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National Adult Learner Survey 2010:
Technical Report

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1. Introduction

1.1 Report content

This report provides information about the technical and methodological details for the National Adult Learning Survey (NALS) 2010. As well as a general introduction and summary of some of the key findings, the report covers sample design, questionnaire development and changes since 2005, fieldwork, materials, response rates, the weighting strategy, and data analysis.

The advance letter and a Word version of the questionnaire are included as appendices.

1.2 Background to the survey

The National Adult Learning Survey (NALS) 2010 is the sixth in the NALS series. The first survey was commissioned in 1997 by the former Department for Education and Employment (DfEE) to explore participation in a wide range of learning experiences. Subsequently surveys have been conducted in 2000, 2001, 2002 and 2005 to evaluate the effectiveness of adult learning policies over time.

All of the surveys in the series have covered some core topics with additional questions being included each time to reflect current policy interests. NALS 2010 has taken place in a very different economic and policy environment compared with previous NALS surveys and the survey content has been adapted to take account of the economic recession and its likely impact on people's perception of the value of learning.

Core topic areas:

- Experience with education and qualifications achieved
- Levels of participation in different types of adult learning, that is: formal, non-formal and informal
- The subject and mode of learning and how much time people spend on different learning activities
- Information, advice and guidance on learning
- Obstacles to learning
- Demographics

Non-core topic areas from previous surveys covered by NALS 2010:

- Attitudes to learning
- Future Learning and learning initiatives

- Use of Information and Communication Technologies (ICT)

Additional topic areas for NALS 2010:

- Communications and media
- A conjoint study/discrete choice task looking at factors influencing participation in learning

The survey results will have an important role in establishing the contribution of learning initiatives and Government-led programmes to the take-up of adult learning, in gauging awareness and perceptions of these developments, and also in evaluating the Government's response to current economic challenges.

1.3 Technical summary

The survey fieldwork was conducted between 18th January and 1st August 2010. In total, 10,215 addresses in England¹ were randomly selected from the Postcode Address File (PAF) and interviews were attempted with one eligible adult in each household².

People aged 16-24 who were not in continuous full time education (i.e if they were in full-time education, and had experienced a break of 2 years or more since their last participation in full-time education) and everyone aged 25 and over were eligible to participate in the survey³. This change was made in 2005 to accommodate the sampling requirements of the European Adult Education Survey (AES) and has been maintained for consistency.

An experiment was carried out to test the use of unconditional incentives (in this case a book of six first class stamps) to encourage participation. All addresses in the sample were sent an advance letter with half containing a book of first class stamps as an unconditional incentive and the other half not containing this. All respondents also received an incentive of a £5 high street voucher conditional on them completing the interview. The use of incentives is new to NALS 2010 and was brought in with the aim of improving response rates.

¹ NALS 2010 covers England only whereas NALS 2005 covered England, Wales and Scotland and previous NALS covered England and Wales.

² Whilst this replicates the strategy in 2005, in preceding surveys in the NALS series, up to two adults were interviewed per household. This sampling strategy was changed in 2005 in an attempt to maximise response rates.

³ The eligibility requirements for participation in the survey are the same as in 2005, but in previous NALS, a person had to be aged 16 and above and not in continuous full-time education to be eligible to participate. This change was made to accommodate the sampling requirements of the AES which were incorporated in 2005.

A total of 4,647 interviews were conducted face-to-face by computer assisted personal interviewing (CAPI). The overall response rate achieved is 45.5% with an adjusted response rate of 57%. We found that the use of an unconditional incentive improved response rates, and reduced the rate of refusal. Of those households that received stamps in their advance letter, 48.1% consented to take part, with 23.1% refusing. Of those who did not receive stamps 42.8% agreed to take part, and 26.6% refused.

The average interview length was 40 minutes.

In line with previous surveys in the series, the data have been weighted to correct for unequal selection probabilities and non-response.

1.4 Key Findings

Background

The National Adult Learner Survey (NALS) is a series used by BIS and its predecessor departments to look at a variety of aspects of adult participation in learning beyond compulsory continuous education. The 2010 survey is the fifth such survey with previous releases in 1997, 2001, 2002 and 2005.

Introduction

NALS 2010 was undertaken on behalf of BIS by Ipsos MORI. Fieldwork took place between January and August 2010, with a short break in the run up to the General Election. A total of 4,647 interviews with 16-24 year olds not in continuous full-time education and those aged 25 and over were conducted with a response rate of 57%. The 2010 survey covered England only; this differed from previous surveys which also included Wales and Scotland.

Participation in learning was subdivided into three main categories:

- **Formal learning** designed to lead to a nationally recognised qualification;
- **Non-formal learning** being a taught class but not leading to a qualification; and
- **Informal learning** involving self-study to improve knowledge of a subject.

Learning Trends

Adult participation in **all categories** of learning in the three years preceding the survey was 69%. This represents an 11 percentage point decline from the 80% recorded in NALS 2005. Indeed it is the lowest level recorded in the NALS series.

There are differences by learning category:

- The most significant decline has been in non-formal learning – from 56% in 2005 to 39% in 2010;
- Participation in informal learning declined by 13 percentage points from 56% in 2005 to 43% in 2010; and
- Participation in formal learning in unchanged at 24%.

The causes of the decline are not directly collected by NALS but are likely to be due to a combination of the following:

- The economic downturn since 2008. This has affected individuals' willingness to spend money on learning – 58% of respondents cited cost as an obstacle to learning compared with 21% in 2005.
- A reduction in funding for many short courses in favour of longer, qualification-led, learning in response to the Leitch Review of Skills⁴;
- A decline in employer funding for on-the-job training⁵; and
- A reduction in participation in ICT skills (a strong driver of learning participation in previous NALS) as more of the adult population have developed basic ICT skills.

Participation in learning has declined across almost all age groups with the exception of 16-19 year olds – overall participation rate among this group is unchanged (79%). The decline has been most noticeable among those aged 60 and over, reversing the significant rise in participation rate among this group between 2002 and 2005. The decline in 2010 has brought the participation rate among adults aged 60-69 and 70 plus back to pre-2005 levels (48% and 24% respectively).

Overall participation continues to be closely linked to household income, employment status and previous educational attainment.

There is a 29 percentage point gap in overall participation between those in the highest and lowest income bands (84% of those with a household income of £31,200 plus per annum compared with 55% of those with £10,399 or less), although formal learning rates are not too dissimilar (29% and 25% respectively). The widest gap is in informal learning, 63% and 25% respectively.

The highest participation rates were for respondents in work – 81% of those in full-time employment, 72% part-time and 74% self-employed but declining to 64% among the unemployed. It is lowest for respondents who are economically inactive (45% of those looking after family, 38% retired and 40% of those incapable of work).

There is a positive link between participation in learning and highest qualification. There is a 63 percentage point gap in participation rates between those with a Level 5 qualification (90%) and those with none (27%). This gap has widened since 2005. Participation among those with Level 1 or no qualification trail significantly behind those with even Level 2 attainment (55% compared with 73%).

⁴ Prosperity for all in the global economy – world class skills
(<http://webarchive.nationalarchives.gov.uk/+http://www.hm-treasury.gov.uk/leitch>)

⁵ <http://www.ukces.org.uk/reports/national-employer-skills-survey-for-england-2009-main-report-evidence-report-23>

What people are learning

In the three years prior to the 2010 survey, learners undertook an average of 2.06 courses, up from 1.9 in 2005. Some 41% of courses were taken to obtain a qualification, 39% were guided on-the-job training and 20% were neither qualification-led nor on-the-job.

Academic and job-related courses are most popular in the formal and non-formal learning types (43% of courses studied) followed by leisure and life skills courses (28%). As noted earlier, participation in ICT-related courses has declined since 2005 – from nine percent to five percent in 2010.

A quarter of formal or non-formal courses were paid for in full by the learners. However, employers remain the largest contributor to fees – 41% of courses were fully employer-funded.

Half (49%) of formal and non-formal courses led to learners acquiring new skills relevant to their jobs. Over a third of courses (37%) helped improve job performance, 19% boosted job satisfaction and nine percent resulted in higher wages.

Looking at the wider impacts, 64% of formal and non-formal courses taught learners new skills and 32% of courses boosted learners' confidence.

Employers were the most common sources of information, advice and guidance (IAG) for formal and non-formal courses (40%), followed by family and friends (20%) and educational institutions (15%).

Future Learning

Seven in ten (68%) economically active respondents⁶ say they are likely or very likely to undertake job-related training in the near future. This represents a decline compared with 2005 (77%) but corresponds with the general fall in participation recorded in 2010. Similarly, those with higher previous educational attainment were more likely to say they will undertake further learning (55% of those with Level 4/5 say "very likely" compared with 38% with Level 2 and 16% with no qualifications).

All respondents were asked their intentions to undertake non-vocational learning in the near future. Again, there is a downward trend. Overall, 43% stated likely or very likely compared with 51% in 2005, but for non-learners⁷ this falls to 24%. Approaching half (46%) of non-learners were not at all likely to undertake any non-vocational learning.

Seven in ten (68%) respondents would be willing to save towards future learning, 26% unwilling. Naturally, this corresponds to respondents' likelihood to undertake future learning – 73% of those planning future learning would be willing to save.

⁶ Only economically active respondents were asked this question

⁷ Those who had not participated in any learning in the past three years

Respondents were asked about their motivations for, and potential barriers to, future learning.⁸

Overall, cost (58%), a lack of time (42%) and inability to fit learning around job (29%) and family (25%) were the most commonly cited obstacles. Respondents with no or Level 1 prior qualifications were more likely to say they lack confidence (23% and 16% respectively compared with eight percent of those with a Level 2), and knowledge of the courses available or appropriate for them (15% of those with no qualifications and 18% with Level 1).

Three in five (62%) were motivated by learning something new and 42% each by improving job prospects and income.

Overall, motivations for learning are closely linked with life stages. Respondents aged 16-39 were more likely to be motivated by enhanced job prospects (promotion and income) whilst older working age respondents want to improve their job performance and satisfaction. People aged 20-49 were more likely to want to learn to help their children and those aged 50 plus were more likely to want to learn new things, build confidence and meet new people.

Although participation in non-formal and informal learning have fallen, respondents' views on the value of learning have remained broadly similar to 2005. This suggests that it is changes in individual circumstance that is contributing to the decline. There has been an increase in the number thinking learning is an investment in the future (82% 2010, 76% 2005) and fewer believe that learning is only worthwhile if it leads to a qualification.

Segmentation

NALS 2010 included an exercise to segment respondents according to their attitudes to, and participation in, learning. The analysis resulted in eight distinct segments which are summarised below. They are ranked from highest to lowest percentage of learners present.

Pro-learning Go-Getters represent 20% of respondents. This group values learning with the highest proportion regarding learning as an investment. It is composed predominately of learners – the highest of all the segments (80%). People in this segment are most likely to disagree that the skills required for work cannot be learned in a classroom. They are also most likely to disagree that they prefer to spend their free time doing things other than learning. They are motivated by a desire to improve their job performance and job satisfaction. The main barriers to participation include: lack of availability of the right courses, the costs associated with learning and being able to fit learning around caring responsibilities.

Typically people in this segment have spent more time in continuous full-time education and is highly qualified (24% left full-time education at the age of 21 or older compared with 15% overall; 50% is qualified to Level 4 or 5 compared with 34% overall). Although they

⁸ This question is not comparable with the barriers to learning question asked in 2005.

are no more likely to be employed than overall, those that are working tend to be higher earners (33% earn £31,200 plus compared with 27% overall). People in this segment are most committed to undertaking learning in the next two to three years: 81% say they are likely to job-related learning and 61% say they are likely to do other types of learning.

Pro-learning Planners represent 18% of respondents. They are also very positive about learning, agreeing strongly that learning is an investment in the future, that learning is for people like them and that they found school useful. They are likely to have participated in learning the past three years (75%) and to say they would do so in the future. This group feel particularly time-poor and have problems fitting learning around caring responsibilities.

This segment is younger than average - 40% are aged under 40. They are more likely to live with a partner and have a child under 16 (30% compared with 23% overall). Members of this group are well educated – 52% are qualified to Level 4 or 5 compared with 34% overall; are more likely than average to be employed full-time (44% compared with 38% overall) and to be earning in excess of £31,200 per annum (35% compared with 27% overall).

Distraught Advocates represent 21% of respondents. People belonging to this group value learning, with three quarters (75%) having participated in the past three years. They strongly believe in the need to keep improving their knowledge and skills and see learning as an investment. Indeed, their motivations for learning are job-focused: to improve their job performance or to get a promotion. However, they feel unable to fit learning around their work commitments and do not want to give up their free time for learning.

There is higher than average representation of high earners in this segment: 39% have an annual salary of £31,200 or higher compared with 27% overall. Linked to this, they are well qualified (36% are qualified to Levels 2 or 3 compared with 29% overall; 39% are qualified to Levels 4 or 5 compared with 34% overall). As fits their attitude to learning, they are more likely than average to say they would do job-related learning in the next two or three years.

The '**Fearful of Failure**' represents 11% of respondents. People in this segment are more likely than average to report that they do not know about the courses available. Just over half participated in learning over the past three years (56%). They report that they would be likely to learn if it would help build their confidence and enable them to help their children. They generally agree that learning is fun, but lack the confidence to learn on their own and worry about keeping up with other learners.

The segment is overwhelmingly female (70%), and holds low qualifications (54% are qualified to Level 1 or have no qualifications compared with 37% overall). Members are also more likely to be out-of-work and looking after their family (13% compared with 7% overall). A quarter are dependent on means-tested benefits (26% compared to 18% overall). However, they are as likely as people overall to take part in job-related learning or other types of learning in the future.

Work a Priority before Learning represents seven per cent of respondents. Members of this group are negative about learning: they do not view it as fun, nor necessary for work and nor an investment in the future.

Approaching half are in full-time employment (45% compared with 38% overall). This group is less likely than average to consider learning in the next two to three years.

'Means-To-Enders' represent nine percent of respondents. They lack the confidence to learn on their own and believe that the skills required for work cannot be acquired in a classroom. They are the only segment more likely to agree than disagree that 'learning is only worthwhile if there is a qualification at the end of it'. They generally lack the confidence to participate in learning and feel they are too old to learn. However, they would be more likely to undertake learning if it would help build their self-confidence and provide greater job security.

A quarter (27%) have participated in learning in the past three years – significantly less than the average of 50%; 64% are either qualified to Level 1 or have no qualifications. Three quarters (74%) left continuous full-time education at age 16 or younger and 11% is unemployed – the highest level of unemployment of all the segments. They are more likely than average to be living in the most deprived areas (34% are in the most deprived Index of Multiple Deprivation (IMD) quintile compared with 19% overall).

'Too Old to Learn' represent eight per cent of respondents. This group is disinterested in learning and feels they are too old to benefit. They are generally disinterested in learning, feel that learning is not for people like them and prefer to spend their free time doing other things. A quarter (25%) has participated in learning in the past three years and the large majority are unlikely to undertake learning in the next two to three years.

A high proportion of this segment is aged 70 or over (52%) and retired (65%). Two thirds (67%) are qualified to Level 1 or have no qualifications.

The final segment is **'Learning Avoidant'**, representing seven per cent of respondents. Members of this group are least interested in learning, with just 22% having participated in learning in the past three years. People in this segment are most likely to disagree that learning is fun or that they need to keep improving their knowledge and skills. A lack of interest in learning and their age are seen as barriers. They also tend to feel that learning is not for people like them. They are least likely of all the segments to do learning in the next two to three years.

Similarly to the *Too Old to Learn segment*, people in this group are older (30% aged 70 and over compared with 15% overall). Four in five (78%) are qualified to Level 1 or have no qualifications. They are more likely than average to be retired or incapable of work. However, unlike the *Too Old to Learn segment*, they are more likely than average to be living in the most deprived IMD quintile (29% compared with 19% overall).

Conclusions

The key predictors of participation in learning is unchanged; they are prior engagement in learning and educational attainment. Learners are more likely than non-learners to appreciate the wider benefits of learning, meaning that they are more willing to move beyond formal learning to include non-formal and informal learning. They are also more willing to contribute towards the cost of learning which is key given finite public resources and the need to rebalance the financial contribution borne by the individual, the employer

and the state. It is also important to note that those in learning are undertaking more than recorded in 2005.

Clearly then the challenge is to promote the value and wider benefits of learning to those with low prior qualifications. Widening awareness of learning opportunities and addressing the finding that those with low or no qualification often lacked the confidence to learn. Accessible and effective IAG would appear to be one possible solution that would address several of these barriers to wider participation. Another would be to ensure that more people leave compulsory education with at least Level 2 qualifications, which, among a vast array of other benefits, is the threshold above which participation in further learning is highest.

2. Sample Design

The sample was designed to represent adults aged 16-24 who are either not in continuous full-time education or who are but who have returned to it after a break of 2 years or more, and any adults aged 25 and over, living in private residential households in England.

NALS 2010 covered England only. This is a change from previous NALS surveys which covered England and Wales, and in 2005 also covered Scotland.

The sample was drawn using a three-stage equal-probability design:

1. selection of postcode sectors, which were the Primary Sampling Units (PSUs), with probability proportionate to size (PPS)
2. systematic (random) selection of addresses within sampled PSUs
3. random selection of one respondent within each address/dwelling unit (DU)

2.1 Stratification and selection of PSUs

A clustered sample was created with the clusters or Primary Sampling Units (PSUs) being Postcode Sectors. It was decided that 227 PSUs should be selected with each comprising 45 addresses as this was perceived to be the optimal cluster size for maximising response rates. The decision concerning the optimal cluster size involved a balance between having an optimal interviewer workload (interviewers will re-visit an area more often if they have more addresses to call at, often making visits in excess of the minimum survey requirements, and the number of re-visits is a factor in the response rates which can be achieved as interviewers are more likely to make contact with more of the sample), and the design effects from clustering (larger clusters mean greater design effects). The cluster size is similar to that in NALS 2005 when 42 addresses were issued per PSU, meaning there is negligible difference in design effect between the designs.

A list of postcode sectors in England was taken from Royal Mail's Postcode Address File (PAF). In line with good sampling practice, all small sectors in England (containing fewer than 1,000 addresses) were combined with adjacent sectors before PSUs were selected to ensure that each PSU covers a reasonably large geographic area. In NALS 2005 the cut-off for grouping PSUs was 500 addresses but the decision was made to use a cut-off of 1,000 addresses this time because with an England-only sample rural points will be less predominant. This also avoids overly small PSUs which could potentially increase the design effect.

Prior to selection of PSUs, the list of (grouped) sectors was stratified. The stratification strategy replicated that used in NALS 2005: proportionally by Government Office Region (GOR), age, head of household's National Statistics Socio-economic Classification (NS-SEC) and male unemployment (based on 2001 Census).

- The list of postcode sectors was sorted into the nine GORs. Within each region, sectors were listed in order of percentage of residents above pension age (proportion of males aged 65+ and females aged 60+ in the total population).
- Within each region, three roughly equal-sized bands were created by drawing cut-off points approximately one third and two thirds down the ordered list of postcode sectors.
- Within each of the 27 bands (9 regions x 3 bands) created, sectors were listed in order of percentage of households in managerial, professional or intermediate NS-SEC groups (L1-L7).
- Within each of the 27 bands three roughly equal-sized bands were created by drawing cut-off points approximately one third and two thirds down the list as before. Within each of the 81 bands (27 x 3) created, sectors were listed in order of percentage of males aged 16-74 who are unemployed.

The stratification has the effect of slightly increasing the precision of the survey estimates compared with a non-stratified sample.

Alongside the main sample a fully stratified reserve sample was drawn as contingency.

The address count was cumulated down the complete ordered list of postcode sectors. The sampling interval, I , was calculated as $I = \text{total number of addresses} / 454$ (227 main PSUs and 227 as reserves).

A random start (R) between 1 and I was generated, and 454 PSUs were selected by taking those containing the R^{th} , $(R+I)^{\text{th}}$, $(R+2I)^{\text{th}}$ address etc. working down the cumulative total.

2.2 Selection of addresses

Forty-five addresses were selected systematically from each sampled PSU. This was done by using an interval (calculated as $I = \text{Number of addresses in the PSU} / 45$) and a random start between 1 and I . In total this resulted in 10,215 addresses which compiled the main sample, and a further 10,215 which were kept aside as a reserve sample.

2.3 Selection of dwelling units (DUs)

In the infrequent cases where a PAF address generates more than one household or dwelling unit (DU), for example where one address has been split into separate flats or bedsits, one had to be selected by the interviewer for contact.

The interviewer would select one DU to contact by listing each in a systematic way (i.e. by flat/room number) and then referring to the Kish grid on the front page of the contact sheet for that address. The Kish grid is a look-up table which tells the interviewer which DU to select for a given number of units.

KISH GRID									
Number of DUs	2	3	4	5	6	7	8	9	10
DU to select	1	1	2	4	3	4	8	1	5

The numbers identifying the 'DU to select' are random numbers between 1 and 'n' (n being the number of DUs). They are individually generated and pre-populated for each contact sheet.

If there were three DUs at an address, and the Kish grid showed 1, as in the example above, the interviewer would select the first DU on the list.

2.4 Selection of respondents

At each selected address the interviewer had to randomly select one eligible adult for interview. To do this, contact was sought with a responsible adult who was able to provide information about the people living there. The first step was to establish the number of eligible adults living at the address. To be eligible, a person had to be normally resident there and either aged 16-24 but not in continuous full-time (CFT) education (unless they had had a break of 2 years or more), or aged 25 and above.

If there was more than one eligible adult within the address, the interviewer had to select one randomly by listing them in alphabetical order of first name and referring to the Kish grid in the same way as for selection of DUs.

3. Questionnaire development

3.1 Changes to the questionnaire

As NALS 2010 is part of a series of surveys it is important that the questionnaire is comparable with previous years. Thus, much of the core of the questionnaire remained the same as that used in the previous surveys, though with some areas changed to reflect changes in policy.

