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Learning**

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

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# Executive summary

Ipsos MORI and London Economics were commissioned by the Department for Business, Innovation and Skills (BIS) to undertake a detailed analysis of the benefits associated with Further Education (FE) and Skills, paying particular attention to the economic impact and wider benefits associated with learning and qualification attainment. We undertook an extensive literature review that identified many of the non-economic benefits associated with education and training including improvements in health and wellbeing outcomes; social capital and cohesion; intergenerational transmission of skills and social mobility; the subsequent acquisition of further learning and qualifications; improved communication and autonomy, and reduced interactions with the criminal justice system. We undertook a telephone survey of 4,000 learners representative of the wider population of learners to quantify both the economic and non-economic benefits associated with skills and qualification attainment. The survey also explored the role and effectiveness of information, advice and guidance; learners' reasons for undertaking the course and their choice of provider; learners' expectations in relation to their potential outcomes; attitudes towards loans in Further Education; willingness to pay for Further Education; and what might have happened in the absence of publicly funded training. The key findings are as follows:

## Expectations

- The main reasons for embarking on the learning were economically related: 40% of learners (44% of men and 38% of women) cited economic or job-related reasons for undertaking additional learning. Of this number, more than seven in ten (72%) undertook learning and training to either improve their job prospects or gain a new career; while 15% of these learners suggested that the primary reason related to improving their ability to undertake their current job. Six in ten of all learners (60%) undertook training for 'non-economic' reasons: 45% of these learners said they did it to *learn something new or gain new skills*; 23% mentioned a personal interest in the course, while 16% of these learners indicated that they were undertaking the qualification in order to progress onto a higher level of education and training.
- Less than 3% of all learners mentioned 'meeting new people' or 'building self-confidence' as the primary reason for engaging in learning. Convenience, the limited financial contribution or the mandatory nature of the course were considered the most important reason for less than 1% of learners.

## Choosing the provider

- Learners' choice of provider was primarily determined by the location of the provider (mentioned by 44% of learners). A minority of learners cited convenient course times and the fact that the provider offered the course they wanted as being a primary reason for provider selection. One in ten learners (9%) indicated that the provider's reputation was the main reason for undertaking the training in that particular institution.
- Recommendations accounted for 7% of respondents' primary reasons for provider selection while in another 7% of cases, respondents indicated that they had no choice in the selection of the provider (as their employer chose).

## The role of information, advice and guidance

- Over half of learners (56%) indicated that they received some form of information advice and guidance with respondents on average receiving IAG from approximately two sources. By far the greatest source of information advice and guidance was the FE College or training provider with 69% of learners receiving information, advice and guidance mentioning this source. The other primary sources of information were personal and social connections, employer and Trade Union sources, or through a central government advice scheme.
- 81% of men and 72% of women considered themselves to have been well informed in relation to the content of the course and the subjects that would be covered, with between 74% and 80% of men (and 65% to 67% of women) relatively well informed in relation to the amount and standard of the work required of them. 68% of men and 59% of women considering themselves to have been relatively well informed on whether to study the course in one go or in units..
- The areas of information advice and guidance considered to be the least effective (in relative terms) related to how the training/course would assist in terms of usefulness in an employment context or the extent to which the training might improve labour market potential. Half of respondents (52%) believed that they had been relatively well informed in relation to the labour market potential associated with the training, while two-thirds indicated that they received useful advice in relation to how skills gained through training might be used in a job.

## The role of fees and loan opportunities

- Just over half the learners were not charged fees, while 20% of learners contributed some amount, and the remaining 30% of learners paid the full course fee. Taking the midpoint of the fee bands (and ‘capping’ the maximum fee at £3,000<sup>1</sup>), the *average fee* across contributors stood at £674, while the *average fee* across all learners (excluding ‘refusals’ or ‘don’t know”) stood at £317. Using a similar approach to calculation, the *average contribution* across only those learners paying some contribution stood at £472, which is 70% of the fees levied on contributors.
- The analysis suggests that the average course fee increases as the level of qualification increases. Level 1 qualifications are associated with a fee amongst contributors of £367; £622 amongst Level 2 contributors; £822 amongst Level 3 contributors; and £1,540 amongst Level 4 contributors.
- The analysis also suggests that as the level of qualification increases, the proportion of individual learners contributing to their fees *decreases*, while the average contribution amongst those contributing to their fees increases as qualification level increases. At Level 1, the average contribution stands at £255 (69.3% of the total fee levied) increasing to £401 (64.4%) at Level 2, £583 (70.8% at Level 3) and £1,281 (83.2% at Level 4).
- We asked individuals contributing to their course fees whether they would have any interest in either a ‘low cost loan’ to cover their fees or an ‘income contingent’ loan (repayable above £21,000) from the FE College. The views of respondents were split evenly in relation to the low cost loan, with 48% of respondents expressing an interest and 49% expressing no interest. In terms of the income contingent loan,

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<sup>1</sup> See footnote 39 for a further explanation of the rationale and impact of capping fees and contributions in excess of £3,000 at £3,000.



there was stronger support with respondents 5 percentage points more likely to express interest (54% compared to 43%). There was a noticeable increase in support for an income contingent loan as the qualification level increased.

- In addition, the analysis also indicates that there are age effects at different qualification levels. For example, of those learners aged between 19 and 24 undertaking Level 3 qualifications, 57% stated that they supported the idea of low cost mortgage style loans and 65% mentioned support for income contingent loans.
- For learners aged 25 or above undertaking Level 3 qualifications, 46% indicated they were interested in a low cost mortgage style loan, while this proportion increased 59% when learners were presented information in relation to an income contingent loan.

## Willingness to pay

- The large majority (87%) of respondents currently contributing to their course fees indicated that they would be prepared to pay a 10% larger contribution, with 79% of respondents indicating that they would be prepared to contribute an additional 20%.
- The analysis demonstrates that if current contributors are asked to pay 10% higher (fees or) contributions, the actual fee increase would be 6.1% on average; however, the average increase in contributions would be 8.8%, comfortably outstripping the potential fee/contribution increase. For the second potential fee/contribution increase from +10% to +20% of current levels, the analysis suggests that the average fee would increase by 5.8% but average contributions would only increase by 6.0%, with average contributions at both Entry Level and Level 4 starting to lag behind the average fee increase.

## Learner outcomes

- Over four in five learners (85%) indicated that they had completed the course under consideration; with 15% indicating they had either not completed the course or dropped out. Of the 85% of learners who completed the course, 7% of male learners failed to achieve the final assessment (4% of women).
- For 25% of those individuals that failed to complete their course, the primary reason related to family or health considerations (with a significantly greater impact on women than on men), while in another 25% of cases, the primary reason was course-related. Time pressures and workload issues impacted course completion for 30% of men and 20% of women, while other employment or job related commitments resulted in 12% of men and 5% of women failing to complete the course or learning aim. In only 9% of cases did respondents mention the fact that financial concerns were the primary reason for failure to complete.

## Course perceptions

- The feedback relating to course perceptions was exceptionally positive. Nine out of ten men indicated that they were either 'very satisfied' or 'fairly satisfied' with the course; with only 6% being either 'fairly' or 'very' dissatisfied. The equivalent estimates for women were 87% and 8% respectively. In terms of whether the course was considered challenging, 62% of men and 61% of women thought that the course or training was either 'very challenging' or 'fairly challenging'; while 28% of men and

women indicated that they thought that the course was either 'very easy' or 'fairly easy'.

## Economic benefits associated with learning

- There are large and significant economic benefits associated with undertaking and completing learning and training. One third of men (35%) and 29% of women indicated that they had got a better job, while 18% of men and 12% of women indicated that they had received a promotion. In addition to these 'hard' outcomes, 58% of both men and women who completed their course or training indicated that they were receiving more satisfaction from their job.
- The analysis illustrates that the longer term prospects and economic outcomes of learners were also improved: 50% of men responded that following the completion of the course or training, they had achieved better job security; had improved future pay and promotion prospects; and were now undertaking a job with greater responsibilities. The corresponding estimates for women were 40%, 45% and 43% respectively. Three in ten learners indicated that the initial learning has led to further learning or qualifications at a higher level.
- When considering the earnings of those individuals who were in employment *both pre and post completion*, the analysis indicates that average earnings increased for these individuals from £15,485 to £15,911 per annum, which corresponds to a 2.75% increase in earnings. Put another way, 22% of individuals in employment prior to the start of the course saw an increase in salaries, while 66% saw no change in their earnings band, with only 11% seeing a movement down the earnings bands (often because they embarked on full time study).

## Learner' views of the impact of FE learning

Respondents were generally very positive about the impact that the course or training had had although there was a clear distinction between those who completed their course or training and those that did not.

- There was a 20 percentage point gap between completers and non-completers in terms of their perceived ability to do their job (69% compared to 49%), while the gap between the two groups was at least as great in terms of whether their skills and knowledge acquired would be of benefit in either their current or desired work areas (77% compared to 57%) or across a range of jobs or industries (78% compared to 54%). In addition, a high proportion of respondents indicated that they thought that their career prospects had improved 'a little' or 'a lot' with 72% of completers believing this to be the case compared to 44% for non-completers.
- There were also widespread positive benefits in terms of the impact of the course on numeracy, literacy, and team-work, communication and social skills, although again there were some gaps between completers and non-completers. In contrast to the 20 percentage point differences mentioned above, the proportion of completers indicating that the course or training had resulted in an improvement was 42% for numeracy, 51% for literacy and 69% for team work, communication and social skills. In contrast, the equivalent proportions for non-completers lagged those posted by completers by 7 percentage points for literacy and numeracy and 5 percentage points for team-work, communication and social skills.

## Deadweight loss

Deadweight loss is a concept that explains what might have happened to learners if the funding that they received was removed and they had to pay for their training themselves. Specifically, if the training would have taken place in the absence of the public funding, this is known as quantitative deadweight, while any training that would *not* have taken place without government funding or subsidy is known as additionality.

- In very broad terms, and subject to the caveat that these responses of individuals are entirely subjective, quantitative deadweight was estimated to be **60.9%** overall (**65.3%** for men and **57.8%** for women), while **30.2%** of training overall was assessed to be additional (**26.7%** of men and **30.3%** of women). The analysis broadly suggests that the extent of deadweight loss increases as qualification level increases. The analysis suggests that **55%** of Level 1 training associated with deadweight (and **33%** associated with pure additionality). In contrast, **64%** of publicly funded training at Level 4 could be categorised as deadweight (with **31%** characterised as additionality). Empirical economic literature supports the findings that deadweight increases as the qualification level increases.

## Learner views of the wider (non-economic) benefits of FE learning

The survey respondents also provided valuable information in relation to the non-economic benefits associated with education and training.

- Four in five (80%) completers indicated that they had gained self-confidence or self-esteem (compared to an average of 65% of non-completers).
- Half (49%) of all respondents indicated that undertaking the learning and training had helped them undertake more voluntary work or community related activity. In addition, individuals who completed the qualification or training also indicated that the training had helped them keep active and make better use of their spare time (75% compared to 69% of non-completers).
- The largest difference between the genders and between completers and non-completers related to the impact education and training had on the ability to assist children with school work and to assist with managing their health issues or disabilities. In particular, three in five (58%) women completing their education and training said the course had enabled them to help their children with school work (compared to 30% of non-completers), while for men, the equivalent gap between completers and non-completers was 12 percentage points (47% compared to 35%).
- Less than one in ten completers (8%) indicated that the course had none of the beneficial impacts presented, which is 7 percentage points less than for those individuals that did not complete the course of education and training.
- Four in five completers thought that they had become more enthusiastic about further learning (compared to 63% of non-completers). Completers were also 8 percentage points more likely to say that they had a better idea of what to do in life and 15 percentage points more likely than non-completers to undertake further education and training at a higher level. Course completion also had a positive impact on their quality of life, with more than 59% agreeing that this was the case (compared to 48% of non-completers).

## Satisfaction and well-being

There are differences between male and female learners in response to the question “*overall, how satisfied are you with life nowadays?*” with women generally being more positive about their circumstances compared to men (7.57 compared to 7.40 for completers). In addition, in response to the question “*overall, to what extent do you feel the things you do in your life are worthwhile?*”, women were more content, posting an average score of 7.90 compared to 7.58 for men (completers only).

There were also differences between completers and non-completers across genders. Men who completed their studies indicated a general satisfaction score of 7.40 in terms of general wellbeing, compared to 7.12 for men who did not complete. The comparable estimates for women were 7.57 and 6.89 respectively.

Adopting an econometric analysis of the determinants of posting higher or lower responses in relation to wellbeing or whether individuals believed their lives were worthwhile, the analysis suggests that being female, married or in a civil partnership, in employment or retired has a positive impact on responses, while being black African or Caribbean; aged 25 or above; unemployed; in receipt of JSA; or sick, injured or disabled have negative effects. The analysis again suggests again that completion is an important factor in terms of posting a high score; however, there are some very important distinctions depending on the level of qualification. In particular, although completion has a very large and statistically significant effect at Level 2, completion appears to play no real part in determining wellbeing responses at Level 3.

# Introduction and Terms of reference

Ipsos MORI and London Economics were commissioned by the Department for Business, Innovation and Skills (BIS) undertake a detailed exploration of the economic and non-economic benefits associated with Further Education (FE) and Skills. Based on a representative sample of 4,000 learners from the Individual Learner Record, the analysis assesses both the economic and non economic outcomes associated with the completion of education and training at both an aggregated and disaggregated level. The report is set out as follows: In section, we provide a brief introduction and statement of the terms of reference for this research report. In section 2, we provide a summary of the academic literature relating to the wider benefits associated with skills and qualification acquisition specifically focusing on the benefits accrued relating health and wellbeing outcomes, social capital and cohesion, intergenerational transmission of skills and social mobility, further learning and interactions with the criminal justice system and communication and autonomy. Section 2 also provides some explanation of the concepts and evidence relating to deadweight loss and additionality (i.e. what may have happened in the absence of publicly funded training).

