

Reasons for Early Leaving from FE and Work-Based Learning Courses: Technical Report

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Institute for Employment Studies

Research Report
No. 849-TR

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Work-Based Learning Courses:
Technical Report*

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.

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The main report for this study is available from the DfES website.

Technical Details

This chapter outlines the technical details of the survey design. In particular, it explains the population definition, the sample selection, fieldwork procedures, fieldwork response and weighting.

The Learning and Skills Council (LSC) holds a collection of data about learners and their learning aims, the Individualised Learner Record (ILR). This data is collected from providers that are in receipt of FE, WBL or ACL funding and from providers funded by some kinds of ESF. For further information see:

www.lsc.gov.uk/Providers/Data/Datacollection/ILR

The ILR provided information on the population of learners as well as being used to select the sample of learners to contact for this survey. The following sections provide further details of the population and sample selection process.

Survey population

The population of early leavers for the survey was defined as:

Including:

- _ Learners aged 16 and over, who withdrew from a course in England and whose *actual* leaving date was between 1 August 2004 and 31 July 2005 inclusive.

Excluding:

- _ Learners on courses that were 'adult and community learning courses' and learners on courses that were non-LSC funded.

The population of completers for the survey was defined as:

Including:

- Learners aged 16 – 18 who completed or were continuing on a course in England and on courses which started before 1 August 2005 and had a *planned* end date after 1 August 2004.

Excluding:

- Learners on courses that were ‘adult and community learning courses’ and learners on courses that were non-LSC funded.

Sampling stage 1: record selection from population

Early leavers

This section details how the sample of early leavers was selected from the ILR.

Some learners appear in the ILR more than once. Where a learner withdrew from more than one course, priority was given in the following order:

1. work Based Learning Courses prioritised over Further Education courses
2. courses with the most recent *actual* End date
3. courses with a planned duration of 24 weeks and over.

The course with the highest priority for each learner was used to create a sampling frame of learners with only one course. Where a learner had withdrawn from more than one eligible course satisfying these priorities, a course was selected at random using a random number generator.

Having assigned an eligible course to the eligible learner, using the priorities discussed above, the proportions of learners were distributed as follows:

Table A.1: The proportion of learners withdrawn from FE or WBL courses based on their ethnicity

	FE (%)	WBL (%)	Total (%)
Non-white	16.0	1.6	17.6
White	66.8	15.7	82.4
Total	82.8	17.2	100.0
<i>Base</i>	<i>733,887</i>	<i>152,973</i>	<i>886,860</i>

Not all members of the population had granted permission to be re-contacted. The following tables show the distribution of the population containing only those who had granted permission to be re-contacted.

Table A.2: The proportion of learners on FE or WBL courses based on their Ethnicity, who granted permission to be contacted

	FE (%)	WBL (%)	Total (%)
Non-white	16.2	1.8	18.0
White	64.9	17.1	82.0
Total	81.1	18.9	100.0
<i>Base</i>	<i>544,558</i>	<i>126,837</i>	<i>671,395</i>

Comparing Table A.1 with Table A.2 shows that there are only small differences in the 'permission to re-contact' rates.

The sample proportions selected from the ILR were boosted to provide:

1. 25 per cent work based learning interviews
2. 22.5 per cent non-white interviews

Therefore, the following number of cases were selected from the population, and contact details requested from the LSC (see Table A.3). These figures took into account the number of cases needed for fieldwork as well as the fact the some learner records would not have a complete or accurate telephone number.

Table A.3: Learner records selected from the whole ILR population

	FE	WBL	Total
Non-white	2,028	678	2,706
White	6,978	2,328	9,306
Total	9,006	3,006	12,012

The following steps were taken to select the cases in Table A.3 from the ILR population. Having removed the ineligible cases and the sample frame constructed, the file was separated into the following four parts¹:

- a. non-white FE learners
- b. white FE learners
- c. non-white WBL learners
- d. white WBL learners

With the priorities stated at the beginning of this section, the sample was stratified in order to meet the desired representative distribution of:

- _ non-vocational and vocational courses
- _ course length: short courses, less than 24 weeks and long courses of 24 weeks or over

¹ Learners with missing/unknown records for ethnicity were combined with white learners.

- _ NQF level
- _ provider type

Within each File A – D the following steps were taken:

1. The population was ordered by non-vocational and vocational courses.
2. Within non-vocational and vocational courses, the population was ordered by the length of the course; short courses of less than 24 weeks then long courses of 24 weeks or more.
3. Within short courses and long courses the population was ordered by the NQF level.
4. Within each NQF level the population was ordered by provider.
5. An ID number was assigned to each case in the order given.
6. A random number start between 1 and N was selected. N is the sampling fraction given in Table A.4.
7. Starting with the number selected in Step 6, one in N cases were chosen (numbers were not rounded at this stage).
8. Once all numbers were chosen, they were each rounded up or down as appropriate to the nearest integer. These numbers were the ID numbers of the cases selected for sampling.

Table A.4: Sampling fractions for selecting early leavers from ILR

	FE	WBL
Non-white	53.615	17.465
White	62.457	49.397

The sampling fractions in Table A.4 were calculated to achieve the targets in Table A.3.

Completers

This section details how the sample of completers was selected from the ILR.

Where a learner completed or continued on more than one eligible course, priority was given in the following order:

1. work based learning courses prioritised over further education courses
2. courses with the most recent *planned* end date
3. courses with a planned duration of 24 weeks and over.

The course with the highest priority for each learner was used to create a sampling frame of learners with only one course. Where a learner had completed or continued on more than one course satisfying these priorities, a course was selected at random using a random number generator.

Having assigned an eligible course to the eligible learner, using the priorities discussed above, the proportions of learners in the population were distributed as:

Table A.5: The number of eligible learners by FE or WBL and ethnicity

	FE	WBL	Total
Non-white	116,497	11,579	128,076
White	501,994	173,205	675,199
Total	618,491	184,784	803,275

Table A.6: Proportion of eligible learners by FE or WBL and ethnicity

	FE (%)	WBL (%)	Total (%)
Non-white	14.5	1.4	15.9
White	62.5	21.6	84.1
Total	77.0	23.0	100.0

Taking only the learners who had granted permission to be re-contacted, the number of eligible learners and their distribution appear below.

Table A.7: Number of eligible learners granting permission for re-contact, by FE or WBL & ethnicity

	FE	WBL	Total
Non-white	88,608	9,868	98,476
White	361,248	142,447	503,695
Total	449,856	152,315	602,171

Table A.8: Proportion of eligible learners granting permission for re-contact, by FE or WBL and ethnicity

	FE (%)	WBL (%)	Total (%)
Non-white	14.7	1.6	16.4
White	60.0	23.7	83.6
Total	74.7	25.3	100.0

Comparing Table A.6 with Table A.8 shows that there were only small differences in the 'permission to re-contact' rates.

The following number of cases was selected from the population, and contact details requested from the LSC (Table A.9). These figures took into account the number of cases needed for fieldwork as well as the fact the some learner records would not have a complete or accurate telephone number.

Table A.9: Number of cases required for sample selected from ILR

FE	WBL	Total
2,241	759	3,000

To select the completers’ cases in Table A.9 from the ILR population, all ineligible cases were first removed to construct the sample frame. There was no need to split the population since no boost was required. The following steps were taken in order to select a sample representative of the desired population.

1. The population was grouped by FE then WBL.
2. Within FE and WBL groups the population was ordered by non-vocational then vocational Courses.
3. Within non-vocational and vocational courses the population was ordered by the length of the course; short courses of less than 24 weeks then long courses of 24 weeks or more.
4. Within short courses and long courses the population was ordered by the NQF level.
5. Within each NQF level the population was ordered by provider.
6. An ID number was assigned to each case in the order given.
7. A random number start was selected between 1 and N, where N is value in Table A.10.
8. Starting with the number selected in Step 7, every one in N cases was chosen, where N is value in Table A.10.
9. Once all numbers had been chosen, each one was rounded up or down as appropriate to the nearest integer. These numbers were the ID numbers of the cases selected for sampling.

Table A.10: Sampling Fraction for selecting completers from ILR

Sampling Fraction N:	200.724
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The sampling fraction in Table A.10 was calculated to select a total of 3,000 completer cases in the proportions outlined in Table A.9.

Sampling stage 2: selection for main stage of fieldwork

This section outlines how a sub-sample of learners was selected from the ILR records provided by the Learning and Skills Council (LSC), to issue for the main stage of fieldwork.

Early leavers

The Sample proportions to be issued in the main stage of fieldwork were boosted to provide:

1. 25% Work Based Learning Interviews
2. 22.5% Non-White Interviews

A telephone number search was carried out to provide telephone numbers for as many records as possible. After this search was completed, there were a total of 9,762 cases with telephone numbers. Table A.11 shows the number of cases in the sample with a telephone number.

Table A.11: Early leaver records available after cleaning data

	WBL	FE	Total
White	2,006	5,648	7,654
Non-white	572	1,536	2,108
Total	2,578	7,184	9,762

For analysis purposes, the required number of interviews with early leavers was as follows (Table A.12).

Table A.12: Desired number of early leaver interviews

	WBL	FE	Total
White	388	1,161	1,550
Non-white	113	338	450
Total	500	1,500	2,000

Assuming a 23% response rate to achieve 2,000 early leaver interviews, the following number of cases was randomly selected for issue (Table A.13).