The NALS 2010 questionnaire, a full version of which can be found in the Appendix, covers the following areas:

- Block A: Introduction and demographics
- Block B: Experience with CFE and highest qualification achieved
- Block C: Screening questions for formal and non-formal learning
- Block D: Summary of all formal and non-formal learning in past 3 years/since left CFTE (up to a maximum of 10)
- Block F: Follow-up questions on formal and non-formal learning (for two learning activities)
- Block G: Screening questions for informal learning
- Block H: Follow-up questions informal learning
- Block I: Information, advice and guidance
- Block J: Future learning and learning initiatives
- Block LL: Obstacles to learning and conjoint study. This replaces Block L from 2005
- Block NN: Attitudes to learning. This replaces Block N from 2005. The revised questions draw on some of the previously used questions but are designed specifically for use in the segmentation analysis
- Block K: Use of ICT. This block was repositioned in the questionnaire to come directly after Block NN rather than before it as in the 2005 questionnaire
- Block KK: Communications and media. This is a completely new block for 2010 which is designed to provide media profiling of the different learner segments
- Block O: Further demographics and re-contact

A small number of sections from the 2005 NALS questionnaire were completely removed: experience with CFE and highest qualification achieved for respondents in Scotland (Block BB); basic skills (Block M); and detailed follow-up questions on a selected formal/non-formal learning activity (Block E). Including these section cuts, a total of 47 questions from the 2005 questionnaire were removed for the 2010 version.

A total of 16 new questions plus the conjoint tasks were added to the 2010 questionnaire. There were also minor wording or code changes to 12 questions, with the original question label being retained.

3.2 Selection of learning activities for follow-up

The method used for collecting detailed information on taught learning in NALS 2010 differed slightly from that used in NALS 2005. With the removal of Block E, respondents who had mentioned more than one learning activity in Block D were no longer asked to select the one they found most useful for follow-up. As in 2005 though, the CAPI script was programmed to select up to two activities for detailed follow-up at Block F.

In the 2005 survey only learning activities undertaken in the last 12 months were selected for follow-up. However in 2010 follow-up questions could be asked about any of the learning activities undertaken in the past three years.

3.3 Cognitive testing

The conjoint analysis tasks and associated questions were cognitively tested prior to inclusion in the questionnaire, because it was important to make sure that the task was easy to understand and respondents were interpreting the scenarios as intended. Cognitive testing can identify areas of uncertainty or difficulty in comprehension for respondents and gives an opportunity to revise and improve the questions before the survey takes place.

In total 11 cognitive interviews were carried out with members of the general public. Interviews were conducted face-to-face to simulate a NALS interview. Of those interviewed five defined themselves as currently participating in learning and six said that they were not currently participating in any learning. Respondents were also recruited with differing levels of current qualifications, with eight respondents saying they had higher qualifications (level 3 or above) and three saying they had lower qualifications (below level 3).

Respondents were presented with Block LL of the questionnaire (the conjoint task plus the two preceding questions on motivations and barriers to learning). The questions were asked as if part of an interview but were followed up with a series of probes to uncover the respondent's underlying cognitive processes - what the question meant to them, what made them give the response they gave, and which factors influenced their answer. Researchers encouraged participants to 'think out loud' to gain a deeper insight into their thought processes.

As a result of testing, the learning scenarios presented during the conjoint task were revised and the number of decision tasks fixed at eight (further detail is provided in Section 6.4). A learning definition card was introduced at the start of Block LL to ensure that

respondents were thinking about all different aspects of learning and not just formal learning. Some minor amendments were also made to the barriers and motivators questions.

3.4 Piloting

Ipsos MORI carried out a pilot of the questionnaire in November and December 2009. The full questionnaire (apart from the conjoint section which was cognitively tested simultaneously) was piloted. The main aims of the pilot were to check the documentation was clear for interviewers and the contact procedure worked well, and to check interview length and the flow of the questionnaire. Two versions of the advance letter were tested.

The pilot was conducted across four areas in England. Areas were selected based on a number of factors including geography and population profile (specifically degree of deprivation). This was done to ensure the survey was piloted with a range of people taking different routes through the questionnaire. This also meant that interviewers would have different experiences in terms of making contact and recruiting people to take part thereby thoroughly testing all the materials as well.

The four interviewers taking part in the pilot attended a briefing beforehand. The pilot took place in: Salisbury, Saltash, Braintree and Maldon. A total of 400 addresses were issued, with each of the four interviewers having an allocation of 100 addresses. The final number of achieved interviews was 61.

An interviewer debriefing was held to discuss any problems and suggestions that arose during the pilot fieldwork. As a result of the feedback minor amendments were made to the use of incentives, the format or content of some survey materials, and the interviewer briefings.

For the pilot, all advance letters contained a book of six first class stamps. However interviewer feedback from the pilot indicated that the stamps had little or no impact on likelihood to take part in the survey. So, for the main stage a split sample experiment was conducted to test the impact of such incentives on response rates. Ipsos MORI conducted a literature review on use of incentives which concluded that their use is effective in increasing response rates, and the findings from the main stage field work supported this.

The experience of previous NALS suggested that there might be some groups less willing than others to participate in the survey and who may regard it as less relevant to them, particularly those who have not undertaken any 'formal' learning. The advance letter was therefore designed to maximise the salience of the survey to potential respondents and emphasise the wider subject matter. Two letters with alternative wording were initially drafted and both versions were tested during the pilot. The final letter used for the main stage was developed through this feedback from pilot interviewers.

4. Fieldwork

4.1 Briefings

Across the 227 sample points, 212 interviewers worked on the project. All interviewers received a face-to-face briefing which provided them with some background to the policy area and the survey aims, as well as specific requirements for fieldwork including respondent eligibility and selection procedures, tips on making contact and maximising response, and the questionnaire.

In order to ensure that potential respondents did not screen themselves out it was emphasised to interviewers that they should try and interview everyone who is classed as eligible - including those not currently taking part in any learning and those not interested in doing any learning. As part of the briefing interviewers discussed tips for encouraging participation, particularly among older people and those disengaged from learning. It was also made clear that for the purposes of the survey 'learning' can mean all sorts of self-directed and informal learning as well as more traditional formal courses. Learning definitions were included in the questionnaire and were discussed with interviewers during the briefings.

As well as running through the questionnaire during the briefing each interviewer was required to conduct at least one practice interview before starting fieldwork.

4.2 Advance letters and incentives

An advance letter introducing the survey was sent out to every selected household prior to interviewer contact. Interviewers posted the letters a few days before starting fieldwork in a sample point in order to minimise the gap between receipt of the letter and initial contact. The letter contained a free-phone helpline number and email address which respondents could contact for more information. A copy of this letter is included in the Appendices.

In addition to the unconditional stamp incentives, all respondents were given a £5 voucher as a thank you for their participation. This was also mentioned in the letter as an incentive to take part.

4.3 Fieldwork management and quality control

A number of processes were put in place to ensure fieldwork quality and to enable any problems to be swiftly identified and immediate remedial action to be taken:

- Interviewers uploaded their completed interviews and reported final outcomes on their addresses on a daily basis. This information was fed into our field database in order to monitor fieldwork progress as well as the performance of individual interviewers.
- Ten percent of interviews were back-checked to ensure that the interview was carried out as it should have been. Interviews were selected at random across all

interviewers and the respondent was called back by someone from Ipsos MORI's field quality team. In addition, the first completed interviews returned by each interviewer were reviewed in order to identify any problems at an early stage, as were the average length of the interviews conducted by each interviewer, and the number of answers given to multi-code questions.

4.4 Response rates

In total, 4,647 interviews were conducted, representing an adjusted response rate of 57%. Table 1 below presents the sample outcomes and response rates. Of the 10,215 issued addresses, 84.8% were identified as eligible; 6.4% of addresses were ineligible because they were 'deadwood', 14.1% were of unknown eligibility and the remaining 1.1% were ineligible because the household included no adults fitting the criteria. Of the eligible addresses, 26.5% refused to participate, contact was not made with 5.1, and 4.6% were unproductive for other reasons.

Table 1: Sample outcomes and response rates

	Number	Issued cases	Non-deadwood cases	Eligible cases
	N	%	%	%
Total issued addresses	10,215	100.0%		
Not yet built / under construction	7	0.1%		
Demolished / derelict	21	0.2%		
Vacant / empty housing unit	444	4.3%		
Non-residential address (e.g. business, school, etc)	97	0.9%		
Communal establishment / institution - no private dwellings	18	0.2%		
Occupied but not main residence (e.g. holiday home)	45	0.4%		
Other deadwood	17	0.2%		
Total ineligible addresses	649	6.4%		
Total non-deadwood addresses	9,566	93.6%		
Not attempted	5		0.1%	
Inaccessible	0		0.0%	
Unable to locate address	99		1.0%	

	Number	Issued cases	Non-deadwood cases	Eligible cases
	N	%	%	%
No contact with anyone at address (after 6+ calls)	645		6.7%	
Contact made but information about DU or household refused	448		4.7%	
Contact made but unable to establish information about DU or household	110		1.1%	
Other unknown household eligibility	17		0.2%	
Unable to establish if address is residential	24		0.3%	
Total unknown eligibility	1,348		14.1%	
Total addresses screened	8,218		85.9%	
No eligible people in household	102		1.1%	
Total eligible addresses	8,116		84.8%	100.0%
Unable to select respondent: information refused	619		6.5%	7.6%
Refusal by selected person	1,459		15.3%	18.0%
Proxy refusal (including refusal by parent)	212		2.2%	2.6%
Broken appointment - no re-contact	154		1.6%	1.9%
Withdrawal by Head Office	94		1.0%	1.2%
Total refusals	2,538		26.5%	31.3%
Unable to select respondent: no further contact (after 6+ calls)	193		2.0%	2.4%
No contact with parent for permission (person aged 16-17)	2		0.0%	0.0%
No contact with selected person (after 6+ calls)	296		3.1%	3.6%
	Number	Issued cases	Non-deadwood cases	Eligible cases
	N	%	%	%
Total non contact	491		5.1%	6.0%
Other reason for not selecting person	41		0.4%	0.5%

	Number	Issued cases	Non-deadwood cases	Eligible cases
	N	%	%	%
Ill at home during survey period	44		0.5%	0.5%
Away or in hospital all survey period	78		0.8%	1.0%
Physically ill or mentally unable	115		1.2%	1.4%
Language difficulties	58		0.6%	0.7%
Other unproductive	105		1.1%	1.3%
Total other unproductive	441		4.6%	5.4%
Fully productive	4,646		48.6%	57.2%
Partially productive	1		0.0%	0.0%
Total interviews	4,647		48.6%	57.3%

5. Weighting

The weighting strategy employed replicated that used in NALS 2005 to ensure comparability. Weighting serves three main functions on NALS. Firstly, as in any random probability survey, **design weights** adjust for varying selection probabilities (where more than one address is identified at a selected/printed address and where an address contains more than one eligible person). Secondly, **non-response weights** correct for any non-response bias. Final weights would be calculated by multiplying these two weights together.

In NALS 2005 additional weights were calculated to adjust for selections made during the interview for use when analysing course-specific data. However, in the 2010 survey there was no course selection in the questionnaire so these weights were not required.

5.1 Design weighting

At each printed address the interviewer established the number of addresses or DUs and selected one at random (see Section 2.3). Where there are multiple addresses/DUs at a printed address each one has a lower chance of being selected, making them under-represented in the sample.

Furthermore, in each address one eligible adult was selected at random and invited to participate in the survey. Selecting a single person per address means people living in multi-person addresses are under-represented in the sample.

The design weight corrects for these unequal probabilities of selection. It is calculated as the inverse of the selection probability:

$$1 / P(\text{DU}) \times P(\text{adult})$$

This is equivalent to the number of DUs at the selected address x number of eligible adults in the DU

There were a small number of cases which had either a large number of DUs or large number of eligible household members (or both) and therefore had a very large design weight. Extreme weights such as these are problematic because they inflate the standard errors and increase the size of confidence intervals. To avoid this, design weights were capped at 5 so any case with a higher weight than this would be given a weight of 5. Less than two percent of the weights were altered. These weights were then re-scaled against the average weight so that the total base of the weighted sample equals the actual number of respondents that were interviewed.

5.2 Non-response weighting

Non-response bias occurs when sub-groups who differ in terms of their answers to the survey questions also have different levels of non-response. This type of bias can be corrected for using non-response (post-stratification) weights.

Comparing the profile of the achieved sample (with design weights applied) with the profile of the population on variables which are both good predictors of response and which correlate with key survey estimates indicates where non-response weights should be applied.

As in NALS 2005, population profiles were taken from ONS 2009 mid-point estimates for age and gender by Government Office Region (GOR). These are shown in Table 2 along with the distribution in the achieved (design weighted) sample. The profiles show that those aged 16-24 are under-represented in the sample while those aged 65-74 are over-represented, and there is a skew towards female respondents among the 25-64 age-groups.

Table 2: Comparison of the age and gender distribution by region of the achieved sample and the population

		16-24*	25-34	35-44	45-54	55-64	65-74	75+
		%	%	%	%	%	%	%
North East								
ONS Population estimate	M	5.3	7.7	8.6	9.0	8.0	5.5	4.1
	F	5.0	7.6	9.1	9.3	8.2	6.1	6.3
Achieved sample	M	1.1	8.0	6.4	8.7	8.0	5.3	6.2
	F	4.6	7.8	8.5	14.5	11.7	3.9	5.1
North West								
ONS Population estimate	M	5.2	8.0	9.2	8.8	7.8	5.5	4.0
	F	5.0	7.7	9.4	9.1	8.0	6.1	6.2
Achieved sample	M	4.6	5.0	8.2	9.4	7.6	6.0	3.9
	F	4.0	9.2	9.4	11.2	8.3	7.9	5.3
Yorkshire & Humberside								
ONS Population estimate	M	5.6	8.5	9.0	8.7	7.7	5.3	3.9
	F	5.2	8.1	9.3	8.8	7.8	5.8	6.1
Achieved sample	M	3.9	6.1	7.8	5.7	8.3	6.8	3.5
	F	5.8	7.6	9.5	11.0	10.0	9.7	4.2
East Midlands								
ONS Population estimate	M	5.1	7.7	9.4	8.8	8.0	5.6	4.2
	F	4.8	7.6	9.5	8.9	8.2	6.0	6.1
Achieved sample	M	2.7	5.5	8.6	9.0	7.5	7.5	4.3
	F	4.1	9.7	11.0	9.4	8.2	7.3	5.1
West Midlands								
ONS Population estimate	M	5.1	7.9	9.3	8.6	7.8	5.6	4.2
	F	4.9	7.9	9.4	8.8	8.0	6.1	6.3
Achieved sample	M	3.3	5.3	7.8	6.6	8.8	7.7	3.4
	F	3.7	8.2	12.3	11.9	8.1	7.1	5.7
East of England								
ONS Population	M	4.6	8.0	9.5	8.7	7.8	5.6	4.4

		16-24*	25-34	35-44	45-54	55-64	65-74	75+
		%	%	%	%	%	%	%
estimate	F	4.3	7.8	9.7	8.9	8.2	6.0	6.4
Achieved sample	M	5.2	4.5	6.8	8.3	8.0	7.2	3.6
	F	2.5	7.4	13.2	12.3	10.8	6.2	4.1
London								
ONS Population estimate	M	4.8	12.9	11.5	8.1	5.5	3.6	3.0
	F	4.8	12.5	10.6	8.2	6.0	4.2	4.4
Achieved sample	M	4.0	8.8	10.5	8.1	2.2	4.0	3.4
	F	3.7	14.6	12.9	11.8	6.6	5.4	4.0
South East								
ONS Population estimate	M	4.7	7.8	9.4	8.9	7.7	5.4	4.3
	F	4.5	7.7	9.8	9.1	8.1	5.9	6.6
Achieved sample	M	2.5	7.0	6.3	7.6	6.7	5.8	3.8
	F	3.2	8.9	13.1	11.5	10.2	7.4	5.9
South West								
ONS Population estimate	M	4.8	7.3	8.7	8.5	8.2	6.1	4.9
	F	4.4	6.8	9.0	8.9	8.6	6.5	7.4
Achieved sample	M	4.5	6.0	6.8	6.8	7.4	7.2	6.1
	F	1.9	8.1	10.0	11.9	8.9	9.2	5.3

*Population estimates for the 16-24 age-group were adjusted to reflect the eligibility criteria for NALS

Note that the population estimates have been adjusted to reflect the eligibility criteria for NALS. Persons aged 16-24 were only eligible for NALS if they were not in continuous full-time education (CFTE)⁹. Based on data from the Labour Force Survey, it was estimated that 62% of 16-24 year olds in England are not in continuous full-time education.

Replicating the approach taken for NALS 2005, weights were calculated to adjust the sample profile to match the population profile. This approach corrects for any disproportionate non-response across the GORs.

5.3 Combined weights

Design weights (DW) and non-response weights (NRW) were combined to generate a composite weight to be used for all analyses at the individual level: Weight = DW x NRW

The weight has been re-scaled to ease interpretation so that the weighted total equals the number of respondents. Analyses conducted using the individual data should apply this weight to correct for the biases described.

⁹ adults aged 16-24 who are either not in continuous full-time education or who are but who have returned to it after a break of 2 years or more.

6. Data and analysis

6.1 Coding

All relevant questions were coded by the Ipsos MORI Coding Team using the Ascribe coding package. The 'Other' answers were back-coded or given new codes as required, depending on the total number of mentions. All code frames were sent to the Research Team for approval.

6.2 Derived variables

As far as possible, derived variables were created to replicate the variables used in 2005. Where this was not possible, it was due to the changes in the questionnaire relating to vocational and non-vocational learning.

Between the 2005 and 2010 versions of the questionnaire the course selection method for sections D and F of the questionnaire was changed. This means that comparisons of course level data from the questions in sections D and F should be seen as indicative only.

The details outlining which questions are included in the derived variables have been supplied separately.

6.3 Segmentation analysis

Segmentation is a form of analysis which identifies and groups together different types of people according to survey responses. This type of analysis is developed to examine the attitudes and perceptions held by different types of people, to understand the way these different types of people behave and, based on this, to identify ways to target the different groups.

In this way, respondents were grouped into segments based on their attitudes to adult learning (Block NN of the questionnaire). These segments were then profiled against other data, including demographic variables and self-stated barriers to learning, to build a fuller picture.

In terms of policy, the identification and profiling of these segments will help to inform policies which meet the needs of particular groups and attract them to improve their level of qualifications.

A number of processes were employed in running the segmentation. Starting from the point when the data file is created, the first process was to clean the data. The data were then subject to data reduction before being entered into a cluster analysis. A number of plausible cluster solutions were generated, and the optimal solution was chosen from these alternatives. Taking each segment at a time, characteristics of the segments were identified. By cross-tabbing variable membership against a range of other variables, we obtained demographic and attitudinal profiles of the segments.

Data cleaning and data reduction

Before running any multivariate analysis, the data must be cleaned and transformed. More specifically: the cleaning and transformation was required for the seventeen attitudinal variables that comprised Block NN in the questionnaire. The raw variables are coded on a five-point ordinal scale with the value 1 representing 'strongly agree' and 5 representing 'strongly disagree'. This coding was reversed for the sake of intuition (i.e. so that a high value represents high agreement and a low value represents low agreement).

Each of the attitudinal variables contained a small proportion of missing values, with Att35 (I'll never find someone who will employ me) yielding the most missing values at 3.4%, down to Att34 (I feel that I'm too old to learn) which has only 0.2% missing values. In order to avoid the discarding of any of the respondents or any of the variables from the analysis, values are imputed to replace the missing values. This is done using series mean imputation, which replaces all the missings of a particular variable with the average of the valid scores on that variable.

It was not necessary to standardise the variables as they are all measured on the same scale.

Data reduction in this study assumes the form of a factor analysis. This dependence technique identifies the associations between the input variables and calculates a smaller set of factors that are linear combination of the input variables. An initial attempt at factor analysis was run on the seventeen recoded attitudinal variables. To increase the interpretability of the factors, Varimax rotation was performed on the factors. With the Kaiser criterion employed to select the number of factors, a four factor solution was found. Subsequent factor solutions were calculated with pre-defined numbers of clusters. In total, six solutions were generated at this stage, from an eight-factor solution to a three-factor solution. On inspection, the six-factor solution appeared to be the most plausible reduction.

While Varimax rotation is a popular method of factor rotation, one of its features is that it retains orthogonality between the factors. In other words, it ensures that the factors are statistically independent of each other and as a corollary, a pair of any two factors yields a correlation coefficient of zero. While these properties are desirable in the general sense, the imposition of these conditions restricts the configuration of the factors. Accordingly, the 6-factor, 7-factor and 8-factor solutions were re-run using Direct Oblimin rotation instead of Varimax. This rotation technique allows for a degree of correlation to exist between the factors.

The variable groupings generated by the Oblimin-rotated solutions were in most cases fairly similar to the groupings generated from the original Varimax-rotated solutions. However, closer inspection of the component score coefficient matrix showed that the sum of the component scores of variables that do not characterise the factor are substantially lower in the Oblimin rotated solutions than the Varimax rotated solutions. The six-factor Oblimin-rotated solution was selected to be the most plausible solution, and was used in the factor analysis. 62.8% of the variation that is contained in the set of seventeen raw variables are retained in the six factors. The composition and inter-relatedness of the factors are shown in tables 3 and 4 below.