In section 3, we provide information on the selection of the sample from the Individual Learner Record, as well as information relating to the questionnaire design and the administration of the survey. In section 4, we present some summary descriptive statistics relating to the composition of the achieved sample and the extent to which the personal and socioeconomic characteristics of this sample match those of the population of learners from the ILR.

Section 5 provides the main findings associated with the analysis. In particular, we provide further information on the economic characteristics of the sample of learners (section 5.1), as well as information in relation to the course fees, financial contribution of learners and the reasons why learners may not have paid fees. The subsequent subsections (5.2 and 5.3) provide an analysis of the primary reasons for choice of provider, the role and effectiveness of information, advice and guidance. In section 5.4, we provide a more detailed examination of the contributions of learners towards their course fees; the views of learners towards loan opportunities; the extent to which deadweight loss may occur, as well as a detailed examination of the extent to which learners currently contributing to their course fees might be willing to increase those contributions.

In section 5.5, we consider the outcomes associated with learning. First, we consider the extent to which learners completed their learning aim, and the dominant reasons why learners may have failed to complete the course of learning. In section 5.6, we also address the perceptions that learners had towards the learning that they undertook in terms of their satisfaction with the course undertaken and the difficulty of the course. In sections 5.7 to 5.9, we assess the core-economic, wider economic and non-economic outcomes associated with qualification completion, while in section 5.10, we assess the impact of course completion on general measures of happiness and wellbeing. Section 6 concludes.

# Review of existing material

## Recent evolution of the provision of further education and skills

Since 1995/96, there has been a significant increase in the extent of vocational qualification attainment. Table 1 indicates that the number of National Vocational Qualification awards has increased from approximately 354,000 in 1995/96 to more than 1 million in 2009/10. In addition, the number of vocationally related qualifications has increased from 1.674 million in 2007/08 to 2.119 million in 2009/10. This increase in vocational qualification attainment has been concentrated at the low to intermediate levels (Level 2 and Level 3) and reflects the long term government priority of raising the human capital levels within the economy as a means of promoting economic growth.

**Table 1: Vocational awards by type of qualification, equivalent Level and gender – time series**

Thousands		1995/96	2000/01	2007/08	2008/09	2009/10
<b>NVQs/SVQs</b>	<b>Level 1</b>	62	50	57	57	50
	<b>Level 2</b>	218	231	492	647	675
	<b>Level 3</b>	65	103	191	221	261
	<b>Level 4+</b>	9	15	33	33	36
	<b>Total</b>	<b>354</b>	<b>428</b>	<b>773</b>	<b>958</b>	<b>1,021</b>
<b>Vocationally related qualifications</b>	<b>Level 1</b>			408	474	382
	<b>Level 2</b>			851	1,156	1,279
	<b>Level 3</b>			415	473	458
	<b>Total</b>			<b>1,674</b>	<b>2,012</b>	<b>2,119</b>

Source: Department for Education/ Office for National Statistics, Education and Training Statistics for the United Kingdom: 2011 Table 3.6 Note: Academic years from October to September. Numbers may not add to column totals due to rounding. For 2000/01, numbers do not add to column totals because SVQ data are excluded from the respective individual levels. For 2005/06, 2006/07 and 2007/08, awards are based on 45, 47 and 50 awarding bodies, respectively.

## Economic benefits associated with further education and skills

There have been a number of studies that have assessed the economic benefits to the individual and the Exchequer associated with undertaking vocational qualifications. London Economics (2011a<sup>2</sup>), in their recent report into the economic outcomes associated with different forms of qualification attainment, illustrate the strong earnings and employment effects associated with vocational qualifications. The analysis indicates that the labour market returns are generated over the entire working life and result in generally positive returns compared to the counterfactual (the group of individuals in possession of the next highest level of qualification).

Converting the econometric results into monetary values, the analysis illustrates that although there are some differences between men and women, across levels, and

<sup>2</sup> London Economics (2011a), "The returns to intermediate and low Level vocational qualifications, Department for Business Innovation and Skills Research Paper 53, September 2011



between the various qualifications and streams of learning, there are significant financial returns associated with a range of Further Education qualifications (both classroom based and workplace based learning). Some of this information is presented in Table 2. In particular, the present value of the net benefit associated with undertaking and completing a National Vocational Qualification (for instance) at Level 2 stands at between £11,495 and £23,047 for men and between £21,284 and £43,335 for women compared to possession of the next highest level of qualification. The same analysis indicates that the economic benefits to the Exchequer are also significant. Although not monetized, these results are consistent with a number of other studies in the field (Jenkins et al (2007)<sup>3</sup>, De Coulon and Vignoles (2008)<sup>4</sup>, Dearden et al (2004)<sup>5</sup>).

Table 2: Individual rates of return associated with vocational qualification attainment						
		Apprenticeship	RSA	City & Guilds	BTEC	NVQ
Level 1	NPV	-	- £43,880 - £76,392	£47,872 - £72,498 £16,016 - £31,183	-	£8,434 - £16,597 £18,316 - £36,335
	IRR	-	- 435% - 613%	341% - 529% 424% - 846%	-	22% - 29% 289% - 582%
Level 2	NPV	£54,528 - £78,298 £14,977 - £32,177	- £32,929 - £52,656	£56,244 - £85,591 £8,187 - £16,207	£43,128 - £54,749 £27,783 - £50,276	£11,495 - £23,047 £21,284 - £43,335
	IRR	49% - 64% 24% - 42%	- 51% - 71%	67% - 94% 65% - 124%	36% - 38% 63% - 99%	23% - 40% 70% - 125%
Level 3	NPV	£115,269 - £155,560 £6,476 - £12,489	- £29,481 - £47,237	£65,375 - £93,973 £12,056 - £23,071	£59,943 - £74,423 £25,698 - £41,885	£26,817 - £38,310 £31,258 - £61,293
	IRR	78% - 96% 15% - 23%	- 91% - 119%	87% - 110% 80% - 119%	46% - 54% 67% - 100%	63% - 83% 67% - 106%

Note: A “-” indicates that it was not possible to provide robust estimates of the NPV and IRR, due to small sample sizes or the rate of return could not be calculated, due the stream of future earnings being negative for every possible value of the discount rate. Blue text indicates the estimates for men, while red text indicates the estimates for women

Source: London Economics' (2011a) Tables 80 and 81

The analysis undertaken above compares the economic outcomes achieved by individual in possession of the qualification in question with a group of individuals that have the next highest level of qualification. However, as with all analyses of this nature, there may be a degree of bias in the results if it is the case that the analysis does not control for the different personal and socioeconomic characteristics of individuals in possession of different levels of qualification. This ability bias *may* overstate the returns associated with different levels and types of qualification, and provide an estimate of the return to the individual in possession of the qualification rather than the return to the qualification itself.

To counteract this, London Economics (2011b)<sup>6</sup> undertook an analysis using matched data from the ILR/ DWP and HMRC to assess the difference in the economic outcomes

<sup>3</sup> Jenkins, A., Greenwood, C., and Vignoles, A., (2007), “The returns to qualifications in England: Updating the evidence base on Level 2 and Level 3 vocational qualifications”, Centre for the Economics of Education Discussion Paper 89, September 2007

<sup>4</sup> De Coulon, A. and Vignoles, A. (2008), “An analysis of the benefits of NVQ2 qualifications acquired at age 26-34”, Centre for the Economics of Education Discussion Paper 106, October 2008

<sup>5</sup> Dearden, L., Mc Granahan, L., and Sianesi, B., (2004), “An in-depth analysis of the returns to national Vocational Qualifications obtained at Level 2”, Centre for the Economics of Education Discussion Paper 46, December 2004

<sup>6</sup> London Economics (2011b), “The long term impact of vocational qualifications on labour market outcomes”, Department for Business Innovation and Skills research paper 47, June 2011.

achieved under a range of counterfactual scenarios – including the relative outcomes across groups of individuals that completed a particular learning aim compared to the group of individuals that started but did not complete that same learning aim<sup>7</sup>.

Using this approach, the findings indicate that there are strong positive effects of qualification attainment on both the long-term earnings and employment outcomes of those completing learning relative to non-completers. In addition, it was found that individuals attaining additional qualifications are significantly less likely to be benefit dependent (both Incapacity Benefit and Job Seekers Allowance). Although there is some variation on the extent of the gains depending on the level of learning aim or the specific qualification, in general the results are unambiguous: education and skills acquisition result in improved labour market outcomes that persist for many years post attainment.

The economic benefits associated with qualification attainment are generally unambiguous. Both studies illustrate the economic returns associated with Further Education (FE) but do not illustrate any of the wider returns to qualification attainment, nor any assessment of the degree of additionality or deadweight associated with the funding of FE. As such, although there are some measures of the net present value of education and training acquisition or provision, there is little specific information on the degree of value for money from the perspective of the learner or the institution funding the training (government or employer).

Despite the issues relating to the various methodologies, the weight of the evidence suggests that the economic rationale for investing in FE and skills is strong; however, these estimates of lifetime benefits or changes in the probability of employment occur after the event, and learners in the process of undertaking education and training, or considering qualification attainment may have limited information on the economic and social payoffs associated with these qualifications. These information gaps may result in an under-investment in education and training in the absence of some form of government intervention.

## **Non-economic benefits associated with further education and skills**

Despite their obvious importance, and in part reflecting the difficulty in either quantitatively or qualitatively assessing non-market outcomes, none of the analyses presented above considers the wider benefits that may accrue to the individual from education and training. Educational participation has a range of non-economic benefits that extend beyond the classroom into personal life and into the community. In addition, a very general but crucial conclusion from some of the academic literature is that education has a sustaining effect on peoples' lives. Although the transformational effects of education and learning often gain greater prominence in the literature and policy debate (given their high visibility), education underpins the maintenance of personal well-being and social cohesion in a number of ways. Specifically, it prevents or inhibits decline and, more positively, reinforces "on a continuing and usually unspectacular basis" the health of individuals or communities (Schuller *et al.*, 2002)<sup>8</sup>. We discuss some of these wider impacts in the following sections.

<sup>7</sup> The analysis considered a range of counterfactuals including an approach that assessed the relative labour market performance of individuals that simultaneously attained adjacent Levels of qualifications but given the difficulty in interpreting these results ((an the possibility of being unable to exclude ability bias), it was assessed that the analysis of completers versus non-completers provided a better assessment of the relative labour market performance of learners.

<sup>8</sup> Schuller, T., Brassett-Grundy, A., Green, A., Hammond, C., and Preston, J. (2002), "Learning, continuity and change in adult life" Centre for Research on the Wider Benefits of Learning Research paper 3, July 2002



## Health outcomes

In a study directly considering the impact of learning during adult life, Schuller *et al.*, (2002) found little evidence of education directly improving physical health; however, positive mental health effects of various kinds were very clear (especially amongst older learners). In contrast, Feinstein *et al* (2003)<sup>9</sup> demonstrated that participation in adult learning contributes to positive and substantial changes in health *behaviours* and small improvements in *wellbeing*. The Feinstein *et al* (2003) analysis illustrated that taking vocational accredited and leisure courses *reduced alcohol consumption* (although undertaking work-related courses increased consumption, as did undertaking a large number of courses); and demonstrated that participation in adult learning is associated with undertaking *more exercise*<sup>10</sup>, and *giving up smoking*<sup>11</sup>.

Although Feinstein *et al* (2003) did not find evidence that participation in adult learning protects against onset or progression of depression, in a later paper, Chevalier and Feinstein (2004)<sup>12</sup> find that there is a positive effect of education on mental health outcomes and mental illness. They also find that the effect of education is greater for mid-level qualifications, for women, and for individuals at greater risk of mental illness. The effects of education are observed at all ages. Additionally education also reduces the transition to depression. The authors suggest that there are substantial returns to education in term of improved mental health.

## Life satisfaction and wellbeing

The analysis undertaken by Feinstein *et al* (2003) indicates that individuals undertaking adult learning between the ages of 33 and 42 demonstrated only a small improvement in their subjective assessment of life satisfaction; however, supporting the argument of Schuller *et al* (2002), this analysis reaffirms the *preventative* or *sustaining* nature of education – and not just the *transformational*. Specifically, the analysis indicates that there was a significant reduction in the measures of life satisfaction for those individuals who did not part participate in adult learning, while the life satisfaction measures of those undertaking adult learning increased marginally for those taking a relatively limited number of courses over the period, although increasing substantially in the total number of courses undertaken<sup>13</sup>. An important distinction is revealed in the sense that much of the benefit associated with education and training relates to benefits that stop short of the medical, but that have significant implications for the interrelationships between education, health and community policies.

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<sup>9</sup> Feinstein, L., Hammond, C., Woods, L., Preston, J., and Bynner, J., (2003), *The Contribution of Adult Learning to Health and Social Capital*, Centre for Research on the Wider Benefits of Learning Research paper 3, May 2003

<sup>10</sup> The authors predict that 38% of adults with the characteristics of learners would increase their Level of exercise between 33 and 42 without taking any courses. The estimated effect of taking three to ten courses is 7 percentage points, increasing this percentage from 38% to 45% which represents an increase in the chances of taking more exercise by a factor of almost a fifth

<sup>11</sup> The estimated effect of taking one to two courses (aggregating types) over this period is a 3.3 percentage point increase in the probability of giving up smoking between the ages of 33 and 42. In other words 33 in 1000 more adult learners taking one or two courses will quit smoking than non-learners, a substantial public health benefit

<sup>12</sup> Chevalier, A., and Feinstein, L., (2005), "Sheepskin or Prozac: The Causal Effect of Education on Mental Health", Centre for the Economics of Education Discussion Paper 71, August 2005.

<sup>13</sup> Searle (2008) also suggests that the impact of lifelong learning has a positive impact on subjective wellbeing using information from the British Household Panel Survey. In particular, it is estimated that a female undertaking lifelong learning, they are approximately 4.5 times more likely to report high well-being than the group average for economic status. Even with additional controls, the odds ratio stands at approximately 2.7, and continues to be statistically significant.