Table A.13: Number of early leavers issued in the main stage of fieldwork

	WBL	FE	Total
White	1,685	5,054	6,739
Non-white	489	1,467	1,956

Total	2,174	6,521	8,695
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To select cases in the required proportions, the file was separated into four sections:

- a. white work-based learners
- b. non-white work-based learners
- c. white FE learners
- d. non-white FE learners

For each group A – D the following steps were taken in order to select a sample representative of the desired population:

1. The sample was by ordered by non-vocational then vocational courses
2. An ID number was randomly to each case in the order given.
3. A random number start was selected between 1 and N. N is the sampling fraction given in Table A.14.
4. Starting with the number selected in Step 3, one in N cases were chosen. (Numbers were not rounded at this stage.)
5. Once all the numbers were chosen, they were each rounded up or down as appropriate to the nearest integer. These numbers were the ID numbers of the cases selected for sampling.

Table A.14: Sampling fractions to select early leavers to be issued at the start of main stage fieldwork

	WBL	FE
White	1.1905	1.1175
Non-white	1.1697	1.0470

The sampling fractions in Table A.14 were calculated to select early leavers' cases to be issued as shown in Table A.13.

A similar process was used for selecting the learners, who had completed their course, to be issued at the start of the main stage of fieldwork.

Completers

The sample was boosted to provide:

1. 20 per cent of apprenticeship interviews
2. 25 per cent work-based learners

A telephone number search was carried out to provide telephone numbers for as many records as possible. After this search was completed, there were a total of 2,572 cases with telephone numbers (see Table A.15).

Table A.15: Number of completers to be issued in main stage of fieldwork

	WBL	FE	Total
Apprenticeships	540	..	540
Non Apprenticeships	134	1,898	2,032
Total	674	1,898	2,572

For analysis purposes, the number of completer interviews required was:

Table A.16: Desired number of completer interviews by course

	WBL	FE	Total
Apprenticeships	100	..	100
Non Apprenticeships	25	375	400
Total	125	375	500

Assuming a 40% response rate to achieve 500 completer interviews, the following number of cases was randomly selected for issue (Table A.17).

Table A.17: Number of completers issued at the start of main stage fieldwork

	WBL	FE	Total
Apprenticeships	250	..	250
Non Apprenticeships	63	938	1,000
Total	313	938	1,250

To select cases in the required proportions, the file was separated into three parts.

- a. WBL Apprenticeships
- b. WBL Non - Apprenticeships
- c. FE Learners

For each file A - C,

1. The sample was ordered by Non-Vocational then Vocational Courses
2. An ID number was assigned to each case in the order given.
3. A random number start between 1 and N was selected. N is the Sampling Fraction given in Table A.18.

4. Starting with the number selected in Step 3, one in N cases were selected. (numbers were not rounded at this stage)
5. Once all numbers were chosen, each one was rounded up or down as appropriate to the nearest integer. These numbers were the ID numbers of the cases selected for sampling.

Table A.18: Sampling fractions for selection of main stage issued completers

	WBL	FE
Apprenticeships	2.1600	..
Non Apprenticeships	2.1270	2.0256

The sampling fractions in Table A.18 have been calculated to give an issued number of cases shown in Table A.17.

Additional completer sample

During fieldwork it was deemed necessary to issue additional completers sample. From the remaining 1,322 completer records available, an additional 841 were issued.

Table A.19: Additional completer sample available and issued

	Reserve sample available	Reserve sample issued during fieldwork
FE	960	480
WBL	361	361
Total	1,322	841

All remaining WBL records were issued. Of the remaining FE learners, the sample was ordered by non-vocational then vocational courses. Cases were selected sequentially, with every one in two cases selected to give a representative sub-sample of the remaining cases.

Questionnaire design

The questionnaire covered the following topic areas:

- _ Identification of course enrolled on as specified in ILR database, and whether completed course or left it early.
- _ Pre-entry information, including employment status, prior highest qualification and reason for enrolling on course.
- _ Experience of the course/training and satisfaction.
- _ Reasons for leaving.

- _ Reflections on early leaving.
- _ Demographics.

Learners who said they had completed their course were filtered through a shorter version of the questionnaire, excluding sections applicable only to early leavers.

Pilot

A pilot survey was conducted between 2 and 13 August 2006. This was to test the effectiveness of the questionnaire and the accuracy of the sample information. In total 21 interviews were achieved.

Table A.20: Fieldwork response to pilot study

	Leaver	Completer	Total
Total sample	87	28	115
Opted out	2	1	3
Total issued sample	85	27	112
Number unobtainable/invalid	17	2	19
Moved, not known at number	10	1	11
Ineligible:			
Never enrolled on course	5	0	5
Still on course	2	1	3
Completed course	6	0	6
Unavailable during fieldwork	3	3	6
No answer 10+ calls	5	2	7
Refused	9	5	14
Abandoned interview ¹	3	0	3
Interviews	11	10	21
No final outcome:			
General call back	7	1	8
Appointment	5	2	7
No answer	1	0	1
Engaged	1	0	1

1) These were abandoned due to practical issues during the course of the interview rather than a refusal to continue with the questionnaire.

As a result of the pilot some changes were made to the questionnaire. Primarily this involved allowing early leavers (as defined on the ILR database) to complete the interview if when interviewed they said that they completed the course. Similarly, the questionnaire was also tailored to allow people to complete an interview if they said they were enrolled on a different course than the one stated on the ILR database.

Fieldwork procedures

Fieldwork operation

All interviews were conducted by fully trained and supervised interviewers, working in accordance with the Market Research Society's Code of Conduct. Data was collected using CATI (Computer-Assisted Telephone Interviewing). All interviews were conducted between 6 September and 8 November 2006.

Advance letters

In accordance with data protection legislation, advance letters were sent out to learners who had been selected. This gave them the opportunity to opt out if they did not wish to take part in the survey. Those who opted out were removed from the final sample issued.

Briefing of interviewers

All interviewers were briefed personally by the BMRB research team. They were given detailed information on the background to the survey, the sample, introducing the survey, response rates and the questionnaire. This ensured that they had a thorough understanding of the survey. Full written instructions were also provided for all interviewers.

Supervision and quality control

Throughout the fieldwork, measures were taken to ensure high standards of interviewing. For all telephone surveys, BMRB's standard quality control procedures are those stipulated by IQCS (Interviewer Quality Control Scheme). As an IQCS member company, our quality control standards meet or exceed those required and our records are available for annual inspection. Our quality control procedures are summarised as follows:

- _ each interviewer is monitored at least every fourth shift
- _ at least 7% of interviews are monitored
- _ monitoring records are completed for each interviewer; these are discussed with the interviewer and signed
- _ no interviews are carried out without a supervisor present
- _ an interviewer performance review is held each month
- _ all interviewers are personally briefed on each project.

Re-contact

All respondents were asked at the end of the interview if they would be willing to be re-contacted in relation to this research only, should the DfES wish to carry out further research on people's views and experiences of learning and training. Should any further research be conducted in the future with regards to this research only those people who gave their permission will be re-contacted.

Data protection and permission to match ILR data

With regard to conducting the survey, BMRB ensured that it fully complied with the Data Protection Act of 1998 (and was registered for this purpose). BMRB asked respondents for their permission to link their survey data to data provided to the Learning and Skills Council (LSC) by their course provider to aid the analysis of the survey data. This data was added to the file provided to the IES, by BMRB, only for those people who gave their permission.

Data processing

Coding staff checked verbatim answers entered by interviewers at open and 'other specify' questions. Code frames were then produced in consultation with the BMRB research team.

Fieldwork response

In total 2,711 interviews were achieved. This comprised of 2,081 early leavers and 630 completers (as defined in the ILR data). When interviewed some respondents said that they had completed a course that the ILR database showed them as not completing and vice versa. The table below shows how survey data compares to sample data for the proportion of early leavers and completers.

Table A.21: Early leavers and completers: sample vs. survey definitions

		Sample defined		
		Early leavers	Completers	Total
Survey defined	Early Leavers	1,365	99	1,464
	Completers	716	531	1,247
	Total	2,081	630	2,711

Table A.22 below provides more detailed information on the fieldwork response.

Table A.22: Main stage fieldwork response

	No.	% of total	% of total issued	% of final outcome obtained	% of outcomes excluding out of scope
Total sample issued /sent advance letters ¹	10,781				
Opt outs/ office refusals	237	2.2			
Sample available for field	10,544				
Final outcome obtained	10,544		100		
Out of scope	4,277			41	
Moved/unknown at number	1,342			13	
Invalid telephone number	2,583			24	
Never enrolled/still on course	352			3	
Interviews	2,711			26	43
Unsuccessful	3,556			34	57
Hard refusals	1,180			11	19
Soft/proxy refusals	76			1	1
Unavailable during fieldwork	748			7.1	11.9
10+ unsuccessful calls	1,157			11	18
Abandoned Interview	215			2	3
Respondent incapable of interview ²	116			1	2
Non-contact by fieldwork end	64			1	1

1) An additional five duplicate records were removed prior to fieldwork.

2) Where the respondent has said they are incapable of being interviewed, this is for reasons such as being hard of hearing or being too ill to take part.

The average interview length was 15 minutes.

Weighting

Weighting is applied to the data to account for differences between the population and the interviewed sample. Since the sample was selected disproportionately to the population, a number of stages of weighting were applied to make the survey data representative of the eligible population.

The weighting involved three stages.

1. Design weighting – to account for probability of selection
2. Non response weighting – to account for effects of non response
3. Population weighting – to ensure the survey is representative of the population for Work-based learners, Further Education Learners and by ethnicity.