Table 3: Component Score Transformation Matrix from the 6-factor Oblimin-rotated solution

Absolute Component Score Coefficient Matrix

	Component					
	Learning Averse	Importance of Life-long Learning	Intrinsic Value of Learning	Spontaneity	Lack of transferability of classroom learning into the workplace	Fearless towards Failure
xAtt2 att2: If you want to succeed at work you need to keep improving your knowledge and skills	0.08	0.48	0.02	0.02	0.12	0.06
xAtt4 att4: The skills you need at work can't be learned in a classroom situation	0.03	0.03	0.01	0.02	0.92	0.01
xAtt5 att5: Learning new things is fun	0.03	0.43	0.09	0.01	0.14	0.00
xAtt8 att8: Learning isn't for people like me	0.20	0.07	0.03	0.01	0.05	0.02
xAtt9 att9: I didn't get anything useful out of school	0.12	0.16	0.02	0.21	0.05	0.40
xAtt11 att11: I see learning as an investment in my future	0.20	0.19	0.20	0.05	0.04	0.05
xAtt12 att12: I don't have the confidence to learn on my own	0.04	0.02	0.00	0.08	0.01	0.48
xAtt14 att14: Learning is something you should do throughout your life	0.01	0.33	0.17	0.01	0.01	0.06
xAtt16 att16: Learning is only worthwhile if there is a qualification at the end of it	0.10	0.02	0.69	0.03	0.03	0.03
xAtt19 att19: I often do things on the spur of the moment	0.02	0.05	0.03	0.82	0.05	0.06
xAtt30 att30: I prefer to spend my free time doing things other than learning	0.13	0.05	0.12	0.41	0.19	0.13
xAtt32 att32: I'm not interested in doing any learning, training or education	0.27	0.03	0.03	0.09	0.08	0.13
xAtt33 att33: I would be worried about keeping up with the other people on the course	0.03	0.08	0.08	0.07	0.03	0.44
xAtt34 att34: I feel that I'm too old to learn	0.24	0.08	0.01	0.04	0.02	0.04
xAtt35 att35: I'll never find someone who will employ me	0.23	0.16	0.10	0.14	0.13	0.10
xAtt36 att36: There is no point in learning if you are unable to work	0.11	0.02	0.35	0.03	0.06	0.00
xAtt37 att37: I don't have the space or physical resources for learning	0.14	0.07	0.23	0.08	0.09	0.05

Table 4: Inter-factor correlations coefficients

Component Correlation Matrix

	1	2	3	4	5	6
Factor 1: Learning Averse	1.00	-0.30	-0.23	-0.01	0.12	-0.37
Factor 2: Importance of Life-long Learning	-0.30	1.00	0.17	-0.07	-0.12	0.14
Factor 3: Intrinsic Value of Learning	-0.23	0.17	1.00	-0.02	-0.05	0.24
Factor 4: Spontaneity	-0.01	-0.07	-0.02	1.00	0.14	0.01
Factor 5: Lack of transferability of classroom learning into the workplace	0.12	-0.12	-0.05	0.14	1.00	-0.02
Factor 6: Fearless towards Failure	-0.37	0.14	0.24	0.01	-0.02	1.00

Cluster analysis

The six factors were firstly entered into a hierarchical cluster analysis. Distances between cases were measured using squared Euclidean distance, and the Ward's linkage method was employed. All possible solutions between 10- and 4-clusters were generated and the mean scores for each cluster on each factor were calculated. These mean scores were fed into a series of non-hierarchical (K-means) cluster analyses, the results of which were taken to be the final cluster solutions.

In assessing the merits of the alternative cluster solutions, we look for maximal discrimination between clusters on the factors, sensible cluster membership counts which avoid having one dominant segment or many sparsely-populated segments, and the most logically consistent cluster definitions. Both the 7- and 8-cluster solutions looked like the best solutions by the criteria mentioned above. The decision rested on whether we regarded the 'Learning Avoidant' segment in the 8-cluster solution to be distinct from the other segments. Examining the transition between the 8-cluster and 7-cluster solution, it was noted that the respondents who make up this segment are not drawn from a single segment, but from three, with the majority of the respondents (57%) coming from the 'Learning Dismissives' segment, 38% of them coming from the 'Means-to-Enders' segment and the remaining 5% coming from the 'Too Old to Learn' segment. The segment's profile across the six factors appeared to be sufficiently different from the other clusters. Based on these observations, the eight-factor solution was chosen.

6.4 Conjoint analysis

Conjoint analysis was introduced in NALS 2010 to provide more detailed examination of barriers and motivators to learning. The aim was to allow greater understanding of the relative importance of different factors influencing people's decisions to participate in learning.

In the real world, people will trade-off different aspects or attributes when making a decision. In the case of learning, people might weigh up a number of different aspects from financial cost to the likely outcome for them. By simulating real world decision making, conjoint analysis can be used to determine the relative importance of these different factors rather than just relying on respondents' stated barriers and motivators to learning.

Conjoint Design

The form of Conjoint Analysis used for NALS 2010 is known as Discrete Choice Analysis (DCA). Respondents were presented with a series of choice tasks; in each task a number of 'options' were shown alongside one another and the respondent chooses their preferred option from the given alternatives. Conjoint analysis is commonly used on commercial research for product development and testing where the 'options' might be products which the respondent must compare and choose which one they would purchase (for example choosing between four televisions which vary in terms of screen size, picture quality and cost).

In this case the options were learning opportunities which were defined by a number of attributes including when and where the learning would take place, the main benefit or outcome of the learning, the time commitment and the financial cost/fees to pay. For each task, respondents were presented with three learning opportunities plus the option for 'no learning'. An example task is presented below in Table 5.

Table 5: Example of scenario options presented to respondents

	A	B	C	D
Where and when	At home in your own time	In the workplace/ on the job	In the workplace/ on the job	No learning
Main benefit to you	Higher income/ more money	New job or promotion	Qualification	
Time commitment	A few hours a week for 6 months	A few hours a week for 6 months	5 days a week for 3 years	
Fees	£1,000	£200	Free (employer or government pays)	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondents were given eight decision tasks to complete. Whilst the task itself was the same each time, the learning opportunities presented were subtly different in that the features or attributes varied. Table 6 below presents the possible levels or categories for each attribute.

Table 6: Attributes and the categories / levels within each presented in the conjoint analysis screens

Attribute		Categories and Levels	
Where and when		At home in your own time	
		In the workplace/on the job	
		Taught course/classes during weekdays	
		Taught course/classes during evenings and weekends	
Main outcome		Increase in personal/job satisfaction	
		A higher income/more money	
		A qualification	
		A new job or promotion	
		Meet new people	
		Increase confidence	
Time commitment	Time per week	5 days...	
		2 days...	
		1 day...	
		A few hours...	
	Length of learning	...in one week	
		...a week for 6 months	
		...a week for 1 year	
		...a week for 3 years	
Fees		Free (employer or government to pay)	
		£200	
		£1,000	
		£2,000	

A limit was set on the number of attributes to be included in order that the task was kept as simple as possible. It was important that respondents could quickly and easily weigh up the options and make a judgement in order to give a meaningful response for each task. If too complex they would be likely to focus on just one of the attributes rather than weighing up one combination against another, or to pick options randomly in order to proceed.

These attributes, and the levels/categories within them, were selected from a number of barriers and motivators to learning identified from a review of existing literature. The selected attributes were identified as those things that could potentially be addressed through policy as well as being the more tangible factors that together would make up a learning 'package'. In order for the task to work the learning packages need to be realistic and represent an opportunity as it might be presented in the real world.

A number of the factors identified as key barriers to learning, such as information provision, level of support and other work/home responsibilities were considered intrinsic factors influenced by individual attitudes and circumstances which could not realistically be incorporated into a learning package. As such, these factors were ruled out of the conjoint analysis.

Modelling

The attributes were modelled using the statistical analysis software package SAS (specifically, a series of macros written by Warren Kuhfeld of the SAS Institute) to determine the optimum design:

1. To put the attributes together into learning packages using all the different combinations of the categories and levels of the attributes. In doing this it is important to make the design balanced; all levels/categories of each attribute should appear with equal frequency in order to avoid over-representation of any one attribute or category over the others.
2. To put the packages together into tasks using all the different combinations of the packages generated. In doing this it is important that the design is orthogonal; packages must be combined so that the effects of each attribute can be measured independently of each other. All packages should be shown against each other package an equal number of times.
3. Put the tasks together into blocks¹⁰ so that all the tasks are covered equally across all respondents.

These three aspects of the design are inter-dependent on the number of attributes, the number of levels or categories within each attribute, the number of packages per task, the number of tasks per respondent and the number of respondents.

The optimum number of packages was identified as 48, and with three packages per task (plus the 'no learning' option), a total of 120 tasks were generated. With a target of 5,000 respondents it was determined that respondents should complete no more than eight tasks each. As such the 120 tasks were divided into fifteen blocks of eight. Taking this into field the blocks were systematically assigned to respondents by rotation¹¹ to ensure each was presented with equal frequency.

¹⁰ It would not be possible to present every task to each respondent since there are too many for one person to complete. Instead, the tasks are partitioned into a number of 'blocks'. The partitioning is mathematically generated to ensure balance across the blocks.

¹¹ Each interviewer worked through the blocks of tasks in sequence with each successive respondent being presented with the next block in the sequence. However, in order to ensure all the blocks were shown with equal frequency the interviewers had different starting points, so for example Interviewer A would show their first respondent Block 1, second respondent Block 2 etc whereas Interviewer B would show their first respondent Block 2, second respondent Block 3 etc. Similarly to avoid order effects, the order in which the tasks within a block were presented was also rotated.

Outputs

The data were analysed using Sawtooth CBC/HB¹² software. This software allows for the computation of individual level utility scores through the use of Hierarchical Bayes Estimation.

The analysis provides an assessment of the relative importance of the different attributes (i.e. the importance of time relative to costs) as well as the value of each 'level' of the different attributes (i.e. the value that respondents attach to spending two hours a week learning versus four hours a week versus paying £100 for their learning). Results are analysed by various demographic sub-groups, as well as by segment (see Section 6.3 Segmentation Analysis).

An interactive simulator tool was also produced based on the conjoint utility values. This simulator allows the comparison of hypothesised "learning packages" – defined by the attributes and levels – and estimation of the proportion of respondents likely to participate in learning if this package were available. The simulator can also look at sub-groups of the respondents separately.

¹² CBC/HB stands for Choice Based Conjoint/Hierarchical Bayes, however, Sawtooth CBC/HB is the name of the software package.

Appendices

Appendix A: Advance letter (with stamps)

Reference: 1234567

To Resident at:
January/February 2010

A Major Survey on the Nation's Attitudes to Learning

I am writing to ask for your help with an important survey. The Department for Business, Innovation and Skills (BIS), in partnership with the Learning and Skills Council (LSC), wants to understand people's attitudes towards, and experience of, different types of learning. We need this information to help develop policies that will make it easier for people to get the learning opportunities they want, **regardless of their age and economic circumstance**. This is important in the current economic climate. People are also enjoying longer periods in retirement and we need to understand how learning can help to increase people's general well-being and quality of life.

We are, therefore, interested in talking to **everyone** we write to, and **not** just people who have an interest in learning. We enclose with this letter a book of stamps to thank you in advance for your help. In addition, if you complete the survey, we will give you a **£5** high street voucher.

Your household has been selected at random to take part in this survey. There is no need to get in touch now; an interviewer working on behalf of Ipsos MORI, an independent research organisation, will visit you in the next few weeks to carry out an interview with a member of your household. Please show this letter to others in your household in case the interviewer visits when you are not home. The survey is completely confidential and nothing that can identify your household will be passed to BIS or any other organisation.

If you would like more information, please go to <http://research.lsc.gov.uk> or contact Anne Charlton at Ipsos MORI by email at learning@ipsos.com or on freephone number 08082385490. Please quote the reference number at the top of this letter.

We hope that you are able to take part in this important survey and thank you in advance for your help.

Yours faithfully



Mark Langdon, Principal Research Officer, Department for Business, Information and Skills

Appendix B: Advance letter (without stamps)

Reference: 1234567

To Resident at:
January/February 2010

Postcode

A Major Survey on the Nation's Attitudes to Learning

I am writing to ask for your help with an important survey. The Department for Business, Innovation and Skills (BIS), in partnership with the Learning and Skills Council (LSC), wants to understand people's attitudes towards, and experience of, different types of learning. We need this information to help develop policies that will make it easier for people to get the learning opportunities they want, **regardless of their age and economic circumstance**. This is important in the current economic climate. People are also enjoying longer periods in retirement and we need to understand how learning can help to increase people's general well-being and quality of life.

We are, therefore, interested in talking to **everyone** we write to, and **not** just people who have an interest in learning. If you complete the survey, we will give you a **£5** high street voucher.

Your household has been selected at random to take part in this survey. There is no need to get in touch now; an interviewer working on behalf of Ipsos MORI, an independent research organisation, will visit you in the next few weeks to carry out an interview with a member of your household. Please show this letter to others in your household in case the interviewer visits when you are not home. The survey is completely confidential and nothing that can identify your household will be passed to BIS or any other organisation.

If you would like more information, please go to <http://research.lsc.gov.uk> or contact Anne Charlton at Ipsos MORI by email at learning@ipsos.com or on freephone number 08082385490. Please quote the reference number at the top of this letter.

We hope that you are able to take part in this important survey and thank you in advance for your help.

Yours faithfully



Mark Langdon, Principal Research Officer, Department for Business, Information and Skills

Appendix C: NALS 2010 Questionnaire

**National Adult Learning Survey
(NALS)
2010
Questionnaire**

NALS 2010

The following document is the working questionnaire of the National Adult Learning Survey (NALS) 2010. This questionnaire includes questions from the previous NALS surveys (2001 2002 and 2005), the European Adult Education Survey (AES) and the EU Labour Force Survey (LFS). The questionnaire conventions are along the lines of the previous NALS survey. This also applies to question names. The respective questions in the AES and LFS will be indicated in brackets {}.

Questionnaire conventions

- Only one answer is allowed unless the 'multi-code: max of ..' is displayed
- Don't know and refused are permissible responses at every question, unless indicated otherwise using the instructions 'NODK' and/or 'NORF'
- Filter instructions in brackets {} are given in bold at the beginning of each question
- Question names given after filter instructions (no question numbers in CAPI questionnaires)
- Variable text (e.g. using 'he' for men and 'she' for women) is referred to as 'TEXTFILL', is defined before each relevant question, and is indicated by a '^'
- Questions requiring a numeric answer are indicated by a range of numbers after the question text (e.g. '14..60' indicates a numeric response which must be between 14 and 60 inclusive)
- Questions requiring a verbatim response to be recorded are indicated by the word 'STRING' or 'OPEN' after the question text

Sections in the Questionnaire

- Block A (INDEMO): Introduction and Demographics
- Block B (FTEDUC): Experience with CFE and highest qualification achieved
- Block C (TLRNSCR): Screening questions for formal and non-formal learning
- Block D (TLSUM): Summary of all formal and non-formal learning in past 3 years/since left CFTE
- Block F (FLRN): Follow-up questions on formal and non-formal learning block
- Block G (SLRNSCR): Screening questions for informal learning
- Block H (SLDETAIL): Follow-up questions informal learning
- Block I (IAGII): Information, Advice and Guidance

- Block J (ATTITUD): Future Learning and learning initiatives
- Block LL (OBST): Obstacles to learning
- Block NN (ATTIQUES): Attitudes to learning
- Block K (COMPUTER): Use of ICT
- Block KK (touchpoint): Communications and media
- Block O (DEMO): Further Demographics and Re-Contact

Block A: Introduction and demographics {INDEMO}**{Ask all}**

dw1

“Is the house/bunglaow/building occupied as a single building or is it split into different units?”

One dwelling unit

Two or more dwelling units

Number of dwelling units not obtained

{If more than one dwelling unit (dw1 = two or more dwelling units or Number of dwelling units not obtained)}

dwunit

“INTERVIEWER, PLEASE ENTER NUMBER OF DWELLING UNITS AT ADDRESS.

{If more than one dwelling unit (dw1 = two or more dwelling units or Number of dwelling units not obtained)}

dw2new

ENTER THE NUMBER OF OCCUPIED DWELLING UNITS.

“How many separate units are occupied?”

{Ask all}

dwadult

“INTERVIEWER, PLEASE ENTER NUMBER OF ADULTS ELIGIBLE TO COMPLETE THE QUESTIONNAIRE IN SELECTED DWELLING.”

PAUSE

V1(a)

Introduction

Good morning/afternoon/evening. My name is.... from Ipsos MORI, the independent research company. We are carrying out a survey for the Department of Business, Innovation and Skills about people’s attitudes towards the experience of learning. To help the government develop policies that would benefit everyone, we are interested in the views of different people and not just people who have an interest in learning.

V1(b)

[IF RELEVANT: People are also enjoying longer periods in retirement and the government wants to know how learning can help to increase people’s general well-being and quality of life.]

[PLEASE ADD IF NECESSARY: we wrote to you recently about this survey. If you agree to take part in the survey, we will give you a £5 high street voucher.]

PLEASE ALWAYS READ: I would like to assure you that all the information will be kept in the strictest confidence by Ipsos MORI and used for research purposes only. It will not be possible to identify any particular person, household or address in the results.

{Ask all}

syear {BG1}

{Year of survey to be derived from the interview date}

smmonth {BG2}

{Month of survey to be derived from the interview date}

urban {BG3}

{Degree of urbanisation to be derived from postcode address file

1 Densely populated area

2 Intermediate area

3 Thinly-populated area}

{Ask all}

demintro

"I'd like to start by asking you some questions about yourself":

{Ask all}

agei {BG6}

"Please tell me in which **year** and **month** you were born.":**{Ask all}**

age1

"INTERVIEWER PLEASE ENTER YEAR OF BIRTH OF RESPONDENT":

1900...1993.

{Ask all}

age2

"INTERVIEWER PLEASE ENTER MONTH OF BIRTH OF RESPONDENT":

Jan ... Dec.

{Ask if respondent does not know age or refuses (Age1 or Age2 = DK or RF)}

ageo

"INTERVIEWER: IF RESPONDENT REFUSES TO GIVE THEIR MONTH OR YEAR OF BIRTH PLEASE ESTIMATE THEIR AGE IN YEARS.":

1..97

NODK NORF

age

{Programmer: Derive age at time of interview: Age = month of interview/2010 – Age2/Age1}

{Ask all}

sex

"INTERVIEWER: PLEASE CODE SEX OF RESPONDENT":

(Male "Male",

Female "Female")

NODK NORF

{Ask all}

mainact {BG15}

“SHOWCARD A: Please look at this card and tell me which of the statements best describes your current situation?

CODE MAIN ACTIVITY, EVEN IF TEMPORARILY AWAY (EG OFF SICK OR ON HOLIDAY) FROM PAID JOB. IF ON LONG TERM PAID SICK LEAVE, CODE ‘Incapable of work due to long-term illness, injury or disability’

Please just read out the letter that applies.

CODE FIRST ONE TO APPLY

PLEASE SCROLL DOWN TO ADDITIONAL CODES.

- A EmpFT “Employee in full-time paid job (30 hours per week or more)”,
- B EmpPT “Employee in part-time paid job (less than 30 hours per week)”,
- C SEFT “Self-employed full-time (30 hours per week or more)”,
- D SEPT “Self-employed part-time (less than 30 hours per week)”,
- E Vol “Doing voluntary work”,
- F Unemp “Unemployed and available for work”,
- G GST “On a Government or Learning and Skills Council programme (such as an apprenticeship or Jobcentre plus programme)”,
- H FTEduc “In full-time education”,
- I Home “Looking after family / home”,
- J Retir “Retired from paid work”,
- K Dis “Incapable of work due to long-term illness, injury or disability”,
- L Other “Other activity”)

NODK NORF

{SOFT CHECK

If respondent under 49 and coded retired (AGE <49 and MainAct= Retir): “ARE YOU SURE? RESPONDENT SEEMS TOO YOUNG TO HAVE RETIRED”

Yes – continue

No – PLEASE GO BACK AND AMEND

{Ask if employed (MainAct = EmpFT or EmpPT)}

secjob {BG23}

“How many jobs do you have?”:

1....10

{Ask if on Government programme (MainAct=GST)}

gst

“While you are on this government or Learning and Skills Council programme (such as an apprenticeship or Jobcentre Plus programme), are you employed by an employer - that is, are you receiving wages instead of a training allowance?”:

(Yes “Yes, employed and receiving wages”,

No “No”)

{If main activity not paid employment (MainAct =Vol or Unemp or FTEduc or Home or Retir or Other) or (MainAct =GST and GST=No or DK or RF)}

paidwrkn

“Can I just check, are you currently doing any paid work at all?”:
(Yes, No)

**{If not doing any work now and retired or incapable of work due to disability
(MainAct=Retir and PaidWrkN=No) or (MainAct =Dis)}**

paidwrkf

“Can I just check, do you think you will do any paid work in the future?”:

(Yes,

No,

Maybe)

{If not doing any paid work (PaidWrkN=No or DK or RF) or (MainAct =Dis)}

everwrk

“Can I just check, have you ever been in paid work?”:

(Yes, No)

NODK NORF

{If ever been in paid employment (EverWrk=Yes)}

wrklast

“How long ago did you last have any paid work?”:

(Yrs3 “Within the last three years”,

MrYr3 “More than three years, but less than five”,

MrYr5 “More than five years, but less than ten”,

MrYr10 “Ten years or more”)

{SOFT CHECK:

If respondent under 24 and coded as last in paid employment ten years ago (Age> 24 and Wrklast=MorYr10): “ARE YOU SURE? RESPONDENT SEEMS TOO YOUNG TO HAVE BEEN IN PAID EMPLOYMENT 10 YEARS AGO”}

Yes – continue

No – PLEASE GO BACK AND AMEND.

{SOFT CHECK:

If respondent under 19 and coded as last in paid employment five years ago (Age> 19 and Wrklast=MorYr5): “ARE YOU SURE? RESPONDENT SEEMS TOO YOUNG TO HAVE BEEN IN PAID EMPLOYMENT 5 YEARS AGO”}

Yes – continue

No – PLEASE GO BACK AND AMEND

{Programmer: add derived variable below to be used for routing only and not to be displayed on screen

EcAct70 “If 70+ economically active”

If (Age =>70) and (MainAct =EmpFT or EmpPT or SEFT or SEPT) or (PaidWrkN=Yes) or (PaidWrkF=yes or maybe) or (WrkLast=Yrs3) then EcAct70= “yes”

If (Age =>70) and (MainAct =Vol or Unemp or FTEduc or Home or Retir or Dis or GST or Other) and (PaidWrkN=No or DK or RF or not asked) and (PaidWrkF=no or DK or RF or not asked)and (EverWrk=no) and (WrkLast<>Yrs3) then EcAct70= “no”}

BLOCK B: Experience with CFE and highest qualification achieved {FTEDUC}**{Ask all}**

edintr {BG12}

"Now I'd like to ask you some questions about your education.":

Continue

{Ask all}

leftmo1

"In what month and year did you **first** leave full-time education - if you left and later returned to full-time education, please tell me the month and year when you **first** left?