## Social capital and social cohesion

In terms of social cohesion, there is some strong evidence from a number of studies that adult learning contributes to changes in attitudes and behaviours that promote *social capital* and, possibly, *social cohesion*. The Feinstein *et al.* (2003) analysis considered the impact of education and training gained between the ages of 33 and 42 on measures of race tolerance, political cynicism, authoritarianism and political interest. In addition, the analysis also considered the impact of adult education and training on a number of measures of civic participation, including voting behaviour and a *subjective* assessment of the extent of civic participation.

The analysis found that participation in adult learning (either 1 or 2 courses) between the ages of 33 and 42 increased the extent of race tolerance (by 4.7% of a standard deviation (of age 33 race tolerance)); reduced political cynicism (by 4.6% of a standard deviation); reduced authoritarian beliefs (by 6.7% of a standard deviation); and increased political interest (by 1.8% of a standard deviation). In terms of social cohesion, the same analysis indicated that undertaking either 1 or 2 adult learning courses increased the extent of memberships (by 2.9% of a standard deviation) and increased the probability of voting between 1987 and 1997 by 6.0% (though there may be other effects also driving this last outcome).

The analysis also demonstrated that the nature of the learning and training undertaken impacted the extent to which some of these factors manifested themselves. Taking an academic accredited course plays a particularly important role in the development of attitudes that promote social capital and social cohesion, while taking leisure courses is also integral to the growth of civic participation. For example, adults who took one or two leisure courses increased the number of memberships between the ages of 33 and 42 by 5 percentage points compared to adults with similar characteristics who took no courses of any type (Feinstein 2003). In addition, the effects of taking leisure courses on civic participation are particularly marked for those with qualifications below Level 2 at age 33.

## Intergenerational transmission of skills/ family learning

There is a wide volume of literature assessing the relationship between parental characteristics and child education levels<sup>14</sup>. Although there is some degree of interaction between parental characteristics (such as income, socioeconomic status and education), it is reasonably clear that parental levels of education play a prominent role in both the availability of education opportunities of the younger generation, as well as education outcomes. In earlier work relating to the United States and United Kingdom, the elasticity for intergenerational mobility in education ranges from 0.14 to 0.45 in the United States (Mulligan, 1999) and between 0.37 and 0.42 in the UK (Dearden *et al.*, (1997))<sup>15,16</sup>. The estimates are calibrated such that if the estimate stands at zero, this implies that child outcomes are *completely independent* of parental outcomes, while a coefficient of 1 implies that the outcomes of children are *completely determined* by parental outcomes. As

<sup>14</sup> See Mare (1995) for a review, Dearden *et al.* (1997) and Mulligan (1999) for estimates of the elasticity in intergenerational mobility in education, and Behrman and Rosenzweig (2002), Chevalier (2004), Black *et al.* (2005), Chevalier *et al.* (2006) or Björklund *et al.* (2006) for more recent developments. Becker and Tomes (1986) provide a theoretical model of this relationship.

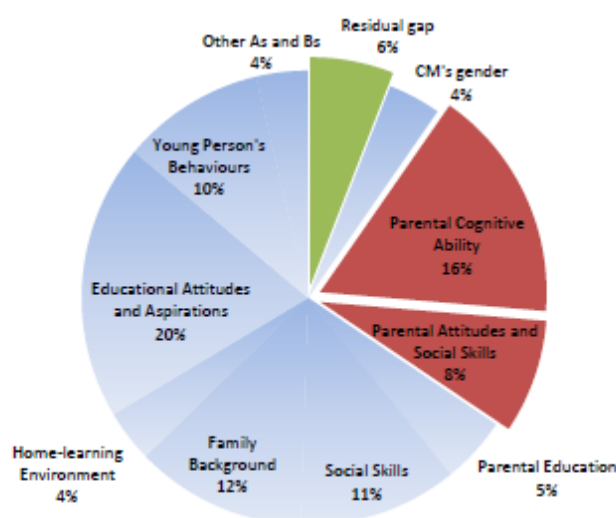
<sup>15</sup> Father-son and father-daughter OLS regressions where education variable is 'years of education'

<sup>16</sup> There is also evidence that maternal education has positive impacts both on cognitive skills and behavioural problems of children, but the latter are more sustained than the former (Carneiro, Meghir and Pary (2007)). Specifically, the evidence suggests that one additional year of mothers education increases standardized mathematics test scores age 7-8 by 5% of a standard deviation

such, the results indicate that parental education is an important determinant of child outcomes.

In addition to the impact of parental education on child outcomes, a number of more recent analyses have exploited information from the British Cohort Study to demonstrate the (relative) role of a number of parental attributes on child cognitive outcomes. In particular, Crawford, Goodman and Joyce (2010)<sup>17</sup> show the fraction of the 'raw' cognitive gap between the top and bottom socioeconomic position quintiles (i.e. the gap in the cognitive scores achieved by children in the richest households and poorest households).

**Figure 1: Determinants of cognitive skills gaps by socioeconomic position**



Source: Crawford, Goodman and Joyce (2010)

Figure 1 illustrates that parental education accounts for 5% of the cognitive gap<sup>18</sup>; however, potentially of interest is the fact that a number of other factors that might be improved as a result of the acquisition of additional learning and skills are also determinants of child cognitive outcomes. In particular, the home learning environment accounts for 4% of the gap in cognitive outcomes, while educational attitudes and aspirations of the child account for 20%; parental cognitive ability (16%), and parental attitudes and social skills (8%). Therefore, in addition to the direct effect of education attainment of learner outcomes, there is a *double* spillover effect on the children of learners: the impact of education and learning *per se* on child educational outcomes; and the impact of educational attainment on improving a range of measures including parental and child social skills, child aspirations, child behaviour and the home learning environment, which will also have an impact on child educational and cognitive outcomes.

<sup>17</sup> Crawford, C., Goodman, A., and Joyce, R., (2010), "Explaining the socioeconomic gradient in child outcomes: the intergenerational transmission of cognitive skills", IFS Working paper 10/16, November 2010

<sup>18</sup> It appears to be the case that all Levels of education attainment are important in improving child outcomes. Using the same data source, Meschi, Vignoles and de Coulon (2008) undertake an analysis of the basic skills on child outcomes. The authors find strong evidence that parents with higher basic skills have children who perform better in cognitive achievement tests. This result is robust to the inclusion of a wide range of factors, including family characteristics (socio-professional status, qualifications and income Levels of the parents), family structure (number of siblings, lone parenthood), child characteristics (gender, age, whether first born, number of siblings) and even parents' own early cognitive ability as measured at age 5. The authors suggest that *this provides some support for the proposition that parents' basic skills are having a genuinely causal impact on children's cognitive skills rather than simply being correlated with other unobserved parental characteristics that improve child achievement.*

In addition to the links between parental and child education levels and opportunities, *family learning* involves more than generating parental involvement in their children's education, though this is a central element. Many different sets of relationships are potentially affected, within and across generations; in every case, learning can play a significant role in sustaining and strengthening these relationships, notably by improving communication skills and mutual respect (see Schuller *et al* (2002)).

## Social Mobility

In research undertaken for the (former) Department for Innovation Universities and Skills, Blanden *et al* (2009)<sup>19</sup> consider the impact of lifelong learning on intergenerational social mobility. Using a CAMSIS scale (which is an index derived from the observed probabilities of marriage or cohabitation across occupational unit groups in the ten-yearly census and scaled with a mean of 50) and Office for National Statistics Longitudinal Survey<sup>20</sup> (with a sample in excess of 100,000), the analysis suggests that gaining a new qualification across the ten year period between censuses raises the CAMSIS score by 1.3 points for men and 1.5 points for women relative to individuals that acquired no new qualifications. This analysis is complemented by detailed analyses of the National Child Development Study, the British Cohort Study and British Household Panel Survey, all of which indicating that education and training undertaken in later life is associated with upward social mobility at the individual level.

## Further learning

One additional outcome associated with education attainment that has been considered in the literature relates to the impact of qualification attainment on subsequent qualification attainment. Although the literature is sparser than in other areas related to adult learning, Conlon (2005)<sup>21</sup> assessed the determinants of the late attainment of qualifications using information from the Labour Force Surveys. The analysis demonstrated that individuals in possession of qualifications were more likely to undertake additional learning compared to those not in possession of formally recognised qualifications. The analysis found that in general, this effect as increasing as the level of qualification increased. However, the path of qualification attainment played a crucial role in subsequent qualification attainment. Specifically, individuals in possession of academic qualifications were increasingly likely to go on and attain additional academic qualifications (compared to individuals in possession of no formally recognised qualifications), and less likely to complete vocational qualifications. On the other hand, those individuals in possession of low level vocational qualifications were less likely to undertake academic qualifications (compared to individuals in possession of no formally recognised qualifications), although as the level of prior level of vocational qualification increased, the probability of undertaking and completing both academic and vocational qualifications increased.

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<sup>19</sup> Blanden J., Sturgis, P., Buscha, F., and Unwin, P., (2009) "The effect of lifelong learning on intra-generational social mobility: Evidence from longitudinal data in the United Kingdom", Department for Innovation Universities and Skills research Report 09/04

<sup>20</sup> The disadvantage of the data is that it is only possible to consider qualifications which lead to an improvement in qualification Level; and then, only those that are above vocational Level 3

<sup>21</sup> Conlon, G., (2005), 'One in Three? The Incidence and Outcomes associated with the Late attainment of Qualifications in the United Kingdom', *Education Economics*, Volume 13, No. 3, September 2005

In a second paper Vignoles et al (2003)<sup>22</sup> investigate whether an individual who undertakes some lifelong learning is likely to undertake a subsequent spell in learning. The analysis used information from the National Child Development Study to test the impact of acquiring a qualification between 1991 and 2000 on the likelihood of being a learner in 2000. Interestingly from the perspective of this research project, the model also allows for whether the person has failed a qualification *as an adult*<sup>23</sup>. Supporting the findings of Conlon (2005), the analysis suggests that a person who acquired a qualification between 1991 and 2000 was 11 percentage points more likely to be a learner in 2000. Individuals who failed a qualification during the same period were 3 percentage points less likely to be a current learner<sup>24</sup>.

However, in addition to the specific education related outcomes, a number of more recent analyses have considered the impact of education and training on learning attitudes. In particular, based on a survey of almost 3,500 (FE College and WBL) learners at Level 3, the IPSOS Mori (2011) analysis indicates that the course or training has made them *confident in their ability to learn* (77 per cent net positive), and had made them become *more positive about learning* (66 per cent net positive), as well as a number of other outcomes such improved self confidence (82 per cent net positive). These short-term learner perceptions may be translated into additional learning with over three-quarters (78 per cent) of Level 3 completers indicating that they would consider signing up for further learning or training in the next three years.

## Criminal Justice

There is some strong economic evidence linking education to reduced levels of criminal activity. Although there are significant differences in the proportion of the population in prison depending on qualification levels<sup>25</sup>, Machin *et al* (2010)<sup>26</sup> have undertaken a detailed econometric analysis to demonstrate the extent to which education has a causal effect on criminal activity using a range of data sources covering the United Kingdom. The findings indicate that there is a negative relationship between educational attainment and offending. Specifically, the analysis demonstrates that increasing the average level of education by 1 year would reduce offending by 0.65%. Alternatively, reducing the proportion of individuals with no qualifications by 1% (and moving them to a low level of qualification) would result in a 1.1% reduction in offending. Note that the authors also estimate the social costs and benefits associated with a reduction in offending behaviour. They estimate that the social benefit associated with a 1.1% reduction in crime stands at £54 million compared to an increased cost of educational attainment of £32.3 million. The analysis presented here supports previous analysis undertaken by Feinstein and Sabates

<sup>22</sup> Jenkins, A., Vignoles, A., Wolf, A., and Galindo-Rueda, F., (2003), "The determinants and labour market effects of lifelong learning", Applied Economics Volume 35, Issue 16, 2003

<sup>23</sup> as well as other personal and socioeconomic characteristics including their initial education Level (in 1991), gender, ability at age 7, school type, parental education and social class, parental interest in the respondent's early education, whether (in 2000) the worker is employed in a large firm, is a union member and works in the public sector

<sup>24</sup> Of the other explanatory variables, school qualification Levels remain important for women only. The higher the Level of the woman's school qualifications, the more likely she was to be a learner in 2000, even after controlling for the effects of lifelong learning in the 1991 to 2000 period. For males in particular, firm size, union membership and sector of work are important determinants of being a learner. Specifically men who worked in a large firm or who were union members in 2000 were 3 percentage points more likely to be a current learner. Males in the public sector were 4 percentage points more likely to be a current learner. For women these variables were not significant.

<sup>25</sup> In 2001, there were 2.57% of men aged 21-25 with no educational qualifications were in prison compared to 0.30% of the same age-gender group with at least some qualifications (Machin et al (2010))

<sup>26</sup> Machin, S., Marie O., and Vujic, S., (2010), "The Crime Reducing Effect of Education", Centre for Economic Performance Discussion Paper No 979, May 2010



(2005)<sup>27</sup> in relation to the impact of the Education Maintenance Allowance on criminal activity amongst 16-18 year olds.

## Communication and autonomy

There are in general other softer skills that are associated with learning. Described as meta-competencies (and inherently difficult to measure), learning helps people communicate more effectively with professionals, either directly, by understanding the language or indirectly, by having the confidence to express themselves and ask questions. Education and training widens access to written information on health issues, as well as allowing individuals to access and filter information more generally. Education can increase self-awareness and self-understanding. In general the effect is positive, enhancing people's sense of autonomy and efficacy, with further positive consequences.

## Deadweight Loss and value for money

### What is deadweight loss?

In economic terms, deadweight loss is a reduction in net economic benefits resulting from an inefficient allocation of resources. The concept of deadweight loss is common when assessing government interventions, such as the introduction of a tax or a subsidy, or the internalisation of an externality.