Design weighting

The data were given a design weight to account for the probability of selection. The tables below show the number of cases in the sample at each stage, and the distribution of cases in the population and in the issued sample.

Table A.23: Number of early leavers at different stages of process

	Eligible Population	Population granting permission for re-contact	Sample before telephone number look up	Sample after telephone number lookup	Main sample issued
FE white	592,124	435,735	6,978	5,648	5,054
FE non-white	141,763	108,766	2,028	1,536	1,467
WBL white	138,981	114,809	2,328	2,006	1,685
WBL non-white	13,992	12,085	678	572	489
Total	886,860	671,395	12,012	9,762	8,695

Table A.24: Calculation of design weights for early leaver sample

	Eligible population	Proportion of eligible sample	Main sample issued	Proportion of main sample	Design weight
		(a)		(b)	(a)/(b)
FE white	592,124	66.8%	5,054	58.1%	1.14866
FE non-white	141,763	16.0%	1,467	16.9%	0.94743
WBL white	138,981	15.7%	1,685	19.4%	0.80867
WBL non-white	13,992	1.6%	489	5.6%	0.28053
Total	886,860	100.0%	8,695	100.0%	

Table A.25: Number of completers sample at different stages of process

	Eligible population	Population granting permission for re-contact	Sample including main and reserve before number look up	Main and reserve sample after number lookup	Main sample	Reserve sample issued	Total sample Issued
FE	618,491	449,856	2,241	1,898	938	480	1,418
WBL	184,784	152,315	759	674	313	361	674
Total	803,275	602,171	3,000	2,572	1,250	841	2,091

Table A.26: Calculation of design weights for completer sample

	Eligible population	Sample proportions	Total issued	Issued proportions	Design weight
		(a)		(b)	(a) / (b)
FE	618,491	77.0%	1,418	67.8%	1.13539
WBL	184,784	23.0%	674	32.2%	0.71366
Total	803,275	100.0%	2,091	100.0%	

Non response weights

Non response weights attempt to take account of cases where a response was not achieved.

The non response weights were calculated using SPSS's Classification Tree Module. Chi-Squared Automatic Interaction Detector (CHAID) investigates data to separate it into groups that are statistically different to each other with regard to a dependent variable. In this case the dependent variable was obtaining an interview.

CHAID automatically created groups that were statistically different to each other with regard to achieving an interview and assigned a probability of responding to each group. The inverse of the probability was calculated to give a non response weight.

The 'design weight' was multiplied by the 'non-response weight' to give an 'overall weight'.

The 'overall weight' was examined to determine whether capping was needed, and then scaled appropriately to make the total sample sizes the same when the weights are applied as when they are not applied.

Population weight

Finally, the population weight was applied to the sample of early leavers, to ensure that the proportions of the four main sampling groups were proportionally represented in the final file.

The table below shows the proportions of the four main sampling groups in the population, then with scaled weights a) before the population weights were applied and b) after the population weights were applied.

Table A.27: The proportions of early leavers: before and after population weighting

	Percentage of early leaver population	Percentage of early leavers with design and non-response weights applied	Percentage of early leavers with population weights applied
FE non-white dropout	16.0%	15.0%	16.0%

FE white dropout	66.8%	69.0%	66.8%
WBL non-white dropout	1.6%	1.5%	1.6%
WBL white dropout	15.7%	14.5%	15.7%

No population weights were required for the completer data as the weighted proportions were very close to the original completer population.

Research Materials

Introductory letter

Reference No: 45104828/<serial >

Dear <Title><Surname>

August 2006

We are writing to ask for your help with some research. The Department for Education and Skills (DfES) is the government department that funds education and training. DfES has asked the Institute for Employment Studies (IES) and BMRB Social Research - both independent research organisations - to conduct a survey into people's experiences of further education and work-based training.

Your name has been selected at random from people who have taken a further education or work-based training course since 2004. We would like to talk to you about your course or training, **regardless of whether or not you completed it**. We are trying to understand more about the different issues that learners might face. Whatever your views - even if you don't feel you have much to say - we would very much like to talk to you.

An interviewer from BMRB will telephone you in a few weeks, to see if you would like to take part in a short telephone interview. Everything you say will be treated in strictest confidence and will not be reported in any way that could identify you, in accordance with Market Research Society Code of Conduct and the Data Protection Act.

We hope that you will agree to take part in this survey and share your views. However, if you would prefer us not to contact you, you can write within the **next 14 days** to:

Oliver Norden, Freepost RLTY-JCKX-BCLR, BMRB, Ealing Gateway, 26-30 Uxbridge Road, London, W5 2BP

Alternatively, you can ring BMRB on this free phone number: **0800 051 0881**. Give the reference number at the top of this letter and your name will be removed from our contact list.

Also, if you have any questions about the survey please call BMRB on 0800 051 0881. We hope that you will take part in this important study. The results will be used to help improve people's experiences of learning and training.

Thank you very much in anticipation of your help.

Yours sincerely,



Oliver Norden (BMRB)



Rachel Youngs (DfES)

Questionnaire Script

DfES Early Leavers - QUESTIONNAIRE
DROP - JN: 45104-828 - 08 Sep 2006
Quanquest v2.1 - QAL v2.2bmr13 – CATI

DROP Good morning/ afternoon/ evening. My name is and I'm calling from BMRB Social Research on behalf of the Department for Education and Skills. We sent you a letter recently about some research we are doing into people's experiences of further education and training.

NOTE: CHECK RECEIVED LETTER. IF NOT, CHECK IF WOULD LIKE US TO RESENT IT OR WHETHER THEY ARE HAPPY FOR US TO RECAP WHAT THE LETTER SAYS OVER THE PHONE.

Everything you say will be completely confidential and will not be reported in any way that can identify you.

The results of this research will be used to improve people's experiences in further education and training. Would you be able to spare some time to speak to us?

NOTE: IF NECESSARY, EXPLAIN SHOULD TAKE AROUND 10 TO 15 MINUTES OF THEIR TIME.

QUANCEPT ITEM:

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QUANCEPT ITEM:

SCREENING

QUANCEPT ITEM:

QUANCEPT ITEM:

1. Can I just check that you enrolled on the following course or training at some point between September 2004 and August 2005?

READ OUT: [+ddescx+]

IF NECESSARY:
Qualification - [+ddqual+]
Level - [+ddlev+]

Yes 1 (931)
No 2
Don't Know Y

IF 1 = No OR 1 = Don't Know
THEN ASK: 2

2. Were you enrolled on a different course at any point between September 2004 and August 2005, or were you not enrolled on any course at this time?

Enrolled on a different course 1 (932)
Not enrolled on any course 2
Don't Know Y

IF 2 = Not enrolled on any course OR 2 = Don't Know
THEN ASK: 3

3. Did you plan to start that course at all, either by signing up to do it and then not attending for whatever reason, or by attending only one or two sessions?

Yes - signed up but did not attend at all 1 (933)
Yes - signed up but only attended once or twice 2
No, did not enrol at all - TERMINATE 3
Can't remember - TERMINATE 4

z0elig2

IF Q3 = No, did not enrol at all - TERMINATE OR Q3 = Can't remember - TERMINATE -
Termination with data (Quit)

For this survey we only need to speak to people who were on a training course during that period.

THANK AND CLOSE

End of Filter inoenr

IF NOT (3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice)
THEN ASK: 4, 5

4. RECORD DETAILS OF COURSE TITLE

NOTE: THIS WILL BE USED IN QUESTION TEXTS THROUGHOUT THE INTERVIEW

(934 - 937)

5. What qualification was this course working towards?

PROMPT AS NECESSARY

A degree acquired in the UK (eg Foundation degree, BSc, MA, PhD, PGCE)	1	(938)
Diploma in Higher Education (DipHE)	2	
HNC/ HND (Higher National Certificate/ Diploma)	3	
ONC/ OND (Ordinary National Certificate/ Diploma)	4	
BTEC	5	
A-Levels	6	
GNVQ/ GSVQ	7	
NVQ/ SVQ	8	
AS or vocational AS Level	9	
Access to HE	0	(939)
O or AO Level	1	
GCSE	2	
CSE	3	
RSA or OCR	4	
City and Guilds	5	
Key Skills	6	
Basic skills including ESOL	7	
Modern Apprenticeship	8	
Any other professional qualification (eg. accountancy)	9	
Any other vocational qualification (eg. HGV licence, first aid)	0	(940)
Any foreign qualification	1	
Don't Know	Y	(938)
Other	0	
Other specify...	(941 - 944)	

IF 5 = Any other professional qualification (eg. accountancy)
THEN ASK: 6

6. SPECIFY OTHER PROFESSIONAL QUALIFICATION

(945 - 948)

Don't Know Y (945)
End of Filter i0qualP

IF 5 = Any other vocational qualification (eg. HGV licence, first aid)
THEN ASK: 7

7. SPECIFY OTHER VOCATIONAL QUALIFICATION

(949 - 952)

Don't Know Y (949)
End of Filter i0qualV

IF 5 = Any foreign qualification
THEN ASK: 8

8. SPECIFY FOREIGN QUALIFICATION

(953 - 956)

Don't Know Y (953)

End of Filter i0qualF

IF 5 = BTEC
THEN ASK: 9

9. And what level was this BTEC at?

READ OUT, CODE FIRST TO APPLY

At higher level	1	(957)
National Certificate or Diploma level	2	
First or general diploma	3	
First or general certificate	4	
Don't Know	Y	