INTERVIEWER: ENTER MONTH AT THIS QUESTION.

IF SANDWICH COURSE, TREAT TIME SPENT WORKING AS FULL TIME EDUCATION.

IF RESPONDENT HAD A GAP YEAR CODE WHEN THEY FIRST LEFT FULL-TIME EDUCATION, IE **BEFORE** THE GAP YEAR.":

Jan...Dec

Never been in full time education

Still in continuous full time education

{Ask all}

leftyr1

"INTERVIEWER: ENTER YEAR

IF SANDWICH COURSE, TREAT TIME SPENT WORKING AS FULL TIME EDUCATION.

IF RESPONDENT HAD A GAP YEAR CODE WHEN THEY **FIRST** LEFT FULL-TIME EDUCATION, IE **BEFORE** THE GAP.":

1920...2010

NODK, NORF

leftft1

{Programmer: derive age when first left FTE: $LeftFT1 = Leftmo1/Leftyr1 - Age2/Age1$ }

{SOFT CHECK:

If age left continuous full-time education first time is too high or too low ($LeftFT1 = 31-95$ or $LeftFT1 1-9$): "ARE YOU SURE THIS IS CORRECT?"}

Yes – continue

No – PLEASE GO BACK AND AMEND

{HARD CHECK:

If age left continuous full-time education is higher than respondent's age: ($LeftFT1 > Age$): "AGE LEFT FT EDUCATION HIGHER THAN RESPONDENT'S AGE"}**{If ever in full-time education (LeftFT1= 1-95)}**

leftft2

"And can I just check, did you start any other full-time education within two years of that time?":

(Yes, No) NODK NORF

{If started full-time education within two years of leaving (LeftFT2= yes)}

leftmo3

"In what month and year did you finish that full-time education?"

INTERVIEWER: ENTER MONTH AT THIS QUESTION
 IF MORE THAN ONE ADDITIONAL PERIOD OF FT EDUCATION ENTER MONTH AND
 YEAR FINALLY FINISHED.
 IF SANDWICH COURSE, TREAT TIME SPENT WORKING AS FULL-TIME
 EDUCATION.”:
 Jan...Dec

{If started full-time education within two years of leaving (LeftFT2= yes)}

leftyr3

“INTERVIEWER: ENTER YEAR
 IF MORE THAN ONE ADDITIONAL PERIOD OF FT EDUCATION ENTER MONTH AND
 YEAR FINALLY FINISHED
 IF SANDWICH COURSE, TREAT TIME SPENT WORKING AS FULL-TIME
 EDUCATION”:
 1900..2005
 NODK, NORF

leftft3

{Programmer: derive age when again left FTE: $\text{LeftFT3} = \text{Leftmo3}/\text{Leftyr3} - \text{Age2}/\text{Age1}$ }

{SOFT CHECK:

If age left continuous full-time education first time is too early or too late ($\text{LeftFT3} = 31-95$
 or $\text{LeftFT3} < 10$): “ARE YOU SURE THIS IS CORRECT?”}

{HARD CHECK:

If age left continuous full-time education is higher than respondent’s age or lower than age
 when first left CFT education:($\text{LeftFT3} > \text{Age}$ or $\text{LeftFT3} < \text{LeftFT1}$): “AGE LEFT FT
 EDUCATION HIGHER THAN RESPONDENT’S AGE OR LOWER THAN WHEN
 RESPONDENT FIRST LEFT FT EDUCATION”}

{If respondent is under the age of 25 and still in full-time continuous education ($\text{Age} < 25$)
 and ($\text{LeftFT1} =$ “Still in continuous full time education” or $\text{LeftFT3} =$ “Still in continuous full-
 time education”)}

cfte

“THIS RESPONDENT IS UNDER 25 AND STILL IN CONTINUOUS FULL-TIME
 EDUCATION - THEY ARE NOT ELIGIBLE FOR AN INTERVIEW.
 PLEASE THANK RESPONDENT BEFORE ENDING INTERVIEW”:

Thank you very much for taking part in this survey. Ipsos MORI may carry out some further
 research on this subject in the next year or two. Would you be willing to take part?

INTERVIEWER: Please note that this Re-contact Question is a requirement of MRS and
 Data Protection and will be checked as part of our validation processes. Please take care
 when coding your response.

{Ask all}

hiacad {BG10}

“SHOWCARD B: Now I’d like to ask you some questions about qualifications. Have you
 got any of the qualifications shown on this card? Please just read out the letters that apply.

INTERVIEWER PLEASE PROBE: Which others?
AND PLEASE SCROLL DOWN TO SEE ALL QUALIFICATIONS.”:

- A (Key “Key skills or Basic Skills qualifications”,
- B CSE “CSE”,
- C GCSE “GCSE”,
- D OLev “O level”,
- E AccFE “Access to Further Education”,
- F AS “A/S level”,
- G ALev “A level”,
- H AccHE “Access to Higher Education”,
- I Cert “Matriculation, School Certificate or Higher School Certificate”,
- J Scot “Scottish school qualifications”,
- K HEDip “Diploma in Higher Education”,
- L Found “Foundation Degree”,
- M Degree “Degree (eg BA, BSc)”,
- N OtherD “Other degree level qualification such as graduate membership of professional institute”,
- O Postgr “Higher degree (eg PhD, MSc)”,
- P PmedQ “Nursing or other medical qualification not yet mentioned”,
- Q PGCE “PGCE - Post-graduate Certificate of Education”,
- R OtherT “Other teaching qualification”,
- S OtherP “Other academic professional qualification (not included above)”,
- T None “None of the qualifications on the card”)

{HARD CHECK:

If more than one answer given at Hiacad and one of them is ‘none’: “NONE IS AN EXCLUSIVE CODE”}

{Ask all}

hivoc

“SHOWCARD C: And have you obtained any of the qualifications shown on this card? Please just read out the letters that apply. INTERVIEWER: PLEASE PROBE - Which others?”:

- A (TEC “BTEC / EdExcel qualification”
- B City “City and Guilds qualification”,
- C RSA “RSA / OCR qualification”,
- D NVQ “NVQ - National Vocational Qualification”,
- E Scot “SCOTBEC, SCOTEC or SCOTVEC qualification”
- F GNVQ “GNVQ - General National Vocational Qualification, VCEs or GSVQ – General Scottish Vocational Qualification”,
- G ONCD “ONC/OND not covered elsewhere”,
- H HNCD “HNC/HND not covered elsewhere”,
- I Appr “Recognised trade apprenticeship”,
- J DV “Driving Licence”,
- K HGV “HGV licence”,
- L YTC “Youth training certificate”,
- M Mods “Modules towards any of the above qualifications
- N Vocs “Other vocational professional qualification (not included above)”,
- O None “None of the qualifications on the card”)

{multi-code: max 13}

{HARD CHECK:

If more than one answer given at HiVoc and one of them is 'none': "NONE IS AN EXCLUSIVE CODE"}

{If studying modules towards qualifications (HiVoc=Mods)}

whmod

"SHOWCARD D: You mentioned that you have done modules towards one of these qualifications. Which qualification is that? Please just read out the letter that applies":

- A TEC "BTEC/EdExcel qualification",
- B City "City and Guilds qualification",
- C RSA "RSA / OCR qualification",
- D NVQ "NVQ - National Vocational Qualification",
- E Scot "SCOTBEC, SCOTEC or SCOTVEC qualification",
- F GNVQ "GNVQ - General National Vocational Qualification, VCEs or GSVQ - General Scottish Vocational Qualification",
- G ONCD "ONC/OND not covered elsewhere",
- H HNCD "HNC/HND not covered elsewhere",
- I Appr "Recognised trade apprenticeship",
- J DV "Driving Licence",
- K HGV "HGV licence",
- L YTC "Youth training certificate",
- M OtherV "Other vocational qualification (not included above)"

{Ask all}

hiqo

"And apart from the qualifications we have shown have you obtained any other qualifications?":

(Yes, No)

{If other qualification (HiQo=yes)}

hivoco

"INTERVIEWER: ENTER DETAILS OF OTHER QUALIFICATIONS. PROBE FOR:

- a) WHETHER QUALIFICATION NATIONALLY RECOGNISED
- b) WHETHER CERTIFICATE INDICATED ATTENDANCE ONLY BY LEARNER, OR STANDARD REACHED BY LEARNER":

OPEN

{If obtained CSE (HiAcad=CSE)}

hicseg

"You mentioned that you have obtained CSE qualifications. Can I just check, did you get Grade 1 in any of your CSEs?

IF YES: How many Grade 1 CSEs did you get?":

- (One,
- Two,
- Three,
- Four,
- Five or more,
- None)

{If obtained GCSE (HiAcad =GCSE)}

higcse

“You mentioned that you have obtained GCSE qualifications. Can I just check, did you get Grade A*, A, B or C in any of your GCSEs?”

IF YES: In how many of your GCSEs did you get grades A*, A, B or C?”:

(One,

Two,

Three,

Four,

Five or more,

None)

{If obtained O levels (HiAcad=Olev)}

hiolev

“You mentioned that you have obtained O level qualifications. Can I just check, did you get Grades A, B or C in any of your O levels?”

IF YES: In how many of your O levels did you get Grades A, B or C?”:

(One,

Two,

Three,

Four,

Five or more,

None)

{If has CSE, Olevel or GCSE qualification (If Higcse, Hiolev, Hicseg = answered)}

bsquale

“Please tell me, do you have any of the following English qualifications. That is GCSE English at grades A*-C, CSE English grade 1 or GCE O-Level pass in English?”:

(Yes, No)

{If has Key skills qualifications and does not have English qualifications equivalent to GCSE A*-C (If HiAcad = Key) and (Bsquale = No) or (Higcse, Hiolev, Hicseg = Not Answered)}

bsqulei

“Can I just check, do you have English Key Skills communicator level 2?”:

(Yes, No)

{If has CSE, O-level or GCSE qualification (If Higcse, Hiolev, Hicseg = answered)}

bsqualm

“Please tell me do you have any of the following Maths qualifications. That is GCSE maths at grades A*-C, CSE maths grade 1 or GCE O level pass?”:

(Yes, No)

{If has key skills qualifications and does not have GCSE Maths at grades A*-C or equivalent (If HiAcad=Key) and (BsqualM = No) or (Higcse, Hiolev, Hicseg = Not Answered)}

bsqsalm

“Can I just check, do you have Key Skills applications of numbers level 1?”:

(Yes, No)

{If obtained A/S level (HiAcad=AS)}

hias

“You mentioned that you have obtained A/S level qualifications. Can I just check, how many A/S levels did you get?”:

(One,

Two,

Three,

Four or more)

{If obtained A levels (HiAcad=Alev)}

hialev

“You mentioned that you have obtained A level qualifications. Can I just check, how many A levels did you get?”:

(One,

Two or more)

{If obtained Scottish school qualifications (HiAcad=Scot)}

hiscot

“You mentioned that you have obtained Scottish school qualifications. Can I just check, which Scottish school qualifications did you get?

PROBE: Which others?

PROMPT IF NECESSARY”:

(Stand “SCE Standard”,

Ord “SCE Ordinary”,

Lower “SUPE / SLC Lower or Ordinary Grade”,

Higher “SCE / SLC / SUPE Higher Grade or equivalent”,

ScCert “Scottish Certificate of 6th Year Studies”,

Other “Other Scottish school qualification”)

{Multi-code: max 6}

{If obtained SCE Standard (HiScot=Stand)}

hisstg

“Did you get grades 1-3 in any of your SCE Standard qualifications?

IF YES: In how many of your SCE Standard qualifications did you get grades 1-3?”:

(None,

One,

Two,

Three,

Four,

Five or more

None)

{If obtained SCE Ordinary (HiScot=Ord)}

hisorg

“You mentioned that you have obtained SCE Ordinary qualifications. Can I just check, did you get Grades A-C in any of these qualifications?

IF YES: In how many of your SCE Ordinary qualifications did you get grades A-C?”:

(One,

Two,

Three,
Four,
Five or more,
None)

{If obtained SUPE/SLC Lower or Ordinary (HiScot=Lower)}

hislow

“Can I just check, how many Lower or Ordinary Grade qualifications did you get?”:

(One,
Two,
Three,
Four,
Five or more)

{If obtained SCE/SLC/SUPE Higher Grade or equivalent (HiScot=Higher)}

hishig

“Can I just check, how many Higher Grade qualifications did you get?”:

(One,
Two,
Three
Four or more)

{If obtained BTEC / EdExcel qualification (HiVoc=TEC)}

hibtec

“What level BTEC/EdExcel/ qualification have you obtained?

INTERVIEWER: IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST”:

(HEDip “Higher Certificate Diploma”,
NatCD “National Certificate Diploma”,
GenDip “First / General Diploma”,
GenCert “First / General Certificate”,
Other “Other BTEC qualification”)

{If obtained City and Guilds qualification (HiVoc=City)}

hicity

“What level of City and Guilds have you obtained?

INTERVIEWER: IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST”:

(Part3 “Part 3/Final/Advanced Craft”,
Part2 “Part 2/Craft/Intermediate”,
Part1 “Part 1”,
Other “Other C&G qualification”)

{If obtained RSA qualification (HiVoc=RSA)}

hirsra

“What level RSA have you obtained?

INTERVIEWER: IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST

IF QUALIFICATION IS NOT A DIPLOMA PLEASE CODE AS A CERTIFICATE, REGARDLESS OF LEVEL.”:

(HighDip “Higher Diploma”,
 Adv “Advanced Diploma or Certificate”,
 First “First Diploma”,
 Cert “Certificate”,
 Other “Other RSA qualification”)

{If obtained NVQ (HiVoc=NVQ)}

hinvq

“What level NVQ have you obtained?”

INTERVIEWER: IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST”:

(Lev5 “Level 5”,
 Lev4 “Level 4”,
 Lev3 “Level 3”,
 Lev2 “Level 2”,
 Lev1 “Level 1”,
 Units “Units towards NVQ/SVQ”,
 Other “Other NVQ”)

{If obtained SCOTBEC, SCOTEC or SCOTVEC qualification (HiVoc = Scot)}

hiscotv

“What level SCOTBEC/SCOTEC/SCOTVEC have you obtained?”

INTERVIEWER: IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST
 CODE ONE ONLY”:

(HEDip “Higher Certificate Diploma”,
 NatCD “National Certificate Diploma”,
 GenDip “First / General Diploma”,
 GenCert “First / General Certificate”,
 Other “Other SCOTBEC/SCOTEC/SCOTVEC qualification”)

{If obtained GNVQ (HiVoc=GNVQ)}

hignvw

“What level GNVQ or GSVQ have you obtained?”

INTERVIEWER: CODE ONE ONLY. IF OBTAINED MORE THAN ONE, CODE **HIGHEST**; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST”:

(Adv “Advanced”,
 Int “Intermediate”,
 Found “Foundation”,
 Other “Other GNVQ/GSVQ qualification”)

{If more than one qualification mentioned (Sum of HiAcad and HiVoc>1)}

bg11a

“Which of the qualifications you have mentioned is your highest qualification?”

INTERVIEWER: CODE ONE ONLY. IF RESPONDENT HAS MORE THAN ONE QUALIFICATION AT THE SAME LEVEL, CHOOSE THE QUALIFICATION FOR WHICH THEY OBTAINED THE HIGHEST GRADE. IF MORE THAN ONE AT THE SAME GRADE, ASK RESPONDENT TO CHOOSE WHICH QUALIFICATION IS MOST IMPORTANT TO THEM.

USE THE DON’T KNOW KEY WHERE THE RESPONDENT IS GENUINELY UNSURE!”:

{Programmer: feed forward ^QUALS mentioned at HiAcad and HiVoc and display on screen as separate response categories}

(^ QUALS,
DK "Don't know")

{If BG11a = DK}

bg11a2

"Which of your qualifications is most important to you?":

{Programmer: feed forward ^QUALS mentioned at HiAcad and HiVoc and display on screen as separate response categories}

(^ QUALS,
NODK NOREF)

{Derived variable: ^HIQUAL:

If only one response is coded at HiAcad and HiVoc {If (HiAcad= response) and (HiVoc=none)}, then ^HIQUAL= the qualification mentioned at HiAcad;

If (HiVoc=response) and (HiAcad=none)}, then ^HIQUAL= the qualification mentioned at HiVoc.

If BG11a is asked and <> 'don't know', then ^HIQUAL is the qualification coded at BG11a.

If BG11a2 is asked, then ^HIQUAL is the qualification coded at BG11a2.

^HIQUAL is to be fed forward as a type of qualification, e.g. A-levels, NVQ level 3, HND, etc.}

{If any qualification was mentioned at HiAcad or HiVoc (HiAcad <>'none' and HiVoc <> 'none') and (BG11a or BG11a2<>driving licence or HGV licence)}

bg11b

"SHOWCARD E: What was the main subject or content of your ^HIQUAL? Please just read out the letter that applies":

- A (Arch "Architecture, building and planning",
- B Hist "Historical and philosophical studies",
- C ModIng "Modern languages and literature",
- D AnIng "Ancient languages and linguistics",
- E Art "Creative arts and design",
- F Physsc "Physical sciences",
- G Math "Mathematical and computer sciences",
- H Eng "Engineering",
- I Bio "Biology and biochemistry",
- J Medic "Medicine and dentistry",
- K Othmed "Other subjects allied to Medicine",
- L Vet "Veterinary sciences, agriculture and related subjects",
- M Soc "Social studies",
- N Bus "Business and administrative studies",
- O Comm "Mass communications and documentation",
- P Educ "Education and teacher training",
- Q Law "Law",
- R Othsub "Some other subject",
- S Mix "A mixture of subjects at the same qualification level")

{If BG11a or BG11a2 =driving licence or HGV licence set to driving licence}

{If other subject mentioned (BG11b= 'othsub' or 'othmed')}

bg11b1

"Please tell me what the subject of your qualification was?

INTERVIEWER PLEASE PROBE AND TYPE IN EXACT RESPONSE.":

OPEN

{If any qualification was mentioned at HiAcad or HiVoc (HiAcad <>'none' and HiVoc <> none)}

bg12

"And in which month and year did you complete your ^HIQUAL?":

{If any qualification was mentioned at HiAcad or HiVoc (HiAcad <>'none' and HiVoc <> none)}

bg12a

"INTERVIEWER ENTER YEAR":

1900...2010

{If any qualification was mentioned at HiAcad or HiVoc (HiAcad <>'none' and HiVoc <> none)}

bg12b

"INTERVIEWER: ENTER MONTH":

Jan ... Dec

{Ask all}

sintro

"I'd like to ask you now about your parents and their education...":

{Ask all}

sf1a

"Did your mother stay on at school after the age of 16?

INTERVIEWER: PARENTS COULD BE NATURAL OR ADOPTIVE - LEAVE IT UP TO RESPONDENTS TO DECIDE. IF RESPONDENT DID NOT KNOW PARENTS USE DON'T KNOW CODE.":

(Yes, No, DK)

{If SF1a=Yes}

sf1b

"And did your mother obtain a qualification of degree level or above?":

(Yes, No)

{Ask all}

sf2a

"Did your father stay on at school after the age of 16?

INTERVIEWER: PARENTS COULD BE NATURAL OR ADOPTIVE - LEAVE IT UP TO RESPONDENTS TO DECIDE. IF RESPONDENT DID NOT KNOW PARENTS USE DON'T KNOW CODE.":

(Yes, No, DK)

{If SF2a=Yes}

sf2b

“And did your father obtain a qualification of degree level or above?”:
(Yes, No)

BLOCK C: Screening questions for formal and non-formal learning {TLRNSCR}

LeftFTs

{If Leftyr1=99 THEN LeftFTs= Never "Never been in FT education",
If Leftyr1=1900-2010 and LeftFT2=No or DK or RF THEN LeftFTs= NoReturn "Not returned to FT education after 2 years of leaving",
If Leftyr1=1900-2010 and LeftFT2=Yes THEN LeftFTs= Return "Returned to FT education within 2 years of leaving"}
If leftmo1 = still in full-time education THEN leftfts = continue "currently in full-time education"

TIRefP "Ref. period for learning"

{If LeftFTs= NoReturn and Interview date minus (Leftmo1 and Leftyr1)<3 THEN TIRefP = TIsLes1 "Left CFT education less than 3 years ago",
If LeftFTs= Return and Interview date minus Leftmo3 and Leftyr3< 3, THEN TIRefP=TI3Les2 "Left CFT education less than 3 years ago",
If LeftFTs= NoReturn and Interview date minus (Leftmo1 and Leftyr1)>3, THEN TIRefP=TI3mor "Left CFT education more than 3 years ago",
If LeftFTs= Return and Interview date minus Leftmo3 and Leftyr3>3, THEN TIRefP=TI3mor "Left CFT education more than 3 years ago"
If leftfts = continue THEN t1refp = t13les3

{If respondent is aged under 25 (Age < 25):

TEXTFILL:

If TIRefP=T3les1, THEN ^REFPER:= "since you left continuous full-time education in leftmo1 leftyr1",
If TIRefP=T3les2, THEN ^REFPER:= "since you left continuous full-time education in leftmo3 leftyr3",
If TIRefP=TI3mor, THEN ^REFPER:= "in the past three years (since November 2006)",
If LeftFtS=Never, THEN ^REFPER:= "in the past three years (since November 2006)"
If leftfts = continue THEN ^REFPER:= "in the past three years (since November 2006)"

If respondent is aged 25 or over or over (Age > 25):

THEN ^REFPER:= "in the past three years (since ^DATE3YEARS AGO)"}

{Ask all}

tiintro

"The next questions are about courses, training, lessons, studying or other tuition you might have done recently

"INTERVIEWER: PLEASE SHOW LEARNING CALENDAR TO RESPONDENT AND EXPLAIN ITS USE.":

PLEASE READ OUT "As we go along please make any notes of any learning periods on the calendar"

{Ask all}

f11 {TlIn1}

"First ^REFPER3 have you been on any courses that were meant to lead to any qualifications even if you did not obtain them?"