In the context of government schemes such as those used in Further Education and training, 'deadweight' is the term applied to the extent to which identified outcomes would have been achieved anyway, in the absence of the government programme<sup>28</sup>. This type of deadweight loss to the government can stem from both employers and individuals actions (either employed or unemployed/inactive). For example, some employers would have provided the same training (through private means) to their employees even if a government scheme did not fund training. Also, a proportion of individuals who are trained through government funded programmes may have trained themselves in the absence of government intervention, either through their employers or by use of private funds.

### What is the evidence of deadweight loss?

There are a number of studies that assess the extent of deadweight loss in education or training programmes; however, given the difficulty in estimating deadweight loss and additionality, and the establishment of a robust counterfactual (i.e. an assessment of what might have happened in the absence of publicly funded training), the number of studies is relatively limited. However, of those policy interventions that have been considered, there are two methods of estimating deadweight loss:

- Qualitatively, by asking participants directly what would have taken place without the measure; or
- Quantitatively, by using a control group approach.

<sup>27</sup> Feinstein, L., and Sabates R., (2005), "Education and Youth Crime: effects of introducing the Education Maintenance Allowance", Wider Benefits of Learning Research Report No. 14

<sup>28</sup> Maton, K. (1999) *Evaluation of Small Firms Training Loans*, UK Research Partnership Limited.

### **Qualitative estimates of deadweight loss**

In the majority of studies we have looked at, deadweight loss is estimated using the qualitative approach above, often through telephone or online surveys of employers or participants in a particular scheme<sup>29</sup>. However, it is clear from some of the evidence that deadweight loss does exist when considering government funded education and training.

### **Train to Gain**

In 2009, the National Audit Office (NAO)<sup>30</sup> evaluated the Train to Gain programme aimed at employees in the UK who do not already have a Level 2 qualification. Recent survey evidence suggests that in the absence of the programme, **50%** of employers would have arranged similar training to that arranged under Train to Gain. However, the Learning Skills Council (2010)<sup>31</sup> also evaluated the Train to Gain programme with a focus on the last group of employers who used the skills brokerage service. The authors found that **24%** of these employers had committed to training through Train to Gain but did not experience an increase in quality, level or volume of training compared to before. The authors infer that these employers may be using Train to Gain as a substitute for training that they would have been able to offer in any case, and therefore this **24%** could be an estimate for deadweight loss.

### **Educational Maintenance Allowance**

According to a survey conducted by the Department for Education (2010) '*Barriers to participation in education and training*', **12%** of young people in receipt of Education Maintenance Allowance (EMA) say they would not have participated in the education or training course had they not received this support. This implies a deadweight loss of **88%**, which is the proportion of young people receiving EMA that believed they would have participated in the courses they were doing even if they had not received EMA.

### **Career Development Loans**

Wells and Murphy (2001)<sup>32</sup> estimate that between **52%** and **55%** of Career Development Loans (CDL) fund learning that would otherwise not have taken place. This implies a deadweight loss of **45-48%**. These figures were calculated by asking successful applicants of CDLs a series of questions, such as whether they would have gone ahead with their learning course without a CDL and how they would fund their learning in the absence of a CDL.

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<sup>29</sup> There are a number of approaches to assessing deadweight loss for employers, either through the generation of a counterfactual using existing secondary data (see BIS Research Report 71 ([here](#))) or through the direct questioning of employers using similar types of questions as adopted in our survey of learners. However, the assessment of deadweight loss is more complex at employer Level given the opportunity of employers to engage in the substitution or displacement of employees receiving training which does not occur at individual Level.

<sup>30</sup> National Audit Office (2009) *Train to Gain: Developing the skills of the workforce*

<sup>31</sup> Learning and Skills Council (2010) *Train to Gain Employer Evaluation: Sweep 5 Research Report*

<sup>32</sup> Wells, C and Murphy, K (2001), *Career Development Loans: Survey of successful and unsuccessful applicants*, Diagnostics Social and Market Research

### **Individual Learning Account**

In 2001, Owens<sup>33</sup> conducted an evaluation of the Individual Learning Account (ILA) through telephone interviews of over 1,000 ILA holders. It was found that in the absence of ILA, **44%** of account holders would have paid for their courses anyway.

### **Subsidies for organisations**

Hillage and Mitchell (2003)<sup>34</sup> show that 20% of employer participants of the Employer Training Pilots in the UK could be considered deadweight. In addition, an evaluation of Small Firm Training Loans (SFTL) by Maton (1999)<sup>35</sup> included a survey question asking firms if training would have occurred anyway without SFTL. The author found that the minimum deadweight for Small Firm Training Loans to be **35%**.

### **Quantitative estimates of deadweight loss**

On the other hand, there are a limited number of studies which have attempted to estimate deadweight loss using a quantitative method. To achieve an appropriate estimation strategy of the deadweight loss associated with the provision of training vouchers to adult learners, large primary data collection was initiated in a quasi experimental setting. Specifically, Wolter and Messer (2009)<sup>36</sup> conducted a large scale field experiment in Switzerland in 2006 whereby vouchers for adult training were given to a sample of 2,400 randomly chosen individuals. The authors estimate the deadweight loss associated with providing a subsidy (under the form of a voucher) using a treatment group of individuals compared to a comparison group. The treatment group was randomly selected among those who had taken part in the Swiss Labour Force Survey in the past, while the comparison group was made of respondents of the Swiss Labour Force Survey with similar characteristics to those treated. Neither group was aware of the experimental setting. Information was gathered through the Swiss Labour Force Survey and (for the treatment group) through additional data collected during the experiment. Their main findings highlighted that the deadweight loss effect associated with the programme was around 60% on average and increased with the level of education already attained by individuals, reaching almost 90% for people with a university education.

### **Value for money**

Linked to the concept of deadweight loss, it is important to understand the extent to which individuals value their FE experience. The Ipsos MORI (2011)<sup>37</sup> analysis of Level 3 learning provides a significant insight into the attitudes of learners – at both an aggregate and disaggregated level.

In Figure 2, we have derived the perception of learners towards their courses, which indicates that 80% more individuals indicated that they were satisfied with their learning experience compared to those that were dissatisfied (i.e. 88% answering favourably and 8% answering unfavourably). There is clearly some variation by learning aim, however, in addition, the analysis suggests that individuals who paid for all or part of their learning aim

<sup>33</sup> Owens, J (2001), *Evaluation of Individual Learning Account – Early views of customers and providers: England*, York Consulting Ltd., DfES Research Report 294

<sup>34</sup> Hillage, J and Mitchell, H (2003), *Employer Training Pilots: First year Evaluation Report*, Institute for Employment Studies

<sup>35</sup> Maton, K. (1999) *Evaluation of Small Firms Training Loans*, UK Research Partnership Ltd.

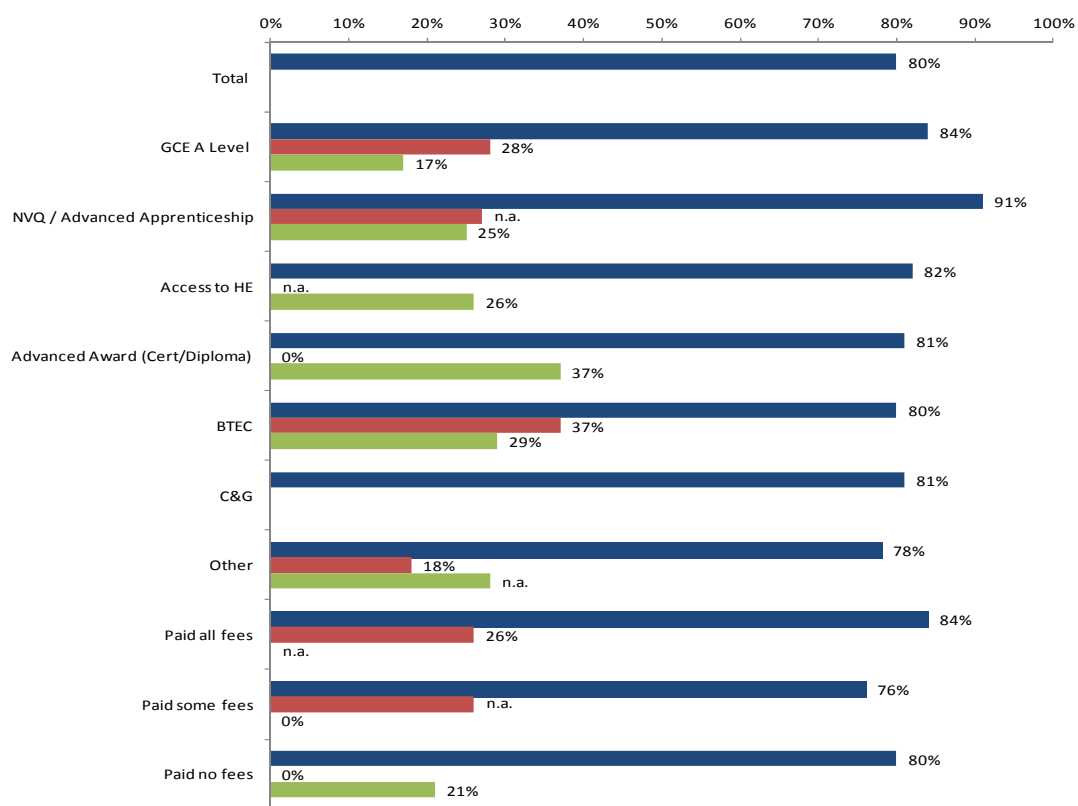
<sup>36</sup> Messer, D and Wolter, S. C (2009), *Money Matters – Evidence from a Large-Scale Randomized Field Experiment with Vouchers for Adult Training*, CESifo Working Paper No. 2548

<sup>37</sup> IPSOS Mori (2011), "Evaluation of Level 3", Department for Business Innovation and Skills Research Report 15, January 2011



were more positive compared to those that paid nothing (84% compared to 80%). Interestingly, respondents were asked whether they would pay more for their learning aim (depending on their current contribution). The analysis suggests that a greater proportion of individuals currently contributing to their course would have been prepared to pay more for their learning aim than those who would not have been prepared to contribute (53% compared to 27% with 18% indicating that it depended on the amount of the contribution). Even for those *not* currently contributing to the costs of learning, a net proportion of 21% of these learners indicated that they would have been prepared to contribute (55% compared to 34% with 9% indicating that it depended on the amount of the contribution).

**Figure 2: Satisfaction and willingness to contribute**



**Source: London Economics' analysis of Ipsos MORI (2011).** Note: Blue bars represent net satisfaction (i.e. the difference in the proportion of learners indicating that they satisfied with the course compared to the proportion indicating that they were dissatisfied). Red bars indicate net willingness to contribute amongst those paying all or some of the course costs (i.e. the proportion of those willing to contribute minus the proportion indicating that they are unwilling to contribute). Green bars indicate net willingness to contribute for those not contributing at all to their course costs (i.e. the proportion of those willing to contribute minus the proportion indicating that they are unwilling to contribute).

# Assessment of the Individual Learner Record

## Presentation of descriptive statistics relating to population and sample of learners

In Table 3, we present information on some of the basic socioeconomic characteristics of the weighted sample alongside information on the characteristics of the learner body from which the sample was taken. The descriptive statistics indicate that there is strong comparability over many of the variables that were used to sample the learner data, including gender, level of qualification, age of attainment, and attainment outcome.

Table 3: Comparison of information from ILR (2010/11) and weighted sample					
		Population		Sample	
<b>Gender</b>	Male	211,819	41.1%	1,567	39.2%
	Female	302,957	58.9%	2,433	60.8%
<b>Age</b>	19-24	163,003	31.6%	1,267	31.7%
	25-39	204,895	39.8%	1,592	39.8%
	40+	146,878	28.5%	1,141	28.5%
<b>Qualification Level</b>	Entry Level	84,690	16.5%	658	16.4%
	Level 1	83,314	16.2%	647	16.2%
	Level 2	158,221	30.7%	1,230	30.8%
	Level 3	110,795	21.5%	861	21.5%
	Level 4	24,183	4.7%	188	4.7%
	Other	53,573	10.4%	416	10.4%
<b>Ethnic Origin</b>	White – British	302,174	58.7%	2,586	64.7%
	White – other	56,625	11.0%	417	10.4%
	Bangladeshi	9,266	1.8%	86	2.1%
	Indian	14,414	2.8%	119	3.0%
	Pakistani	19,047	3.7%	158	4.0%
	Asian other	17,502	3.4%	162	4.0%
	Black African	29,342	5.7%	207	5.2%
	Black Caribbean	11,325	2.2%	91	2.3%
	Black other	5,148	1.0%	28	0.7%
	Chinese	5,148	1.0%	24	0.6%
	Mixed	13,899	2.7%	106	2.7%
	Any other	19,561	3.8%	10	0.3%
	Not known/ provided	10,810	2.1%	6	0.1%
<b>Attainment</b>	Achieved	411,900	80.0%	3,201	80.0%
	Failed/withdrawn	102,876	20.0%	799	20.0%

Source: Ipsos MORI and London Economics (2012)

The analysis from Table 3 indicates that although there is a close match on a number of the variables, there are some differences between the sample and the initial source of learner information. In particular, the sample contains a slightly higher proportion of individuals that indicate they are white-British (64.7% compared to 58.7% from the ILR), but also a slightly higher proportion indicating that they are Bangladeshi (2.1% compared to 1.7%), Asian-other (4.0% compared to 3.4%) and a lower proportion indicating they are of Black-African origin (5.2% compared to 5.7%), Chinese (0.6% compared to 1.0%) and 'other' (0.3% compared to 3.8%). It should be noted that some of these differences in the sample is driven by the fact that only a very low proportion of the sample refuse or do not provide information relating to ethnic origin (0.1% compared to 2.1%).