End of Filter i0levA

IF 5 = NVQ/ SVQ
THEN ASK: 10

10. And what level was this NVQ/SVQ at?

Level 1	1	(958)
Level 2	2	
Level 3	3	
Level 4	4	
Level 5	5	
Don't Know	Y	

End of Filter i0levB

IF 5 = GNVQ/ GSVQ

THEN ASK: 11

11. And what level was this GNVQ/GSVQ at?

READ OUT, CODE FIRST TO APPLY

Advanced level (12 units)	1	(959)
Advanced level (6 units)	2	
(DO NOT READ OUT) Advanced level, but not sure of units	3	
Full intermediate level	4	
Part 1 intermediate level	5	
(DO NOT READ OUT) Intermediate level, but not sure of units	6	
Full foundation level (6 units)	7	
Part 1 foundation level (3 units)	8	
(DO NOT READ OUT) Foundation level, but unsure of units	9	
Don't Know	Y	

End of Filter i0levC

IF 5 = City and Guilds

THEN ASK: 12

12. And what level was this City and Guilds qualification at?

READ OUT, CODE FIRST TO APPLY

Advanced craft/ Part 3	1	(960)
Craft/ Part 2	2	
Foundation/ Part 1	3	
Don't Know	Y	

End of Filter i0levD

IF 5 = RSA or OCR
THEN ASK: 13

13. And what level was this RSA/ OCR qualification at?

READ OUT, CODE FIRST TO APPLY

A higher diploma	1	(961)
An advanced diploma or certificate	2	
A diploma	3	
Some other RSA or OCR qualification (including Stage I, II or III)	4	
Don't Know	Y	

End of Filter i0levE

IF 5 = Modern Apprenticeship

THEN ASK: 14

14. Was your Modern Apprenticeship...

READ OUT

Advanced Level	1	(962)
Foundation Level (National Traineeship)	2	
Don't Know	Y	

End of Filter i0levF

End of Filter ijb1

End of Filter i0elig

IF NOT (3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice)

IF dapp = Yes

End of Filter iapp1

15. Did you complete [+v0comp+]

Yes 1 (963)
 No - still on [+v0cours+] 2
 No - I left before completing the full [+v0cours+] 3
 Don't Know Y

IF dcompl = No AND 15 = Yes
 THEN ASK: 16

16. Are you sure you completed every aspect of the course [+ddescx+]?

Yes 1 (964)
 No 2

End of Filter icomck

z0comp2

IF Q15 = No - still on [+v0cours+] - Termination with data (Quit)

For this survey we only need to speak to people who left their [+v0cours+] before completing it.

THANK AND CLOSE

IF dapp = No
 THEN ASK: 17
 ELSE ASK: 18

17. Which of these statements best applies to your experience on THIS PARTICULAR course or training? Please tell me about [+ddescX+] only, not any other courses that you might have done.

READ OUT

I passed the full qualification 1 (965)
 I achieved a part qualification, unit or module 2
 Neither of these 3
 Don't Know Y

18. Which of these statements best applies to your experience on THIS PARTICULAR course or training? Please tell me about [+ddescX+] only, not any other courses that you might have done.

READ OUT

I passed the full Apprenticeship 1 (966)
 I achieved an NVQ, but not the full Apprenticeship 2
 I achieved part of an NVQ or module 3
 None of these 4
 Don't Know Y

End of Filter iapp2

IF 15 = No - I left before completing the full [+v0cours+] OR 16 = No
 THEN ASK: 19

19. For approximately how long were you doing this course or training, before you left?

RECORD WHETHER ANSWER IN WEEKS, MONTHS OR YEARS ON THIS SCREEN,
AND CODE NUMBER ON NEXT SCREEN

OR CODE DK ON THIS SCREEN

ANSWER IN WEEKS	1	(967)
ANSWER IN MONTHS	2	
ANSWER IN YEARS	3	
Don't Know	Y	

IF 19 = ANSWER IN WEEKS
THEN ASK: 20

20. RECORD NUMBER OF WEEKS DID COURSE OR TRAINING BEFORE LEFT

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(968 - 969)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0longW
IF 19 = ANSWER IN MONTHS
THEN ASK: 21

21. RECORD NUMBER OF MONTHS DID COURSE OR TRAINING BEFORE LEFT

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(970 - 971)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0longM

IF 19 = ANSWER IN YEARS
THEN ASK: 22

22. RECORD NUMBER OF YEARS DID COURSE OR TRAINING BEFORE LEFT

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(972 - 973)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0longY

23. And how long was the full course or training supposed to last, from start to finish?

RECORD WHETHER ANSWER IN WEEKS, MONTHS OR YEARS ON THIS SCREEN,
AND CODE NUMBER ON NEXT SCREEN

OR CODE "No fixed length" OR DK ON THIS SCREEN

ANSWER IN WEEKS	1	(974)
ANSWER IN MONTHS	2	
ANSWER IN YEARS	3	
No fixed length	4	
Don't Know	Y	

IF 23 = ANSWER IN WEEKS
THEN ASK: 24

24. RECORD NUMBER OF WEEKS COURSE SUPPOSED TO LAST

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(975 - 976)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0lastW

IF 23 = ANSWER IN MONTHS
THEN ASK: 25

25. RECORD NUMBER OF MONTHS COURSE SUPPOSED TO LAST

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(977 - 978)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0lastM

IF 23 = ANSWER IN YEARS
THEN ASK: 26

26. RECORD NUMBER OF YEARS COURSE SUPPOSED TO LAST

OR GO BACK AND CODE DK ON PREVIOUS SCREEN

(979 - 980)

Numeric Range
Permitted Range
0 TO 99 (Numeric Range)

End of Filter i0lastY

End of Filter icom1

27. What was the main method of teaching? Was it mainly...

READ OUT. CODE ONE ONLY.

Face-to-face	1	(1008)
By telephone	2	
In writing (eg. correspondence course)	3	
By email/ Online	4	
In some other way	5	
(DO NOT READ OUT) There was no personal teaching	6	
Don't Know	Y	

IF 27 = Face-to-face

THEN ASK: 28

28. Where did this face-to-face teaching or training take place? Was it...?

READ OUT. MULTICODING ALLOWED.

IF SOMEWHERE ELSE, CODE OTHER.

At a school, college or University	1	(1009)
At an adult education or evening institute	2	
In the workplace or at a training centre in the workplace	3	
At a Learndirect learning centre or Learning Resource Centre	4	
Other 0		
Other specify...	(1010 - 1013)	

End of Filter i0teach

29. Were you doing any other courses while you were enrolled on [+ddescx+]?

Yes	1	(1014)
No	2	
Don't Know	Y	

IF 29 = Yes AND dcompl <> Yes

THEN ASK: 30

30. Which other course or courses were you doing?

TYPE IN ANSWER

(1015 - 1018)

Don't Know	Y	(1015)
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End of Filter i0anyO

Thank you. From now on, I would like you to answer ONLY in relation to [+ddescx+], unless I specify otherwise.

End of Filter ijb2

SECTION A: Background

31. Can I just check, what were you doing immediately before you enrolled on [+ddescX+]?
Were you...

READ OUT. SINGLE CODE ONLY.
IF MORE THAN ONE ACTIVITY CODE THE MAIN ONE.

In paid work	1	(1019)
At school, college or University	2	
On a government programme such as the New Deal	3	
Undertaking unpaid voluntary work	4	
Registered unemployed	5	
Seeking to return to work but not registered unemployed	6	
Looking after the home or family	7	
Long-term sick or injured	8	
Retired	9	
Don't Know	Y	
Other 0		
Other specify...	(1020 - 1023)	

IF 31 = In paid work OR
THEN ASK: 32, 33, 34

32. Were you working full-time or part-time? By part-time I mean less than 30 hours a week.

CODE ONE ANSWER ONLY.

Working full-time (at least 30 hours per week)	1	(1024)
Working part-time (less than 30 hours per week)	2	
Don't Know	Y	

33. What was your job title?

TYPE IN ANSWER

(1025 - 1028)

Don't Know	Y	(1025)
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34. What did you mainly make or do in your job?

PROBE: What materials/ equipment did you use?

TYPE IN ANSWER

(1029 - 1032)

Don't Know	Y	(1029)
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End of Filter iAwork

IF 31 = At school, college or University
THEN ASK: 35

35. Were you in full-time or part-time education?

CODE ONE ANSWER ONLY.

Full-time	1	(1033)
Part-time	2	
Don't Know/can't remember	Y	

End of Filter iAed

I'd now like to ask you about the highest qualification you had before you started [+ddescX+]. I'm interested in any qualification you had whether it be from school, college or through work or training, and no matter how long ago you got it.

