			
Direct	6,238	4,291	$\pm 1.5\%$
Subcontracted	482	344	$\pm 5.3\%$

Sub-group	Sample size	Effective sample size	Headline error margin*
Level			
Other Level	2,195	1,636	±2.4%
Entry Level	1,733	1,240	±2.8%
Level 1	1,158	841	±3.4%
Level 2	1,419	992	±3.1%
Level 3 or higher	215	177	±7.4%
Ethnicity			
British	2,258	1,728	±2.4%
Irish	101	77	±11.2%
White (another group)	1,243	873	±3.3%
Mixed	343	258	±6.1%
Indian	230	163	±7.7%
Pakistani	191	132	±8.5%
Bangladeshi	313	246	±6.2%
Chinese	98	66	±12.1%
Asian (another group)	326	232	±6.4%
African	565	450	±4.6%
Caribbean	242	185	±7.2%
Black (another group)	133	108	±9.4%
Arab	197	141	±8.3%
Another group	334	267	±6.0%
Sex			
Male	1,534	1,135	±2.9%
Female	5,186	3,535	±1.6%
Learning Difficulties and / or Disabilities			
Learning Difficulty, Dyslexia or Autism	256	194	±7.0%
Sensory Disability, or Communication Difficulty	144	96	±10.0%
Physical Disability	147	105	±9.6%
Mental Health Problem	142	100	±9.8%
Other Health Problem	137	101	±9.8%
Age band at start of provision			
19 to 20	141	117	±9.1%
21 to 23	204	167	±7.6%
24 to 29	516	389	±5.0%
30 to 39	1,561	1,146	±2.9%
40 to 49	1,360	976	±3.1%
50 to 64	1,588	1,154	±2.9%
65 or above	1,350	1,223	±2.8%

Sub-group	Sample size	Effective sample size	Headline error margin*
Prior Employment Status			
In work	1,761	1,231	±2.8%
Not in work	3,571	2,488	±2.0%
IMD (quintiles, 1 = High)			
1	1,184	849	±3.4%
2	2,308	1,652	±2.4%
3	1,565	1,067	±3.0%
4	935	630	±3.9%
5	727	541	±4.2%
Subject Area (Basic Skills shown separately)			
Basic Skills: Literacy	529	383	±5.0%
Basic Skills: Numeracy	326	236	±6.4%
Basic Skills: Language	1,015	771	±3.5%
Basic Skills: Digital	116	78	±11.1%
01 Health	500	347	±5.3%
02 Science	27	20	±21.9%
03 Agriculture	43	35	±16.6%
04 Engineering	39	34	±16.8%
05 Construction	84	75	±11.3%
06 ICT	373	276	±5.9%
07 Retail	131	108	±9.4%
08 Leisure	203	152	±7.9%
09 Arts	1,531	1,306	±2.7%
10 History	84	72	±11.5%
12 Languages	686	568	±4.1%
13 Education	152	126	±8.7%
14 Life and Work	572	506	±4.4%
15 Business	290	215	±6.7%
Planned course length			
1 day	50	36	±16.3%
2 days to 1 week	487	377	±5.0%
2 to 3 weeks	245	172	±7.5%
4 to 5 weeks	576	398	±4.9%
6 to 8 weeks	356	243	±6.3%
2 to 3 months	3,192	2,191	±2.1%
4 to 6 months	947	657	±3.8%
7 or more months	867	626	±3.9%

Sub-group	Sample size	Effective sample size	Headline error margin*
GLA Subregion			
Central London Forward	2,465	1,700	±2.4%
Local London	1,882	1,339	±2.7%
South London Partnership	967	657	±3.8%
West London Alliance	1,405	959	±3.2%
Local Authority (learner location)			
Barking and Dagenham	179	133	±8.5%
Barnet	161	109	±9.4%
Bexley	79	59	±12.8%
Brent	169	116	±9.1%
Bromley	239	175	±7.4%
Camden	277	195	±7.0%
City of London	29	22	±20.9%
Croydon	348	231	±6.4%
Ealing	220	154	±7.9%
Enfield	197	149	±8.0%
Greenwich	193	143	±8.2%
Hackney	186	130	±8.6%
Hammersmith and Fulham	149	97	±10.0%
Haringey	332	227	±6.5%
Harrow	134	93	±10.2%
Havering	126	91	±10.3%
Hillingdon	292	203	±6.9%
Hounslow	280	198	±7.0%
Islington	236	160	±7.7%
Kensington and Chelsea	90	66	±12.1%
Kingston upon Thames	133	90	±10.3%
Lambeth	290	203	±6.9%
Lewisham	209	148	±8.1%
Merton	160	112	±9.3%
Newham	369	283	±5.8%
Redbridge	244	169	±7.5%
Richmond upon Thames	224	161	±7.7%
Southwark	268	187	±7.2%
Sutton	102	73	±11.5%
Tower Hamlets	206	153	±7.9%
Waltham Forest	256	184	±7.2%
Wandsworth	190	132	±8.5%
Westminster	152	105	±9.6%

Sub-group	Sample size	Effective sample size	Headline error margin*
Completed learning aim			
Yes	6,552	4,499	±1.5%
No	168	141	±8.3%
Learning aim outcome			
Achieved	6,337	4,342	±1.5%
Not achieved or left early	363	309	±5.6%
Flexibilities and Entitlements			
SEND for tutors	2	2	±69.3%
Level 3 flexibility	60	55	±13.2%
Non-formula	150	107	±9.5%
LLW Flexibility	556	400	±4.9%
BSL	2	2	±69.3%
JobCentre Plus	152	115	±9.1%
SWAP	61	54	±13.3%
Flexible Allocation	22	17	±23.8%
Level 2 Entitlement	9	8	±34.6%
Level 3 Entitlement	56	47	±14.3%
English/Maths Entitlement	640	474	±4.5%
Digital Entitlement	108	72	±11.5%

Source: IFF Survey statistics. *error margin, 95% confidence level, on a result of 50%.

11 Annex B: Matching combinations used

Matching process: additional detail

Table 11.1 shows the 42 matching combinations used in the exercise and described in Chapter 4. The follow-up survey was also filtered to exclude matches for learning aims which were at a substantial distance from the timing of the survey.

Table 11.1 Matching combinations, in order of priority given to matches

Match number	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5
1	Provider ID	Learner ID	Date of Birth	Start Date	
2	Provider ID	ULN	Date of Birth	Start Date	
3	Provider ID	Date of Birth	Email	Start Date	
4	Provider ID	Email	Start Date		
5	Provider ID	Date of Birth	Phone number	Start Date	
6	Provider ID	Learner ID	Start Date		
7	Provider ID	ULN	Start Date		
8	Learner ID	Postcode	Date of Birth	Start Date	
9	Learner ID	Email	Start Date		
10	Learner ID	Phone number	Start Date		
11	Learner ID	First Name	Surname	Start Date	
12	Learner ID	Given Names	Surname	Start Date	
13	Learner ID	Surname	Date of Birth	Start Date	
14	Provider ID	Postcode	First Name	Phone Number	Start Date
15	Provider ID	Postcode	Phone Number	Start Date	
16	Provider ID	First Name	Phone Number	Start Date	
18	Provider ID	Postcode	First Name	Surname	Start Date
19	Provider ID	Postcode	Given names	Surname	Start Date
20	Provider ID	Postcode	Date of Birth	Start Month	
21	Provider ID	Date of Birth	Surname	Start Date	
22	Provider ID	First Name	Surname	Start Date	
23	Provider ID	Given Names	Surname	Start Date	
24	Provider ID	Learner ID	Email address		
25	Provider ID	ESFA Learner ID	Email address		
26	Provider ID	Learner ID	Phone number		
27	Provider ID	ESFA Learner ID	Phone number		
28	Provider ID	Learner ID	First Name	Surname	
29	Provider ID	Learner ID	Given Names	Surname	
30	Provider ID	Learner ID	Date of Birth	Surname	

Match number	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5
32	Provider ID	ESFA Learner ID	Date of Birth		
33	Provider ID	Learner ID	Postcode		
34	Provider ID	ESFA Learner ID	Postcode		
35	Provider ID	Date of Birth	First Name	Phone Number	
36	Provider ID	Postcode	First Name	Phone Number	
37	Provider ID	Email address			
38	Provider ID	Postcode	First Name	Start Date	
39	Provider ID	Date of Birth	First Name	Surname	
40	Provider ID	Date of Birth	Given Names	Surname	
41	Provider ID	Postcode	First Name	Surname	
42	Provider ID	Postcode	Given Names	Surname	

Source: IFF Research.