## Assessment of match and reliability of sample

The comparison of the basic personal characteristics between the sample and the ILR appears positive, with good comparability between the data sources. In the next section, we present some more detail on the socioeconomic characteristics of the sample; however, it is important to note that there are some discrepancies between the sample and the ILR, especially in relation to the information contained in the ILR in respect of completion and achievement, as well as the information relating to the qualification undertaken.

Specifically, although the sample indicates that 3,201 learners achieved their learning aim, information on these learners from the ILR indicates that 139 learners decided not to continue with their learning aim and did not complete their qualification. In addition, of the 799 learners responding that they had failed or withdrawn from the designated qualification, 338 mentioned that they had completed the qualification. The number of learners where there appears to be mismatch in relation to achievement status stands at 477, which is approximately 12% of the sample.

**Table 4: Comparison of completion rates**

	Failed/ withdrawn	Achieved	Total
<b>Decided not to continue</b>	461	139	600
<b>Completed qualification</b>	338	3,062	3,400
	<b>799</b>	<b>3,201</b>	<b>4,000</b>

*Source: Ipsos MORI and London Economics (2012): s2 - how far have you got with this training/qualification?*

One of the reasons why there may be a degree of mismatch relates to the qualification under consideration. There is often a degree of reporting error in the ILR, where some learners are assigned to 'other' categories of learning rather than the actual level of learning, while it is also the case that there is some degree of either recollection error, where learners do not recognise the formal title of their learning aim or the ILR may contain information that is out of date, whereby the learner has completed a specific qualification and gone on to further learning and training (which they respond about in the survey).

The existence of a mismatch between the self-reported qualification type and the qualification level reported in the ILR is also suggested by a cross-tab of the two variables,

presented in Table 5. Self-reported qualification is reported along the rows, while information on the ILR is available along the columns. Results suggest that in some cases respondents may not be able to accurately identify their qualification type, or the fact that they may be referring to a different qualification. The full extent of the mismatch is not readily identifiable, given that for vocational qualifications respondents were also asked to report their qualification type, but not the level. When assessing the nature of the mismatch, it should be remembered that course title from the ILR was clearly stated at the beginning of the interview and all questions were referred to that specific course and qualification. In this respect the mismatch is likely to be mainly explained by the misperception element (with respondents unable to identify their qualification type).

Table 5: Characteristics of qualifications undertaken – disaggregated							
	Entry Level	Level 1	Level 2	Level 3	Level 4	Other	Total
Advanced award/advance	7	8	30	35	28	27	135
Award/certificate/diploma	319	306	383	267	49	129	1,453
GCSE	28	8	32	4	0	8	80
BTEC	9	28	73	130	9	47	296
City & Guilds	35	83	107	88	12	14	340
RSA	0	1	1	1	0	0	3
GNVQ	0	3	2	3	0	0	8
NVQ	50	81	235	106	6	49	526
GCE A Level	10	2	8	18	1	22	61
AS Level	0	0	0	2	0	5	7
Key Skills	96	31	20	4	0	31	182
Foundation degree or	0	1	2	4	30	16	54
None/no qualification	4	13	2	0	0	24	43
Other	64	45	51	18	7	23	207
Don't know	18	19	13	8	0	10	68
No answer	3	0	0	1	0	1	4
<b>Total</b>	<b>642</b>	<b>629</b>	<b>959</b>	<b>690</b>	<b>141</b>	<b>406</b>	<b>3,467</b>

Source: Ipsos MORI and London Economics (2012)

Although this potential mismatch is of importance for analyses based on the ILR, it is of less importance in terms of the current analysis. Data collected from learners will always contain some degree of mismatch from the original data from which the sample is drawn; however, throughout the subsequent analysis, we always use the information from the sample of learners only and do not use information from the ILR to supplement the analysis if equivalent information is already available through the survey. We have no reason to believe that there is any methodological weakness associated with this approach.

## Additional information about sample

In terms of the other data collected as part of the survey, Table 6 provides some additional information on the personal and socioeconomic characteristics of learners.

**Table 6: Personal characteristics of learner sample**

		Male		Female		Total	
<b>Age</b>	19-24	658	42.0%	609	25.0%	1,267	31.7%
	25-39	509	32.5%	1,083	44.5%	1,592	39.8%
	40+	399	25.5%	742	30.5%	1,141	28.5%
<b>Marital Status</b>	<i>Single</i>	960	61.2%	1,036	42.6%	1,996	49.9%
	<i>Married</i>	485	31.0%	1,054	43.3%	1,539	38.5%
	<i>Civil partner</i>	55	3.5%	77	3.2%	132	3.3%
	<i>Separated</i>	68	4.3%	266	10.9%	334	8.3%
<b>Children</b>	No	1,112	71.0%	1,193	49.0%	2,306	57.3%
	Yes	451	28.8%	1,238	50.9%	1,718	42.7%
If 'yes', number of children	<i>One</i>	153	33.5%	397	31.5%	550	32.0%
	<i>Two</i>	193	42.1%	487	38.6%	680	39.6%
	<i>Three</i>	71	15.4%	244	19.4%	315	18.3%
	<i>Four</i>	22	4.7%	86	6.8%	108	6.3%
	<i>Five or more</i>	14	3.0%	40	3.2%	54	3.1%
If 'yes', age of youngest child	<i>up to 5 years</i>	230	50.1%	545	43.3%	775	45.1%
	<i>6-10 years</i>	98	21.4%	372	29.5%	470	27.3%
	<i>11-15 years</i>	87	19.0%	219	17.4%	307	17.8%
	<i>16-18 years</i>	33	7.2%	109	8.7%	143	8.3%
	<i>refused</i>	10	2.2%	15	1.2%	25	1.4%
<b>Religion*</b>	Buddhist	5	0.6%	14	1.2%	19	1.0%
	Christian	294	36.9%	547	47.0%	841	43.0%
	Hindu	14	1.7%	20	1.8%	34	1.7%
	Jewish	5	0.6%	3	0.2%	7	0.4%
	Muslim	75	9.4%	152	13.1%	227	11.6%
	Sikh	4	0.5%	19	1.6%	23	1.2%
	None	360	45.3%	356	30.6%	716	36.6%
	<i>Other</i>	5	0.6%	14	1.2%	19	1.0%
Prefer not to say/ don't know	39	4.9%	52	4.5%	91	4.5%	
<b>Sexual orientation*</b>	Heterosexual	671	84.4%	920	79.1%	1591	81.2%
	Homosexual	17	2.1%	8	0.7%	24	1.2%
	Bisexual	8	1.0%	10	0.8%	18	0.9%
	Other/undisclosed	2	12.6%	7	19.4%	26	16.6%
<b>Health problems</b>	Yes	251	16.0%	358	14.7%	609	15.2%
	No	1315	83.9%	2071	85.1%	3,386	84.6%

**Source: Ipsos MORI and London Economics (2012).** Base sample 4,000. Note: For all questions relating to personal characteristics, the entire 4,000 respondents were surveyed with the exception of questions relating to sexual orientation and religion where half of the sample (selected at random) was asked these questions.

The information indicates that although the sample is broadly reflective of the pool of learners contained within the ILR, there are some differences between men and women. In particular, the sample of learners appears to contain a large proportion of male learners between the ages of 19 and 24 (42.0% of all male learners compared to 25.0% amongst female learners), while the largest category of female learners is in the 25-39 age group (44.5% compared to 32.5%). Possibly reflecting this difference in age structure, there are also differences in the marital status by gender, with 61% of men being single and 34% being married or in a civil partnership (compared to 42% of women indicating they are single and 46% indicating they are either married or in a civil partnership). Similarly, women are significantly more likely to indicate that they have a dependent child (51% compared to 29%) although there is little difference in the age of the youngest child. The sample also demonstrates that women are more likely to indicate that they are Christian, while men are more likely to indicate that they have no stated religion.

## Qualification take up and learners' prior attainment

In Table 7 and Table 8 we present information on the highest qualification held by respondents at the start of the course and on qualification type (both variables are self-reported by respondents). Around a quarter of the sample is already in possession of a qualification at Level 4 or above, around 18% and 20% is in possession of a qualification at Level 3 and Level 2 respectively, while almost 10% reported to have no formal qualifications. There was also some variation across gender, with a higher proportion of women holding a qualification at Level 4 or above (almost 29% versus 20%).

**Table 7: Characteristics of qualifications undertaken - aggregated**

		Male		Female		Total	
<b>Qualification Level</b>	<i>No qualifications</i>	161	10.3%	227	9.3%	388	9.7%
	<i>Below Level 2</i>	150	9.6%	231	9.5%	381	9.5%
	<i>Level 2</i>	349	22.3%	440	18.1%	789	19.7%
	<i>Level 3</i>	292	18.7%	406	16.7%	698	17.5%
	<i>Level 4 or above</i>	318	20.3%	693	28.5%	1,011	25.3%
	<i>Other</i>	187	12.0%	325	13.4%	512	12.8%
	<i>Don't know</i>	108	6.9%	110	4.5%	218	5.4%

Source: Ipsos MORI and London Economics (2012).

Turning to the disaggregated analysis of the qualifications undertaken, the majority of respondents (42%) identified the qualification aim attended as an award, certificate or diploma, followed by NVQ, City and Guilds and BTEC (around 15%, 10% and 9% respectively). Again, there is some variation by gender, with women less likely than men to undertake a BTEC (6% vs. 12%) or City and Guilds qualification (8% vs. 12%) and more likely to undertake a qualification defined as award, certificate or diploma (44% vs. 39%).

## Prior achievement

Further details on level of prior achievement and qualification type are presented in Table 8, where we provide a cross-tab of the two variables. Looking at the distribution of qualification type by prior achievement, we can see that more than half of the respondents with no prior qualifications reported to have undertaken an award, certificate or diploma, compared to only 35% of respondents with prior achievement at Level 1 or entry. The

highest proportion of NVQ qualification aims are attended by learners with prior achievement at Entry/Level 1 or Level 3 (both around 18%), followed by individuals with no qualifications or Level 2 qualifications (both slightly below 17%). The proportion of individuals undertaking a BTEC qualification stands at 15% among individuals with prior achievement at Level 2, while the proportion for groups of individuals with prior achievement at Level 1 or entry and Level 3 is around 12%. For City & Guilds, the proportion is highest among those with a Level 1 or entry Level at maximum (15%), followed by Level 3, Level 4 or above and Level 2 (between 11% and 9%).

As a note of caution, it should be remembered that some categories, such as awards, certificates or diplomas may cover a variety of different courses and also some respondents may be unable to identify a specific aim title and therefore indicate a general term (such as award etc.) .

**Table 8: Level of prior achievement and qualifications undertaken**

	No quals.	Below Level 2	Level 2	Level 3	Level 4 or above	Other/ don't know
Advanced award/Certificate/Diploma	1.6%	2.4%	3.4%	5.8%	4.7%	3.7%
Award/Certificate/Diploma	52.6%	35.0%	35.5%	38.5%	42.4%	48.5%
GCSE	2.5%	1.3%	3.0%	1.6%	3.1%	1.6%
BTEC	2.7%	12.5%	14.9%	11.5%	4.2%	6.6%
City & Guilds	7.1%	15.0%	9.3%	10.8%	10.2%	7.8%
RSA	0.2%	0.0%	0.2%	0.1%	0.0%	0.0%
GNVQ	0.0%	0.0%	0.1%	0.3%	0.5%	0.1%
NVQ	16.8%	18.4%	16.5%	18.3%	12.3%	12.4%
GCE A Level	0.4%	3.3%	3.2%	1.4%	1.1%	1.3%
AS Level	0.0%	0.0%	0.8%	0.1%	0.1%	0.0%
Key Skills	9.2%	4.0%	3.7%	3.6%	6.2%	5.5%
Foundation degree or	0.0%	0.6%	1.0%	3.0%	2.5%	0.9%
None/no qualification	0.0%	0.3%	0.9%	0.6%	2.7%	1.4%
Other	4.7%	4.5%	6.2%	3.0%	7.4%	7.7%
Don't know/ No answer	2.1%	2.7%	1.4%	1.3%	2.6%	2.5%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: Ipsos MORI and London Economics (2012)

## Economic characteristics of learners

In terms of the economic characteristics of learners, the analysis presented in Table 9 indicates that 50% of learners were in employment (either as an employee of self-employed) immediately prior to commencing the qualification. The next largest grouping of learners consisted of those individuals that were already undertaking a course or training at a college or training provider. Approximately 19% of men and 13% of women were unemployed, with a further 17% of women (and 1% of men) engaged in home care and family responsibilities. Although only 18% of male learners and 10% of female learners were in receipt of Jobseekers Allowance, this constitutes 92% of unemployed male learners but only 82% of unemployed female learners.