INTERVIEWER: INCLUDE ALL COURSES EVEN IF STARTED BEFORE THEN PLEASE INCLUDE QUALIFICATIONS GAINED THROUGH RESEARCH SUCH AS A PHD OR AN MRES. IF YES MARK PERIOD OF LEARNING ON CALENDAR":
(Yes, No)

{Hard Check: If FL1 = no and MainAct = FTEduc

"You said earlier that you were in full-time education, are you sure you are not studying for a qualification?"}

{If under 70 or over 70 and economically active (Age< 70 or EcAct70=Yes)}

nfl3 {Tlrn2}

"And ^REFPER3, have you been on any taught courses designed to help you develop skills that you might use in a job?

INTERVIEWER: INCLUDE ALL COURSES HOWEVER SHORT

IF NOT RELEVANT BECAUSE RESPONDENT NO LONGER WORKING AND UNLIKELY TO WORK IN FUTURE, CODE AS 'NO'. IF YES MARK PERIOD OF LEARNING ON CALENDAR":

(Yes, No)

{Ask all}

nfl1 {TLrn3}

"And ^REFPER3, have you attended any courses or received any instruction or tuition in driving, in playing a musical instrument, in an art or craft, in a sport or in any practical skill?

INTERVIEWER: INCLUDE ALL COURSES AND PERIODS OF INSTRUCTION OR TUITION, HOWEVER SHORT. THIS INCLUDES LEISURE COURSES. IF YES MARK PERIOD OF LEARNING ON CALENDAR":

(Yes, No)

{Ask all}

nfl2 {Tlrn4}

"And ^REFPER3, have you attended any adult education classes, including evening classes?

INTERVIEWER: INCLUDE ALL ADULT EDUCATION CLASSES HOWEVER SHORT RESPONDENT'S ATTENDANCE. IF YES MARK PERIOD OF LEARNING ON CALENDAR":

(Yes, No)

{Ask all}

tlrn5

"And ^REFPER3, have you done any learning, that involved working on your own from a package of materials designed to be followed as a step-by-step course? The materials for this learning may have been provided by an employer, a college or some other training provider.

INTERVIEWER: EXCLUDE LEARNING IF NOT WORKING FROM PACKAGE OF MATERIALS DESIGNED TO BE FOLLOWED AS A STEP-BY-STEP COURSE. IF YES MARK PERIOD OF LEARNING ON CALENDAR":

(Yes, No)

{If under 70 or over 70 and economically active (Age< 70 or EcAct70=Yes)}

nfl5 {SLrn1}

“And ^REFPER3, have you received any supervised training while you were actually doing a job. By this I mean when a manager or experienced colleague has spent time with you helping you learn or develop skills as you do specific tasks at work?

IF RESPONDENT HAS NOT WORKED DURING THIS PERIOD, CODE AS ‘NO’. IF YES MARK PERIOD OF LEARNING ON CALENDAR”:

(Yes, No)

{Ask all}

nfl7 {Tln6}

“And ^REFPER3, have you been on any other taught course or received any other instruction or tuition in anything?

INTERVIEWER: INCLUDE ALL COURSES AND PERIODS OF INSTRUCTION OR TUITION, HOWEVER SHORT. IF YES MARK PERIOD OF LEARNING ON CALENDAR”:

(Yes, No)

BLOCK D: Summary of all formal and non-formal learning in past 3 years/since left CFTE

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

tldates

“PLEASE SHOW 3-YEAR LEARNING CALENDAR: Now I would like to ask you about all the courses, periods of instruction or tuition and on-the-job training you have had in the past three year (or since leaving continuous full-time education). Please include lessons, courses or training that you are doing at the moment.

INTERVIEWER: CHECK THAT RESPONDENT HAS INCLUDED ON THE CALENDAR ALL TYPES OF LEARNING MENTIONED EARLIER.

Tldates(2)

Definitions of formal and non-formal learning

Formal learning: Learning based within an institution (e.g. in schools, colleges, universities, or other educational institutions), which leads to a nationally recognised qualification (within the National Framework of Qualifications).

Non-formal learning: Courses, tuition or training, which do not lead to nationally recognised qualifications (include on the job training, private tuition or lessons and distance learning.)

{Prog: LIST THE FOLLOWING STATEMENTS IF 'YES' WAS CODED FOR THE APPROPRIATE QUESTION - THESE ARE DISPLAYED ONLY FOR CHECKING, THEY ARE NOT ANSWER CODES}

"FL1 - a course designed to lead to a qualification

NFL3 - a course designed to help you develop skills for work

NFL1 - a course or tuition in practical skills

NFL2 - adult education / evening classes / community based learning

Tlrn5 - learning from a package of materials

NFL5 - Supervised on-the-job training

NFL7 - some other type of course or tuition

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

t1num

“PLEASE ENTER TOTAL NUMBER OF COURSES”: 1..10

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

t1instr

(This instruction is hidden in the CAPI script at interviewer request).

“INTERVIEWER: ASK THE NEXT QUESTIONS FOR EVERY FORMAL AND NON-FORMAL LEARNING EPISODE THAT THE RESPONDENT HAS DONE IN THE LAST THREE YEARS / SINCE LEAVING F-T CONTINUOUS EDUCATION.”

{Start of the course grid}

{Programmer: questions in the rest of this block need to be repeated for all courses, allow a max of 10; TName-TI10hrs should appear on a grid; Number of activities entered in the grid should be equal to number entered at TNum}

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

TName(1)

COURSE 1

“PLEASE LOOK AT THE INFORMATION ENTERED IN THE CALENDAR (STARTING WITH THE CURRENT OR MOST RECENT ACTIVITY, IE THE ONE THAT ENDED MOST RECENTLY) CHOOSE A SHORT NAME FOR THIS PERIOD OF LEARNING (eg. degree course, Spanish evening classes, interviewer training course).

INTERVIEWER: MOST RECENT ACTIVITY = ONE THAT ENDED MOST RECENTLY IF 2 ENDED IN THE SAME MONTH/YEAR, MOST RECENT = STARTED MOST RECENTLY”: STRING [30]

{For COURSES 2 – 10 this text will appear}

“NOW ENTER A SHORT NAME FOR THE NEXT MOST RECENT ACTIVITY”

INTERVIEWER: MOST RECENT ACTIVITY = ONE THAT ENDED MOST RECENTLY IF 2 ENDED IN THE SAME MONTH/YEAR, MOST RECENT COURSE = ONE THAT STARTED MOST RECENTLY”:

STRING [30]

NODK NORF

{TEXTFILL

^COURSE:= name entered at TName}

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

TIStrM

“ENTER MONTH ^COURSE STARTED INTERVIEWER: TAKE MONTH FROM LEARNING CALENDAR. ESTIMATES ARE ACCEPTABLE.” :

1..12

NODK NORF

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

tistry

“ENTER YEAR ^COURSE STARTED. INTERVIEWER: TAKE MONTH FROM LEARNING CALENDAR. ESTIMATES ARE ACCEPTABLE”:

1941..2010

NODK NORF

{SOFT CHECK: If activity started in 2005 or earlier (TIStrY < 2006): “THIS ACTIVITY STARTED 5 OR MORE YEARS AGO. IS THIS CORRECT?”}

{HARD CHECK: Start date cannot be later than the interview date}

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

tiendm

“ENTER MONTH ^COURSE ENDED INTERVIEWER: TAKE MONTH FROM LEARNING CALENDAR. IF ACTIVITY IS STILL IN PROGRESS, ENTER CURRENT MONTH. IF LEFT BEFORE END OF ACTIVITY, ENTER MONTH LEFT. ESTIMATES ARE ACCEPTABLE”: 1..12
NODK NORF

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

t1endy

“ENTER YEAR ^COURSE ENDED. INTERVIEWER: TAKE MONTH FROM LEARNING CALENDAR. IF ACTIVITY STILL IN PROGRESS, ENTER 2010. IF LEFT BEFORE END OF ACTIVITY, ENTER YEAR LEFT. ”: 1940..2010
NODK NORF

{HARD CHECK: If activity ended before January 2007 “ACTIVITY ENDED BEFORE JANUARY 2007”}

{SOFT CHECK: If activity lasted for more than 5 years (TIEndY minus TlStarY >5) : “ARE YOU SURE THE ACTIVITY LASTED MORE THAN 5 YEARS?”}

{HARD CHECK: If activity finished before started (TIEndM/TIEndY earlier than TlStarM/TlStarY: “ACTIVITY END DATE CANNOT BE BEFORE START DATE”}

{HARD CHECK: End date cannot be later than the interview date}

{If the activity is still ongoing (TIEndM/TIEndY = Interview date) coursetime = present. If activity is finished (TIEndM/TIEndY < Interview date) coursetime = past.}

{textfills: ^was/is = is, if coursetime = present. ^was/is = was if coursetime = past.
^didnotobtain/havenotyetoobtained = have not yet obtained, if coursetime = present.
^didnotobtain/havenotyetoobtained = did not obtain, if coursetime = past.

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

identity

“Now ^was/is ^COURSE ...”: INTERVIEWER: READ OUT
(qualific ‘... a course that was/is meant to lead to a qualification even IF you did not obtain/have not yet obtained (^did not obtain/ have not yet obtained) it’,
course ‘... another course or private lesson – including distance learning courses’,
jobtrain ‘... or guided on-the-job training?’)

{If course led to a qualification (Identity = qualific)}

identityb

“Was the learning done as a...” INTERVIEWER: READ OUT
FT “Train to Gain course”

FF “FE college course”
 FA “Apprenticeship programme”
 F “None of these”

{If course led to a qualification (Identity = qualific)}

fl3qu {FED3x}

“SHOWCARD F: ^Was/is ^COURSE meant to lead to a qualification shown on these cards?

Please just read out the letter that applies SINGLE CODE ONLY

SCROLL TO SEE OTHER CODES:

A (Key skills or basic skills qualifications)
 B GCSE “GCSE”,
 C Access to Further Education
 D AS “A/S level”,
 E ALev “GCE A level”,
 F Access to Higher Education
 G Cert “Matriculation, School Certificate or Higher School Certificate”,
 H Scot “Scottish school qualifications”,
 I HEDip “Diploma in Higher Education”,
 J Found “Foundation Degree”,
 K Degree “Degree (eg BA, BSc)”,
 L OtherD “Other degree level qualification such as graduate membership of professional institute”,
 M Postgr “Higher degree (eg PhD, MSc)”,
 N PmedQ “Nursing or other medical qualification not yet mentioned”,
 O PGCE “PGCE - Postgraduate Certificate of Education”,
 P OtherT “Other teaching qualification”,
 Q OtherP “Other academic professional qualification (not included above)”,
 R (BTEC “BTEC/EdExcel qualification”,
 S City “City and Guilds qualification”,
 T RSA “RSA / OCR qualification”,
 U NVQ “NVQ - National Vocational Qualification”,
 V Scot “SCOTBEC, SCOTEC or SCOTVEC qualification”
 W GNVQ “GNVQ - General National Vocational Qualification, VCEs or GSVQ – General Scottish Vocational Qualification”
 X ONCD “ONC/OND not covered elsewhere”,
 Y HNCD “HNC/HND not covered elsewhere”,
 Z Appr “Recognised trade apprenticeship”,
 AA YTC “Youth training certificate”,
 BB Mods “Modules towards any of the above qualifications”,
 CC Vocs “Other vocational professional qualification (not included above)”,
 DD None “None of the qualifications on these cards”)

{If other qualification (Vocs or OtherP or OtherT)}

flvoco

“INTERVIEWER: PLEASE ENTER DETAILS OF OTHER QUALIFICATIONS. PROBE FOR:

a) WHETHER QUALIFICATION NATIONALLY RECOGNISED
 b) WHETHER CERTIFICATE INDICATED ATTENDANCE ONLY BY LEARNER, OR STANDARD REACHED BY LEARNER”: OPEN

{Programmer: If FLVocO answered classify qualification as non-formal learning}

{If studying/studied GCSE (FL3Qu =GCSE)}

flgcse

“You mentioned that you are/were studying towards a GCSE qualification?

IF YES: how many GCSEs are/were you studying for?”:

(One,

Two,

Three,

Four,

Five or more)

{If studying/studied A/S level (FL3Qu =AS)}

flas

You mentioned that you are/were studying towards A/S level qualifications. Can I just check, how many A/S levels are/were you studying for?”:

(One,

Two,

Three,

Four or more)

{If studying/studied A levels (FL3Qu =Alev)}

flalev

“You mentioned that you are/were studying towards A level qualifications. Can I just check, how many A levels are/were you studying for?”:

(One,

Two+)

{If studying/studied Scottish school qualifications (FL3Qu =Scot)}

flscot

“You mentioned you are/were studying towards Scottish school qualifications. Can I just check, which Scottish school qualifications are/were you studying towards?

PROMPT IF NECESSARY

PROBE: Which others?”:

(Stand “SCE Standard”,

Ord “SCE Ordinary”,

Lower “SUPE / SLC Lower or Ordinary Grade”,

Higher “SCE / SLC / SUPE Higher Grade or equivalent”,

ScCert “Scottish Certificate of 6th Year Studies”,

Other “Other Scottish school qualification”)

{Multi-code: max 6}

{If studying/studied SCE Standard (FLScot =Stand)}

flsstg

“You mentioned you are/were studying towards SCE Standard Grade qualifications. How many SCE Standard Grade qualifications are/were you studying towards?”:

(One,

Two,

Three,

Four,
Five or more)

{If studying/studied SCE Ordinary (FLScot =Ord)}

flsorg

“You mentioned you are/were studying towards SCE Ordinary qualifications. Can I just check, how many SCE Ordinary qualifications were/are you studying towards?”:

(One,
Two,
Three,
Four,
Five or more)

{If studying/studied SUPE/SLC Lower or Ordinary (FLScot =Lower)}

flslow

“Can I just check, how many Lower or Ordinary Grade qualifications are/were you studying towards?”:

(One,
Two,
Three,
Four,
Five or more)

{If studying/studied SCE/SLC/SUPE Higher Grade or equivalent (FLScot =Higher)}

flshig

“Can I just check, how many Higher Grade qualifications are/were you studying towards?”:

(One,
Two,
Three
Four or more)

{If studying/studied BTEC/EdExcel qualification (FL3Qu =BTEC)}

flbttec

“What level BTEC /EdExcel are/were you studying towards?”

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST”:

(HEDip “Higher Certificate Diploma”,
NatCD “National Certificate Diploma”,
GenDip “First / General Diploma”,
GenCert “First / General Certificate”,
Other “Other BTEC qualification”)

{If studying/studied City and Guilds qualification (FL3Qu =City)}

flcity

“What level of City and Guilds qualification are/were you studying towards?”

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST

IF QUALIFICATION IS NOT A DIPLOMA CODE AS A CERTIFICATE REGARDLESS OF LEVEL.”:

(Part3 “Part 3/Final/Advanced Craft”,
Part2 “Part 2/Craft/Intermediate”,

Part1 "Part 1",
Other "Other C&G qualification")

{If studying/studied RSA qualification (FL3Qu =RSA)}

flrsa

"What level RSA qualification are/were you studying towards?

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST

IF QUALIFICATION IS NOT A DIPLOMA PLEASE CODE AS A CERTIFICATE, REGARDLESS OF LEVEL.":

(HighDip "Higher Diploma",

Adv "Advanced Diploma or Certificate",

First "First Diploma",

Cert "Certificate",

Other "Other RSA qualification")

{If studying/studied NVQ (FL3Qu =NVQ)}

flnvq

"What level NVQ qualification are/were you studying towards?

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST":

(Lev5 "Level 5",

Lev4 "Level 4",

Lev3 "Level 3",

Lev2 "Level 2",

Lev1 "Level 1",

Units "Units towards NVQ",

Other "Other NVQ")

{If studying/studied SCOTBEC, SCOTEC or SCOTVEC qualification (FL3Qu = Scot)}

flscotv

"What level SCOTBEC/SCOTEC/SCOTVEC are/were you studying towards?

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST":

(HEDip "Higher Certificate Diploma",

NatCD "National Certificate Diploma",

GenDip "First / General Diploma",

GenCert "First / General Certificate",

Other "Other SCOTBEC/SCOTEC/SCOTVEC qualification")

{If studying/studied GNVQ (FL3Qu =GNVQ)}

flgnvq

"What level GNVQ or GSVQ are/were you studying towards?

INTERVIEWER: IF STUDYING/STUDIED MORE THAN ONE, CODE HIGHEST; LIST IS ORDERED FROM HIGHEST LEVEL TO LOWEST":

(Adv "Advanced",

Int "Intermediate",

Found "Foundation",

Other "Other GNVQ/GSVQ qualification")

{If activity was not on the job training (Identity <> jobtrain)}

distance

“Did/do you MAINLY study for ^COURSE through distance learning?

INTERVIEWER: IF RESPONDENT IS UNSURE OF WHAT IS MEANT BY DISTANCE

LEARNING: By distance learning I mean when the institution provides instruction at a distance to students who do not normally attend lectures and tutorials at the institution; it can involve learning through TV, radio, mail or email correspondence, internet, CD, DVD and video.

Yes

No

Don't know

Refused

{If activity was not on the job training (Identity <> jobtrain)}

computer

“Did/do you MAINLY study for ^COURSE using a computer or the internet?

Yes

No

Don't know

Refused

{Ask if respondent has done any formal or non-formal learning (FL1 or NFL3 or NFL1 or NFL2 or NFL5 or Tlrn5 or NFL7 = yes)}

subj

SHOWCARD G “What ^was/is the main subject or content of this course? Please just read out the letter that applies.”

INTERVIEWER, PLEASE PROBE FULLY TO SELECT THE CORRECT CODE(S).
SINGLE CODE ONLY

Academic and work-related subjects

- A Architecture, building and planning
- B Historical and philosophical studies
- C Modern languages and literature
- D Ancient languages and linguistics
- E Creative arts and design
- F Physical sciences
- G Mathematical and Computer sciences
- H Engineering
- I Biology and biochemistry
- J Medicine and dentistry
- K Other subjects allied to Medicine
- L Veterinary sciences, agriculture and related subjects
- M Social studies
- N Business and administrative studies
- O Mass communications and documentation
- P Education and teacher training
- Q Law
- R Other academic subject

S Other specifically work-related subject

Leisure and life skills subjects

T Computer use (including internet use)
 U Number skills
 V Basic reading and writing skills
 W English language/ creative writing skills
 X First aid
 Y Gardening/ garden design
 Z Nature/ Environment
 AA Local history/ heritage and genealogy
 BB Handicrafts, arts and culture
 CC Photography
 DD Music, drama and performing arts
 EE Sport/ physical activity
 FF Food and cookery
 GG Languages and travel
 HH Health and well-being
 II Technology and broadcasting
 JJ Self-development (e.g. parenting skills, self-awareness, etc.)
 KK Other leisure or life skills subject

{If other subject mentioned (Subj = Othmed or othac or othwrk or othles)}

othsub

"INTERVIEWER: ENTER DETAILS OF OTHER SUBJECT NOT LISTED.":

STRING [50]

{End of course grid, repeat for each course mentioned at TINum}

confirm

"We have now nearly completed this section. Please could you just confirm whether we have been through all the courses you have done in the past three years (or since leaving continuous full-time education)?"

"Yes"

"No, return to TINUM"

{Programming instructions:

{If (confirm = no, there are more courses) route questionnaire back to tlnum and ask the interviewer to enter the correct number of courses, then enter the information about the last course(s) into the grid. Once you have left the grid, you will not be able to return to it again during the interview."}

{If (confirm = yes) then end of block D.}

PROGRAMMING INFORMATION

Selection procedures for the formal learning/non-formal learning block

{code

All activities are given a unique 3-digit identifier. The first two digits are the number of the activity (01-10) and third is its activity type (F, FT, FF, FA, T, S, G, C):

F: formal learning activity

FT: formal learning activity conducted via “train to gain”

FF: formal learning activity conducted via “FE college course”

FA: formal learning activity conducted via “Apprenticeship programme”

T: non-formal private lessons or courses

S: non-formal activities delivered through distance learning

C: computer-based learning

G: non-formal guided on-the-job training}

{If identity = qualific and identityb = “train to gain”, code = FT

{If identity = qualific and identityb = “FE college course”, code = FF

{If identity = qualific and identityb = “Apprenticeship programme”, code = FA

If identity = qualific and identityb = “None of these”, code = F

All coded “qualific” at question identity would have been routed to fl3qu

{IF fl3qu = Yes, code stays F or FT or FF or FA.

If fl3qu = None and Distance = no, code = T.

If fl3qu = None and Distance = yes, code = S.

If fl3qu was not asked and Distance = yes, code = S.

If fl3qu = None and Computer = yes, code = C.

If fl3qu was not asked and Computer = yes, code =C.}

if identity = course, code = T,

if identity = jobtrain, code = G}

If no learning activities go to block G

If one activity this is COURSE1 go to block F

If two activities these are COURSE1 an COURSE2 goto Block F

If more than two activities, Select 2 activities (COURSE 1 and COURSE for block F questions.

The priority order is:

1. FT
2. FA
3. FF
4. F
5. C
6. S
7. T
6. G.

Only learning that has taken place in the past 12 months will be routed to Block F. If a respondent has had learning the past three years, but not the past 12 months they will be routed to Block G. Otherwise, fill places from the top down. If places are still available, then choose randomly if there are more courses than places at the same priority level.

Block F: Follow-up questions on formal and non-formal learning block {FLRN}

{Loop whole block for each learning activity selected}

{Ask all}

intro2

Now... some questions about ^COURSE.

{Ask all}

fed7 {TIhrs}

"How many hours of teaching or tuition have you received over the last three years as part of your ^COURSE. You can tell me in total or per week?"

COUNT HOURS OF SUPERVISED STUDY AND INSTRUCTION AS TEACHING HOURS
IF COURSE NOT FINISHED YET, ENTER HOURS OF TEACHING RECEIVED IN THE
LAST 12 MONTHS, UP TO TODAY.