12 Annex C: Questionnaires

Baseline questionnaire

London Learner Survey Baseline Questionnaire (Mainstage)

j10982pb
Online / CATI

Screener

ASK ALL

S1A *Please select a language:*

PROMPT AS NECESSARY. SINGLE CODE.

English	1	SHOW ENGLISH
Polski (Polish)	2	SHOW POLISH
বাংলা (Bengali)	3	SHOW BENGALI
Türkçe (Turkish)	4	SHOW TURKISH
ગુજરાતી (Gujarati)	5	SHOW GUJARATI
தமிழ் (Tamil)	6	SHOW TAMIL
العَرَبِيَّةُ (Arabic)	11	SHOW ARABIC
IF ONLINE: ਪੰਜਾਬੀ (Punjabi)	7	SHOW PUNJABI
IF ONLINE: Português (Portuguese)	8	SHOW PORTUGUESE
IF ONLINE: Af-Soomaali (Somali)	9	SHOW SOMALI
IF ONLINE: اُردُو (Urdu)	10	SHOW URDU
IF ONLINE: Different language (PLEASE SPECIFY)	12	GO TO S1AA

IF S1A = 12

S1AA *The survey is not available in <S1A_TEXT>. You can ask for a telephone interview, or choose another language to complete the survey.*

Ask for telephone interview in <S1A_TEXT>	1	GO TO A3
Choose another language	2	GO BACK TO S1A

CATI ONLY: ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening. My name is <NAME> and I'm calling about the London Learner Survey. The Greater London Authority (GLA), have asked us, IFF Research, to carry out the survey. The survey is for people who have recently started a course funded by the GLA in London.**

Please can I speak to <CONTACT>?

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
No answer	5	CALL BACK
Engaged	6	
Answer phone	7	
Refusal	8	THANK AND CLOSE
Not available during fieldwork	9	
Fax	12	CLOSE
Dead line	13	
Needs reassurances	14	SHOW REASSURANCES AND RETURN
New number provided for respondent	16	TAKE NEW NUMBER AND MAKE APPOINTMENT
Terminate Interview	17	CLOSE

CATI ONLY: ASK ALL

S2 **IF NECESSARY: Good morning / afternoon / evening. My name is <NAME> and I'm calling about the London Learner Survey. The Greater London Authority (GLA), have asked us, IFF Research, to carry out the survey. The survey is for people who have recently started a course funded by the GLA in London.**

FOR ALL: We believe this includes a course you recently started. Would you mind if we asked you some questions about this course? This will take about 10 minutes, and help GLA to understand if their funding is well spent. It also has a prize draw, which you can enter to win an iPad. For Terms and Conditions you can go to the survey website www.londonlearnersurvey.co.uk.

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	THANK AND CLOSE
Not available during fieldwork	5	
Refusal – taken part in recent survey	6	
Needs reassurances	7	SHOW REASSURANCES AND RETURN

CATI ONLY: ASK ALL

S3 **Thank you. Before we start, I need to tell you that UK data protection law says you are allowed to ask us for a copy of any of your personal information that we have. You can also ask us to correct it, or ask us to delete it at any time. You can find out more on our website at iffresearch.com/gdpr.**

The survey is voluntary. You do not have to answer any questions you do not wish to. Your answers will not be available to your learning provider, and will not affect how you are treated by them.

All our interviews are recorded, but we don't give the recordings to anyone outside IFF Research. Is that OK? IF NECESSARY: This is only so that we can check the quality of the interview.

Yes	1	CONTINUE
No	2	THANK AND CLOSE
Needs reassurances	3	SHOW REASSURANCES AND RETURN

REASSURANCES TO USE IF NECESSARY

- You may have asked for a phone call from us instead of completing the survey online, perhaps after discussion with your tutor or learning provider.
- The Greater London Authority (GLA) is the local government body for all of London.
- The research will be used to improve how GLA allocate funding to Adult Learning courses in London, and to check the funding is providing value for money.
- Any information you give us will be used only for the research. It will not affect your course in any way. Your learning provider will not be told if you have taken part or what your answers were.
- Under UK data protection law, you have the right to have a copy of your data, change your data, or withdraw from the research at any time; for more information, please see the IFF Research website at www.iffresearch.com/gdpr.
- IFF Research is a member of the Market Research Society and as such must comply with its Code of Practice, which is available to view on the MRS website.
- If you have any questions about the research, you can contact:
 - **IFF Research:** email <MAILBOX> or call 020 7250 3035.
- To confirm that this is a genuine GLA research project, you can call:
 - **GLA:** Adult Education Budget team at AEB@london.gov.uk.
 - **MRS:** Market Research Society: +44 (0)800 975 9596 or consult <https://www.mrs.org.uk/standards/online-register>

A Online Introduction

ONLINE ONLY: ASK ALL

- A1 **Welcome and thank you for taking part in the London Learner Survey. This survey is being carried out by IFF Research on behalf of the Greater London Authority. We would like you to do this survey because you are starting a course funded by the Greater London Authority.**

We want to find out about your situation now, close to the start of your course. We will also contact you again five months after you finish the course to see if anything has changed.

Your answers will help us to improve courses in London. You can also enter a prize draw to win an iPad. For more information, and prize draw Terms and Conditions please go to www.londonlearnersurvey.co.uk.

To start the survey, please choose an option below and click next.

Data Protection

By taking part in this survey you are agreeing for your answers to be linked to the information held about you by the Education and Skills Funding Agency (ESFA), compiled from the information you gave to your learning provider when you enrolled.

The survey is voluntary. You do not have to answer any questions you do not want to answer. Your answers will not be sent to your learning provider. IFF Research is a member of the [Market Research Society \(MRS\)](#) and follows its code of conduct. UK data protection law says you are allowed to ask us for a copy of any of your personal information that we have. You can also ask us to correct it, or ask us to delete it at any time. You can find out more on our website at iffresearch.com/gdpr.

Please choose an option:

IF S1A = 1 TO 6 OR 11: Do the survey now	1	GO TO SECTION B
IF S1A = 1 TO 6 OR 11: Do the survey later: Send me an email link so I can do this.	2	GO TO A2
IF S1A = 1 TO 6 OR 11: I cannot complete the survey online IF S1A = 7 TO 10: The survey is not available online in <S1A_TEXT>. Click here to book a telephone interview.	3	GO TO A3
IF S1A = 7 TO 10: Select another language to do the survey online	4	RETURN TO S1A

ONLINE ONLY: ASK IF LOGIN EMAIL REQUIRED (A1 = 2)

- A2 **Please type in your email address below to receive an email which will let you log into the survey again later. It will also allow you to return to the survey after pausing it.**

The survey must be completed in the first four weeks of your course, or before the end of your course if it is shorter than four weeks.

<i>WRITE IN</i>		
Continue now without doing this	1	

DS: IF A1 = 2 SEND LOGIN EMAIL AND RETURN SURVEY TO A1.

ONLINE ONLY: ASK IF ALTERNATIVE SURVEY ROUTE REQUIRED (A1 = 3)

A3 **Please ask your course tutor or learning provider for information and advice on other ways to complete the survey. The survey is available via telephone, on paper, in standard or EasyRead format.**

If you need to request a telephone survey, please enter your details below, and you may receive a call from IFF Research.

[IF S1A = 1 TO 5 OR 11: **Please tell us why you need a telephone survey:**

<i>_1 WRITE IN</i>

]

Name (we need this so we know who to ask for when we call):

<i>_2 WRITE IN</i>

Phone number:

<i>_3 WRITE IN</i>

Preferred language:

DS: PREFILL WITH S1A_TEXT RESPONSE

<i>_4 WRITE IN</i>

ONLINE ONLY: SHOW IF ALTERNATIVE SURVEY ROUTE REQUIRED (A1 = 3)

A4 **Thank you. You may receive a phone call from IFF Research in the next few days.**

DS: IF A3 COMPLETED, PUT IN TELEPHONE QUEUE. PAUSE SURVEY.

B Demographics

ASK ALL

- B1 Before we start, we need to collect some information about you. We need this to help us connect your answers to the course you are doing.** *This is important because we would like to contact you after the course has finished, to see if it has helped you. This information will not be given to anyone else.*

When did your course start? *If you are unsure, it is OK to guess. This survey is about a course you started in the last month or so.*

WRITE IN		
DS: DD/MM/YYYY		
Don't know	1	CONTINUE
Prefer not to say	2	CONTINUE

ASK ALL

- B1AA What is your student number?** *This is the number that you were given when you signed up to start the course. It might be on your student card, or a letter or email from your learning provider confirming you are doing the course. If you do not have this information, you can still do the survey.*

WRITE IN		
Don't know my student number	1	CONTINUE
Prefer not to give this information	2	CONTINUE

DS: IF B1_1 POPULATED, CREATE A START_MONTH VARIABLE BASED ON IT. CHECK DATASET FOR STUDENT NUMBER + UKPRN + START_MONTH.