**Table 9: Economic characteristics of learners**

		Male		Female		Total	
<b>Employment status prior to course?</b>	<i>Employee</i>	739	47.2%	1,067	43.8%	1,806	45.2%
	<i>Self-employed</i>	82	5.2%	94	3.8%	175	4.4%
	<i>On a government training scheme</i>	7	0.4%	3	0.1%	10	0.3%
	<i>Doing a course/training a college/training provider</i>	339	21.7%	433	17.8%	772	19.3%
	<i>Voluntary or unpaid work</i>	19	1.2%	43	1.8%	61	1.5%
	<i>Unemployed and looking for work</i>	300	19.1%	307	12.6%	607	15.2%
	<i>looking after the family or home</i>	17	1.1%	403	16.6%	419	10.5%
	<i>temporarily sick or injured</i>	3	0.2%	12	0.5%	14	0.4%
	<i>long-term sick or disabled</i>	27	1.7%	27	1.1%	55	1.4%
	<i>travelling/ taking a gap year</i>	12	0.7%	16	0.6%	28	0.7%
	<i>retired</i>	14	0.9%	23	1.0%	37	0.9%
	<i>not eligible to work</i>	5	0.3%	0	0.0%	5	0.1%
	<i>other</i>	4	0.2%	6	0.3%	10	0.2%
<b>Hours a week usually worked</b>	<i>&lt;20 hours</i>	94	10.4%	255	20.1%	348	16.1%
	<i>20-34</i>	106	11.8%	364	28.6%	470	21.7%
	<i>35+</i>	673	74.9%	628	49.5%	1,301	60.0%
	<i>Don't know</i>	25	2.8%	23	1.8%	48	2.2%
<b>Usual take home pay before course start (pa)</b>	<i>&lt;£5,000</i>	75	8.4%	111	8.8%	186	8.6%
	<i>£5,000 - £6,999</i>	44	4.9%	110	8.7%	154	7.1%
	<i>£7,000 - £8,999</i>	38	4.2%	107	8.4%	145	6.7%
	<i>£9,000 - £10,999</i>	73	8.1%	134	10.6%	207	9.6%
	<i>£11,000 - £12,999</i>	45	5.0%	95	7.5%	141	6.5%
	<i>£13,000 - £14,999</i>	75	8.4%	120	9.4%	195	9.0%
	<i>£15,000 - £16,999</i>	61	6.7%	60	4.7%	120	5.5%
	<i>£17,000 - £18,999</i>	55	6.1%	52	4.1%	107	4.9%
	<i>£19,000 - £20,999</i>	50	5.6%	39	3.1%	89	4.1%
	<i>£21,000 - £24,999</i>	75	8.3%	57	4.5%	132	6.1%
	<i>£25,000 - £29,999</i>	35	3.9%	30	2.4%	65	3.0%
	<i>£30,000 or more</i>	63	7.0%	49	3.9%	112	5.2%
	<i>Refused</i>	120	23.3%	157	24.0%	278	12.8%
<b>Claiming JSA</b>	<i>Yes</i>	279	17.8%	252	10.4%	532	13.3%
	<i>No</i>	1,277	82.2%	2,158	89.6%	3,436	85.9%

**Source: Ipsos MORI and London Economics (2012).** Base sample 4,000. Of those individuals that were employed or self employed immediately prior to the start of the learning episode, 8.6% earned a usual take home pay of less than £5,000, with the modal take home pay for men standing at between £13,000 and £14,999 and the equivalent modal estimate for women standing at between £9,000 and £10,999. Assuming that the earnings are uniformly distributed within pay bands (and assuming that all individuals with salaries in excess of £30,000 have actual salaries of £35,000), the average salary across all respondents either in employment or self-employment prior to the commencement of the qualification stood at £14,965<sup>38</sup>.

<sup>38</sup> If we increase the maximum salary of those earning in excess of £30,000 to £40,000 from £35,000, the average salary across the sample increases to £15,363



# Learner choice and use of advice

## Reasons for choice of training and prior expectations

In Table 10, we provide some information on the main reason why individuals undertook learning in the first instance. The analysis indicates that 40% of learners decided to undertake the additional learning for economic or job related reasons. 29% of respondents indicated that they undertook the learning and training to either improve their job prospects or gain a new career, while 6% of learners suggested that the primary reason related to improving their ability to undertake their current job. An equal proportion of learners (between 1% and 1.5%) indicated that they were interested in gaining more job security; increasing their income; gaining more job satisfaction; or gaining a promotion. Less than 1% of learners indicated that they were obliged by their employer to undertake the learning aim. Men were 6 percentage points more likely to undertake additional learning and training for economic reasons compared to women (44% compared to 38%).

Table 10: Reasons for choice of training – by gender						
	Male		Female		Total	
<b>Main reason for undertaking course?</b>						
<i>Improve my job prospects/get a new job or new career</i>	499	32.0%	648	26.8%	1,147	28.8%
<i>To improve my ability to do my current job</i>	79	5.1%	156	6.4%	235	5.9%
<i>To get more job security</i>	36	2.0%	25	1.0%	61	1.5%
<i>To increase my income</i>	27	1.7%	21	0.8%	47	1.2%
<i>To get more job satisfaction</i>	16	1.0%	32	1.3%	48	1.2%
<i>To get a promotion</i>	17	1.1%	19	0.8%	37	0.9%
<i>Required to attend course by my employer</i>	16	1.0%	21	0.9%	37	0.9%
<b>Sub-total</b>	<b>690</b>	<b>44.2%</b>	<b>922</b>	<b>38.0%</b>	<b>1,612</b>	<b>40.5%</b>
<i>To learn something new/gain new skills</i>	380	24.4%	703	29.0%	1,083	27.2%
<i>Personal interest in the course</i>	202	13.0%	347	14.3%	549	13.8%
<i>To go on to further or higher learning</i>	166	10.7%	238	9.8%	404	10.2%
<i>To meet new people/build my self confidence</i>	24	1.5%	89	3.7%	113	2.8%
<i>Because it was at a time/place that suited me</i>	8	0.5%	18	0.7%	26	0.7%
<i>Because I did not have to pay for it</i>	7	0.4%	10	0.4%	17	0.4%
<i>To gain a qualification/recognised qualification</i>	8	0.5%	7	0.3%	15	0.4%
<i>Mandatory</i>	7	0.5%	5	0.2%	12	0.3%
<i>To help/ support my (grand)children with homework</i>	5	0.3%	9	0.4%	14	0.3%
<i>Other</i>	62	4.0%	74	3.0%	136	3.4%
<b>Sub-total</b>	<b>869</b>	<b>55.8%</b>	<b>1,500</b>	<b>61.8%</b>	<b>2,369</b>	<b>59.5%</b>
<b>Main reason for choosing provider?</b>						
<i>Provider Related</i>	1,287	82.7%	2,013	83.4%	3,300	83.1%
<i>IAG</i>	230	14.8%	331	13.7%	561	14.1%
<i>Economic/Social reasons</i>	15	1.0%	24	1.0%	39	1.0%
<i>Other reasons/don't know</i>	24	1.5%	46	1.9%	70	1.8%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

Three in five learners (60%) undertook training for 'non-economic' reasons. As a proportion of the entire sample, 27% undertook the learning aim to learn something new or gain new skills, while 14% mentioned that they had a personal interest in the course. The other primary reason for undertaking the additional learning related to using the qualification or learning to go on and undertake some form of higher level education. Combined, these three reasons accounted for half of all learners.

The other options received less support from learners, with less than 3% mentioning 'meeting new people' or 'building self confidence' as the primary reason for engaging in learning. Reasons relating to convenience, the limited financial contribution or the mandatory nature of the course was considered the most important reason by less than 1% of learners.

Unsurprisingly, when the equivalent analysis was undertaken by age group (Table 11) and by qualification level (Table 12), there are some interesting differences in the rationale for undertaking the additional learning or training. Specifically, the analysis indicates that individuals aged between 25 and 39 are the most likely to engage in training for economic reasons (primarily to improve job prospects or gain a new career) although gaining new skills was also seen as extremely important. Meanwhile, for younger learners, the education and training undertaken is often perceived as a stepping stone to further learning at a higher level (20% of 19-24 year olds) compared to between 3% and 7% for those aged above 24).

<b>Table 11: Reasons for choice of training – by age</b>						
	<b>19-24</b>		<b>25-39</b>		<b>40+</b>	
<b>Main reason for undertaking course?</b>						
<i>Improve my job prospects/get a new job or new career</i>	366	28.9%	513	32.3%	269	23.7%
<i>To improve my ability to do my current job</i>	27	2.1%	82	5.2%	126	11.1%
<i>To get more job security</i>	16	1.2%	25	1.5%	22	1.9%
<i>To increase my income</i>	13	1.1%	22	1.4%	12	1.1%
<i>To get more job satisfaction</i>	5	0.4%	27	1.7%	16	1.4%
<i>To get a promotion</i>	13	1.0%	13	0.8%	11	1.0%
<i>Required to attend course by my employer</i>	4	0.3%	14	0.9%	19	1.7%
<b>Sub-total</b>	<b>443</b>	<b>35.1%</b>	<b>695</b>	<b>43.8%</b>	<b>474</b>	<b>41.9%</b>
<i>To learn something new/gain new skills</i>	264	20.9%	470	29.6%	349	30.8%
<i>Personal interest in the course</i>	223	17.6%	178	11.2%	148	13.1%
<i>To go on to further or higher learning</i>	255	20.2%	108	6.8%	41	3.6%
<i>To meet new people/build my self confidence</i>	31	2.4%	47	3.0%	35	3.1%
<i>Because it was at a time/place that suited me</i>	9	0.7%	9	0.5%	9	0.8%
<i>Because I did not have to pay for it</i>	2	0.2%	9	0.5%	6	0.5%
<i>To gain a qualification/recognised qualification</i>	5	0.4%	5	0.3%	6	0.5%
<i>Mandatory</i>	4	0.3%	2	0.1%	7	0.6%
<i>To help/ support my (grand)children with homework</i>	0	0.0%	6	0.4%	7	0.7%
<i>Other</i>	29	2.3%	59	3.7%	49	4.3%
<b>Sub-total</b>	<b>820</b>	<b>64.9%</b>	<b>892</b>	<b>56.2%</b>	<b>658</b>	<b>58.1%</b>
<b>Main reason for choosing provider?</b>						
<i>Provider Related</i>	1,066	84.4%	1,316	82.9%	918	81.1%
<i>IAG</i>	155	12.2%	236	14.8%	174	15.4%
<i>Economic/Social reasons</i>	17	1.3%	5	0.3%	16	1.4%
<i>Other reasons/don't know</i>	26	2.1%	31	2.0%	24	2.1%

Source: Ipsos MORI and London Economics (2012). Base sample 3,982

Similarly, the importance of economic factors in determining whether additional learning is undertaken is sharply increasing in qualification level, with 29% of learners at Entry Level indicating that the primary reasons were economic related (where 41% of this group of learners were in employment), compared to almost 62% at Level 4 (where 70% of this group of learners were in employment). For those undertaking Entry Level qualifications, the dominant reasons related to the need or wish to learn something new or gain new skills.

Table 12: Reasons for choice of training – by Level						
	Level					
	Entry	Other	1	2	3	4
<b>Main reason for undertaking course?</b>						
<i>Improve my job prospects/get a new job or new career</i>	21.9%	24.1%	28.6%	31.6%	30.5%	38.2%
<i>To improve my ability to do my current job</i>	2.3%	7.2%	4.5%	6.8%	6.9%	9.4%
<i>To get more job security</i>	1.1%	0.8%	0.2%	2.0%	2.5%	2.7%
<i>To increase my income</i>	1.3%	0.4%	0.3%	1.3%	1.9%	1.8%
<i>To get more job satisfaction</i>	2.0%	0.3%	1.4%	1.0%	1.1%	1.2%
<i>To get a promotion</i>	0.3%	1.3%	0.5%	0.5%	1.6%	3.6%
<i>Required to attend course by my employer</i>	0.0%	1.1%	0.5%	0.5%	1.9%	4.1%
<b>Sub-total</b>	<b>28.8%</b>	<b>35.3%</b>	<b>35.8%</b>	<b>43.7%</b>	<b>46.3%</b>	<b>61.0%</b>
<i>To learn something new/gain new skills</i>	46.9%	18.8%	34.2%	22.8%	19.5%	16.6%
<i>Personal interest in the course</i>	6.2%	23.1%	15.1%	13.3%	15.3%	11.9%
<i>To go on to further or higher learning</i>	6.3%	13.9%	4.2%	12.2%	13.7%	6.0%
<i>To meet new people/build my self confidence</i>	6.2%	2.3%	4.0%	2.2%	1.0%	0.3%
<i>Because it was at a time/place that suited me</i>	0.0%	1.4%	0.8%	1.0%	0.3%	0.3%
<i>Because I did not have to pay for it</i>	0.0%	0.2%	0.3%	0.6%	0.6%	0.4%
<i>To gain a qualification/recognised qualification</i>	0.4%	0.0%	0.1%	0.4%	0.7%	0.6%
<i>Mandatory</i>	0.0%	0.4%	0.2%	0.4%	0.3%	1.2%
<i>To help/ support my (grand)children with homework</i>	0.6%	0.2%	0.6%	0.2%	0.2%	0.0%
<i>Other</i>	4.6%	4.4%	4.5%	3.1%	2.0%	1.5%
<b>Sub-total</b>	<b>71.2%</b>	<b>64.8%</b>	<b>64.1%</b>	<b>56.3%</b>	<b>53.6%</b>	<b>38.9%</b>
<b>Sample by qualification Level</b>	<b>657</b>	<b>414</b>	<b>644</b>	<b>1,224</b>	<b>856</b>	<b>188</b>
<b>Main reason for choosing provider?</b>						
<i>Provider Related</i>	77.0%	82.7%	84.3%	84.2%	84.3%	83.8%
<i>IAG</i>	17.5%	15.0%	12.9%	13.3%	13.7%	13.0%
<i>Economic/Social reasons</i>	0.5%	1.8%	0.6%	1.0%	0.8%	1.6%
<i>Other reasons/don't know</i>	4.9%	0.6%	2.2%	1.5%	1.3%	1.6%

Source: Ipsos MORI and London Economics (2012). Base sample 3,982

### Main reason for choosing provider

We also assessed what factors determined the choice of the specific training provider. Table 10 presents the information grouped according to whether the primary reason was 'provider-related', as a result of 'information, advice and guidance' or for other 'economic and social reasons'. As can be seen, provider-related factors were dominant; in 83% of cases. Of this amount, 53% (or 44% of the total sample) mentioned convenient location as the dominant reason, with an additional 5% of these learners mentioning convenient course times and 16% mentioning that the provider offered the course that they wanted. 9% of learners indicated that the provider itself was the main reason for undertaking the course/training in that institution and mentioned that the reputation of the provider or the specific course was the primary reason. Only 2.5% of learners mentioned the costs of the course as being a primary driver of the decision to undertake the training at that particular provider.

Although the role of 'information, advice and guidance' was significantly less important in the selection of the specific provider, it is interesting to note that recommendations accounted for 7% of respondents' primary reasons for provider selection. However, in another 7% of cases, respondents indicated that they had no choice in the matter (as their employer chose). In less than 1% of cases was the primary reason associated with information received from local or central government (e.g. Job Centre), the sight of

advertising or leafleting promoting the College or an open day/ careers fair at the College/ training provider.