CODE HERE IF ANSWER IN TOTAL HOURS OR HOURS PER WEEK

ESTIMATES ARE ACCEPTABLE,

INCLUDE PRACTISING TIME IF TUTOR / INSTRUCTOR PRESENT:"

(Tot "Answer in total number of teaching hours",

Wk "Answer in hours per week",

None "Respondent did not receive any teaching at all (over the past year)")

{If answer in total teaching hours (FED7=Tot)}

fed7a {TIhrs1}

"INTERVIEWER: ENTER TOTAL NUMBER OF HOURS OF TEACHING/TUITION UNTIL
TODAY.":

0.5 ..996.00

{SOFT CHECK:

If course more than 300 hours (TIhrs1>300) : "ARE YOU SURE RESPONDENT
RECEIVED MORE THAN 300 HOURS OF TEACHING/TUITION IN THE PAST 12
MONTHS?"}

{If answer in teaching hours per week (FED7=Wk)}

fed7b1 {TIhrs2}

"ENTER NUMBER OF HOURS TEACHING PER WEEK": 0.5..97

{SOFT CHECK:

If TIhrs2 > 40: "ARE YOU SURE COURSE INVOLVED MORE THAN 40 TEACHING
HOURS PER WEEK?"}

{If received teaching in the past 12 months (fed7 <> none)}

fed7b2 {TIhrs3}

"For how many weeks did you receive this teaching over the last 12 months?"

IF COURSE NOT FINISHED YET, TOTAL NUMBER OF WEEKS IN THE PAST 12
MONTHS UNTIL TODAY. ONLY INCLUDE WEEKS IN WHICH TEACHING ACTUALLY
TAKES / TOOK PLACE": 1...52

{Ask if activity is not on the job training (course code <>G)}

nfe15y {SIhrs}

"Apart from the teaching time that you've just told me about, how many hours of homework or self-learning did you do over the last three years as part of your ^COURSE. You can tell me in total or per week?"

IF COURSE NOT FINISHED YET, ENTER TIME SPENT IN THE LAST THREE YEARS UP TO TODAY. CODE HERE IF ANSWER IN TOTAL HOURS OR HOURS PER WEEK. ESTIMATES ARE ACCEPTABLE.":

(Tot "Answer in total number of hours",

Wk "Answer in hours per week",

None "Respondent hasn't done any self-learning or homework at all (over the past year)")

{If answer in total self-study hours (NFE15Y=Tot)}

nfe15ya {SIhrs1}

"INTERVIEWER: ENTER TOTAL NUMBER OF HOURS OF SELF-STUDY IN THE LAST 12 MONTHS, UP TO TODAY.":

0.5 ..996.00

{SOFT CHECK:

If course more than 300 hours (TIHrs1>300) : "ARE YOU SURE RESPONDENT DID MORE THAN 300 HOURS OF SELF-STUDY IN THE LAST 12 MONTHS?"}

{If answer in self-study hours per week (NFE15Y=Wk)}

nfe15b1 {SIhrs2}

"ENTER NUMBER OF HOURS SELF-STUDY PER WEEK":

0.5..97

{SOFT CHECK:

if nfe15b1>40: "ARE YOU SURE COURSE INVOLVED MORE THAN 40 Self-Study HOURS PER WEEK?"}

{If answer in self-study hours per week (NFE15Y=Wk)}

nfe15b2 {SIhrs3}

"For how many weeks did you carry out self-study on this course over the last three years?"

IF COURSE NOT FINISHED YET, TOTAL NUMBER OF WEEKS IN THE PAST THREE YEARS UNTIL TODAY. ONLY INCLUDE WEEKS IN WHICH SELF-STUDY ACTUALLY TOOK PLACE": 1...52

{Ask if course is not on the job training and under the age of 70 or over 70 and economically active (course <>G) and (age<70 or if EcAct=yes)}

flwrk {TISWrk}

"Can I just check, when you started the ^COURSE, were you in paid work at the time? CODE YES, IF TEMPORARILY AWAY (eg SICK / ON HOLIDAY)":

(Yes,

No,

Yes, on the job training)

{Programmer: For code G (on the job training), please set response to FLWrk to 5 'YES-OTJT'}

{If in paid work at time course started and activity is not on the job training (FLWrk=Yes) and (course code <>G)}

fljobn {TISJobN}

“When you started this ^course, was it related to a job you were doing at the time?”:

(Yes,

No,

Yes, on the job training)

{Programmer: If course =G, set FLJobN= YES-OTJT}

{If course not related to job at the time or not in paid work when course started and activity is not on the job training (FLJobN=No or FLWrk=No) (course code <>G)}

fljobf {TISJobF}

“When you started the ^COURSE, was it because you thought it would help you with a job you were thinking of doing in the future?”:

(Yes,

No,

Maybe)

{If course not related to job at the time or not in paid work when course started and course is not on the job training (FIWrk=No or FLjobN=No) and (course code <>G)}

fljobv {TISJobV}

“(And when you started the ^COURSE), was it because you thought it would help you with voluntary work you were doing or thinking of doing? “:

(Yes,

No,

Maybe)

{If course related to job at the time or in paid work when course started and if course is not on the job training (FLWrk=yes or FLjobN=yes) and (course code <>G)}

fed8x {TIEmTm}

“Does / Did ^COURSE take place during paid working hours?

INTERVIEWER: IF RESPONDENT CAN'T DECIDE BETWEEN 2 AND 3, CODE 2

‘MOSTLY DURING PAID HOURS’.”:

(Yes, entirely during paid working hours

Mostly during paid working hours

Mostly outside paid working hours

No, entirely outside paid working hours)

{Programmer please insert but do not display on screen: if Code=G, then SLA8X= 5.
Label for this response code is ‘Yes, OTJT’.

{If under the age of 70 or over 70 and economically active and activity is not on the job training (Age<70 or EcAct70=yes) and (course code <>G)}

fed10x {TIEmTm }

“Does / Did an employer or prospective employer pay any of the fees for your ^COURSE. By fees I mean any tuition, registration and exam fees?

IF YES PROBE: Did the employer pay all or some of the fees?

IF NO PROBE: Is that because there were no fees to pay, or because there were fees, but your employer did not pay them?":

(Yesall "Yes, employer paid all fees",
 YesSom "Yes, employer paid some of the fees",
 Nopay "No, employer paid no fees",
 Nofee "No, there were no fees to pay")

{Programmer: please insert but do not display on screen: if code=G (on the job training) , then FED10X= 5 'Yes, OTJT'.}

{If employer paid some or none of the fees or over the age of 70 and not economically active and activity is not on the job training (Fed10X= YesSom) or (Fed10X = Nopay) or (EcAct70=no) and (course code <>G)}

fed9x {TIEmTm }

"Do / Did you, your partner or your family pay any of the fees for your ^COURSE. AGAIN, by fees I mean any tuition, registration and exam fees?

INTERVIEWER: PROBE FOR WHAT PROPORTION OF FEES PAID BY RESPONDENT, THEIR PARTNER OR FAMILY.":

(Yesall "Yes, paid all fees",
 YesSom "Yes, paid some of the fees",
 Nopay "No, paid no fees",
 Nofee "No, there were no fees to pay")

{Programmer please insert but do not display on screen: if Code=G (on the job training), then FED10X= 5, 'Yes, OTJT'.}

{If respondent paid all or some of their fees (Fed9X = Yesall or YesSom)}

fed11x

"In the past 12 months, how much have you, your partner or your family paid for your tuition, registration or exam fees for your studies on ^COURSE?

INTERVIEWER: ENTER AMOUNT ROUNDED UP TO FULL POUNDS":

0.00...90000.00

{If under the age of 70 or over 70 and economically active and activity is not on the job training (Age<70 or EcAct70=yes) and (course code <>G)}

fed10ax {TIEmTm}

"Does / Did an employer or prospective employer pay for any books or equipment for your ^COURSE?

IFYES PROBE: Did an employer pay all or some of the costs for any books or equipment?

IF NO PROBE: Is that because there were no costs to pay, or because there were costs, but your employer did not pay them?":

(Yesall "Yes, employer paid all",
 YesSom "Yes, employer paid some",
 Nopay "No, employer paid nothing",
 NoCost "No, there were no costs to pay")

{If employer paid some or paid nothing towards the costs or over the age of 70 and not economically active and activity is not on the job training (Fed10aX =YesSom or Nopay or EcAct70=No) and (course <>G)}

fed9ax {TIEmTm}

"Did you, your partner or your family pay for any books or equipment for your ^COURSE?

INTERVIEWER: PROBE FOR WHAT PROPORTION OF FEES PAID BY

RESPONDENT, THEIR PARTNER OR FAMILY.":

(YesAll "Yes, paid all",

YesSom "Yes, paid some",

NoPay "No, paid nothing",

NoCost "No, there were no costs to pay")

{If respondent paid all or some of the costs (Fed9aX = YesAll or YesSom)}

fed12x

"In the past three years, how much have you, your partner or your family paid for books or equipment for your ^COURSE?

INTERVIEWER: ENTER AMOUNT ROUNDED UP TO FULL POUNDS":

0.00...90000.00

{Ask All}

flprv

"SHOWCARD H: Is / Was your ^COURSE run by any of the providers on this list? Please just read out the letters that apply. PROBE: Which others?

MULTICODE":

A (Emp "Your employer",

B TU "Trade union or staff association",

C Prof "Professional body",

D Ind "Individual giving private lessons/instruction"

E Priv "Private training provider",

F JobC "Jobcentre/jobclub",

G Rel "Religious organisation",

H Vol "Charity or voluntary group",

I Com "Community organisation",

J Uni "University or higher education college"

K Coll "Further education or tertiary college"

L AEI "Adult education institute"

M Sch "School or other educational institution"

N Other "Other provider"

O None "None of the above")

{multi-code: max of 12.}

{HARD CHECK:

If more than one answer given at FIPrv and one of them is 'none': "'None' IS AN EXCLUSIVE CODE."}

{If course arranged by 'other' organisation(s) (FIPrv=other)}

nflprvo

"INTERVIEWER: ENTER DETAILS OF OTHER ORGANISATION(S) WHICH ARRANGED THE COURSE":

STRING [60]

{If course related to job or activity is on the job training (FLJobN =Yes) or (course = G)}

fcomp {TIComp}

“SHOWCARD I: Is / Was this learning made compulsory by any of these organisations, or do / did you have a choice of whether or not to do it? Please just read out the letters that apply. PROBE: Which others?

IF TRAINING NECESSARY IN ORDER TO OBTAIN PROMOTION, BUT NOT OTHERWISE COMPULSORY, CODE 6 ‘I had a choice’.”:

- A (Emp “Employer made it compulsory”,
- B Prof “Professional body made it compulsory”,
- C TU “Trade Union or Staff Association made it compulsory”,
- D OtherP “Some other person / organisation made it compulsory”,
- E Leg “Compulsory according to legislation”,
- F Choice “I had a choice”,
- G OtherS “Other situation”)

{multi-code max of 5}

{HARD CHECK:

Choice and OtherS are incompatible with other FIComp codes}

{Programmer: For each activity, please insert derived variable NFE7Y not to be shown on screen. If FIComp=leg, then NFE7Y=yes, else no.}

{If some other person/org made it compulsory (FLComp=OtherS)}

fcompo {TICompO}

“INTERVIEWER: ENTER DETAILS OF OTHER PERSON / ORGANISATION.”:
STRING [80]

fliany

“SHOWCARD J: Before you started ^Course did you receive any information, advice, or guidance from any of the people, organisations or sources on this card that helped you decide to do this course?”

IF YES: Please tell me which people or organisations?

- A (Fri “Friends relatives or work colleagues”,
- B Sch “School”
- C FE “Further Education college”
- D Uni “university”
- E Adlt “adult education or evening institute”,
- F Emp “My employer”,
- G TU “Trade union”,
- H New “New Deal or JSA adviser/Jobcentre/Jobclub“,
- I Ldt “learndirect (telephone helpline)”,
- J Ldtis “learndirect online (website)”,
- K DfES “Government Department or Directgov website”
- L Intr “Other website or Internet”
- M IAG “Business link / IAG partnership”
- N Cart “Careers Advisory Service (telephone helpline)”
- O Carw “Careers Advisory Service (website)”
- P Nex “Next steps”

- Q Pub "Public library or learning resource centre",
 R Com "Community, voluntary or religious organisation",
 S TV "TV / Radio /Newspapers / magazine/Yellow Pages",
 T Leaf "Leaflets through letterbox",
 U Othr "Other person or organisation",
 V None "No advice, information or guidance received")

{If other source used: If fliany = Other}

fliax

"INTERVIEWER ENTER OTHER SOURCE OF INFORMATION, ADVICE OR GUIDANCE USED": String 60

{If course related to current or future job and not compulsory for those in employment when course started (FLJobn=Yes or FLjobf=Yes or maybe) and (FLComp = Choice, OtherS, DK or RF)}

Fljoutp

Please could I check – has ^course ended?

Yes

No

NODK

NOREF

(Ask if computer selected ^course has ended, finished before today's date: information provided at tlendm and tlendy)

fljout

"SHOWCARD K Would you say that any of the things on this card actually happened as a result of doing ^COURSE?

IF YES: Which ones? PROBE: Which others? CODE ALL THAT APPLY":

A (Job "Got a new job",

B Change "Changed to a different type of work",

C NSkil "Learned new skills for my job",

D Better "Was able to do my job better",

E Sjob "Stayed in my job, which I might have lost without this learning",

F Pay "Earn more money",

G Prom "Got a promotion",

H Sati "Got more satisfaction out of the work I was doing",

I Bus "Set up my own/family business",

J Dis "Was able to deal with the work problems related to my health/disability",

None "None of the above")

{multi-code: max of 10}

{HARD CHECK:

if more than one answer given at fljmot2 and one of them is 'None': "NONE' IS AN EXCLUSIVE CODE."}

{Ask if computer selected ^course has ended, finished before today's date: information provided at tlendm and tlendy)}

flwout

"SHOWCARD L: On this card are some things people say they have gained from learning. Thinking about the time you spent on ^COURSE, which of these things, if any, apply to you? Please just read out the letters that apply. PROBE: Which others?

MULTICODE OK":

- A (Int "Was Interesting",
- B Conf "Boosted my confidence",
- C Self "Increased my self-esteem",
- D Nskill "Taught me new skills",
- E Know "Improved my knowledge/skills in the subject",
- F More "Encouraged me do more learning",
- G Vol "Encouraged me to take part in voluntary or community activities",
- H Enjoy "Was enjoyable",
- I Social "Meant I made new friends/meet new people",
- J Hmwrk "Enabled me to help my child(ren) with their school work",
- K Spare "Helped me to do something useful with my spare time",
- L Body "Helped me to keep my body active",
- M Dis "Helped me with my health problems/disability",
- None "None of the above")

{multi-code: max of 13}

{HARD CHECK:

If more than one answer given at slwout2 and one of them is 'None': "'NONE' IS AN EXCLUSIVE CODE."}

{Ask all}

nfe17y {FE17Y}

"Please can I just check, do / did you use a computer or Internet for ^COURSE?":

(Yes, only Internet,

Yes, only a computer,

Yes, both

No)

{If course was computer-based learning (code =C)}

Nfe17Y(ii)

And can I just check was this the main method of study for ^COURSE?

Yes

No

nfe17ya

SHOWCARD M: Looking from this list on this card, please could you say why you chose this method of study? Please just read out the letter that applies.

MULTICODE OK

A The course was not available face to face locally

B It was cheaper to study this way

C I could study at a convenient location

- D I find it easier to study this way
- E I find it more interesting
- F I can study at my own pace
- G I can study at a time that suits me

{Ask IF nfe17y <>"N"}

nfe17yb

SHOWCARD N: In which, if any, of the following ways did you use computers or the internet on this course? Please just read out the letters that apply.
MULTICODE OK.

- A To download course materials
- B To work through a CD-ROM based course
- C To complete tests or assignments
- D To complete final assessments
- E To use simulations
- F To play games
- G To view video or listen to audio
- H To communicate with other students
- I To communicate with tutors

BLOCK G: Screening questions for informal learning {SLRNSCR}

{Ask all}

iflintro

“Now a few questions about some other types of learning”:

{Ask all}

ifl9 {Slrn2}

“(Other than what you have already told me about) in the past 3 years, that is ^REFPER3, have you spent any time keeping up to date with developments in the type of work you do without taking part in a taught course - for example, by reading books, manuals or journals or attending seminars?”

IF RESPONDENT DOES NOT HAVE A ‘WORK TYPE’ CODE ‘DOES NOT HAVE A TYPE OF WORK’.

IF RESPONDENT IS KEEPING UP WITH DEVELOPMENTS FOR A JOB THEY PLAN TO RETURN TO CODE AS ‘YES’:

(Yes,

No,

NA “Does not have a particular type of work”)

{If have kept up to date with work developments (IFL9 =Yes)}

ifl9yr {Slrn2Yr}

“And in the **past 12 months**, that is since ^DATE12MONTH’SAGO, have you done any of this type of learning?”:

(Yes, No)

{If have kept up to date with work developments (IFL9=yes)}

sisubj1

SHOWCARD O “In what subject have you tried to keep up to date with work developments? Please read out the letters that apply” INTERVIEWER, PLEASE PROBE FULLY TO SELECT THE CORRECT CODE(S)
MULTICODE OK.

Academic and work-related subjects

- A Architecture, building and planning
- B Historical and philosophical studies
- C Modern languages and literature
- D Ancient languages and linguistics
- E Creative arts and design
- F Physical sciences
- G Mathematical and Computer sciences
- H Engineering
- I Biology and biochemistry
- J Medicine and dentistry
- K Other subjects allied to Medicine
- L Veterinary sciences, agriculture and related subjects
- M Social studies
- N Business and administrative studies

- O Mass communications and documentation
- P Education and teacher training
- Q Law
- R Other academic subject
- S Other specifically work-related subject

Leisure and life skills subjects

- T Computer use (including internet use)
- U Number skills
- V Basic reading and writing skills
- W English language/ creative writing skills
- X First aid
- Y Gardening/ garden design
- Z Nature/ Environment
- AA Local history/ heritage and genealogy
- BB Handicrafts, arts and culture
- CC Photography
- DD Music, drama and performing arts
- EE Sport/ physical activity
- FF Food and cookery
- GG Languages and travel
- HH Health and well-being
- II Technology and broadcasting
- JJ Self-development (e.g. parenting skills, self-awareness, etc.)
- KK Other leisure or life skills subject

{If Other subject mentioned (SISubj= othmed, othac, othwrk or othles)}

othsisub

"INTERVIEWER: ENTER DETAILS OF OTHER LEISURE OR LIFE SKILLS SUBJECT SPECIFICALLY WORK-RELATED NOT LISTED":

OPEN

{Ask all}

slrn3

"And (apart from the learning you have told me about already), in the past 3 years, that is since ^DATE3YEAR'SAGO, have you deliberately tried to improve your knowledge about anything, teach yourself a skill, or study for a qualification without taking part in a taught course?":

(Yes, No)

{If self-taught learning (SLrn3 = yes)}

slrn3yr

"And in the **past 12 months**, that is since ^REFPER1, have you done any of this type of learning?":

(Yes, No)

{Programmer: For derivation of variable 'code': If IFL9=yes or SLRN3=yes, then Course Code=I. FOR ROUTING ONLY: DO NOT DISPLAY ON SCREEN).

Create new derived variable 'InfYr' indicating informal learning in the past year. (If IFL9yr=yes or SLRn3yr=yes), then InfYr=yes, else InfYr=no.)

Block H: Follow-up questions informal learning {SLDETAIL}

{If self-taught learning (Slrn3=yes)}

slsubj

SHOWCARD O "What subject have you tried to teach yourself about most recently?

Please just read out the letter that applies. INTERVIEWER, PLEASE PROBE FULLY TO SELECT THE CORRECT CODE

SINGLE CODE ONLY, DO NOT READ OUT

Academic and work-related subjects

- A Architecture, building and planning
- B Historical and philosophical studies
- C Modern languages and literature
- D Ancient languages and linguistics
- E Creative arts and design
- F Physical sciences
- G Mathematical and Computer sciences
- H Engineering
- I Biology and biochemistry
- J Medicine and dentistry
- K Other subjects allied to Medicine
- L Veterinary sciences, agriculture and related subjects
- M Social studies
- N Business and administrative studies
- O Mass communications and documentation
- P Education and teacher training
- Q Law
- R Other academic subject
- S Other specifically work-related subject

Leisure and life skills subjects

- T Computer use (including internet use)
- U Number skills
- V Basic reading and writing skills
- W English language/ creative writing skills
- X First aid
- Y Gardening/ garden design
- Z Nature/ Environment
- AA Local history/ heritage and genealogy
- BB Handicrafts, arts and culture
- CC Photography
- DD Music, drama and performing arts
- EE Sport/ physical activity
- FF Food and cookery
- GG Languages and travel
- HH Health and well-being
- II Technology and broadcasting
- JJ Self-development (e.g. parenting skills, self-awareness, etc.)

KK Other leisure or life skills subject

{If other subject mentioned (SISubj= othmed, othac, othwrk or othles)}

othslsub

"INTERVIEWER: ENTER DETAILS OF OTHER SUBJECT NOT LISTED: (Open)

{If self-taught learning in the past 3 years (Slrn3=Yes)}

slname

"Please choose a short name for this learning so that we can discuss it in a little while?