ASK ALL

- B2** *[IF B1AA ≠ 1 OR 2: Sometimes, we can't find student numbers on our records.][IF B1AA = 1 OR 2: Since you can't provide your student number,]* **please could you also tell us your postcode and date of birth, to help us identify your course? This information will not be given to anyone else.**

Postcode:

_5 WRITE IN		
Prefer not to say	1	CONTINUE

Date of birth (day/month/year, e.g. 15/01/2001):

<i>_6 WRITE IN</i> DS: FORMAT DD/MM/YYYY		
Prefer not to say	1	CONTINUE

ASK IF STUDENT NUMBER + UKPRN + START_MONTH COMBINATION FOUND ON DATASET ALREADY

B1A Someone has already done a survey using this student number for a course starting in the same month. We don't need more than one survey from you in the same month, even if you are doing more than one course.

If you don't remember doing the survey, or if you'd like to change your previous answers, you can choose to continue. Would you like to...

READ OUT. SINGLE CODE.

Continue the survey	1	CONTINUE
End the survey now	2	CLOSE

IF DOB REFUSED (B2_6=PREFER NOT TO SAY)

B2A Are you...

READ OUT. SINGLE CODE.

19 or more years old	1	CONTINUE
Under 19 years old	2	SCREEN OUT OF SURVEY
Prefer not to say	3	

ASK ALL

B1B What is the name of the course or learning you are answering about?

<i>WRITE IN</i>		
Don't know	1	CONTINUE
Prefer not to say	2	CONTINUE

ONLINE ONLY: ASK IF LOGIN EMAIL NOT ALREADY PROVIDED (A1 ≠ 2)

B3 **We can send you an email with a link in it, which would let you come back to the survey later if you need to stop part way through it.**

Would you like this email?

Yes	2	
No	3	
Don't know	4	

ONLINE ONLY: ASK IF NOT GIVEN EMAIL BUT REQUESTED EMAIL (B3 = 1/2 AND B2_3 = CODE 1)

B4 **Please type in your email below:**

<i>WRITE IN</i>		
Continue now without doing this	1	

DS: IF B3 = 1/2 AND B4 ≠ CODE 1 SEND LOGIN EMAIL TO ADDRESS GIVEN AT B4 AND CONTINUE SURVEY

C Aims

ASK ALL

C1 Why are you doing this course?

READ OUT. MULTICODE.

To learn a new skill	1	
To help you to get a job you want	2	
To make you better at your current job	3	
To help you get on another course or training programme	4	
To meet new people	5	
To improve your physical or mental health	6	
To help you to be more confident	7	
To help you to help other people	8	
Another reason – please write in:	9	WRITE IN
None of the above	10	SINGLE CODE ONLY
Don't know	11	SINGLE CODE ONLY
Prefer not to say	12	SINGLE CODE ONLY

C2 ASKED ONLY IN FOLLOW-UP SURVEY

C3 ASKED ONLY IN FOLLOW-UP SURVEY

C4 ASKED ONLY IN FOLLOW-UP SURVEY

C5 ASKED ONLY IN FOLLOW-UP SURVEY

C6 ASKED ONLY IN FOLLOW-UP SURVEY

D Employment history

ASK ALL

- D1 **Which of the following best describes your work situation at the moment?**
READ OUT. SINGLE CODE.

Employed (full or part-time) (including temporarily not working due to e.g. parental leave or furlough)	1	
Self-employed	2	
Waiting to start a new job you have been offered	3	
Unemployed	4	
In full-time education or training	5	
Retired	6	
Looking after your family or home	7	
You can't work because of a long-term health condition or disability	8	
Doing something else – <i>please write in:</i>	9	WRITE IN
Don't know	10	
Prefer not to say	11	

ASK IF EMPLOYED (D1 = 1 OR 2)

- D2 **How many hours do you usually work per week?**
WRITE IN.

DS: ADD HELP BOX: A five day week of working 9AM to 5PM each day is about 38 working hours.

Hours per week: <i>WRITE IN. DS ALLOW 1 TO 168.</i>		
Don't know	1	
Prefer not to say	2	

ASK IF EMPLOYED (D1=1 OR 2)

D3 **We would now like to ask you about how much you are paid, before tax.**

This is important because we need to find out whether doing courses has an impact on what people earn. Your learning provider will not be able to connect any of your answers to this survey to your name. You will be asked to give a range, not an exact amount.

[IF ONLINE: *For more information about how IFF Research protects your data, [click here.](#)*]

Would you like to answer about your pay...

READ OUT. SINGLE CODE.

in a usual week	1	
in a usual month	2	
each year (<i>your current annual wage or salary</i>)	3	
Refuse to answer	5	

ASK IF ABLE TO GIVE INCOME (D3 = 1 TO 3)

D4 **How much are you paid <D3 ANSWER>, before tax?**

If you have more than one job, please include all your pay.

If your hours vary, please say the amount you are paid <D3 ANSWER>.

PROMPT AS NECESSARY. SINGLE CODE.

IF D3 = 1: Less than £100 per week IF D3 = 2: Less than £450 per month IF D3 = 3: Less than £5,500 per year	1	
IF D3 = 1: £100 to £199 IF D3 = 2: £450 to £874 IF D3 = 3: £5,500 to £10,499	2	
IF D3 = 1: £200 to £269 IF D3 = 2: £875 to £1,174 IF D3 = 3: £10,500 to £13,999	3	
IF D3 = 1: £270 to £349 IF D3 = 2: £1,175 to £1,499 IF D3 = 3: £14,000 to £17,999	4	
IF D3 = 1: £350 to £424 IF D3 = 2: £1,500 to £1,824 IF D3 = 3: £18,000 to £21,999	5	
IF D3 = 1: £425 to £524 IF D3 = 2: £1,825 to £2,249 IF D3 = 3: £22,000 to £26,999	6	
IF D3 = 1: £525 to £599 IF D3 = 2: £2,250 to £2,574 IF D3 = 3: £27,000 to £30,999	7	
IF D3 = 1: £600 to £674 IF D3 = 2: £2,575 to £2,924 IF D3 = 3: £31,000 to £34,999	8	
IF D3 = 1: £675 to £849 IF D3 = 2: £2,925 to £3,674 IF D3 = 3: £35,000 to £43,999	9	
IF D3 = 1: £850 to £1,274 IF D3 = 2: £3,675 to £5,499 IF D3 = 3: £44,000 to £65,999	10	
IF D3 = 1: £1,275 or more per week IF D3 = 2: £5,500 or more per month IF D3 = 3: £66,000 or more per year	11	
Don't know	12	
Refuse to answer	13	

D5 NOT ASKED IN BASELINE SURVEY

D6 NOT ASKED IN BASELINE SURVEY

D7 NOT ASKED IN BASELINE SURVEY

ASK IF EMPLOYED (D1=1 OR 2)

D8 **How satisfied or dissatisfied are you with your work?**

“Satisfied” means “happy” or “content”.

“Dissatisfied” means “unhappy” or “not content”.

READ OUT. SINGLE CODE.

Completely dissatisfied	1	
Mostly dissatisfied	2	
Quite dissatisfied	3	
Neither satisfied or dissatisfied	4	
Quite satisfied	5	
Mostly satisfied	6	
Completely satisfied	7	
Don't know	8	
Prefer not to say	9	

ASK IF SATISFIED (D8=5-7)

D9 **Why are you satisfied with your work?**

“Satisfied” means “happy” or “content”.

READ OUT. MULTICODE.

You want to do this type of work	1	
You are happy with your pay	2	
There are chances for promotion	3	
Your job is secure	4	
You have a good work-life balance	5	
You do not have to work anti-social hours	6	
You get on well with your colleagues	7	
Another reason (please write in)	8	WRITE IN

Don't know	9	EXCLUSIVE
Prefer not to say	10	EXCLUSIVE

ASK IF DISSATISFIED (D8=1-3)

- D10 **Why are you dissatisfied with your work?**
"Dissatisfied" means "unhappy" or "not content".
 READ OUT. MULTICODE.

You don't want to do that type of work	1	
You are unhappy with your pay	2	
There are few chances for promotion	3	
Your job is not secure	4	
You have a bad work-life balance	5	
You have to work anti-social hours	6	
You do not get on well with your colleagues	7	
Another reason (please write in)	8	WRITE IN
Don't know	9	EXCLUSIVE
Prefer not to say	10	EXCLUSIVE

ASK IF EMPLOYED (D1=1 OR 2)

- D11 **The next questions are about your main job. If you have more than one job, please think about the job which pays you the most. If your jobs are paid the same, please think about the one for which you work the most hours.**

Is your job ...
 READ OUT. SINGLE CODE.