36. So thinking back to before you started [+ddescX+], what was your highest qualification?

DO NOT READ OUT. CODE NULL IF NO QUALIFICATIONS

A degree acquired in the UK (eg Foundation degree, BSc, MA, PhD, PGCE)	1	(1034)
Diploma in Higher Education (DipHE)	2	
HNC/ HND (Higher National Certificate/ Diploma)	3	
ONC/ OND (Ordinary National Certificate/ Diploma)	4	
BTEC	5	
A-Levels	6	
GNVQ/ GSVQ	7	
NVQ/ SVQ	8	
AS or vocational AS Level	9	
Access to HE	0	(1035)
O or AO Level	1	
GCSE	2	
CSE 3		
RSA or OCR	4	
City and Guilds	5	
Key Skills	6	
Basic skills including ESOL	7	
Modern Apprenticeship	8	
Any other professional qualification (eg. accountancy)	9	
Any other vocational qualification (eg. HGV licence, first aid)	0	(1036)
Any foreign qualification	1	
Don't Know	Y	(1034)
Refused	Z	
None of these	X	
Other 0		
Other specify...	(1037 - 1040)	

IF 36 = Any other professional qualification (eg. accountancy)
THEN ASK: 37

37. SPECIFY OTHER PROFESSIONAL QUALIFICATION

(1041 - 1044)

Don't Know	Y	(1041)
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End of Filter iAhiQP

IF 36 = Any other vocational qualification (eg. HGV licence, first aid)
THEN ASK: 38

38. SPECIFY OTHER VOCATIONAL QUALIFICATION

(1045 - 1048)

Don't Know Y (1045)

End of Filter iAhiQV

IF 36 = Any foreign qualification
THEN ASK: 39

39. SPECIFY FOREIGN QUALIFICATION

(1049 - 1052)

Don't Know Y (1049)

End of Filter iAhiQF

IF 36 = BTEC
THEN ASK: 40

40. What was your highest BTEC qualification when you first started [+ddescx+]?

READ OUT, CODE FIRST TO APPLY

At higher level	1	(1053)
National Certificate or Diploma level	2	
First or general diploma	3	
First or general certificate	4	
Don't Know	Y	

End of Filter iAhiQA

IF 36 = A-Levels
THEN ASK: 41

41. When you started [+ddescX+], did you have...?

READ OUT

One A Level	1	(1054)
Or more than one	2	
Don't Know	Y	

End of Filter iAHiQAL

IF 36 = NVQ/ SVQ
THEN ASK: 42

42. When you started [+ddescX+], was your highest level of full NVQ/ SVQ...?

Level 1	1	(1055)
Level 2	2	
Level 3	3	
Level 4	4	
Level 5	5	
Don't Know	Y	

End of Filter iAhiQNV

IF 36 = GNVQ/ GSVQ
THEN ASK: 43

43. When you started [+ddescX+], was your highest GNVQ/ SNVQ...?

READ OUT, CODE FIRST TO APPLY

Advanced level (12 units)	1	(1056)
Advanced level (6 units)	2	
(DO NOT READ OUT) Advanced level, but not sure of units	3	
Full intermediate level	4	
Part 1 intermediate level	5	
(DO NOT READ OUT) Intermediate level, but not sure of units	6	
Full foundation level (6 units)	7	
Part 1 foundation level (3 units)	8	
(DO NOT READ OUT) Foundation level, but unsure of units	9	
Don't Know	Y	

End of Filter iAhiQGN

IF 36 = AS or vocational AS Level
THEN ASK: 44

44. When you started [+ddescX+], how many AS Levels did you have?

READ OUT

One	1	(1057)
Two	2	
Three	3	
Four or more	4	
Don't Know	Y	

End of Filter iAhiQAS

IF 36 = O or AO Level
THEN ASK: 45

45. When you started [+ddescX+], how many O or AO Levels did you have?

IF CAN'T REMEMBER, ASK IF LESS THAN FIVE

One	1		(1058)
Two	2		
Three		3	
Four	4		
Five or more		5	
Can't remember but less than five		6	
Don't Know		Y	

End of Filter iAhiQO

IF 36 = GCSE
THEN ASK: 46

46. How many, if any, GCSEs at Grade C or above did you have when you first started [+ddescX+]?

IF CAN'T REMEMBER, ASK IF LESS THAN FIVE

None	1		(1059)
One	2		
Two	3		
Three		4	
Four	5		
Five or more		6	
Can't remember but less than five		7	
Don't Know		Y	

End of Filter iAhiQGC

IF 36 = CSE
THEN ASK: 47

47. When you started [+ddescX+], how many, if any, CSEs did you have at Grade 1?

IF CAN'T REMEMBER, ASK IF LESS THAN FIVE

None	1		(1060)
One	2		
Two	3		
Three		4	
Four	5		
Five or more		6	
Can't remember but less than five		7	
Don't Know		Y	

End of Filter iAhiQCS

IF 36 = City and Guilds
THEN ASK: 48

48. When you started [+ddescX+], what was your highest City and Guilds qualification?

READ OUT, CODE FIRST TO APPLY

Advanced craft/ Part 3		1	(1061)
Craft/ Part 2		2	
Foundation/ Part 1		3	
Don't Know		Y	

End of Filter iAhiQCG

IF 36 = RSA or OCR
THEN ASK: 49

49. When you started [+ddescX+], was your highest RSA or OCR...?

READ OUT, CODE FIRST TO APPLY

A higher diploma	1	(1062)
An advanced diploma or certificate	2	
A diploma	3	
Some other RSA or OCR qualification (including Stage I, II or III)	4	
Don't Know	Y	

End of Filter iAhiQRS

IF 36 = Modern Apprenticeship
THEN ASK: 50

50. Was your Modern Apprenticeship...

READ OUT

Advanced Level	1	(1063)
Foundation Level (National Traineeship)	2	
Don't Know	Y	

IF 50 = Don't Know
THEN ASK: 51

51. When did you complete your Modern Apprenticeship? Did you complete it before 2001 or in 2001 or later?

Before 2001	1	(1064)
In 2001 or later	2	
Don't Know	Y	

End of Filter iAhiQM2

End of Filter iAhiQMA

SECTION B: Pre-entry advice and information

Now I'd like to ask you a few questions about your reasons for doing [+ddescX+] and any information or advice you might have received about it.

52. Thinking back, what were the reasons you chose to do [+ddescX+]?

DO NOT PROMPT. PROBE FULLY. CODE ALL THAT APPLY

Interest in the subject	1	(1065)
To improve my self-confidence	2	
To learn skills for a job I wanted to do in the future	3	
To learn skills for a current/ previous job	4	
To get a (new) job	5	
To change to a different type of work	6	
To get more satisfaction out of my work	7	
My employer told me to	8	
To get a qualification	9	
To develop IT skills	0	(1066)
To develop reading, writing and/or maths skills	1	
As a stepping stone to qualify for another course	2	
To find out what I wanted to do/try it out	3	
To make new friends/ meet people	4	
To keep my mind/ body active	5	
Don't Know	Y	(1065)
Other 0		
Other specify...	(1067 - 1070)	

QUANCEPT ITEM:

IF vBreas > 1
THEN ASK: dbreasm, 53

QUANCEPT ITEM:

53. And what was the main reason?

IF NECESSARY PROMPT: WHICH OF THE REASONS ALREADY SPECIFIED WAS THE MAIN REASON FOR CHOOSING TO DO THIS COURSE?

Interest in the subject	1	(1073)
To improve my self-confidence	2	
To learn skills for a job I wanted to do in the future	3	
To learn skills for a current/ previous job	4	
To get a (new) job	5	
To change to a different type of work	6	
To get more satisfaction out of my work	7	
My employer told me to	8	
To get a qualification	9	
To develop IT skills	0	(1074)
To develop reading, writing and/or maths skills	1	
As a stepping stone to further education, training or learning	2	
To find out what I wanted to do/try it out	3	
To make new friends/ meet people	4	
To keep my mind/ body active	5	
[+vosm+]	6	
Don't Know	Y	(1073)

End of Filter iBreas

IF 52 = To learn skills for a job I wanted to do in the future OR 52 = To learn skills for a current/ previous job OR 52 = To get a (new) job OR 52 = To change to a different type of work OR 52 = To get more satisfaction out of my work OR 52 = My employer told me to
THEN ASK: 54

54. You said (part of) your reason for doing this course was related to a job. Was this course compulsory for that job, or did you have a choice of whether or not to do it?

IF LEARNING NECESSARY IN ORDER TO OBTAIN PROMOTION, BUT NOT OTHERWISE COMPULSORY, CODE "NO"

Yes, it was compulsory	1	(1075)
No, I had a choice	2	
Don't Know	Y	

End of Filter iBwork

55. Did you use any sources of information, advice or guidance about education, training or work opportunities before you started this course or training?

Yes	1	(1076)
No	2	
Don't Know	Y	

IF 55 = Yes
THEN ASK: 56, 57, 58

56. Who or where did you get this information, advice or guidance from?

DO NOT READ OUT. CODE ALL THAT APPLY.

college	1	(1077)
teacher/ tutor	2	
friend/ relative or colleague	3	
careers adviser	4	
employer	5	
Professional/ trade body	6	
school	7	
training centre	8	
Local Education Authority/ council	9	
A Sector Skills Council	0	(1078)
Jobcentre/ Employment Service (eg. New Deal advisor)	1	
Connexions or Connexions Direct	2	
learndirect	3	
Don't Know	Y	(1077)
Other 0		
Other specify...	(1108 - 1111)	

57. Which of the following statements best describes the help you received?

READ OUT ALL THREE BEFORE CODING ANSWER

You were provided with some factual information	1	(1112)
You were given advice on how to use information or relate it to your own circumstances		2
You had an in-depth personal discussion about what you really want to do and how you might move in that direction	3	
Don't Know	Y	
None of these	X	

58. To what extent did the information, advice or guidance help you to decide what to do next in terms of learning and work?

READ OUT

It helped me a lot	1	(1113)
Helped me a fair amount	2	
Helped me a little	3	
Did not help me at all	4	
(DO NOT READ OUT) Had already decided	5	
Don't Know	Y	

End of Filter iBinf

Thinking back to BEFORE you started the course, to what extent do you agree or disagree with the following statements...