INTERVIEWER: THE NAME GIVEN FOR THIS LEARNING WILL BE USED AS A
TEXTFILL IN THE NEXT QUESTIONS":

STRING [30] NODK NORF

{TEXT FILL: ^SUBJECT=name entered at SName}

{Textfill: If Slrn3=yes, then SUBJECT= "the subject".}

{If self-taught learning (Slrn3=Yes)}

slmode {Inf1-7}

"SHOWCARD P: I'd now like to ask you about the methods you used to teach yourself about ^ANYSUB you have just mentioned. Please look at this card and tell me which, if any, of these methods you have used in the past three years? Please read out the letters that apply. MULTICODE OK":

A (friend "from a friend, family member or colleague",

B print "from printed materials such as books or magazines",

C comp "using computers",

D TV "watching television, videos or DVDs or listening to the radio",

E Tours "guided tours of museums, historical or natural sites",

F Centre "visiting learning centres (such as libraries)",

G Self "as part of a self-organised learning group, for example, a book club"

H other, "some other way")

{If used other method (Slmode= other)}

slmodo

"What other method of learning about ^SUBJECT have you used?":

STRING [50]

{Programmer: If IFL9 = yes then set SIMode to Print "from printed materials such as books or magazines"}

{If self-taught learning (Slrn3=yes)}

sl10hrs

"Thinking of all the time you spent/are likely to spend teaching yourself or studying

^SUBJECT, did/will you spend ten hours or more in **total**?":

(Yes "Yes, 10 or more hours",

No "No, fewer than 10 hours")

{If other type of self-taught learning and in paid employment in the past 3 years/since left year CFT education ((WrkLast=Yrs3) or (PaidWrkN=yes) or (MainAct =EmpFT or EmpPT or SEFT or SEPT) or (GST =Yes))}

sljobn

“When you started teaching yourself or studying for ^SUBJECT was it related to a job you were doing at the time?

IF NOT IN EMPLOYMENT WHEN STARTED LEARNING, CODE AS ‘NO’:

(Yes, no)

{If other type of self-taught learning not related to job at the time or not in paid work in past 3 yrs/since left CFT education (SIJobn=No or DK or RF) or (Age<70 and Wrklast=Mryr3 or Mryr5 or Mryr10 or DK or RF or EverWrk=no or DK or RF) or (EcAct70=yes and SIJobN=no or DK or RF or not asked)}

sljobf

“When you started trying to teach yourself about ^SUBJECT, was it because you thought it would help you with a job you were thinking of doing in the future?

IF NOT LIKELY TO WORK IN FUTURE (EG. BECAUSE RETIRED OR LONG TERM SICKNESS/DISABILITY) CODE AS ‘NO’:

(Yes,

No,

Maybe)

{If self-taught learning (Slrn3=Yes)}

sljobv

“When you started to teach yourself about ^SUBJECT, was it because you thought it would help you with voluntary work you were doing or thinking of doing?”:

(Yes,

No,

Maybe)

{If self-taught learning and no formal and non-formal learning in the last 3 years (Slrn3=Yes and course code= F,T,FT,FA,FF,C, S and G=None)}

slcpin

“SHOWCARD Q: Now I would like to ask you some questions on the use of computers for learning. This card shows what we mean by a computer and what we exclude.

INTERVIEWER:

A COMPUTER **INCLUDES** DESKTOPS, WORKSTATIONS, LAPTOPS, PALMTOPS, MAINFRAMES, MINI COMPUTERS OR MOBILE PHONES WITH INTERNET ACCESS. IT **EXCLUDES** VIDEO GAME CONSOLES, PLAYSTATIONS, SCANNERS, COMPUTERISED SALES TERMINAL, MACHINE MONITORS, INVENTORY CONTROL SYSTEMS”:

{If self-taught learning (Slrn3=Yes)}

slcpus

“SHOWCARD R:

Do/did you use a **computer** or the **internet** when learning about ^SUBJECT for any of the things shown on this card? Please just read out the letters that apply. MULTICODE OK.

A Use word processing, spreadsheet or presentation software.

- B Send email to other people about the subject
- C Find information on the internet
- D Find photographs, images or videos on the internet
- E Write blogs
- F Visit chat rooms
- G Use CD-ROMs or DVDs
- H Download audio or video
- I Use simulations or games
- J Other "Computer/internet used in other way for the learning",
- K None "Not used a computer for the learning")

{Multi-code: max 9}

{HARD CHECK:

If more than one answer given at Slcpus and one of them is 'none': "NONE" IS AN EXCLUSIVE CODE.}

{If used computer for learning in other way (Slcpus=other)}

slcpuso

"INTERVIEWER SPECIFY OTHER WAY COMPUTER WAS USED FOR LEARNING":
STRING [80]

{If used computer for learning (Slcpus<>none)}

slcpint

"Can I just check, do / did you use a computer, the internet or both to do work related to ^SUBJECT, for the things you have just mentioned?":

(CompO "Computer only",

InterO "Internet only",

Both "Both computer and the internet")

{If used a computer for learning (Slcpus<>none)}

slcpfr

"SHOWCARD S: Thinking of all the learning and studying time you spend/spent on ^SUBJECT, for how much of this time ^DODID you use the computer/internet?":

A (All "All/most of this time",

B Some "Some of this time",

C Little "Little of this time")

{If self-taught learning was related to a current job or a future job (S1jobn = yes or S1jobf = yes or maybe)}

sljout

"SHOWCARD T: Would you say that any of the things on this card actually happened as a result of teaching yourself (about) ^SUBJECT?

IF YES: Which ones?

PROBE: Which others?

CODE ALL THAT APPLY":

A (Job "Got a new job",

B Change "Changed to a different type of work",

C NSkil "Learned new skills for my job",

D Better "Was able to do my job better",

E Sjob "Stayed in my job, which I might have lost without this learning",

F Pay "Earn more money",
 G Prom "Got a promotion",
 H Sati "Got more satisfaction out of the work I was doing",
 I Bus "Set up my own/family business",
 J Dis "Was able to deal with the work problems related to my health/disability",
 K None "None of the above")
 {multi-code: max of 10}

{HARD CHECK:

if more than one answer given at SIJout and one of them is 'None': "NONE" IS AN EXCLUSIVE CODE.}

{If self-taught learning (SIrn3=Yes)}

slwout

"SHOWCARD U: On this card are some things people say they have gained from teaching themselves new things. Thinking about the time you spend/have spent teaching yourself (about) ^SUBJECT, which of these things, if any, apply to you? Please just read out the letters that apply. PROBE: Which others?

MULTICODE OK":

A (Int "Was Interesting",
 B Conf "Boosted my confidence",
 C Self "Increased my self-esteem",
 D Nskill "Taught me new skills",
 E Know "Improved my knowledge/skills in the subject",
 F More "Encouraged me do more learning",
 G Vol "Encouraged me to take part in voluntary or community activities",
 H Enjoy "Was enjoyable",
 I Social "Meant I made new friends/meet new people",
 J Hmwrk "Enabled me to help my child(ren) with their school work",
 K Spare "Helped me to do something useful with my spare time",
 L Body "Helped me to keep my body active",
 M Dis "Helped me with my health problems/disability",
 N None "None of the above")
 {multi-code: max of 13}

{HARD CHECK:

If more than one answer given at SIWout and one of them is 'None': "NONE" IS AN EXCLUSIVE CODE.}

BLOCK I: Information, advice and guidance {IAGII}**{If slrn3<>Yes – i.e person is a non-learner}**

iagnov

“SHOWCARD V: In the last three years, have you received any information, advice or guidance about learning from any of the sources on this card?

IF YES: Please tell me which people or organisations?

CODE ALL THAT APPLY”:

- A (Fri “Friends relatives or work colleagues”,
- B Sch “School”
- C FE “Further Education college”
- D Uni “university”
- E Adlt “adult education or evening institute”,
- F Emp “My employer”,
- G TU “Trade union”,
- H New “New Deal or JSA adviser/Jobcentre/Jobclub“,
- I Ldt “learndirect (telephone helpline)”,
- J Ldtis “learndirect online (website)”,
- K DfES “Government Department or Directgov website”
- L Intr “Other website or Internet”
- M IAG “Business link / IAG partnership”
- N Cart “Careers Advisory Service (telephone helpline)”
- O Carw “Careers Advisory Service (website)”
- P Nex “Next steps”
- Q Pub “Public library or learning resource centre”,
- R Com “Community, voluntary or religious organisation”,
- S TV “TV / Radio /Newspapers / magazine/Yellow Pages”,
- T Leaf “Leaflets through letterbox”,
- U Othr “Other person or organisation”,
- V None “No advice, information or guidance received”)

{HARD CHECK:

If more than one answer given at IAGnov and one of them is ‘None’: “NONE’ IS AN EXCLUSIVE CODE.”}

{If slrn3=Yes – i.e if person is a learner}

iagnov2

“SHOWCARD V: Other than for the learning we’ve just discussed, in the last three years, have you received any information, advice or guidance about learning from any of the sources on this card?

IF YES: Please tell me which people or organisations?

CODE ALL THAT APPLY”:

- A (Fri “Friends relatives or work colleagues”,
- B Sch “School”
- C FE “Further Education college”
- D Uni “university”
- E Adlt “adult education or evening institute”,
- F Emp “My employer”,
- G TU “Trade union”,

- H New "New Deal or JSA adviser/Jobcentre/Jobclub",
 I Ldt "learndirect (telephone helpline)",
 J Ldtis "learndirect online (website)",
 K DfES "Government Department or Directgov website"
 L Intr "Other website or Internet"
 M IAG "Business link / IAG partnership"
 N Cart "Careers Advisory Service (telephone helpline)"
 O Carw "Careers Advisory Service (website)"
 P Nex "Next steps"
 Q Pub "Public library or learning resource centre",
 R Com "Community, voluntary or religious organisation",
 S TV "TV / Radio /Newspapers / magazine/Yellow Pages",
 T Leaf "Leaflets through letterbox",
 U Othr "Other person or organisation",
 V None "No advice, information or guidance received")

{HARD CHECK:

If more than one answer given at IAGnov2 and one of them is 'None': "NONE" IS AN EXCLUSIVE CODE.}

{If other source received (IAGnov = Other or IAGnov2= Other)}

iagnovX

"INTERVIEWER ENTER OTHER SOURCE OF INFORMATION, ADVICE OR GUIDANCE ABOUT LEARNING":

STRING [60]

{Ask all}

iaglck

"Thinking of the last three years, has there ever been a time when you looked for information, advice or guidance about courses you could do but were unable to find it?

IF NO PROBE: Is that because you did not look for any information, advice or guidance or because you were able to find what you were looking for?":

(Yes "Yes- looked for Information, Advice or Guidance but unable to find it",

Nod "No - didn't look for Information, Advice or Guidance",

No "No - looked for and found Information, Advice or Guidance")

{If looked for IAG but not able to find it (IAGlck = Yes)}

iagyeyes

"SHOWCARD W: Looking at this card, what types of information, advice or guidance were you looking for? Please read out the letters that apply.

PROBE: Which others?

MULTICODE OK":

A (Loc "Local places where you can do learning or training",

B Var "Various types of courses available locally",

C Dif "Different ways of learning (eg going to college, learning at home, studying on the Internet etc)",

D Cou "The courses available for particular occupations/jobs",

E Lui "The type of learning suited for my personal skills and aptitudes",

F Pay "How to pay for a course",

G Fac "Facilities available while doing a course (eg childcare, computer support, wheelchair access, public transport)",

H Gui "Where to get more guidance on learning and training that might help your career",

I Int "An interview to discuss courses or training that might help your career"

J Oth "Other information/advice")

{If other source: If IAGyes = Oth}

iagyex

"INTERVIEWER ENTER OTHER SOURCE OF INFORMATION, ADVICE OR GUIDANCE RESPONDENT WAS LOOKING FOR":

STRING [60]

Block J: Future learning and learning initiatives {ATTITUD}

{Ask all}

atint

"Now a few questions about any learning you might do in the future":

{If under 70 and working/planning to work in future or 70+ and economically active (Age <70 and PaidWrkF=yes or not asked) or (EcAct70=yes)}

lrnjbF

"(Apart from your current learning), how likely is it that you will do any job-related learning, training, or education in the next two or three years? READ OUT....

IF NECESSARY: I mean learning that is related to a job you are doing or are thinking of doing in the future?":

(Very "...very likely",

Fairly "fairly likely",

NotV "not very likely",

Notall "or not at all likely?")

{Ask all}

lrnotf

"(Apart from your current learning) how likely is it that you will do any non job-related learning, training, or education in the next two or three years?

READ OUT...

IF NECESSARY: that is learning for interest?":

(Very "...very likely",

Fairly "fairly likely",

NotV "not very likely",

Notall "or not at all likely?")

{Programmer: if AtInt asked=full interview}

{If LrnOtF = "very" or "fairly"}

lrnfe

"SHOWCARD X: How likely would you say you are to start a course at a college of Further Education at some point in the future?":

A (Def "I definitely intend to",

B Vlik "It is very likely",

C Qlik "It is quite likely",

D Poss "It is possible",

E Notlik "It is not at all likely",

F Defnot "I definitely will not",

Dknw "Don't know (NOT ON SHOWCARD)")

{If LrnOtF = "very" or "fairly" or If LrnJbF = "very" or "fairly"}

iagtyp

"SHOWCARD Y: Which, if any, of the sources and organisations on this card would you be most likely to contact to find out about courses in the future? Please just read out the letters that apply. PROBE: Which others?

CODE ALL THAT APPLY": **Note new list – same as showcard J.**

- A (Fri "Friends relatives or work colleagues",
- B Sch "School"
- C FE "Further Education college"
- D Uni "university"
- E Adlt "adult education or evening institute",
- F Emp "My employer",
- G TU "Trade union",
- H New "New Deal or JSA adviser/Jobcentre/Jobclub",
- I Ldt "learndirect (telephone helpline)",
- J Ldtis "learndirect online (website)",
- K DfES "Government Department or Directgov website"
- L Intr "Other website or Internet"
- M IAG "Business link / IAG partnership"
- N Cart "Careers Advisory Service (telephone helpline)"
- O Carw "Careers Advisory Service (website)"
- P Nex "Next steps"
- Q Pub "Public library or learning resource centre",
- R Com "Community, voluntary or religious organisation",
- S TV "TV / Radio /Newspapers / magazine/Yellow Pages",
- T Leaf "Leaflets through letterbox",
- U Othr "Other person or organisation",
- V None "No advice, information or guidance")

{Ask all}

irnfpay

"If you were planning to do some learning in the future, would you be willing to save money towards it?":

(Yes,

No,

Don't know (DON'T PROMPT)

NA "Unable to save")

{Ask all}

lincamp

"SHOWCARD Z: There have been various public campaigns about learning. Can I just check, have you heard of any of the campaigns shown on this card? Please read out the letters that apply.

MULTICODE OK

ADDITIONAL INFORMATION ON THE LEARNING INITIATIVES PROVIDED IN THE INTERVIEWER INSTRUCTIONS IF REQUIRED

- A LAweek "Adult Learners Week",
- B LWrk "Learning at Work Day",
- C FLrn "Family Learning Weekend",
- D "Skills for Life, known as the "Get on" campaign for basic literacy/numeracy",
- E None "None of these,"
- "Need additional information"

{Ask all}

lincamp2

“SHOWCARD AA And, before today, had you heard of any of the learning initiatives listed on this card? Please read out the letters that apply.

MULTICODE OK

ADDITIONAL INFORMATION ON THE LEARNING INITIATIVES PROVIDED IN THE INTERVIEWER INSTRUCTIONS IF REQUIRED

- A “ALG, Adult Learner Grants”,
 - B “Professional & Career development loans”,
 - C “Free childcare for learning”,
 - D “EMA - Educational Maintenance Allowance”,
 - E “Careers Advice service”,
 - F “Apprenticeships”,
 - G “Train to Gain”,
 - H “Learning revolution”
- None “None of these,”

{Programmer: please indicate to the interviewer, upon completion of the interview, that the respondent requested additional information at Irncamp and Irncamp2 that the interviewer should provide the information located in the interview instructions as required.}

{Added in interviewer instructions:}

- “Adult Learners Week”: Adult Learners’ Week is the UK’s largest and longest running learning campaign. Held each May, it encourages thousands of adults, whatever their age and background, to give learning a go.
- “Learning at Work Day”: National Learning at Work Day is the biggest annual celebration of workplace learning and takes place in May. It aims to draw attention to the importance of workplace learning and skills. Each year, thousands of organisations take part in Learning at Work Day and stage fun and business-related learning activities to help their staff learn new skills that they can put into action at work.
- “Family Learning Weekend”: The Family Learning Festival is an annual awareness campaign that gets families together in fun, informal learning. Organisations can open their doors to families in October as part of the Family Learning Festival.
- “Skills for Life, known as the “Get on” campaign for basic literacy/numeracy”: Skills for Life qualifications are designed to help you develop the skills you use in everyday life, such as reading, writing or Maths. They can also help you boost your CV or move on to further study. You can take a Skills for Life qualification if you: are over 16 years of age, have left compulsory full-time education, and do not have an up-to-date English or Maths qualification at level 2 on the National Qualifications Framework (such as a GCSE).
- “ALG - Adult Learner Grants”: Adult Learner Grants are there to give you a helping hand towards travel, study materials or other costs you might incur while you’re studying. If you’re an adult taking a full-time course, you could get up to £30 per week during term time - that’s around £1,000 a year.
- “Professional & Career development loans”: A Professional and Career Development Loan could help you pay for learning that enhances your job skills or career prospects. It’s a bank loan, so you’ll have to pay it back once you’ve left your course. However, you don’t pay interest for the period when you’re in learning.

- “Free Childcare for Learning”: If you are 20 or over and have one or more children, the Free Childcare for Training and Learning for Work scheme could help with the cost of childcare while you learn or train.
- “EMA - Educational Maintenance Allowance”: Educational Maintenance Allowance is worth up to £30 a week, and it’s paid straight into your bank account. It can be given to people who are 16, 17 or 18 and have left, or are about to leave, compulsory education.
- “Careers Advice service”: The Careers Advice Service provides information, advice and guidance to support adults in making appropriate decisions on a full range of learning and work opportunities.
- “Apprenticeships”: Apprenticeships give you the chance to learn - and gain nationally recognised qualifications - while getting a weekly wage. There are more than 180 Apprenticeships available across more than 80 industry sectors. They include accountancy, business administration, construction, engineering, manufacturing and many more.
- “Train to Gain”: As the national skills service Train to Gain aims to meet the needs of employers of all sizes and from all sectors to improve the skills of their employees as a route to improving their business performance, aims to encourage all businesses and individuals to value and realise the benefits that learning and skills can bring, and is a valuable resource for employers, unlocking employees’ potential and increasing company productivity.

{HARD CHECK:

if more than one answer given at LrnCamp and one of them is ‘none’, “‘NONE’ IS AN EXCLUSIVE CODE.”}

If “Need additional information” code selected by interviewer, interviewer can continue through the additional information until returned to LrnCamp. Unset answers when return to LrnCamp.

Block LL: Revised obstacles to learning

{Ask all}

This card tells you what we mean when we talk about learning – please think about all these things when answering the questions.

LEARNING DEFINITION CARD

Learning and training includes one-off sessions as well as short and long courses. For example, it can include:

- adult education and evening classes
- on the job learning and work-based training,
- home-study and distance learning
- courses provided by a college or university

II1

SHOWCARD BB On this card are some reasons why people decide to take part in learning or training. Which three of these things, if any, would most encourage you to take part in (more) learning or training? Just read out the letter or letters that apply.

A To learn something new

B To enable me to help my child(ren) with their learning

C To meet new people

D To build my self confidence

E To get a promotion

F To improve my job prospects/get a new job or new career

G To increase my income

H To improve my ability to do my current job

I To get more job satisfaction

J To get more job security

{Ask all}

II2

SHOWCARD CC On this card are some reasons why people may not take part in learning or training. Which three of these things, if any, would most prevent you from taking part in (any more) learning or training? Just read out the letter or letters that apply. MULTICODE

OK

A The cost/too expensive

B I don't have the time

C Training takes too long to complete

D I wouldn't be able to fit it around my job

E I wouldn't be able to fit it around family/caring responsibilities

F The course(s) I want to do are not available locally/at the right times for me

G I don't know what courses are available/right for me

H I lack confidence

I I'm not interested in learning

J I'm too old to learn

K Lack of support from my friends or family

L Lack of support from my employer

DISCRETE CHOICE ANALYSIS (CONJOINT) SECTION – not detailed here.

Block NN: Revised Attitudes to learning

{Ask all}

attusta

“SHOWCARD DD: I am now going to read out some statements about people’s attitudes towards learning. I will then ask to what extent you agree or disagree with each.”:

{Ask all}

att2

“SHOWCARD DD: To what extent do you agree or disagree that if you want to succeed at work you need to keep improving your knowledge and skills

CODE ONE ONLY.”:

- A Agstro “Agree strongly”,
- B Agsli “Agree slightly”,
- C Nei “Neither agree nor disagree”,
- D Dissli “Disagree slightly”,
- E Disstr “Disagree strongly”,)

{Ask all}

att4

“SHOWCARD DD: (To what extent do you agree or disagree that) the skills you need at work can’t be learned in a classroom situation

CODE ONE ONLY.”:

- A (Agstro “Agree strongly”,
- B Agsli “Agree slightly”,
- C Nei “Neither agree nor disagree”,
- D Dissli “Disagree slightly”,
- E Disstr “Disagree strongly”)

{Ask all}

att5

“SHOWCARD DD: (To what extent do you agree or disagree that) learning new things is fun

CODE ONE ONLY.”:

- A (Agstro “Agree strongly”,
- B Agsli “Agree slightly”,
- C Nei “Neither agree nor disagree”,
- D Dissli “Disagree slightly”,
- E Disstr “Disagree strongly”)

{Ask all}

intpatt

“SHOWCARD DD: And I’d now like to ask about how important learning is to you **personally**. I’ll read out some statements people may make about the importance of learning to them in their own lives. Again, please say the extent to which you agree or disagree with each statement.”:

{Ask all}

att8

“SHOWCARD DD: (To what extent do you agree or disagree with this statement) Learning isn’t for people like me.

CODE ONE ONLY.”:

(Agstro “Agree strongly”,

Agqli “Agree slightly”,

Nei “Neither agree nor disagree”,

Dissli “Disagree slightly”,

Disstr “Disagree strongly”)

{Ask all}

att 9

“SHOWCARD DD: (To what extent do you agree or disagree with this statement). I didn’t get anything useful out of school.