A permanent job	1	
A permanent job, but I am thinking of leaving	2	
Not permanent in some way	3	
Don't know	4	
Prefer not to say	5	

ASK IF JOB NOT PERMANENT (D11 = 3)

D12 **In what way is the job not permanent? Is it...**
READ OUT. MULTICODE.

Seasonal work	1	
For a fixed length of time	2	
Temping for an agency	3	
Casual work	4	
Not permanent for another reason - <i>please write in</i>	5	WRITE IN
Don't know	6	
Prefer not to say	7	

D13 ASKED ONLY IN FOLLOW-UP SURVEY

ASK IF EMPLOYED (D1 = 1 OR 2)

D14 **In your main job, are you employed on a zero-hours contract?**

A zero-hours contract means you are not contracted to work a set number of hours, and you are only paid for the number of hours that you actually work.

Yes	1	
No	2	
Don't know	3	
Prefer not to say	4	

ASK IF D1=1 OR 2 AND D4 ≠ 9 TO 11

D15 **Does your main job pay £<LLWRATE> or more an hour, before tax?** This is the London Living Wage.
SINGLE CODE.

Yes, I am paid £<LLWRATE> an hour or more	1	
No, I am paid less than £<LLWRATE> an hour	2	
Don't know	3	
Prefer not to say	4	

DS: IF D4 = 9 TO 11, FORCE D15 = 1.

D16 ASKED ONLY IN FOLLOW-UP SURVEY

E Wellbeing

ASK ALL

The next four questions are about your wellbeing and confidence.

You do not have to answer any questions you do not want to. Your learning provider will not know how you answered.

ASK ALL

E1 Overall, how satisfied are you with your life nowadays? Where 0 is ‘not at all satisfied’ and 10 is ‘completely satisfied’.

“Satisfied” means “happy”.

SINGLE CODE.

DS: FOR CATI SHOW AS ‘WRITE IN’ NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all satisfied	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely satisfied	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E2 **Overall, to what extent do you feel that the things you do in your life are worthwhile?**
Where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'.

"Worthwhile" means "important" or "meaningful".

SINGLE CODE.

DS: FOR CATI SHOW AS 'WRITE IN' NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all worthwhile	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely worthwhile	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E3 **Overall, how happy did you feel yesterday? Where 0 is 'not at all happy' and 10 is 'completely happy'.**

SINGLE CODE.

DS: FOR CATI SHOW AS 'WRITE IN' NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all happy	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely happy	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E4 **Overall, how anxious did you feel yesterday? Where 0 is ‘not at all anxious’ and 10 is ‘completely anxious’.**

“Anxious” means “worried” or “nervous”.
SINGLE CODE.

DS: FOR CATI SHOW AS ‘WRITE IN’ NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all anxious	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely anxious	11	
Don't know	12	
Prefer not to say	13	

E5 ASKED ONLY IN FOLLOW-UP SURVEY

F Self-efficacy

SHOW TO ALL

Next are some questions about how you feel about aspects of your life. There are no right or wrong answers.

ASK ALL

F1 You will now see six statements. For each statement, please say how true the statement is for you.

READ OUT. SINGLE CODE.

	Not at all true	A little true	Mostly true	Completely true	Don't know	Prefer not to say
_1 I can find a way to get what I want if someone does not agree with me.	1	2	3	4	5	6
_2 It is easy for me to reach my goals.	1	2	3	4	5	6
_3 I am confident that I could manage unexpected events.	1	2	3	4	5	6
_4 I know how to manage unplanned situations without help.	1	2	3	4	5	6
_5 I can stay calm when I have difficulties because I have ways to manage	1	2	3	4	5	6
_6 I can usually manage most situations I find myself in	1	2	3	4	5	6
_7 ASKED ONLY IN FOLLOW-UP SURVEY	1	2	3	4	5	6

G Social integration

ASK ALL

The next few questions are about the sort of people you meet in your day-to-day life. This includes friends, colleagues at work, or neighbours you often talk to. We call this your wider social group.

We are asking these questions because we are interested in how being on the course might change your wider social group.

There are no right or wrong answers.

ASK ALL

G1 As part of your wider social group, how often do you spend time with adults who are a different age to you?

READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT AGE GROUP (G1 = 2 TO 5)

G2 Thinking about the time you spend with adults from your wider social group who are a different age to you, would you say that it is:

READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	

Prefer not to say	7	
-------------------	---	--

ASK ALL

- G3 **As part of your wider social group, how often do you spend time with adults who are a different social class to you?**
READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT SOCIAL CLASS (G3 = 2 TO 5)

- G4 **Thinking about the time you spend with adults from your wider social group who are a different social class to you, would you say that it is:**
READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	
Prefer not to say	7	

ASK ALL

G5 **As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?**

READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT ETHNICITY (G5 = 2 TO 5)

G6 **Thinking about the time you spend with adults from your wider social group who are a different ethnicity to you, would you say that it is:**

READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	
Prefer not to say	7	

G7 ASKED ONLY IN FOLLOW-UP SURVEY

H Volunteering

ASK ALL

H1 **In the last 12 months, have you done any voluntary work?**

PROMPT IF NECESSARY: Was it formal volunteering, such as helping at a local organisation or charity? Was it informal volunteering such as helping a neighbour or friend?

READ OUT. MULTICODE.

Yes – formal volunteering – like helping at a local organisation or charity	1	
Yes – informal volunteering – like helping a neighbour or friend	2	
No	3	EXCLUSIVE
Don't know	4	EXCLUSIVE
Prefer not to say	5	EXCLUSIVE

ASK IF VOLUNTEER (H1 = 1 OR 2)

H2 **Over the last 12 months, how often have you done any voluntary work?**

READ OUT. SINGLE CODE.

At least once a week	1	
Less often than once a week, but at least once a month	2	
Less often than once a month, but at least 3 or 4 times a year	3	
Twice in the past 12 months	4	
Once in the past 12 months	5	
Don't know	7	
Prefer not to say	8	

H3 ASKED ONLY IN FOLLOW-UP SURVEY

I Thank and Close

ASK ALL

I1N Thank you for your time so far. We just have a few final questions.

This survey has a prize draw to win an iPad. Terms and Conditions are available on our website: www.londonlearnersurvey.co.uk. If you want to enter the prize draw, we will need you to give us your contact details, so that we can get in touch with you if you win. Would you like to enter this prize draw?

Yes	1	
No	2	

ASK ALL

I2N We will contact you a few months after the end of your course, to ask you how it went. This is so that we can understand if it helped you, and how it might be improved in future.

To help us do this, [IF I1N = 1:and to enter the prize draw,][IF ONLINE:please enter your details below:][IF CATI:could I ask you for your...]

First Name:

_1 WRITE IN		
Prefer not to say	1	CONTINUE

Surname:

_2 WRITE IN		
Prefer not to say	1	CONTINUE

Personal email address – please do not use an email address provided by your college or learning provider, because we will contact you after the end of your course:

_3 WRITE IN		
Prefer not to say	1	CONTINUE

Phone number:

_4 WRITE IN		
Prefer not to say	1	CONTINUE

ASK IF PREVIOUSLY PROVIDED EMAIL ADDRESS OR TELEPHONE AT I2N

- I3 **Would you be willing for IFF Research to [IF CATI:call you back][IF ONLINE:email you again] about the survey you just completed, if we need to clarify any of the information?**

Yes	1	
No	2	

- I4 ASKED ONLY IN FOLLOW-UP SURVEY

ASK ONLY FOR POSTAL DATA ENTRY

- I5 Does respondent request a postal survey at follow-up?

Yes	1	
No	2	

ASK ONLY FOR POSTAL DATA ENTRY, IF POSTAL SURVEY REQUESTED (I5 = 1)

- I6 Please enter postal address given on survey below. Only enter addresses which are covered by UK postage (Britain, Northern Ireland, Channel Islands or Isle of Man):

_1 First line: <i>WRITE IN</i>		
Not provided	1	CONTINUE

_1 Second line: <i>WRITE IN</i>		
Not provided	1	CONTINUE

_1 Third line: <i>WRITE IN</i>		
Not provided	1	CONTINUE

_1 Fourth line: <i>WRITE IN</i>		
Not provided	1	CONTINUE

_1 County (only enter if postcode not given): <i>WRITE IN</i>		
Not provided / Not required	1	CONTINUE

_1 Postcode: <i>WRITE IN</i>		
Not provided	1	CONTINUE

- SHOW IF (ONLINE AND (E1 <= 1 OR E2 <= 1 OR E3 <= 1 OR E4 <= 1))
- 17 We asked you a series of questions about your well-being and we know that some people may have found these difficult or upsetting to answer. If you have concerns about your well-being, for example due to stress or your mental health, advice and support is available. The following organisations can help:

For help online:

Thrive LDN: <https://thrivedn.co.uk/need-help/>

NHS Good Thinking: <https://www.good-thinking.uk/>

MIND: <https://www.mind.org.uk/information-support/guides-to-support-and-services/>

For telephone support:

Samaritans: Call 116 123

NHS 111: Call 111

If you are in crisis, feel suicidal, or feel like harming yourself or other people: Call 999 or go to your nearest Accident and Emergency department (A&E).