There was little difference across the different age bands or qualification Levels in terms of the primary rationale for undertaking the learning and training at a particular provider.

## The role of information, advice and guidance

Over half (56%) of learners indicated that they received some form of information advice and guidance (IAG), with the proportion of men indicating they received some form of IAG 4 percentage points higher than for women. In addition, the proportion of learners receiving IAG appears to increase as the level of qualification increases (from 51% at Entry Level to 66% at Level 4). When asked about *all* the sources of information, advice and guidance, respondents indicated that on average there were two sources. By far the greatest source of information advice and guidance was the FE College or training provider with 69% of learners mentioning this source (with women citing this source more than 7 percentage points more often than men). The other primary sources of information were 'personal and social connections' (16% and 13% for male and female learners respectively); employer and Trade Union sources (12% and 7% for men and women respectively); and through a central government advice scheme (8% for both men and women). Schools, universities, local government and local community sources were cited as a source of information, advice and guidance to a much lesser extent.

**Table 13: The role of information, advice and guidance – by gender**

		Male		Female		Total	
<b>Advice Received</b>	Yes	923	58.9%	1,106	54.5%	2,249	56.2%
	No	644	41.1%	1,107	45.5%	1,751	43.8%
<b>Source of advice</b>	<i>Personal/social connections</i>	146	15.8%	171	12.9%	317	14.1%
	<i>College/training provider</i>	603	65.4%	960	72.4%	1,563	69.5%
	<i>School/university</i>	27	2.9%	57	4.3%	84	3.7%
	<i>Employer/TU/professional body</i>	112	12.1%	90	6.8%	202	9.0%
	<i>Central Government advice scheme including New Deal/Jobcentre Plus Adviser, learndirect, careers service and Next Step</i>	75	8.2%	112	8.5%	188	8.3%
	<i>Local community/local government</i>	21	2.3%	28	2.1%	48	2.2%
	<i>Other/don't know</i>	46	5.0%	70	5.3%	116	5.2%

**Source: Ipsos MORI and London Economics (2012).** Base sample 4,000. In relation to the source of advice, only respondents indicating that they had received information advice and guidance responded about the source of advice (and multiple responses were allowed). In addition, in the case of information advice and guidance from central government, the sum of the disaggregated categories may not necessarily add to the value of the aggregated category given the fact that individuals may have indicated they received advice from more than one source within the aggregate source.

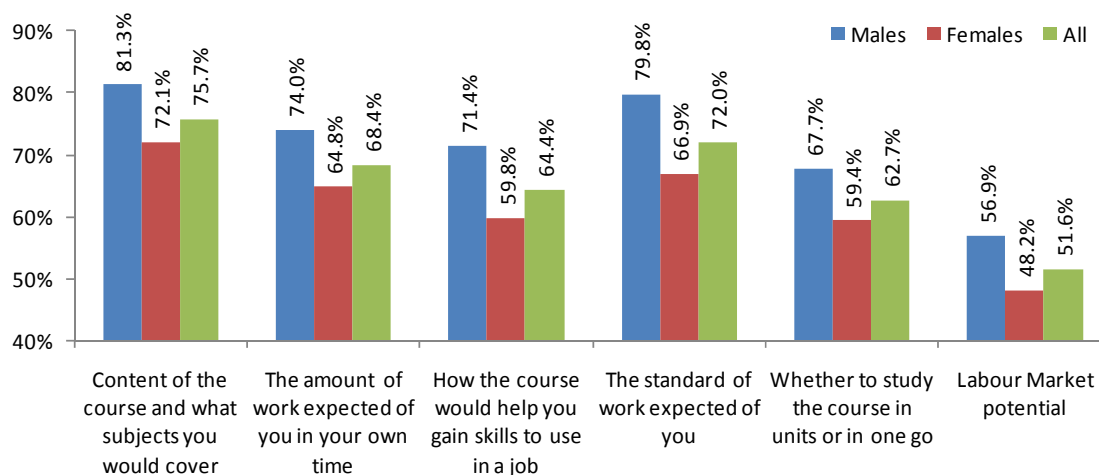
Table 14: The role of information, advice and guidance – by age and level						
Advice Received	Age					
	19-24		25-39		40+	
Yes	729	57.5%	875	55.0%	646	56.6%
No	538	42.5%	717	45.0%	495	43.4%
	Level					
	Entry	Other	1	2	3	4
Yes	51.4%	58.0%	54.8%	56.1%	58.2%	65.9%
No	48.6%	42.0%	45.2%	43.9%	41.8%	34.2%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000.

### The effectiveness of information, advice and guidance

Table 15 and Figure 3 provide detailed information on the effectiveness of the information, advice and guidance provided to learners. Considering 'net positives', which is the difference between the proportions of learners describing themselves as either 'very' or 'fairly' well informed and those responding 'not very well' or 'not at all' informed, the results are uniformly positive, although the extent to which this is the case does depend on the topic of the advice and the gender of respondent.

**Figure 3: Learner views of the effectiveness of information, advice and guidance (net positives)**



Source: Ipsos MORI and London Economics (2012)

The analysis in Figure 3 indicates that 81% of men and 72% of women (net) considered themselves to have been well informed in relation to the content of the course and the subjects that would be covered, with between 74% and 80% of men (and 65% to 67% of women) well informed in relation to the amount and standard of the work required of them. Effective information on whether to study the course 'in one go' or in units appeared to be less forthcoming with 68% of men and 59% of women considering themselves to have been relatively well informed.

Interestingly, the areas of information advice and guidance was considered to be the least beneficial (in relative terms) related to how the training/course would assist in terms of

usefulness in an employment context or the extent to which the training might be able to improve labour market potential (though significant less so for younger learners). Just over half of respondents (51.6%) believed that they had been relatively well informed in relation to the labour market potential associated with the training, while two-thirds (net) indicated that they received useful advice in relation to the relationship between the training undertaken and how skills might be gained for use in a job.

**Table 15: Effectiveness of information, advice and guidance by gender**

	Male		Female		Total	
<b>How well informed in relation to</b>						
<i>Content of the course and subjects covered</i>						
<i>very well informed</i>	899	57.4%	1,349	55.5%	2,249	56.2%
<i>fairly well informed</i>	517	33.0%	717	29.5%	1,234	30.9%
<i>not very well informed</i>	108	6.9%	225	9.2%	333	8.3%
<i>not at all informed</i>	34	2.2%	87	3.6%	121	3.0%
<i>don't know</i>	8	0.5%	55	2.3%	64	1.6%
						+
<i>Amount of work expected in your own time</i>						
<i>very well informed</i>	792	50.6%	1260	51.8%	2,053	51.3%
<i>fairly well informed</i>	561	35.8%	722	29.7%	1,283	32.1%
<i>not very well informed</i>	143	9.1%	281	11.6%	425	10.6%
<i>not at all informed</i>	50	3.2%	125	5.1%	174	4.4%
<i>don't know</i>	21	1.3%	45	1.8%	66	1.7%
<i>How the course would help you gain skills used in a job</i>						
<i>very well informed</i>	776	49.5%	1114	45.8%	1,890	47.2%
<i>fairly well informed</i>	552	35.2%	786	32.3%	1,338	33.4%
<i>not very well informed</i>	142	9.1%	271	11.1%	413	10.3%
<i>not at all informed</i>	67	4.3%	173	7.1%	240	6.0%
<i>don't know</i>	30	1.9%	90	3.7%	120	3.0%
<i>the standard of work expected of you</i>						
<i>very well informed</i>	813	51.9%	1238	50.9%	2,051	51.3%
<i>fairly well informed</i>	587	37.4%	767	31.5%	1,354	33.9%
<i>not very well informed</i>	112	7.1%	248	10.2%	359	9.0%
<i>not at all informed</i>	38	2.4%	129	5.3%	167	4.2%
<i>don't know</i>	18	1.1%	51	2.1%	69	1.7%
<i>whether to study the course in units or in one go</i>						
<i>very well informed</i>	818	52.2%	1239	50.9%	2,057	51.4%
<i>fairly well informed</i>	438	28.0%	603	24.8%	1,041	26.0%
<i>not very well informed</i>	96	6.2%	218	9.0%	314	7.9%
<i>not at all informed</i>	99	6.3%	178	7.3%	277	6.9%
<i>don't know</i>	115	7.3%	196	8.0%	310	7.8%
<i>Labour market potential</i>						
<i>very well informed</i>	631	40.3%	921	37.9%	1,552	38.8%
<i>fairly well informed</i>	558	35.6%	809	33.3%	1,367	34.2%
<i>not very well informed</i>	189	12.1%	326	13.4%	515	12.9%
<i>not at all informed</i>	107	6.8%	233	9.6%	340	8.5%
<i>don't know</i>	82	5.2%	144	5.9%	226	5.6%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

In many respects, there were few differences in the effectiveness of the information, advice and guidance received depending on the age band of learner, with younger people



generally feeling that they were either well or very well informed on all aspects of the training – including whether to study the course in one go or in a unitised fashion, and the labour market potential associated with the course (the latter dropping off perceptibly as age band increased). Similarly, the perception of the informativeness of the IAG improved as the level of training increased.

Interestingly, the analysis also indicates that there is a correlation between the degree to which individuals believed they were either well informed or very well informed and course completion (Table 16). It is important to reiterate that the association between the two variables does not imply causation, as it could be the case that those learners failing to complete may have assessed the information, advice and guidance as being not particularly worthwhile as a result of failure to complete. The results presented in Table 16 indicate that those individuals completing their course or training were between 5 and 7 percentage points more likely to indicate they had been well informed in relation to the content of the course, the amount of work necessary, how the course would be of assistance in gaining skills for use in a job and labour market potential. There was a minimal difference in the relative perceptions relating to the standard of the work required and the optimal mode of study.

<b>Table 16: Effectiveness of information, advice and guidance by age and level</b>						
<b>Proportion well or very informed in relation to</b>	<b>19-24</b>		<b>25-39</b>		<b>40+</b>	
<i>Content of the course and subjects covered</i>	1,105	87.2%	1,380	86.7%	997	87.4%
<i>Amount of work expected in your own time</i>	1,080	85.3%	1,319	82.9%	936	82.0%
<i>How the course would help you gain skills used in a job</i>	1,082	85.4%	1,284	80.7%	862	75.5%
<i>The standard of work expected of you</i>	1,139	89.9%	1,325	83.2%	941	82.5%
<i>Whether to study the course in units or in one go</i>	1,006	79.4%	1,213	76.2%	879	77.1%
<i>Labour market potential</i>	1,016	80.2%	1,174	73.8%	729	63.9%
	<b>Level</b>					
	<b>Entry</b>	<b>Other</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Content of the course and subjects covered</i>	83.0%	87.2%	88.1%	87.9%	88.5%	85.7%
<i>Amount of work expected in your own time</i>	78.4%	82.9%	83.0%	85.1%	85.3%	83.5%
<i>How the course would help you gain skills used in a job</i>	72.3%	73.8%	80.0%	84.1%	84.9%	85.6%
<i>The standard of work expected of you</i>	75.0%	85.2%	84.6%	87.3%	90.0%	85.8%
<i>Whether to study the course in units or in one go</i>	73.7%	76.4%	77.5%	78.2%	79.4%	78.8%
<i>Labour market potential</i>	69.1%	67.2%	66.9%	75.3%	78.6%	79.1%
	<b>Completers</b>		<b>Non-completers</b>			
<i>Content of the course and subjects covered</i>	2,992	88.0%	491	81.8%		
<i>Amount of work expected in your own time</i>	2,865	84.3%	471	78.4%		
<i>How the course would help you gain skills used in a job</i>	2,779	81.7%	449	74.8%		
<i>The standard of work expected of you</i>	2,896	85.2%	509	84.7%		
<i>Whether to study the course in units or in one go</i>	2,646	77.8%	452	75.2%		
<i>Labour market potential</i>	2,507	73.8%	412	68.6%		

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

From Table 13, it was possible to see that 56% of respondents received advice prior to starting their learning aim compared to 44% that did not. Looking into learner perceptions in greater detail depending on whether they had received advice, the analysis presented in Table 17 provides some additional analysis on the perceptions of learners in relation to the learning aim after the event. The analysis presents the proportion of learners considering themselves to be either 'well informed' or 'very well informed' and indicates that learners that received information, advice and guidance *ex ante* were 11 percentage points more likely to indicate they were well or very well informed about the course content, the amount of work expected, and the standard of the work expected; 13 percentage points more likely

to be well informed in relation to how the course might assist in gaining skills used in a job and whether to study the course in one go or in modules; and 16 percentage points more likely to be well informed in relation to the labour market potential associated with the learning aim.

<b>Table 17: The role of information, advice and guidance – by receipt</b>						
<b>Proportion well or very informed in relation to</b>	<b>Receipt</b>		<b>Non-receipt</b>		<b>Total</b>	
<i>Content of the course and subjects covered</i>	2,070	92.0%	1,413	80.7%	3,483	87.1%
<i>Amount of work expected in your own time</i>	1,985	88.2%	1,351	77.1%	3,336	83.4%
<i>How the course would help you gain skills used in a job</i>	1,945	86.5%	1,283	73.2%	3,228	80.6%
<i>The standard of work expected of you</i>	2,005	89.2%	1,399	79.9%	3,405	85.2%
<i>Whether to study the course in units or in one go</i>	1,861	82.7%	1,237	70.7%	3,098	77.4%
<i>Labour market potential</i>	1,800	80.0%	1,120	63.9%	2,919	73.0%

**Source: Ipsos MORI and London Economics (2012).** Base sample 4,000



# Fees, loan opportunities, willingness to pay

## Course fees and financial contributions of learners

In Table 18, we present some information in relation to the fees charged to learners and their personal financial contribution. The analysis indicates just over half the sample of learners were not charged fees of any kind, while 20% of learners contributed some amount, and the remaining 30% of learners paid the full course fee. Of those learners either contributing all or some of the course fee, although the analysis indicates that the most common fee stood at between £100 and £199, if we consider the midpoint of the fee bands respondents indicated was the course fee (and assume that the maximum fee was £3,000<sup>39</sup>), the *average fee* across contributors stood at £674. Using a similar approach, if we estimate the *average fee* across all learners (excluding 'refusals' or 'don't know'), the average fee stood at £317. Taking a slightly different approach, the *average contribution* across only those learners paying some contribution stood at £472, which is 70% of the fees levied on contributors. In terms of the timing of payment, the analysis suggests that 2/3<sup>rds</sup> of the sample paid the entire fee in one lump sum.