59. ...

IF NECESSARY: To what extent do you agree or disagree with this, thinking back to BEFORE you started the course?

READ OUT

Strongly agree	1	(1114)
Tend to agree	2	
Neither agree nor disagree	3	
Tend to disagree	4	
Strongly disagree	5	
Don't Know	Y	

This question is repeated for the following loop values:

- I would have liked more advice about how suitable the course/ training was for me
- I felt well-informed about what the course/ training would cover
- I would have liked more information about how much time the course/ training would take up

A total of 3 iterations occupying columns (1114) to (1116)

SECTION C: Experience of the course/ training

IF NOT (3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice)

Now I would like to ask you some questions about your experiences of doing [+ddescX+]. Please try to answer as best as you can, even though it may have been a while since you left.

IF dFE = Yes OR 2 = Enrolled on a different course
THEN ASK: 60, 61, 62

60. How many hours of teaching or tuition did you receive per week as part of your [+ddescX+] course?

NOTE: COUNT HOURS OF SUPERVISED STUDY AND INSTRUCTION AS TEACHING/ TUITION HOURS.

ESTIMATES ARE ACCEPTABLE, INCLUDING PRACTISING TIME IF TUTOR/ INSTRUCTOR PRESENT

Numeric Range		(1117 - 1119)
Don't Know	Y	(1117)
Permitted Range		
0 TO 168 (Numeric Range)		

61. And how much time, if any, did you spend on coursework every week, EXCLUDING the time you were attending college? Please give me your answer in hours.

ENTER TIME IN HOURS. PROBE FOR BEST ESTIMATE IF UNSURE

Numeric Range (1120 - 1122)
Don't Know Y (1120)
Permitted Range
0 TO 168 (Numeric Range)

62. Were you also working at any point DURING TERM-TIME while you were enrolled on the course?

NOTE: DO NOT COUNT HOLIDAY JOBS OR VOLUNTARY UNPAID WORK.

Yes 1 (1123)
No 2
Don't Know Y

IF 62 = Yes
THEN ASK: 63

63. Roughly how many hours per week were you working, on average?

ENTER HOURS. PROBE FOR BEST ESTIMATE IF UNSURE OR HOURS VARIED

Numeric Range (1124 - 1126)
Don't Know Y (1124)
Permitted Range
0 TO 168 (Numeric Range)

End of Filter iCwork

End of Filter iCfe

IF dWBL = Yes AND 2 <> Enrolled on a different course
THEN ASK: 64, 65

64. At the time you were doing [+ddescX+], how many people were employed at your workplace in total?

PROBE FOR BEST ESTIMATE IF UNSURE

Numeric Range (1127 - 1131)
Don't Know Y (1127)
Permitted Range
1 TO 99999 (Numeric Range)

65. And roughly how many of those were other trainees?

PROBE FOR BEST ESTIMATE IF UNSURE.

NOTE: NUMBER OF TRAINEES MUST BE LESS THAN PREVIOUS ANSWER (&qCemp& EMPLOYEES).

Numeric Range (1132 - 1136)
Don't Know Y (1132)
Permitted Range
0 TO 99999 (Numeric Range)

QUANCEPT ITEM:

IF (15 = Yes AND 16 <> No) OR 15 = Don't Know
THEN ASK: 66

66. Approximately how much time per week did you spend on training connected with your course? Please tell me either the number of hours, or the number of days, per week. Please include both on-the-job and off-the-job training. You should include any time that you may have spent on day-release at college or at another type of training centre.

PROBE FOR BEST ESTIMATE IF UNSURE.

CODE WHETHER ANSWER IN HOURS OR DAYS ON THIS SCREEN, AND RECORD NUMBER ON NEXT

OR CODE DK ON THIS SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

ANSWER IN HOURS 1 (1137)
ANSWER IN DAYS 2
Don't Know Y

IF 66 = ANSWER IN HOURS
THEN ASK: 67

67. RECORD NUMBER OF HOURS PER WEEK TRAINING CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

Numeric Range (1138 - 1140)
Permitted Range
0 TO 168 (Numeric Range)

End of Filter iCoJoH

IF 66 = ANSWER IN DAYS
THEN ASK: 68

68. RECORD NUMBER OF DAYS PER WEEK TRAINING CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

Numeric Range (1141)
Permitted Range
1 TO 7 (Numeric Range)

End of Filter iCoJoD

69. Did you have an external training assessor, an assessor from within your workplace, or neither?

CODE BOTH IF BOTH APPLY

Internal/ workplace training assessor	1	(1142)
External assessor	2	
Neither	3	
Don't Know	Y	

IF 69 = Internal/ workplace training assessor OR 69 = External assessor
THEN ASK: 70

70. Roughly how often did you meet with your training assessor?

INCLUDE MEETINGS WITH WORKPLACE ASSESSORS AND/OR EXTERNAL TRAINING ASSESSORS.

READ OUT

Every day	1	(1143)
Weekly	2	
Every 2 weeks	3	
Once a month	4	
Once every 2-3 months	5	
Once every 4-6 months	6	
Less frequently than every 6 months	7	
Never	8	
Don't Know	Y	

IF 70 <> Never OR 70 <> Don't Know
THEN ASK: 71

71. Was that...?

READ OUT

Too frequent	1	(1144)
Not frequent enough	2	
Or about right	3	
Don't Know	Y	

End of Filter iCass2o

End of Filter iCass2

End of Filter icom2

IF 15 = No - I left before completing the full [+v0cours+] OR 16 = No
THEN ASK: 72

72. Approximately how much time per week did you spend on on-the-job training connected with your course? Please tell me either the number of hours, or the number of days, per week.

CODE WHETHER ANSWER IN HOURS OR DAYS ON THIS SCREEN, AND RECORD NUMBER ON NEXT

OR CODE DK ON THIS SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

ANSWER IN HOURS	1	(1145)
ANSWER IN DAYS	2	
Don't Know	Y	

IF 72 = ANSWER IN HOURS
THEN ASK: 73

73. RECORD NUMBER OF HOURS PER WEEK ON-THE-JOB TRAINING CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

(1146 - 1148)

Numeric Range
Permitted Range
0 TO 168 (Numeric Range)

End of Filter iConJoH

IF 72 = ANSWER IN DAYS
THEN ASK: 74

74. RECORD NUMBER OF DAYS PER WEEK ON-THE-JOB TRAINING CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

(1149)

Numeric Range
Permitted Range
1 TO 7 (Numeric Range)

End of Filter iConJoD

75. And how much, if any, time per week did you spend on off-the-job training or learning connected with your course? Please tell me either the number of hours, or the number of days, per week. You should include any time that you may have spent on day-release at college or at another type of training centre.

CODE WHETHER ANSWER IN HOURS OR DAYS ON THIS SCREEN, AND RECORD NUMBER ON NEXT

OR CODE DK ON THIS SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE, OR AVERAGE IF VARIED

ANSWER IN HOURS	1	(1150)
ANSWER IN DAYS	2	
Don't Know	Y	

IF 75 = ANSWER IN HOURS
THEN ASK: 76

76. RECORD NUMBER OF HOURS PER WEEK OFF-THE-JOB TRAINING/ LEARNING
CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

(1151 - 1153)

Numeric Range
Permitted Range
0 TO 168 (Numeric Range)

End of Filter iCoffJH

IF 75 = ANSWER IN DAYS
THEN ASK: 77

77. RECORD NUMBER OF DAYS PER WEEK ON-THE-JOB TRAINING/LEARNING
CONNECTED WITH COURSE

OR GO BACK AND CODE DK AT LAST SCREEN

PROBE FOR BEST ESTIMATE IF UNSURE

(1154)

Numeric Range
Permitted Range
1 TO 7 (Numeric Range)

End of Filter iCoffJD

78. Did you have an external training assessor, an assessor from within your workplace, or
neither?

CODE BOTH IF BOTH APPLY

Internal/ workplace training assessor	1	(1155)
External assessor	2	
Neither	3	
Don't Know	Y	

IF 78 = Internal/ workplace training assessor
THEN ASK: 79

79. Roughly how often did you meet with your workplace's training assessor?

READ OUT

Every day	1	(1156)
Weekly	2	
Every 2 weeks	3	
Once a month	4	
Once every 2-3 months	5	
Once every 4-6 months	6	
Less frequently than every 6 months	7	
Never	8	
Don't Know	Y	

IF NOT (79 = Never OR 79 = Don't Know)
 THEN ASK: 80

80. Was that...?

READ OUT

Too frequent	1	(1157)
Not frequent enough	2	
Or about right	3	
Don't Know	Y	

End of Filter iCassIO
 End of Filter iCassI

IF 78 = External assessor
 THEN ASK: 81

81. And roughly how often did you meet with your external training assessor?

READ OUT

Every day	1	(1158)
Weekly	2	
Every 2 weeks	3	
Once a month	4	
Once every 2-3 months	5	
Once every 4-6 months	6	
Less frequently than every 6 months	7	
Never	8	
Don't Know	Y	

IF NOT (81 = Never OR 81 = Don't Know)
 THEN ASK: 82

82. Was that...?

READ OUT

Too frequent	1	(1159)
Not frequent enough	2	
Or about right	3	
Don't Know	Y	

End of Filter iCassEO

End of Filter iCassE

End of Filter icom3

End of Filter iCwbl

IF (dWBL = Yes AND 1 = Yes) OR 62 = Yes
 THEN ASK: 83, 84

83. How easy or difficult did you find it to combine working with doing this course/ training?

Was it...