THANK RESPONDENT AND CLOSE INTERVIEW

Finally I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

Follow-up questionnaire

London Learner Survey
Follow-up Questionnaire (Mainstage)j10982pf
Online / CATI

Screener

ASK ALL

S1A Please select a language:

PROMPT AS NECESSARY. SINGLE CODE.

English	1	SHOW ENGLISH
Polski (Polish)	2	SHOW POLISH
বাংলা (Bengali)	3	SHOW BENGALI
Türkçe (Turkish)	4	SHOW TURKISH
தமிழ் (Tamil)	6	SHOW TAMIL
العَرَبِيَّةُ (Arabic)	11	SHOW ARABIC
IF ONLINE: ਪੰਜਾਬੀ (Punjabi)	7	SHOW PUNJABI
IF ONLINE: Português (Portuguese)	8	SHOW PORTUGUESE
IF ONLINE: Af-Soomaali (Somali)	9	SHOW SOMALI
IF ONLINE: اُردُو (Urdu)	10	SHOW URDU
IF ONLINE: Different language (PLEASE SPECIFY)	12	GO TO S1AA

IF S1A = 12

S1AA The survey is not available in <S1A_TEXT>. You can ask for a telephone interview, or choose another language to complete the survey.

Ask for telephone interview in <S1A_TEXT>	1	GO TO A3
Choose another language	2	GO BACK TO S1A

CATI ONLY: ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening. My name is <NAME> and I'm calling about the London Learner Survey. The Greater London Authority (GLA), have asked us, IFF Research, to carry out the survey. The survey is for people who completed or left a course funded by the GLA in London in the last few months.**

Please can I speak to <RECONTACT>?

Respondent answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft appointment	4	
No answer	5	CALL BACK
Engaged	6	
Answer phone	7	
Refusal	8	THANK AND CLOSE
Not available during fieldwork	9	
Fax	12	CLOSE
Dead line	13	
Needs reassurances	14	SHOW REASSURANCES AND RETURN
New number provided for respondent	16	TAKE NEW NUMBER AND MAKE APPOINTMENT
Terminate Interview	17	CLOSE

CATI ONLY: ASK ALL

S2 **IF NECESSARY: Good morning / afternoon / evening. My name is <NAME> and I'm calling about the London Learner Survey. The Greater London Authority (GLA), have asked us, IFF Research, to carry out the survey. The survey is for people who completed or left a course funded by the GLA in London in the last few months.**

FOR ALL: We believe this includes a course you completed a few months ago. Would you mind if we asked you some new questions about how this course went? This will take about 10 minutes, and will help GLA to understand if their funding is well spent. It also has a prize draw, which you can enter to win an iPad. For Terms and Conditions you can go to the survey website www.londonlearnersurvey.co.uk.

ADD AS NECESSARY: This course was called [IF BASELINE_B1B POPULATED:<BASELINE_B1B> or]<LEARNAIMREFTITLE> and may have ended around <LEARNACTENDMONTH>. It was carried out at [IF SUBCONTRACT=1:<SUBCONNAME> /][IF SUBCONTRACT=1 OR 2:<PROVNAME>].

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft appointment	3	
Refusal	4	
Refusal – do not remember course	5	THANK AND CLOSE
Refusal – course never started / was postponed	6	
Not available during fieldwork	7	
Refusal – taken part in recent survey	8	
Needs reassurances	9	SHOW REASSURANCES AND RETURN
Request reassurance email	10	SEND REASSURANCE EMAIL AND BOOK APPOINTMENT

CATI ONLY: ASK ALL

S3 **Thank you. Before we start, I need to tell you that UK data protection law says you are allowed to ask us for a copy of any of your personal information that we have. You can also ask us to correct it, or ask us to delete it at any time. You can find out more on our website at iffresearch.com/gdpr.**

The survey is voluntary. You do not have to answer any questions you do not wish to. Your answers will not be available to your learning provider, and will not affect how you are treated by them.

All our interviews are recorded, but we don't give the recordings to anyone outside IFF Research. Is that OK? IF NECESSARY: This is only so that we can check the quality of the interview.

Yes	1	CONTINUE
No	2	THANK AND CLOSE
Needs reassurances	3	SHOW REASSURANCES AND RETURN

REASSURANCES TO USE IF NECESSARY

- You may have asked for a phone call from us instead of completing the survey online.
- The Greater London Authority (GLA) is the local government body for all of London.
- The research will be used to improve how GLA allocate funding to Adult Learning courses in London, and to check the funding is providing value for money.
- Any information you give us will be used only for the research. It will not affect your course in any way. Your learning provider will not be told if you have taken part or what your answers were.
- Under UK data protection law, you have the right to have a copy of your data, change your data, or withdraw from the research at any time; for more information, please see the IFF Research website at www.iffresearch.com/gdpr.
- IFF Research is a member of the Market Research Society and as such must comply with its Code of Practice, which is available to view on the MRS website.
- If you have any questions about the research, you can contact:
 - **IFF Research:** email LLS@iffresearch.com or call 020 7250 3035.
- To confirm that this is a genuine GLA research project, you can call:
 - **GLA:** Adult Education Budget team at AEB@london.gov.uk
 - **MRS:** Market Research Society: +44 (0)800 975 9596 or consult <https://www.mrs.org.uk/standards/online-register>

A Online Introduction

ONLINE ONLY: ASK ALL

- A1 **Thank you for taking part in the London Learner Survey. This survey is being carried out by IFF Research on behalf of the Greater London Authority. You took part in a <BASELINE_METHOD> survey about a course or some other learning when you started a course funded by the Greater London Authority. The course was called [IF BASELINE_B1B POPULATED:<BASELINE_B1B> or]<LEARNAIMREFTITLE> and may have ended around <LEARNACTENDMONTH>. It may have been delivered by [IF SUBCONTRACT = 1:<SUBCONNAME> or][IF SUBCONTRACT = 1 OR 2: <PROVNAME>]. You are being sent this survey because you finished the course a few months ago, and we would like to understand if this course has helped you.**

Your answers will help us to improve courses in London. You can also enter a prize draw and win an iPad. For more information on the study, and prize draw Terms and Conditions please go to <https://www.londonlearnersurvey.co.uk>.

To start the survey, please select an option below and click next.

Data Protection

By taking part in this survey, you are agreeing for your answers to be linked to the information held about you by the Education and Skills Funding Agency (ESFA), compiled from the information you provided to your learning provider when you enrolled.

The survey is voluntary. You do not have to answer any questions you do not want to answer. Your answers will not be sent to your learning provider. IFF Research is a member of the Market Research Society (MRS) and follows its code of conduct. UK data protection law says you are allowed to ask us for a copy of any of your personal information that we have. You can also ask us to correct it, or ask us to delete it at any time. You can find out more on our website at <https://www.iffresearch.com/gdpr>.

Please select an option:

IF S1A = 1 TO 6 OR 11: Do the survey now	1	GO TO SECTION B
NOT ASKED AT FOLLOW-UP	2	GO TO A2
IF S1A = 1 TO 6 OR 11: I cannot complete the survey online IF S1A = 7 TO 10: The survey is not available online in <S1A_TEXT>. Click here to book a telephone interview.	3	GO TO A3
IF S1A = 7 TO 10: Select another language to do the survey online	4	RETURN TO S1A

- A2 NOT ASKED AT FOLLOW-UP

ASK IF ALTERNATIVE SURVEY ROUTE REQUIRED (A1 = 3)

A3 **The survey is available via telephone or on paper.**

If you need to request a telephone survey, please enter your details below, and you may receive a call from IFF Research. If you cannot complete the survey by phone or online, to receive a paper survey, please contact LLS@iffresearch.com, or call us on 020 7250 3035.