CODE ONE ONLY.”:

(Agstro “Agree strongly”,

Agqli “Agree slightly”,

Nei “Neither agree nor disagree”,

Dissli “Disagree slightly”,

Disstr “Disagree strongly”)

{Ask all}

att 11

“SHOWCARD DD: (To what extent do you agree or disagree with this statement.) I see learning as an investment in my future

CODE ONE ONLY.”:

(Agstro “Agree strongly”,

Agqli “Agree slightly”,

Nei “Neither agree nor disagree”,

Dissli “Disagree slightly”,

Disstr “Disagree strongly”)

{Ask all}

att12

“SHOWCARD DD: (To what extent do you agree or disagree with this statement.) I don’t have the confidence to learn on my own.

CODE ONE ONLY.”:

INTERVIEWER: THIS MEANS SELF-TAUGHT LEARNING, RATHER THAN ATTENDING A COURSE WITHOUT HAVING A FRIEND JOIN THEM.

(Agstro “Agree strongly”,

Agqli “Agree slightly”,

Nei “Neither agree nor disagree”,

Dissli “Disagree slightly”,

Disstr “Disagree strongly”)

{Ask all}

att14

“SHOWCARD DD: (To what extent do you agree or disagree with this statement).

Learning is something you should do throughout your life.

CODE ONE ONLY.”:

(Agstro “Agree strongly”,

Agkli "Agree slightly",
 Nei "Neither agree nor disagree",
 Dissli "Disagree slightly",
 Disstr "Disagree strongly")

{Ask all}

att16

"SHOWCARD DD: (To what extent do you agree or disagree with this statement.)

Learning is only worthwhile if there is a qualification at the end of it

CODE ONE ONLY.":

(Agstro "Agree strongly",
 Agkli "Agree slightly",
 Nei "Neither agree nor disagree",
 Dissli "Disagree slightly",
 Disstr "Disagree strongly")

{Ask all}

attintro

"...And now a few questions about yourself ":

{Ask all}

att19

SHOWCARD DD: To what extent do you agree or disagree with this statement. I often do things on the spur of the moment.

CODE ONE ONLY.":

(Agstro "Agree strongly",
 Agkli "Agree slightly",
 Nei "Neither agree nor disagree",
 Dissli "Disagree slightly",
 Disstr "Disagree strongly")

{Ask all}

att30

SHOWCARD DD: "I prefer to spend my free time doing things other than learning"

CODE ONE ONLY.":

(Agstro "Agree strongly",
 Agkli "Agree slightly",
 Nei "Neither agree nor disagree",
 Dissli "Disagree slightly",
 Disstr "Disagree strongly")

{Ask all}

att31

SHOWCARD DD: "I don't need to do any learning for the sort of work I want to do"

CODE ONE ONLY.":

(Agstro "Agree strongly",
 Agkli "Agree slightly",
 Nei "Neither agree nor disagree",

Dissli "Disagree slightly",
Disstr "Disagree strongly",
"Not Applicable to me")

{Ask all}

att32

SHOWCARD DD "I'm not interested in doing any learning, training or education"

CODE ONE ONLY.":

(Agstro "Agree strongly",
Agkli "Agree slightly",
Nei "Neither agree nor disagree",
Dissli "Disagree slightly",
Disstr "Disagree strongly")

{Ask all}

att33

SHOWCARD DD: "I would be worried about keeping up with the other people on the course"

CODE ONE ONLY.":

(Agstro "Agree strongly",
Agkli "Agree slightly",
Nei "Neither agree nor disagree",
Dissli "Disagree slightly",
Disstr "Disagree strongly")

{Ask all}

att34

SHOWCARD DD: "I feel that I'm too old to learn"

CODE ONE ONLY.":

(Agstro "Agree strongly",
Agkli "Agree slightly",
Nei "Neither agree nor disagree",
Dissli "Disagree slightly",
Disstr "Disagree strongly")

{Ask all}

att35

SHOWCARD DD: "I'll never find someone who will employ me"

CODE ONE ONLY.":

(Agstro "Agree strongly",
Agkli "Agree slightly",
Nei "Neither agree nor disagree",
Dissli "Disagree slightly",
Disstr "Disagree strongly")

{Ask all}

att36

SHOWCARD DD: "There is no point in learning if you are unable to work"

CODE ONE ONLY.":

(Agstro "Agree strongly",

Agsli "Agree slightly",

Nei "Neither agree nor disagree",

Dissli "Disagree slightly",

Disstr "Disagree strongly")

{Ask all}

att37

SHOWCARD DD: "I don't have the space or physical resources for learning"

CODE ONE ONLY.":

(Agstro "Agree strongly",

Agsli "Agree slightly",

Nei "Neither agree nor disagree",

Dissli "Disagree slightly",

Disstr "Disagree strongly")

{Ask all}

att38

SHOWCARD DD: "My new skills would not be used at work"

CODE ONE ONLY.":

(Agstro "Agree strongly",

Agsli "Agree slightly",

Nei "Neither agree nor disagree",

Dissli "Disagree slightly",

Disstr "Disagree strongly"

"Not Applicable to me")

Block K: Use of ICT {COMPUTER}

{If no formal and non-formal and informal learning in the past 3 years/since left CFT education (F and T and S and G and I etc <>None)}

cpintr1

“SHOWCARD EE: Now I would like to ask you some questions about the use of computers. This card shows what we mean by a computer and what we exclude.
INTERVIEWER: A COMPUTER **INCLUDES** DESKTOPS, WORKSTATIONS, LAPTOPS, PALMTOPS, MAINFRAMES, MINI COMPUTERS OR MOBILE PHONES WITH INTERNET ACCESS, VIDEO GAME CONSOLES, PLAYSTATIONS.
IT **EXCLUDES** SCANNERS, COMPUTERISED SALES TERMINAL, MACHINE MONITORS, INVENTORY CONTROL SYSTEMS”:

{If formal or non-formal or informal learning in the past 3 years/since left CFT education (F or T or S or G or I etc <>None)}

cpintr2

“Earlier we talked about the use of computers for learning, now I would like to ask you some questions about the use of computers in general, not just for learning.”:

{If no formal and non-formal and informal learning in the past 3 years/since left CFT education or not used computer for learning (If F and T and S and G and I etc=None) or (Tlcpus = None and NFE17Y = No and Slcpus = None)}

cpever

“Have you ever used a computer for any of the following:

word processing or spreadsheets

data entry

sending Emails

using the Internet

playing games

(Yes, No) overall. Not “yes” or “no” to each.

{If used computer for learning or in general (Tlcpus<>None or NFE17Y<>No or SLcpus<>None) or (CpEver = Yes)}

cpfrq

“SHOWCARD FF: Nowadays how often do you use a computer”:

A Wk5+ “Five or more days a week”,

B Wk3_4 “Three or four days a week”,

C Wk1_2 “One or two days a week”,

D Mth “A few times a month, but not every week”,

E Less “Less often”,

F Nouse “I do not use a computer nowadays”)

{Ask all}

cphome

“INTERVIEWER CODE OR ASK: Can I just check, do you have a computer at home?
CODE YES IF RESPONDENT HAS A COMPUTER AT HOME BUT NEVER USES IT”:

(Yes, No)

{If no formal and non-formal and informal learning or not used the Internet for learning (Course code = F, T, S, G and I etc = none) or (Tlcpus=none or Tlcpint=Computer only and NFE17Y = No or Computer only and Slcpus = none or Slcpint=Computer only)}

intever

"Have you ever used the Internet? IF USED E MAIL CODE AS YES":

(Yes, No)

{If used the Internet for learning or in general (IntEver = Yes) or (Tlcpus<>None or Tlcpint<>Computer only or NFE17Y<>None or Computer only or Slcpus<>None or Slcpint<>Computer only)}

intfrq {ICT3}

"SHOWCARD GG: How often do you use the Internet nowadays?":

- A Wk5+ "Five or more days a week",
- B Wk3_4 "Three or four days a week",
- C Wk1_2 "One or two days a week",
- D Mth "A few times a month, but not every week",
- E Less "Less often",
- F Nouse "I do not use the internet nowadays")

{Ask all}

inthome

"INTERVIEWER: CODE OR ASK

And can I just check do you have access to the internet at home via a computer, television or telephone?

CODE YES IF RESPONDENT HAS ACCESS TO INTERNET AT HOME BUT NEVER USES IT":

(Yes, no)

"SHOWCARD HH:

{If ever used computer or internet (Cpever = yes or Intever =yes)}

intact

Which of the following computer or internet activities can you do?

- A Save a file
- B Open a document
- C Find information online
- D Download music or pictures or video
- E Send an email
- F Use instant messaging
- G Create webpages or blogs or wikipedia entries
- H Post message on discussion forum
- I Upload video or pictures
- J Create podcast
- None of the these

BLOCK KK**{Ask all}**

kk1

Showcard II: I am now going to read out a number of different types of activity. Using the periods of time listed on this card, can you tell me how often, if at all, you do each of the following activities? Please just read out the letter that applies. SINGLE CODE ONLY

Use social networking websites**Shop on the internet****Play computer games online****Watch television****Use interactive (red button) services on your TV****Listen to local radio stations****Read a newspaper****Read advertising material that comes through your door****Use public transport****Go to a public library****Go to the cinema****Go to a gym or leisure centre****Go to the pub**ANSWER OPTIONS

- A Daily
- B A few times a week, but less than daily
- C Once a week
- D Less than once a week but at least once a month
- E Less than once a month but at least once a year
- F Not in the past year/never

Don't know

Refused

{Ask all, coded A-C at read a newspaper in kk1 }

kk2

SHOWCARD JJ: Here is a list of newspapers. Which, if any, of these do you read or look at regularly? By regularly I mean on average at least three out of four issues. Please read out the letters that apply.

- A Local newspapers

NATIONAL DAILY NEWSPAPERS

- B Daily Express
- C Daily Mail
- D Daily Mirror
- E Daily Record
- F Daily Star
- G The Sun

H	Metro(free)
I	The Independent
J	The Daily Telegraph
K	The Times
L	The Guardian
M	The Financial Times

NATIONAL SUNDAY NEWSPAPERS

N	Sunday Express
O	The Mail on Sunday
P	Sunday Mirror
Q	The People
R	Daily Star Sunday
S	Sunday Sport
T	Independent on Sunday
U	The Financial Times
V	News of the World
W	The Observer
X	The Sunday Telegraph
Y	The Sunday Times

None of these

Block O: Further demographics and re-contact {DEMO}**{Ask all}**

intro

“Now a few questions about you and your household”:

{Ask all}

hhnum

How many people usually live in your household? Please include yourself.

1..20

{If living with someone else (HHnum>1)}

hhwho

“Can you tell me who normally shares your accommodation with you?

PROBE: Which others?

CODE ALL THAT APPLY”:

Wife, husband or partner you live with as a couple

Pre-school children or stepchildren

Children or stepchildren aged 16 years or under and at school

Other adults (aged 16+ years) who share meals or a living room with you

{If lives with someone else (HHNum>1)}

carer

“Is there anyone living with you who you look after or give special help to because they are elderly, or have a long-standing illness or disability?”:

(Yes, No)

{If now know whether respondent has a health problem or disability (MainAct <> Dis)}

dis

“Do you have any health problems or disabilities that you expect will last for more than a year?

INCLUDE IF EXPECTED TO LAST FOR REST OF RESPONDENT'S LIFE”:

(Yes, No)

{If has disability and under 70 (Dis= yes and Age<70)}

diswrk

“Does this health problem(s)/disability(ies) affect the kind of paid work that you might do, or the **amount** of paid work that you might do?

IF THIS DOES NOT APPLY TO RESPONDENT, EG BECAUSE RETIRED OR UNABLE TO WORK DUE TO ILLNESS OR DISABILITY, CODE ‘NO’”:

(Yes, No)

{If has disability (Dis=Yes)}

dislim

“Does this health problem(s) or disability(ies), substantially limit your ability to carry out normal day to day activities?”:

(Yes, No)

{If has more than one job (SecJob => 2)}

intsejob

"Please answer the next questions with regards to your main job."

{If respondent has one current job (MainAct = EmpFT, EmpPT, SEFT, SEPT or GST or or PaidwrkN = yes) and (SecJob =1)}

intcujob

"Finally a few questions about your current main job":

{If ever in paid employment (EverWrk = yes)}

intlajob

"Please answer the next questions with regards to your last job.":

{If ever in paid employment (EverWrk = Yes or Not asked)}

soc1 {all are BG16 – BG19}

"What is/was your (main) job?"

INTERVIEWER: ENTER Occupation title

MAIN job in the week ending last Sunday or last job if ever worked.

INTERVIEWER INFORMATION DEFINITION OF MAIN JOB: respondents with more than one job should decide themselves which is their main job. If queried ask respondent to select the job which generates the greatest income.":

STRING: [140]

{If ever in paid employment (EverWrk = Yes or Not asked)}

soc2

"What do / did you mainly do in your job?"

INTERVIEWER: ASK ABOUT MATERIALS USED.":

STRING: [140]

{If ever in paid employment (EverWrk = Yes or Not asked)}

soc2a

"Please tell me what special qualifications and training is needed to do the job.":

STRING: [140]

{If ever in paid work but not established if employee or self-employed (EverWrk = Yes) and (MainAct < > EmpFT or EmpPT or SEFT or SEPT)}

empslf

"Are/Were you working as an employee or were you self-employed?":

(Emp "Employee",

SE "Self-employed")

INTERVIEWER INFORMATION 'The division between employees and self-employed is based on RESPONDENTS' OWN ASSESSMENT of their employment status in their main job'

{If ever in paid employment (EverWrk=Yes or not asked)}

soc4

"What does/did the firm/organisation you work(ed) for mainly make or do (at the place where you work(ed))":

DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING etc. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC.":

STRING: [140]

{If employee (MainAct =EmpFT or EmpPT) or (EmpSif=Emp)}

manage

"In your job do you or did you have formal responsibility for supervising the work of other employees?

DO NOT INCLUDE PEOPLE WHO ONLY SUPERVISE CHILDREN, ANIMALS, SECURITY OR BUILDINGS E.G. CARETAKERS, SECURITY GUARDS"

(Yes, No)

{If supervises others (Manage = Yes)}

svise

"Please describe the type of responsibility you have for supervising the work of other employees.

INTERVIEWER: PROBE FOR WHO OR WHAT IS BEING SUPERVISED.":

STRING [150]

{If employed by an employer (MainAct = EmpFT or EmpPT or GST) or (EmpSif =Emp)}

bg20a

"In which year did you start working for your current employer?":

1900...2010

{If ever in paid employment (EverWrk=Yes or not asked)}

bg21

"Is/Was your (main) job a ...

INTERVIEWER: IF RESPONDENT HAS MORE THAN ONE JOB, PLEASE ASK ABOUT MAIN JOB":

(a permanent contract, that is of unlimited duration, or a non-permanent contract of limited duration or temporary job?)

{If employed by an employer (MainAct = EmpFT, EmpPT or GST) or (EmpSif =Emp)}

empnum

"How many people work(ed) for your employer at the place where you work(ed)...READ OUT...

INTERVIEWER: IF THERE ARE UNDER 10 EMPLOYEES PLEASE SPECIFY THE EXACT NO. AT THE NEXT QUESTION

INTERVIEWER: IT IS THE TOTAL NUMBER OF EMPLOYEES AT THE RESPONDENT'S WORKPLACE THAT WE ARE INTERESTED IN, NOT JUST THE NUMBER EMPLOYED WITHIN THE PARTICULAR SECTION OR DEPARTMENT IN WHICH HE/SHE WORKS.":

(upten "1-10 persons",
eleven "11-19 persons",
twenty "20-24 persons",
twenty5 "25-49 persons",

fifty "50 - 499 persons",
 fivehun "500 or more persons?",
 Dknwles "DON'T KNOW BUT UNDER 25",
 Dknowmor "DON'T KNOW BUT BETWEEN 50 AND 499")

{If between 1 and 10 employees (EmpNum = upten)}

empnumex

"How many people exactly?":

1...10

{If self-employed (MainAct – SEFT or SEPT) or (EmpSlf=SE)}

bg20b

"In which year did you start being self-employed?":

1900...2010

{If self-employed (MainAct – SEFT or SEPT) or (EmpSlf=SE)}

senum

"Were you working on your own or did you have employees?

IF YES: How many?

INTERVIEWER: IT IS THE TOTAL NUMBER OF EMPLOYEES AT THE RESPONDENT'S WORKPLACE THAT WE ARE INTERESTED IN, NOT JUST THE NUMBER EMPLOYED WITHIN THE PARTICULAR SECTION OR DEPARTMENT IN WHICH HE/SHE WORKS."}

(own "Working on my own",

two "Exact number of persons, if between 2 and 10",

elev "11-19 persons",

twen "20-24 persons",

twenfiv "25-49 persons",

fifty "50 - 499 persons",

fivhun "500 or more persons",

DKun25 "DON'T KNOW BUT UNDER 25",

DK50 "DON'T KNOW BUT BETWEEN 50 AND 499")

{If between 2 and 10 employees (SENum = two)}

senumex

"How many people exactly?":

2...10

{If ever in paid employment (EverWrk = Yes)}

ftptwk

In your (main) job are/were you working full-time or part-time?

(FT "Full-time",

PT "Part-time")

INTERVIEWER INFORMATION: "We are interested in SELF-ASSESSMENT - let the RESPONDENT decide whether the job is full-time or part-time}"

{Ask all}

hincSr

“SHOWCARD KK: This card shows various sources of benefits or pensions. Can you please tell me which kinds of benefits or pensions you (and others in your household) receive? Please read out the letters that apply.

PROBE: Which others?

MULTICODE OK”:

- A SrePen “State retirement pension”,
- B PenEmp “Pension from former employer / spouses pension”,
- C WarP “War Pension (War Disablement Pension or War Widows Pension)”,
- D Wid “Bereavement Allowance / Widow’s Pension / Widowed Parent’s Allowance”,
- E PC “Pension Credit /Minimum Income Guarantee /Income Support for pensioners”,
- F JoAll “Jobseeker’s Allowance(JSA)”,
- G InSup “Income Support”,
- H CTC “Child Tax Credit”,
- I FamC “Working Tax Credit”,
- J HouBen “Housing Benefit (Rent Rebate / Rent Allowance)”,
- K CoTaxBe “Council Tax Benefit (or Rebate)”,
- L IncBen “Incapacity Benefit/ Sickness Benefit/ Invalidity Benefit”,
- M DLA “Disability Living Allowance (for people under 65)”,
- N AttAl “Attendance Allowance (for people aged 65+)”,
- O SeDiAll “Severe Disablement Allowance”,
- P InCaAll “Care Allowance (formerly Invalid Care Allowance)”,

None

{If mentioned source of income (HincSr < > DK or RF)}

hinc {BG28}

“SHOWCARD LL: This card shows incomes in weekly, monthly and annual amounts.

Which of the groups on this card represents your household’s total income (from all sources) before any deductions for income tax, National Insurance, and so on. Just tell me the letter beside the row that applies.”:

IF RESPONDENT REPLIED YES TO ANY OF THE BENEFITS OR PENSIONS AT HINCSR PLEASE STRESS THAT THEY SHOULD CONSIDER ALL FORMS OF INCOME NOT JUST THEIR PENSION AND BENEFITS FOR THIS QUESTION.

{Programmer: just display letters on the screen}

	Weekly	Monthly	Annual
F	Up to £99	Up to £429	Up to £5,199
A	£100-£199	£430-£869	£5,200-£10,399
I	£200-£299	£870-£1,299	£10,400-£15,599
B	£300-£399	£1,300-£1,699	£15,600-£20,799
H	£400-£499	£1,700-£2,199	£20,800-£25,999
G	£500-£599	£2,200-£2,599	£26,000-£31,199
C	£600-799	£2,600-£3,499	£31,200-£41,599
E	£800-999	£3,500-£4,299	£41,600-£51,999
J	£1,000-£1,349	£4,300-£5,799	£52,000-££69,999
D	£1,350-£1,899	£5,800-£8,299	£70,000-£99,999
K	£1,900 or more	£8,300 or more	£100,000 or more

{Ask all}

ethn

“SHOWCARD MM: Which is your ethnic group? Please just read out the letter that applies.”:

(White

A WBrit “British”,

B Wlri “Irish”,

C WOTH “Any other white background”,

Mixed

D WBICar “White and Black Caribbean”,

E WBIAfr “White and Black African”,

F MWAsi “White and Asian”,

G Moth “Any other mixed background”,

Asian or Asian British

H AIndi “Indian”,

I Pksni “Pakistani”,

J ABang “Bangladeshi”,

K AOth “Any other Asian background”,

Black or Black British

L BCarib “Caribbean”,

M BAFri “African”,

N BOth “Any other Black background”,

Chinese and other ethnic groups

O Chi “Chinese”,

P Other “Any other”)

{Ask all}

thank

“Is there anything which you would like to say about the topics we have talked about?”:
(Yes, No)

{If has anything else to say (Thank =yes)}

what

“What is that?”

INTERVIEWER: ENTER DETAILS”:

OPEN

{Ask all}

cont1

The Department for Business, Innovations and Skills and its partners may commission further research on people's views and experiences of learning in the future. Would it OK for their appointed contractor to re-contact you to invite you to take part?

INTERVIEWER NOTE: PARTNER ORGANISATIONS INCLUDE (BUT NOT LIMITED TO) UK COMMISSION FOR EMPLOYMENT AND SKILLS, DEPARTMENT FOR CHILDREN, FAMILIES AND SCHOOLS, SKILLS FUNDING AGENCY AND YOUNG PEOPLE'S LEARNING AGENCY

(Yes, No, Maybe)

{If would be willing to be re-contacted (cont 1= yes or maybe)}

move

“Can I just check, is there a possibility that you might move in the next year or so?”:
(Yes, No, Maybe)

{If likely to move (Move=yes or maybe)}

contact3

“If you move, it would be helpful to have the name, address and telephone number of a friend or relative, where you can be contacted? IF CONTACT DETAILS GIVEN WRITE THEM IN ARF AND ENTER IN ADMIN BLOCK”:

(Given “Alternative contact details given”,

(Ref “Alternative contact details refused”)

{Ask all}

closeInt

“WE HAVE COMPLETED THE INTERVIEW. THANK THE RESPONDENT. “

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