READ OUT

Very easy	1	(1160)
Fairly easy	2	
Fairly difficult	3	
Very difficult	4	
Don't Know (DO NOT READ OUT)	Y	

84. How supportive or not was your employer while you were doing [+ddescX+]?

Would you say they were...

READ OUT

Very supportive	1	(1161)
Fairly supportive	2	
Neither supportive nor unsupportive	3	
Not very supportive	4	
Not supportive at all	5	
Don't Know (DO NOT READ OUT)	Y	

End of Filter iCworkE

85. Some people pay for courses or training. Did you personally make any financial contribution towards the cost of this course/ training?

IF YES, PROBE FOR WHETHER PAID FOR ALL OR SOME OF IT

Yes - paid all of it	1	(1162)
Yes - paid some of it	2	
No 3		
Don't Know	Y	

IF 85 = Yes - paid all of it OR 85 = Yes - paid some of it
 THEN ASK: 86

86. Approximately how much did you pay towards this course/ training? Was it...

READ OUT AND CODE FIRST THAT APPLIES.

PROBE FOR BEST ESTIMATE IF UNSURE.

INCLUDE ALL FEES SUCH AS ENROLEMENT, COST OF COURSE, EXAM COSTS, ETC.

Less than £50	1	(1163)
£50 to £99	2	
£100 to £199	3	
£200 to £299	4	
£300 to £499	5	
£500 to £749	6	
£750 to £999	7	
£1000 or more	8	

Don't Know	Y
Refused	Z

End of Filter iCpayY

IF 85 = No
THEN ASK: 87

87. Which of the following applies to why you did not pay towards the cost of the course or training you were enrolled on?

READ OUT. CODE ONE ONLY.

Course was paid for by another person or organisation	1	(1164)
I was exempt from paying course fees	2	
The course was free for everyone - there were no fees	3	
Don't Know (DO NOT READ OUT)	Y	

IF 87 = Course was paid for by another person or organisation
THEN ASK: 88

88. Who paid for your course? Was it...

READ OUT. CODE ALL THAT APPLY.

An individual, for example a parent or guardian	1	(1165)
Your employer	2	
Or another organisation	3	
Don't Know (DO NOT READ OUT)	Y	

End of Filter iCNoPa

End of Filter iCpayN

89. Overall, which of the following best describes your financial circumstances while you were doing [+ddescX+]? Would you say you were...

READ OUT. CODE ONE ONLY.

Finding it very difficult to cope financially	1	(1166)
Finding it fairly difficult to cope, financially	2	
Not particularly finding it difficult, but didn't have much to spare	3	
Financially comfortable	4	
Don't Know	Y	
Refused	Z	

Now I would just like to ask you a few questions about how you felt about various aspects of your course or training.

90. Did you feel that this course/ training was at about the right level for you, too easy or too difficult?

About right	1	(1167)
Too easy	2	
Too difficult	3	

Don't Know Y

91. And how did you find the pace of this course/ training? Was it...

About right	1	(1168)
Too fast	2	
Too slow	3	
Don't Know	Y	

How satisfied or dissatisfied were you with the following aspects of this course/ training...

IF dFE <> Yes AND 2 <> Enrolled on a different course

End of Filter iCstat

92. ...

Were you...

READ OUT

Very satisfied	1	(1170)
Fairly satisfied	2	
Neither satisfied nor dissatisfied	3	
Fairly dissatisfied	4	
Very dissatisfied	5	
Don't Know	Y	

This question is repeated for the following loop values:

- The quality of the teaching/ training
- The support your tutor/ trainer gave you
- How well the timing of the course suited your needs

A total of 3 iterations occupying columns (1170) to (1172)

93. Overall, how satisfied or dissatisfied were you with the course or training?

READ OUT

Very satisfied	1	(1173)
Fairly satisfied	2	
Neither satisfied nor dissatisfied	3	
Fairly dissatisfied	4	
Very dissatisfied	5	
Don't Know	Y	

End of Filter iNoStar

IF 15 = No - I left before completing the full [+v0cours+] OR 3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice OR 16 = No

SECTION D: Reasons for leaving

IF 3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice

End of Filter inoEn

94. &TnoEn&

DO NOT READ OUT. PROBE FULLY. CODE ALL THAT APPLY. PAGE DOWN FOR FULL LIST.

I only wanted to do part of it/ finished the part of it I wanted	1	(1174)
Moved house	2	
Health problems/ illness	3	
Became pregnant/ had a baby	4	
Other change in family/ homelife eg. bereavement	5	
The times of the course/training didn't suit my working hours	6	
Workload made it difficult to make time for study/training	7	
Too difficult to balance the course/training with other non-work commitments	8	
I was encouraged to give up the course/ training by my employer	9	
Changed to a different job	0	(1175)
Poor quality of teaching/ training	1	
Didn't like exams/ classroom element	2	
The course was not at the right level for me (too difficult/ easy)	3	
Found the course was not what I wanted to do after all/ changed my mind	4	
Financial reasons (including paying for childcare)	5	
Difficulties with transport/ getting to the course	6	
Difficulties FINDING childcare	7	
The course was cancelled/ stopped halfway through	8	
Don't Know	Y	(1174)
Refused	Z	
Other 0		
Other specify...	(1176 - 1179)	

QUANCEPT ITEM:

IF vDleave > 1
THEN ASK: dleavx, 95

QUANCEPT ITEM:

95. What was the ONE main reason that you left the course/ training?

I only wanted to do part of it/ finished the part of it I wanted	1	(1210)
Moved house	2	
Health problems/ illness	3	
Became pregnant/ had a baby	4	
Other change in family/ homelife eg. bereavement	5	
The times of the course/ training didn't suit my working hours	6	

Workload made it difficult to make time for study/ training	7	
Too difficult to balance the course/ training with other non-work commitments		8
I was encouraged to give up the course/ training by my employer	9	
Changed to a different job	0	(1211)
Poor quality of teaching/ training	1	
Didn't like exams/ classroom element	2	
The course was not at the right level for me (too difficult/ easy)	3	
Found the course was not what I wanted to do after all/ changed my mind	4	
Financial reasons, including paying for childcare	5	
Difficulties with transport/ getting to the course	6	
Difficulties FINDING childcare	7	
The course was cancelled/ stopped halfway through	8	
[+voleav+]	9	
Don't Know	Y	(1210)

End of Filter iDleave

IF 94 = Changed to a different job
THEN ASK: 96, 97

96. Why did you change to a different job?

DO NOT PROMPT. CODE ALL THAT APPLY

Higher salary	1	(1212)
More prospects/ promotion	2	
More interesting work	3	
Wanted to work in a different location/ moved house	4	
More suitable working hours	5	
Wanted to change to a different type of work	6	
Wanted a more stable/permanent job	7	
Made redundant or dismissed from previous job	8	
Don't Know	Y	
Other 0		
Other specify...	(1213 - 1216)	

97. Why did you not continue with the course/ training in your new job?

DO NOT PROMPT. CODE ALL THAT APPLY

Didn't want to pursue it	1	(1217)
Moved area - course/ training not available in that area	2	
Course no longer relevant	3	
Lack of time to complete the course/ training	4	
New employer did not support that type of course/ training	5	
Don't Know	Y	
Other 0		
Other specify...	(1218 - 1221)	

End of Filter iDchJob

IF 94 = Financial reasons (including paying for childcare)
THEN ASK: 98

98. You said you left the course [+vDbcos+] of financial problems. Which of the following problems did you face?

READ OUT. CODE ALL THAT APPLY

Problems paying for childcare	1	(1222)
Problems paying the course fees	2	
Problems paying for course materials/ equipment	3	
Problems paying for transport to and from the college or training provider	4	
(DO NOT READ OUT) General financial difficulties	5	
Don't Know	Y	
Refused	Z	
Other 0		
Other specify...	(1223 - 1226)	

End of Filter iDfin

99. Did you look for any information or advice about any of the following, or not?

READ OUT. CODE ALL THAT APPLY OR NULL FOR "None of these"

Transferring to a course at another institution	1	(1227)
Transferring to a different course at the same institution	2	
Deferring your course or training (for example, temporarily postponing it for a year)	3	
Changing the way you were doing your course or training (for example, moving to a part time course or distance learning)	4	
Don't Know	Y	
None of these	X	

IF 99 = Transferring to a course at another institution OR 99 = Transferring to a different course at the same institution OR 99 = Deferring your course or training (for example, temporarily postponing it for a year) OR 99 = Changing the way you were doing your course or training (for example, moving to a part time course or distance learning)
THEN ASK: 100

100. Did you get any advice on transferring, deferring or changing the way you were doing your course?

Yes	1	(1228)
No	2	
Don't Know	Y	

IF 100 = Yes
THEN ASK: 101

101. How useful was this advice? Was it...

READ OUT. CODE ONE ONLY.