[IF S1A = 1 TO 5 OR 11: **Please tell us why you need a telephone survey:**

_1 WRITE IN

]

Name (we need this so we know who to ask for when we call):

_2 WRITE IN

Phone number:

_3 WRITE IN

Preferred language:

DS: PREFILL WITH S1A_TEXT RESPONSE

_4 WRITE IN

ONLINE ONLY: ASK IF ALTERNATIVE SURVEY ROUTE REQUIRED (A1 = 3)

A4 **Thank you. You may receive a phone call from IFF Research in the next few days.**

DS: IF A3 COMPLETED, PUT IN TELEPHONE QUEUE. PAUSE SURVEY.

B Demographics

- B1 NOT ASKED AT FOLLOW-UP SURVEY
- B1AA NOT ASKED AT FOLLOW-UP SURVEY
- B2 NOT ASKED AT FOLLOW-UP SURVEY
- B1A NOT ASKED AT FOLLOW-UP SURVEY
- B2A NOT ASKED AT FOLLOW-UP SURVEY
- B1B NOT ASKED AT FOLLOW-UP SURVEY
- B3 NOT ASKED AT FOLLOW-UP SURVEY
- B4 NOT ASKED AT FOLLOW-UP SURVEY

C Aims

- C1 NOT ASKED AT FOLLOW-UP SURVEY
- ASK ALL
- C2 **Which of these did the course help you to do?**
READ OUT. MULTICODE.

To learn a new skill	1	
To get a job you wanted	2	
To make you better at your job	3	
To get onto another course or training programme	4	
To meet new people	5	
To improve your physical or mental health	6	
To be more confident	7	
To help other people	8	
To do something else – please write in:	9	WRITE IN
None of the above	10	SINGLE CODE ONLY
Don't know	11	SINGLE CODE ONLY

Prefer not to say	12	SINGLE CODE ONLY
-------------------	----	------------------

ASK ALL

C3 How satisfied or dissatisfied are you with the course? [IF CATI:Where 0 is 'very dissatisfied' and 10 is 'very satisfied'.]

*"Satisfied" might include "happy" or "content".
PROMPT AS NECESSARY. SINGLE CODE*

DS: FOR CATI SHOW AS 'WRITE IN' NUMBER BOX, WITH DK AND REF OPTIONS.

0 – very dissatisfied	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 – very satisfied	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

C4 Since finishing the course, have you done, or are you about to start, any more courses or training?

**Please include any training at work, or any training which is still happening now.
PROMPT AS NECESSARY. MULTICODE**

Yes – I have started more study or training	1	
---	---	--

Yes – I am going to start more study or training	2	
No	3	EXCLUSIVE
Don't know	4	EXCLUSIVE
Prefer not to say	5	EXCLUSIVE

ASK IF DOING FURTHER TRAINING (C4=1 OR 2)

C5 What sort of course or training are you doing, or will you be doing?

READ OUT. MULTICODE

An apprenticeship	1	
Course or training at work, or from your employer	2	
Course or training just related to your interests, hobbies or for personal development	3	
Other course or training at a further education college	4	
Other course or training at a higher education institution, e.g. university	5	
Another type of course or training – Please write in:	6	WRITE IN
Don't know	7	EXCLUSIVE
Prefer not to say	8	EXCLUSIVE

ASK IF DOING FURTHER TRAINING (C4=1 OR 2)

C6 What level of qualification will you have if you finish that course or training?

READ OUT. MULTICODE

Entry level , e.g. entry level award, entry level ESOL, Skills for Life	1	
Level 1 , e.g. foundation GCSE, first certificate, level 1 NVQ	2	
Level 2 , e.g. GCSE, intermediate apprenticeship, level 2 NVQ	3	
Level 3 , e.g. A-Level, advanced apprenticeship, access to higher education diploma	4	
Level 4 , e.g. certificate of higher education (CertHE), higher apprenticeship	5	
Level 5 , e.g. foundation degree, diploma of higher education (DipHE)	6	
Level 6 or above , e.g. degree, degree apprenticeship, graduate certificate or diploma	7	

Course or training does not have a level	8	
Course or training does not lead to a qualification	9	
Don't know	10	EXCLUSIVE
Prefer not to say	11	EXCLUSIVE

D Employment history

ASK ALL

- D1 Which of the following best describes your work situation at the moment?
 READ OUT. SINGLE CODE.

Employed (full or part-time) (including temporarily not working due to e.g. parental leave or furlough)	1	
Self-employed	2	
Waiting to start a new job you have been offered	3	
Unemployed	4	
In full-time education or training	5	
Retired	6	
Looking after your family or home	7	
You can't work because of a long-term health condition or disability	8	
Doing something else – please write in:	9	WRITE IN
Don't know	10	
Prefer not to say	11	

ASK IF EMPLOYED (D1 = 1 OR 2)

- D2 How many hours do you usually work per week?
 WRITE IN.

DS: ADD HELP BOX: A five day week of working 9AM to 5PM each day is about 38 working hours.

Hours per week: WRITE IN. DS ALLOW 1 TO 168.		
Don't know	1	
Prefer not to say	2	

ASK IF EMPLOYED (D1=1 OR 2)

D3 We would now like to ask you about how much you are paid, before tax.

This is important because we need to find out whether doing courses has an impact on what people earn. Your learning provider will not be able to connect any of the answers to this survey to your name. You will be asked to give a range, not an exact amount.

[IF ONLINE: *For more information about how IFF Research protects your data, [click here.](#)*]

Would you like to answer about your pay...

READ OUT. SINGLE CODE.

in a usual week	1	
in a usual month	2	
each year (<i>your current annual wage or salary</i>)	3	
Refuse to answer	5	

ASK IF ABLE TO GIVE INCOME (D3 = 1 TO 3)

D4 How much are you paid <D3 ANSWER>, before tax?

If you have more than one job, please include all your pay.

If your hours vary, please say the amount you are paid <D3 ANSWER>.

PROMPT AS NECESSARY. SINGLE CODE.

IF D3 = 1: Less than £100 per week IF D3 = 2: Less than £450 per month IF D3 = 3: Less than £5,500 per year	1	
IF D3 = 1: £100 to £199 IF D3 = 2: £450 to £874 IF D3 = 3: £5,500 to £10,499	2	
IF D3 = 1: £200 to £269 IF D3 = 2: £875 to £1,174 IF D3 = 3: £10,500 to £13,999	3	
IF D3 = 1: £270 to £349 IF D3 = 2: £1,175 to £1,499 IF D3 = 3: £14,000 to £17,999	4	
IF D3 = 1: £350 to £424 IF D3 = 2: £1,500 to £1,824 IF D3 = 3: £18,000 to £21,999	5	
IF D3 = 1: £425 to £524 IF D3 = 2: £1,825 to £2,249 IF D3 = 3: £22,000 to £26,999	6	
IF D3 = 1: £525 to £599 IF D3 = 2: £2,250 to £2,574 IF D3 = 3: £27,000 to £30,999	7	
IF D3 = 1: £600 to £674 IF D3 = 2: £2,575 to £2,924 IF D3 = 3: £31,000 to £34,999	8	
IF D3 = 1: £675 to £849 IF D3 = 2: £2,925 to £3,674 IF D3 = 3: £35,000 to £43,999	9	
IF D3 = 1: £850 to £1,274 IF D3 = 2: £3,675 to £5,499 IF D3 = 3: £44,000 to £65,999	10	
IF D3 = 1: £1,275 or more per week IF D3 = 2: £5,500 or more per month IF D3 = 3: £66,000 or more per year	11	
Don't know	12	
Refuse to answer	13	

ASK IF EMPLOYED (D1 = 1 OR 2)

D5 Has your pay changed since you started the course?

READ OUT. SINGLE CODE

Yes – your pay is higher	1	
Yes – your pay is lower	2	
No – your pay is the same	3	
Don't know	4	
Prefer not to say	5	

ASK IF PAY HIGHER AND ABLE TO ANSWER ABOUT PAY (D5 = 1 AND D3 = 1 TO 3)

D6 By how much has your usual pay gone up <D3 ANSWER>?

Please answer in pounds <D3 ANSWER>, before tax. So, if you are now paid [IF D3 = 1:£10 more in a usual week, enter 10.][IF D3 = 2:£200 more in a usual month, enter 200][IF D3 = 3:£1,000 more each year, enter 1000].

£ WRITE IN		
Don't know	1	EXCLUSIVE
Prefer not to say	2	EXCLUSIVE

ASK IF PAY LOWER AND ABLE TO ANSWER ABOUT PAY (D5 = 2 AND D3 = 1 TO 3)

D7 By how much has your usual pay gone down <D3 ANSWER>?

Please answer in pounds <D3 ANSWER>, before tax. So, if you are now paid [IF D3 = 1:£10 less in a usual week, enter 10.][IF D3 = 2:£200 less in a usual month, enter 200][IF D3 = 3:£1,000 less each year, enter 1000].

£ WRITE IN		
Don't know	1	EXCLUSIVE
Prefer not to say	2	EXCLUSIVE

ASK IF EMPLOYED (D1 = 1 OR 2)

D8 How satisfied or dissatisfied are you with your work?

“Satisfied” means “happy” or “content”.

“Dissatisfied” means “unhappy” or “not content”.

READ OUT. SINGLE CODE.

Completely dissatisfied	1	
Mostly dissatisfied	2	
Quite dissatisfied	3	
Neither satisfied or dissatisfied	4	
Quite satisfied	5	
Mostly satisfied	6	
Completely satisfied	7	
Don't know	8	
Prefer not to say	9	

ASK IF SATISFIED (D8 = 5-7)

D9 Why are you satisfied with your work?

“Satisfied” means “happy” or “content”.

READ OUT. MULTICODE.

You want to do this type of work	1	
You are happy with your pay	2	
There are chances for promotion	3	
Your job is secure	4	
You have a good work-life balance	5	
You do not have to work anti-social hours	6	
You get on well with your colleagues	7	
Another reason - please write in:	8	WRITE IN
Don't know	9	EXCLUSIVE

Prefer not to say	10	EXCLUSIVE
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ASK IF DISSATISFIED (D8=1-3)

- D10 Why are you dissatisfied with your work?**
"Dissatisfied" means "unhappy" or "not content".
 READ OUT. MULTICODE.

You don't want to do that type of work	1	
You are unhappy with your pay	2	
There are few chances for promotion	3	
Your job is not secure	4	
You have a bad work-life balance	5	
You have to work anti-social hours	6	
You do not get on well with your colleagues	7	
Another reason - please write in:	8	WRITE IN
Don't know	9	EXCLUSIVE
Prefer not to say	10	EXCLUSIVE

ASK IF EMPLOYED (D1=1 OR 2)

- D11 The next questions are about your main job. If you have more than one job, please think about the job which pays you the most. If your jobs are paid the same, please think about the one for which you work the most hours.**

Is your job...
 READ OUT. SINGLE CODE.

A permanent job	1	
A permanent job, but I am thinking of leaving	2	
Not permanent in some way	3	
Don't know	4	
Prefer not to say	5	

ASK IF JOB NOT PERMANENT (D11 = 3)

D12 In what way is the job not permanent? Is it...

READ OUT. MULTICODE.

Seasonal work	1	
For a fixed length of time	2	
Temping for an agency	3	
Casual work	4	
Not permanent for another reason - please write in:	5	WRITE IN
Don't know	6	
Prefer not to say	7	

ASK IF JOB PERMANENT, AND WAS NOT BEFORE (D11 = 1 OR 2, AND ((IS PILOT SURVEY) OR BASELINE SURVEY D11 ≠ 1 OR 2))

D13 Has the course helped you to get a permanent job...

READ OUT. SINGLE CODE

A lot	1	
A little	2	
Not much	3	
Not at all	4	
Don't know	5	
Prefer not to say	6	

ASK IF EMPLOYED (D1 = 1 OR 2)

D14 In your main job, are you employed on a zero-hours contract?

A zero-hours contract means you are not contracted to work a set number of hours, and you are only paid for the number of hours that you actually work.

Yes	1	
No	2	
Don't know	3	

Prefer not to say	4	
-------------------	---	--

ASK IF EMPLOYED AND PAID CLOSE TO LLW ((D1 = 1 OR 2) AND D4 ≠ 9 TO 11)

D15 Does your main job pay £<LLWRATE> or more an hour, before tax? This is the London Living Wage.

SINGLE CODE

Yes , I am paid £<LLWRATE> an hour or more	1	
No , I am paid less than £<LLWRATE> an hour	2	
Don't know	3	
Prefer not to say	4	

DS: IF D4 = 9 TO 11, FORCE D15 = 1.

ASK IF EMPLOYED AND WAS NOT BEFORE (D1 = 1 OR 2, AND ((IS PILOT SURVEY) OR BASELINE SURVEY D1 ≠ 1 OR 2)))

D16 Did the course help you to get your current paid work...

READ OUT. SINGLE CODE

A lot	1	
A little	2	
Not much	3	
Not at all	4	
Don't know	5	
Prefer not to say	6	

E Wellbeing

ASK ALL

The next five questions are about your wellbeing and confidence.

You do not have to answer any questions you do not want to. Your learning provider will not know how you answered.

ASK ALL

E1 Overall, how satisfied are you with your life nowadays? Where 0 is ‘not at all satisfied’ and 10 is ‘completely satisfied’.

“Satisfied” means “happy”.

SINGLE CODE.

DS: FOR CATI SHOW AS ‘WRITE IN’ NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all satisfied	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely satisfied	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

**E2 Overall, to what extent do you feel that the things you do in your life are worthwhile?
Where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'.**

"Worthwhile" means "important" or "meaningful".
SINGLE CODE.

DS: FOR CATI SHOW AS 'WRITE IN' NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all worthwhile	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely worthwhile	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E3 Overall, how happy did you feel yesterday? Where 0 is 'not at all happy' and 10 is 'completely happy'.

SINGLE CODE.

DS: FOR CATI SHOW AS 'WRITE IN' NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all happy	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely happy	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E4 Overall, how anxious did you feel yesterday? Where 0 is ‘not at all anxious’ and 10 is ‘completely anxious’.

“Anxious” means “worried” or “nervous”.
SINGLE CODE.

DS: FOR CATI SHOW AS ‘WRITE IN’ NUMBER BOX, WITH DK AND REF OPTIONS.

0 - not at all anxious	1	
1	2	
2	3	
3	4	
4	5	
5	6	
6	7	
7	8	
8	9	
9	10	
10 - completely anxious	11	
Don't know	12	
Prefer not to say	13	

ASK ALL

E5 **What impact, if any, has the course had on your general wellbeing? Has it had...**
READ OUT. SINGLE CODE

A very positive impact	1	
A quite positive impact	2	
No impact	3	
A quite negative impact	4	
A very negative impact	5	
Don't know	6	
Prefer not to say	7	

F Self-efficacy

SHOW TO ALL

Next are some questions about how you feel about aspects of your life. There are no right or wrong answers.

ASK ALL

F1 You will now see seven statements. For each statement, please say how true the statement is for you.

READ OUT. SINGLE CODE.

	Not at all true	A little true	Mostly true	Completely true	Don't know	Prefer not to say
_1 I can find a way to get what I want if someone does not agree with me.	1	2	3	4	5	6
_2 It is easy for me to reach my goals.	1	2	3	4	5	6
_3 I am confident that I could manage unexpected events.	1	2	3	4	5	6
_4 I know how to manage unplanned situations without help.	1	2	3	4	5	6
_5 I can stay calm when I have difficulties because I have ways to manage	1	2	3	4	5	6
_6 I can usually manage most situations I find myself in	1	2	3	4	5	6
_7 The course has helped me to feel more confident	1	2	3	4	5	6

G Social integration

SHOW ALL

The next few questions are about the sort of people you meet in your day-to-day life. This includes friends, colleagues at work, or neighbours you often talk to. We call this your wider social group.

We are asking these questions because we are interested in how being on the course might change your wider social group.

There are no right or wrong answers.

ASK ALL

G1 As part of your wider social group, how often do you spend time with adults who are a different age to you?

READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT AGE GROUP (G1 = 2 TO 5)

G2 Thinking about the time you spend with adults from your wider social group who are a different age to you, would you say that it is:

READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	

Prefer not to say	7	
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ASK ALL

- G3 As part of your wider social group, how often do you spend time with adults who are a different social class to you?**
READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT SOCIAL CLASS (G3 = 2 TO 5)

- G4 Thinking about the time you spend with adults from your wider social group who are a different social class to you, would you say that it is:**
READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	
Prefer not to say	7	

ASK ALL

G5 As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?

READ OUT. SINGLE CODE.

Never	1	
Occasionally	2	
Sometimes	3	
Quite a lot	4	
All the time	5	
Don't know	6	
Prefer not to say	7	

ASK IF SPENDS TIME WITH DIFFERENT ETHNICITY (G5=2 TO 5)

G6 Thinking about the time you spend with adults from your wider social group who are a different ethnicity to you, would you say that it is:

READ OUT. SINGLE CODE.

Very positive (for example, only good experiences, they are friendly to you)	1	
Mostly positive	2	
Neutral	3	
Mostly negative	4	
Very negative (for example, only bad experiences, they are unfriendly to you)	5	
Don't know	6	
Prefer not to say	7	

ASK ALL

G7 **To what extent do you agree or disagree that the course has helped you to meet lots of different people?**

READ OUT. SINGLE CODE.