Very useful	1	(1229)
Fairly useful	2	
Not very useful	3	
Not useful at all	4	
Don't Know	Y	

End of Filter iDadv

End of Filter iDtrans

IF 99 = None of these
THEN ASK: 102

102. Would you have liked to receive information or advice on ways of transferring, deferring or changing your course?

Yes	1	(1230)
No	2	
Don't Know	Y	

End of Filter iDtranN

End of Filter icom4

SECTION E: Reflections on early leaving

IF NOT (3 = Yes - signed up but did not attend at all OR 3 = Yes - signed up but only attended once or twice)

THEN ASK: 103

103. What, if any, benefits do you think you gained from doing [+ddescX+]?

DO NOT PROMPT. PROBE FULLY. CODE NULL FOR "Nothing/ no benefits"

Improved/better qualification	1	(1231)
Changed to a different type of work	2	
Got a new job	3	
Got more satisfaction out of my work/ do my job better	4	
Earned more money	5	
Got a promotion/ more responsibility	6	
Improved job-related skills	7	
Improved reading/writing/maths skills	8	
Other new skills (specify on next screen)	9	
Encouragement to do more learning	0	(1232)
A clearer idea of what learning I want to do in future	1	
New friends/ meeting new people	2	
Better self-confidence and motivation	3	
Don't Know	Y	(1231)
None of these	X	
Other 0		
Other specify...	(1233 - 1236)	

End of Filter iattend

IF 103 = Other new skills (specify on next screen)
THEN ASK: 104

104. PLEASE ENTER NEW SKILLS GAINED.

PROBE FULLY.

(1237 - 1240)

Don't Know Y (1237)

End of Filter iNSkil

105. What are the barriers, if any, to you taking up further training or learning? By barriers I mean things that might stop you from doing further learning or training.

DO NOT PROMPT. PROBE FULLY. CODE NULL FOR "No barriers/ difficulties"

Cost of training	1	(1241)
Cost of living while training	2	
Family commitments make it difficult	3	
I don't have time	4	
Can't get time off work	5	
Locations of the course make it difficult	6	
Lack/ cost of childcare	7	
Illness/ disability	8	
I don't have the right qualifications to get on a course	9	
Worried about losing benefit	0	(1242)
I don't know what learning or training I want to do	1	
Don't need/ want any training	2	
Don't Know	Y	(1241)
No barriers/ difficulties	X	
Other 0		
Other specify...	(1243 - 1246)	

I'm going to read out some statements about learning. To what extent do you agree or disagree with each...

106. ...

IF NECESSARY: To what extent do you agree or disagree with this?

READ OUT

Agree strongly	1	(1247)
Tend to agree	2	
Neither agree nor disagree	3	
Tend to disagree	4	
Disagree strongly	5	
Don't Know	Y	

This question is repeated for the following loop values:

- I enjoyed learning at school
- I haven't got enough skills and experience to find the type of job I really want
- I enjoy learning new things
- Spending time learning is too much effort
- You are more likely to get a better job if you do some learning, education or training

A total of 5 iterations occupying columns (1247) to (1251)

DEMOGRAPHICS

Finally I would like to ask you a few questions about yourself.

107. INTERVIEWER: CODE GENDER

Male	1	(1252)
Female	2	
Don't Know	Y	

IF NOT 31 = Don't Know
THEN ASK: 108

108. Before you started your course or training you said you were [+qAwsB4+].

Is that still the case?

Yes	1	(1253)
No	2	
Don't Know	Y	

End of Filter iEnoDK

IF 108 = No OR 108 = Don't Know
THEN ASK: 109

109. What are you doing now?

READ OUT. CODE ONE ANSWER ONLY.

In paid work	1	(1254)
At school, college or University	2	
On a government programme such as the New Deal	3	
Undertaking unpaid voluntary work	4	
Registered unemployed	5	
Seeking to return to work but not registered unemployed	6	
Looking after the home or family	7	
Long-term sick or injured	8	
Retired	9	
Don't Know	Y	
Other 0		
Other specify...	(1255 - 1258)	

End of Filter iEws

IF 109 = In paid work
THEN ASK: 110

110. Are you working full-time or part-time? By part-time I mean less than 30 hours a week.

CODE ONE ANSWER ONLY.

Working full-time (at least 30 hours per week)	1	(1259)
Working part-time (less than 30 hours per week)	2	
Don't Know	Y	

End of Filter iEwk

IF 109 = At school, college or University
THEN ASK: 111

111. Are you in full-time or part-time education?

CODE ONE ONLY.

Full-time	1	(1260)
Part-time	2	
Don't Know	Y	

End of Filter iEdu

IF 109 = At school, college or University

End of Filter iEdu

112. &Tedu&

CODE ONE ONLY.

Very likely	1	(1261)
Quite likely	2	
Neither likely nor unlikely	3	
Not very likely	4	
Not likely at all	5	
Don't Know	Y	

113. Please could you tell me your age last birthday?

1263)		(1262 -
Numeric Range		
Don't Know	Y	(1262)
Refused	Z	
Permitted Range		
16 TO 99 (Numeric Range)		

IF 113 = Don't Know OR 113 = Refused
THEN ASK: 114

114. Which of these applies to you? Are you...?

READ OUT

16-19	1	(1264)
20-24	2	
25-34	3	
35-49	4	
50-59	5	
60-64	6	
65+ 7		
Refused	Z	

QUANCEPT ITEM: COPY NUMERIC AGE INTO AGE BANDS

End of Filter iXage

115. To which of these groups do you consider you belong?

READ OUT

White	1	(1265)
Mixed	2	
Asian or Asian British	3	
Black or Black British	4	
Chinese	5	
Don't Know	Y	
Refused	Z	
Other	0	
Other specify...	(1266 - 1269)	

116. Do you have any long-term illness or disability that limits or could be perceived to limit the type or amount of paid work that you might do? By long-term, I mean anything that is likely to trouble you over a period of time.

Yes	1	(1270)
No	2	
Don't Know	Y	

117. Are there any children aged under 18 in this household who are financially dependent on you (or your husband/ wife/ partner)?

Yes	1	(1271)
No	2	
Don't Know	Y	

IF 117 = Yes
THEN ASK: 118

118. What is the age of the youngest child?

RECORD AGE LAST BIRTHDAY

		(1272 -
1273)		
Numeric Range		
Don't Know	Y	(1272)
Refused	Z	
Permitted Range		
0 TO 17 (Numeric Range)		

End of Filter iXu18

119. Finally, I'd just like to ask you a couple of things before we finish.

We would like to be able to add other information to your answers, such as the types of courses and subjects you have taken. This information has been given to the Learning Skills Council by your course provider. It will help us when we analyse the results and also helps to limit the amount of questions we need to ask.

Your details will remain confidential and will not be used for any other purpose other than for this research project. Any personally identifiable information will not be passed to anyone else other than the organisations carrying out the research on behalf of DfES.

Would you be willing for this information to be added to the answers you have given me today?

IT IS IMPORTANT THAT AS MANY RESPONDENTS AS POSSIBLE GIVE INFORMED CONSENT AT THIS QUESTION

Yes 1 (1274)
No 2

120. The DfES may want to carry out further research on people's views and experiences of learning and training. Would you be willing to be re-contacted, this would be in relation to this research only?

Yes 1 (1275)
No 2

IF 120 = Yes
THEN ASK: 121

121. Can I just check that your name is [+vsvar4+] [+vsvar5+]

PLEASE CODE ANY THAT ARE INCORRECT.

IF CORRECT, CODE "NULL".

Title is incorrect 1 (1276)
First name is incorrect 2
Surname is incorrect 3
None of these - Name is correct X

IF 121 = Title is incorrect
THEN ASK: 122

122. PLEASE ENTER THE PERSON'S TITLE ONLY.

(1277 - 1280)

End of Filter iNtitle

IF 121 = First name is incorrect
THEN ASK: 123

123. PLEASE ENTER THE PERSON'S FIRST NAME ONLY.

(1308 - 1311)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNFnam

IF 121 = Surname is incorrect
THEN ASK: 124

124. PLEASE ENTER THE PERSON'S SURNAME ONLY.

(1312 - 1315)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iSnam

QUANCEPT ITEM:

125. Are these address details correct for you? READ OUT.

- 1) [+vadd1+]
- 2) [+vadd2+]
- 3) [+vadd3+]
- 4) [+vadd4+]
- 5) [+vpcode+]

Yes - all correct^s	1
No - 1st line incorrect	2
No - 2nd line incorrect	3
No - 3rd line incorrect	4
No - 4th line incorrect	5
No - postcode incorrect	6
No - all incorrect	7

(1356)

IF 125 = No - 1st line incorrect OR 125 = No - all incorrect
THEN ASK: 126

126. PLEASE RECORD CORRECT ADDRESS DETAILS FOR LINE 1 HERE.

(1357 - 1360)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNadd1

IF 125 = No - 2nd line incorrect OR 125 = No - all incorrect
THEN ASK: 127

127. PLEASE RECORD CORRECT ADDRESS DETAILS FOR LINE 2 HERE.

(1361 - 1364)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNadd2

IF 125 = No - 3rd line incorrect OR 125 = No - all incorrect
THEN ASK: 128

128. PLEASE RECORD CORRECT ADDRESS DETAILS FOR LINE 3 HERE.

(1365 - 1368)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNadd3

IF 125 = No - 4th line incorrect OR 125 = No - all incorrect
THEN ASK: 129

129. PLEASE RECORD CORRECT ADDRESS DETAILS FOR LINE 4 HERE.

(1369 - 1372)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNadd4

IF 125 = No - postcode incorrect OR 125 = No - all incorrect
THEN ASK: 130

130. PLEASE RECORD CORRECT POSTCODE HERE.

(1373 - 1376)

QUANCEPT ITEM:

QUANCEPT ITEM:

End of Filter iNadd5

QUANCEPT ITEM:

End of Filter ircon

Thank you very much for taking part in this research. The results will be published by the Department for Education and Skills in early 2007.

Copies of this publication can be obtained from:

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