Strongly agree	1	
Slightly agree	2	
Do not agree or disagree	3	
Slightly disagree	4	
Strongly disagree	5	
Don't know	6	
Prefer not to say	7	

H Volunteering

ASK ALL

H1 In the last 12 months, have you done any voluntary work?

PROMPT IF NECESSARY: Was it formal volunteering, such as helping at a local organisation or charity? Was it informal volunteering such as helping a neighbour or friend?

READ OUT. MULTICODE.

Yes – formal volunteering – like helping at a local organisation or charity	1	
Yes – informal volunteering – like helping a neighbour or friend	2	
No	3	EXCLUSIVE
Don't know	4	EXCLUSIVE
Prefer not to say	5	EXCLUSIVE

ASK IF VOLUNTEER (H1 = 1 OR 2)

H2 Over the last 12 months, how often have you done any voluntary work?

READ OUT. SINGLE CODE.

At least once a week	1	
Less often than once a week, but at least once a month	2	
Less often than once a month, but at least 3 or 4 times a year	3	
Twice in the past 12 months	4	
Once in the past 12 months	5	
Don't know	7	
Prefer not to say	8	

ASK IF VOLUNTEER (H1 = 1 OR 2)

H3 **Compared to before you started your course, is the amount of time you spend volunteering now...**

READ OUT. SINGLE CODE

A lot more	1	
A bit more	2	
About the same	3	
A bit less	4	
A lot less	5	
Don't know	6	
Refused	7	

I Thank and Close

ASK ALL

I1N Thank you for your time so far. We just have a few final questions.

This survey has a prize draw to win an iPad. Terms and Conditions are available on our website: <https://www.londonlearnersurvey.co.uk>. If you want to enter the prize draw, we will use the contact details we already have for you, so that we can get in touch with you if you win. Would you like to enter this prize draw?

Yes	1	
No	2	

I2N NOT ASKED IN FOLLOW-UP SURVEY

ASK ALL

I1 Would you be willing for IFF Research to [IF CATI:call you back][IF ONLINE:email you again] about the survey you just completed, if we need to clarify any of the information?

Yes	1	
No	2	

ASK ALL

I2 Would you be willing for GLA or their partner organisation to contact you again for further research about Adult Education in London? For this purpose, GLA would receive your contact details, and would retain them until <DELETION_DATE>.

Yes	1	
No	2	

I3 NOT ASKED IN FOLLOW-UP SURVEY

I4 NOT ASKED IN FOLLOW-UP SURVEY

SHOW IF (ONLINE AND (E1 <= 1 OR E2 <= 1 OR E3 <= 1 OR E4 >= 9 OR E5 = 5))

I5 We asked you a series of questions about your well-being and we know that some people may have found these difficult or upsetting to answer. If you have concerns about your well-being, for example due to stress or your mental health, advice and support is available. The following organisations can help:

For help online:

Thrive LDN: <https://thrivedn.co.uk/need-help/>

NHS Good Thinking: <https://www.good-thinking.uk/>

MIND: <https://www.mind.org.uk/information-support/guides-to-support-and-services/>

For telephone support:

Samaritans: Call 116 123

NHS 111: Call 111

If you are in crisis, feel suicidal, or feel like harming yourself or other people: Call 999 or go to your nearest Accident and Emergency department (A&E).

THANK RESPONDENT AND CLOSE INTERVIEW

Finally, I would just like to confirm that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct. Thank you very much for your help today.

13 Annex D: Invite and reminder emails

Invite email for follow-up survey

Subject line: Tell us how you found your course at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName> for a chance to win an iPad.

<ID>

Dear <FName>,

We are writing to ask you what you thought about a course you finished in <ENDMONTHYEAR> at [IF SUBCON = 1:<SubConName> or]<ProvName>. You did a survey at the start of the course. Now, we need to ask you how the course went, and what you are doing now. This is so the Greater London Authority (GLA), who paid for the course, can find out if it helped you.

The survey is about a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>.

It is an online survey that takes about 10 minutes. You can also enter a prize draw to win an iPad.

Please click here to do the London Learner Survey. The survey comes in different languages.

<LINK>

What is the survey about?

This survey is about your experiences of living and studying in and around London. We are asking you to complete this survey several months after you’ve finished your course, so that we can understand how things have changed after you finished studying. By taking part, you will help to improve adult courses for all Londoners in future.

You can find more information about the survey at www.londonlearnersurvey.co.uk. If you have any problems completing the survey, please contact LLS@iffresearch.com.

Thank you for taking part in this important survey!



Michelle Cuomo Boorer

Assistant Director Skills & Employment
GREATERLONDONAUTHORITY
City Hall, The Queen’s Walk, London SE1 2AA

About IFF Research

IFF Research is an independent research agency, and follows the Market Research Society Code of Conduct. Everyone taking part has a right to have a copy of their data, to change their data or to withdraw from the

research at any time. All personal details will be stored securely, and destroyed within 12 months of taking part. You can find out more about your rights under data protection regulations on [the IFF website](#).

First reminder email for follow-up survey

Subject line: Reminder: London Learner Survey - give us your feedback on your course

<ID>

Dear <FName>,

A few months ago, you answered some questions about a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>. We’d now like to ask you some more questions about the course, to see if it helped you.

You can also enter a prize draw to win an iPad by taking part. It is an online survey that takes about 10 minutes. The survey comes in different languages.

Please click here to do the survey: **<LINK>**

What is the survey about?

This survey is about your experiences of living and studying in and around London. We are asking you to complete this survey several months after you’ve finished your course, so that we can understand how things have changed after you finished studying. By taking part, you will help the Greater London Authority (GLA) to improve adult courses for all Londoners in future.

You can find more information about the survey at www.londonlearnersurvey.co.uk. If you have any problems completing the survey, please contact LLS@iffresearch.com.

Thank you for taking part in this important survey!



Michelle Cuomo Boorer

Assistant Director Skills & Employment
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Second reminder email for follow-up survey

Subject line: Reminder: answer a 10 minute survey about the course you finished at IF SUBCONTRACT = 1:<SubConName> or]<ProvName> in <EndMonthYear> for a chance to win an iPad.

<ID>

Dear <FName>,

A few months ago, you did a survey when you started a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>. We’d now like you to finish that survey, by telling us what you thought about your course, and what you are doing now. Without this, the Greater London Authority (GLA) can’t use your experience to improve adult courses for all Londoners in future.

You can also enter a prize draw to win an iPad by taking part.

It is an online survey that takes about 10 minutes. The survey comes in different languages.

Please click here to do the London Learner Survey:

<LINK>

What is the survey about?

This survey is about your experiences of living and studying in and around London. We are asking you to complete this survey several months after you’ve finished your course, so that we can understand how things have changed after you finished studying.

We will ask you about:

- Any benefits of the course
- Your job (if you have one) and how you feel about it
- Your health and happiness
- How you feel about managing different situations
- How you feel about spending time with different kinds of people
- Whether you do any volunteering

You can find more information about the survey at www.londonlearnersurvey.co.uk. If you have any problems completing the survey, please contact LLS@iffresearch.com.

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Thank you for taking part in this important survey!



Michelle Cuomo Boorer

Assistant Director Skills & Employment
GREATERLONDONAUTHORITY
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[Link Email, sent on learner request](#)

Hi,

You requested an email which would let you log back into your London Learner Survey. This will keep all your previous answers.

Please click below to re-enter the survey.

<SURVEY LINK>

Many thanks for taking part.

IFF Research is a member of the Market Research Society (MRS) and follows its code of conduct. UK data protection law says you are allowed to ask us for a copy of any of your personal information that we have. You can also ask us to correct it, or ask us to delete it at any time. You can find out more on our website at <https://www.iffresearch.com/gdpr>.

IFF Research Team.



“

IFF Research illuminates the world for organisations businesses and individuals helping them to make better-informed decisions.”

Our Values:

1. Being human first:

Whether employer or employee, client or collaborator, we are all humans first and foremost. Recognising this essential humanity is central to how we conduct our business, and how we lead our lives. We respect and accommodate each individual's way of thinking, working and communicating, mindful of the fact that each has their own story and means of telling it.

2. Impartiality and independence:

IFF is a research-led organisation which believes in letting the evidence do the talking. We don't undertake projects with a preconception of what "the answer" is, and we don't hide from the truths that research reveals. We are independent, in the research we conduct, of political flavour or dogma. We are open-minded, imaginative and intellectually rigorous.

3. Making a difference:

At IFF, we want to make a difference to the clients we work with, and we work with clients who share our ambition for positive change. We expect all IFF staff to take personal responsibility for everything they do at work, which should always be the best they can deliver.



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