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<sup>39</sup> When respondents were asked about the fee they were charged, the final category was 'more than £3,000'. In total, 58 individuals indicated that the total course fee was £3,000, which corresponds to 2.9% of those respondents who reported making at least some of the contribution towards fees. We decided that given the relatively small proportion of learners in courses attracting this Level of fees and the limited impact of this category of learner on aggregate fee contribution, both the fee and the contribution should be capped at £3,000 to allow for tractability. Amending the assumption so that fees and contributions in excess of £3,000 were chosen to be £4,000 would have the impact of raising the average fee amongst contributors to £709 (increasing from £674) and increasing the average contribution to £495 (from £472). This implies that rather than contributors meeting 70.1% of all fees levied on contributors, they were estimated to meet 70.2% of the fees levied on them.

**Table 18: Funding source and personal contributions**

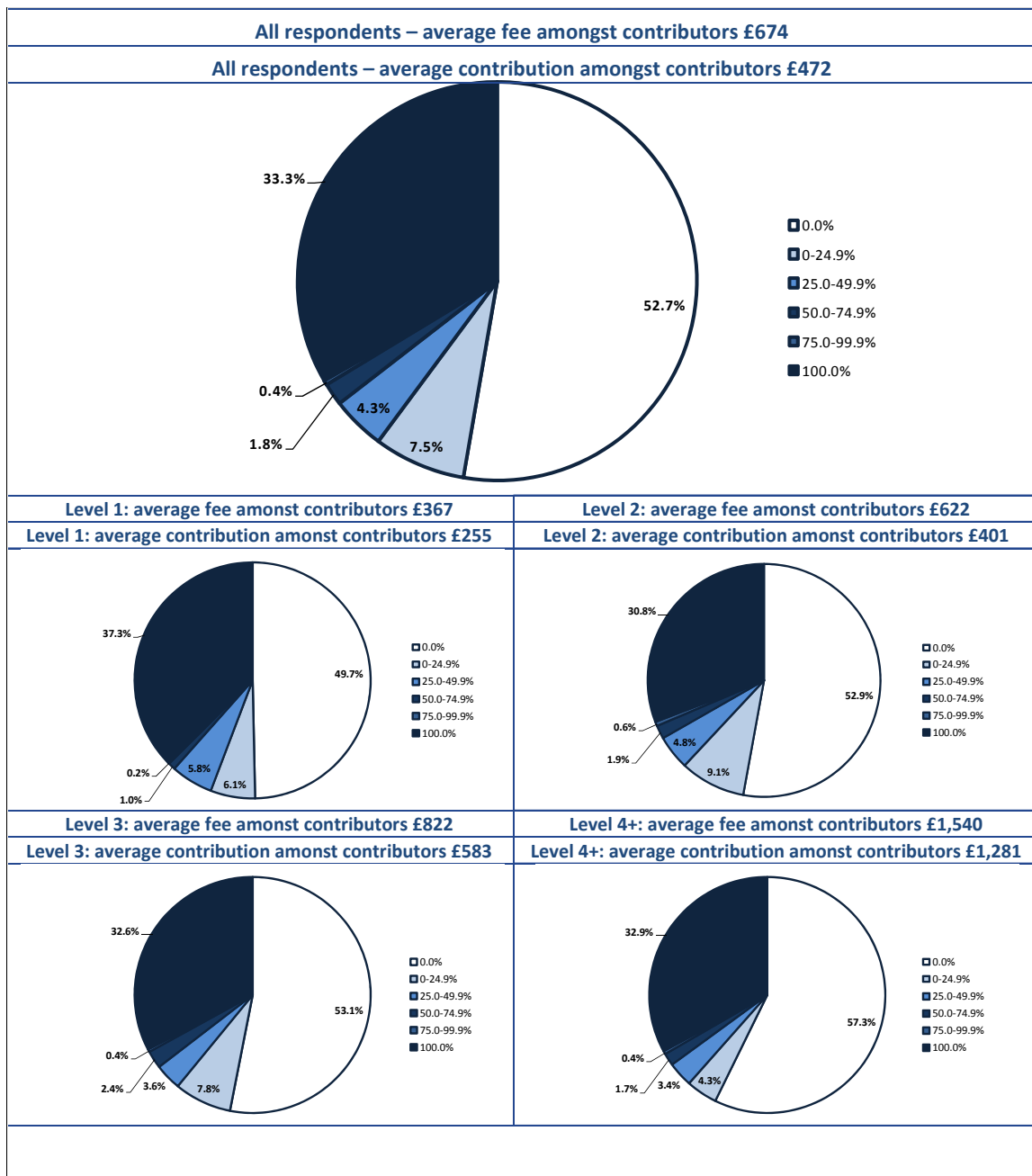
		Male		Female		Total	
<b>Total course fee</b>	<i>less than £99</i>	53	7.5%	120	9.4%	173	8.7%
	<i>£100-£199</i>	112	15.8%	220	17.2%	332	16.7%
	<i>£200-£299</i>	91	12.9%	175	13.7%	266	13.4%
	<i>£300-£399</i>	62	8.8%	153	12.0%	215	10.8%
	<i>£400-£499</i>	32	4.5%	78	6.1%	110	5.5%
	<i>£500-£749</i>	82	11.6%	131	10.3%	213	10.8%
	<i>£750-£999</i>	55	7.8%	82	6.4%	137	6.9%
	<i>£1,000-£1,999</i>	99	14.0%	125	9.8%	223	11.3%
	<i>£2,000-£2,999</i>	30	4.3%	20	1.5%	50	2.5%
	<i>£3,000 or more</i>	32	4.5%	27	2.1%	58	2.9%
	<i>don't know/ refused</i>	59	8.4%	147	11.5%	197	10.4%
<b>Did you personally make any financial contribution?</b>							
	<i>yes - all of it</i>	408	26.1%	781	32.1%	1,190	29.7%
	<i>yes - some of it</i>	291	18.6%	486	20.0%	777	19.4%
	<i>no</i>	859	54.8%	1148	47.2%	2,007	50.2%
	<i>don't know</i>	9	0.5%	18	0.8%	27	0.7%
<b>How much have you personally paid?</b>							
	<i>less than £99</i>	161	7.5%	325	9.4%	486	24.5%
	<i>£100-£199</i>	144	15.8%	263	17.2%	407	20.5%
	<i>£200-£299</i>	79	12.9%	159	13.7%	239	12.0%
	<i>£300-£399</i>	63	8.8%	128	12.0%	191	9.6%
	<i>£400-£499</i>	34	4.5%	65	6.1%	99	5.0%
	<i>£500-£749</i>	67	11.6%	120	10.3%	187	9.4%
	<i>£750-£999</i>	34	7.8%	46	6.4%	80	4.0%
	<i>£1,000-£1,999</i>	53	14.0%	74	9.8%	127	6.4%
	<i>£2,000-£2,999</i>	18	4.3%	11	1.5%	29	1.5%
	<i>£3,000 or more</i>	24	4.5%	16	2.1%	40	2.0%
	<i>don't know</i>	28	8.4%	70	11.5%	55	2.8%
	<i>no answer</i>	161	7.5%	325	9.4%	41	2.1%
	<i>refused</i>	144	15.8%	263	17.2%	2	0.1%
<b>Method of payment</b>							
	<i>Lump sum</i>	439	62.3%	859	67.3%	1,298	65.5%
	<i>Instalments</i>	256	36.4%	396	31.0%	652	32.9%
	<i>Don't know</i>	9	1.3%	22	1.7%	32	1.6%
<b>Why did you not pay the full cost of the course?</b>							
	<i>Course paid for by the government/SFA</i>	620	53.9%	869	53.2%	1489	53.5%
	<i>Course paid for by the employer</i>	218	18.9%	279	17.1%	496	17.8%
	<i>Course paid for by family</i>	34	2.9%	63	3.8%	96	3.5%
	<i>Exempt from paying fees</i>	155	13.5%	268	16.4%	423	15.2%
	<i>Part of fees waived</i>	58	5.0%	106	6.5%	164	5.9%
	<i>Course paid for by TU</i>	43	3.7%	12	0.8%	55	2.0%
	<i>Other reason/don't know</i>	75	6.5%	122	7.5%	196	7.1%
<b>Help or support offered</b>							
	<i>No</i>	425	60.3%	824	64.5%	1250	63.1%
	<i>Yes.... of which (more than one response possible)</i>	280	39.7%	453	35.5%	732	36.9%
	<i>College/training provider</i>	143	47.8%	208	43.8%	351	45.4%
	<i>Employer</i>	8	2.7%	14	2.9%	22	2.8%
	<i>Friends/family</i>	114	38.1%	166	34.9%	280	36.2%
	<i>Government/local council/Job Centre</i>	23	7.7%	59	12.4%	81	10.5%
	<i>Other source/can't remember</i>	11	3.7%	28	5.9%	39	5.0%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

Breaking down the average fee amongst contributors (where they are aware of the actual fee and personal contribution), the analysis undertaken suggests that this is increasing as the level of qualification increases. Level 1 qualifications are associated with a fee amongst contributors of £367; £622 amongst Level 2 contributors; £822 amongst Level 3 contributors; and £1,540 amongst Level 4 contributors.

Figure 4 presents information on the proportion of respondents making contributions to their fees by qualification level.

**Figure 4: Proportion of fee contributed by qualification level**



**Source: Ipsos MORI and London Economics (2012).** Note: In Table 18 the suggestion is that 20% of learners contribute some of their course fees; however, the estimate presented in this figure is significantly lower, as we were only able to make use of those observations where an individual was aware of both their total course fee and their actual contribution. In a significant minority of cases, this did not occur. Note also that the proportion of learners contributing their course costs decreases as the level of learning aim increases. At Level 1, approximately 50% of learners contribute to their fees, while at Level 2 and Level 3, this proportion decreases to 47%. At Level 4, the approximate proportion of learners contributing to their fees stands at 43%.

The analysis suggests that as the level of qualification increases, the proportion of individual learners contributing to their fees decreases marginally. Specifically, at Level 1, 50% of learners pay nothing, which increases to 53% at Level 2 and Level 3, and further increases to 57% at Level 4 and above. In contrast, the highest proportion of learners making a full contribution to their fees occurs at Level 1, where 38% of learners pay the full fee, compared to 33% at Level 3 and Level 4, and just under 31% at Level 2. In aggregate, the proportion of individuals indicating that they paid some (but not all) of the course fee (and knew how much each were) was 14% of learners. This was higher at Level 2 (standing at 16%), which in part may mitigate the relatively low proportion of full contributors.

Having recoded the data to assess the contribution of learners, again assuming the at the contribution is the mid-point of the range provided (capped at £3,000), we have estimated that the average contribution amongst those contributing to their fees is £255 for those at Level 1, which is equivalent to 69.3% of the total fee levied. Reflecting the previous fact that there is a slightly lower proportion of learners at Level 2 paying the entire contribution, we estimated that the average course fee contribution at Level 2 stood at £401 (64.4% of the total fee charged). At Level 3 and Level 4, the average contribution increased to £583 and £1,281 respectively, and accounted for 70.8% and 83.2% of the total course fees levied on contributors. Therefore, broadly speaking, amongst those learners contributing at least some of the course fee, the average contribution across contributors stood at 70.1% and increased as the Level of qualification increased. Given that 53% of learners do not pay any fee, and assuming that the average fee is the same for all learners (irrespective of contribution made), spreading the contributions of those paying at least some of their course fee across all learners implies that approximately 33% of all course fees are recovered through 'private' contributions.

### Reasons for non-payment of fees

Table 18 also presents information on the sources of funding for those individual learners making either some or no financial contribution to their studies. Of these learners, 53% indicate that they received some funding from either the government or through the Skills Funding Agency, while 18% indicate that they received some funding for the learning activity through their employer. 15% of learners indicated that they were exempt from paying fees (with no reason provided), while 6% indicated that part of their fees were waived (with no further reason provided).

### Views towards loan support

The questionnaire also asked those individuals contributing to their course fees whether they would have any interest in either a low cost loan from the college to cover their fees (with the details not provided) or an income contingent loan that is only repayable once the respondent earns above £21,000. The views of respondents was split evenly in relation to the low cost loan, with 48% of respondents expressing an interest and 49% expressing no interest; however, the option was marginally more favoured by men compared to women (49% versus 47%). In terms of the income contingent loan, there was extra support with respondents 5 percentage points more like to express interest (54% compared to 43%). There were minimal differences between men and women, which may suggest that there is a limited difference in the extent of debt aversion across sexes.

<b>Table 19: Views in relation to loan support</b>							
<b>Would you have been interested in support from your college if they offered</b>		<b>Male</b>		<b>Female</b>		<b>Total</b>	
<b>A low cost loan to cover the course fees?</b>	<b>Yes</b>	346	49.1%	605	47.4%	951	48.0%
	<b>No</b>	338	48.0%	637	49.9%	975	49.2%
	<b>Don't know</b>	20	2.9%	35	2.7%	56	2.8%
<b>An income contingent loan repayable over £21k?</b>	<b>Yes</b>	382	54.1%	683	53.5%	1,064	53.7%
	<b>No</b>	308	43.6%	538	42.1%	846	42.7%
	<b>Don't know</b>	16	2.2%	56	4.4%	72	3.6%

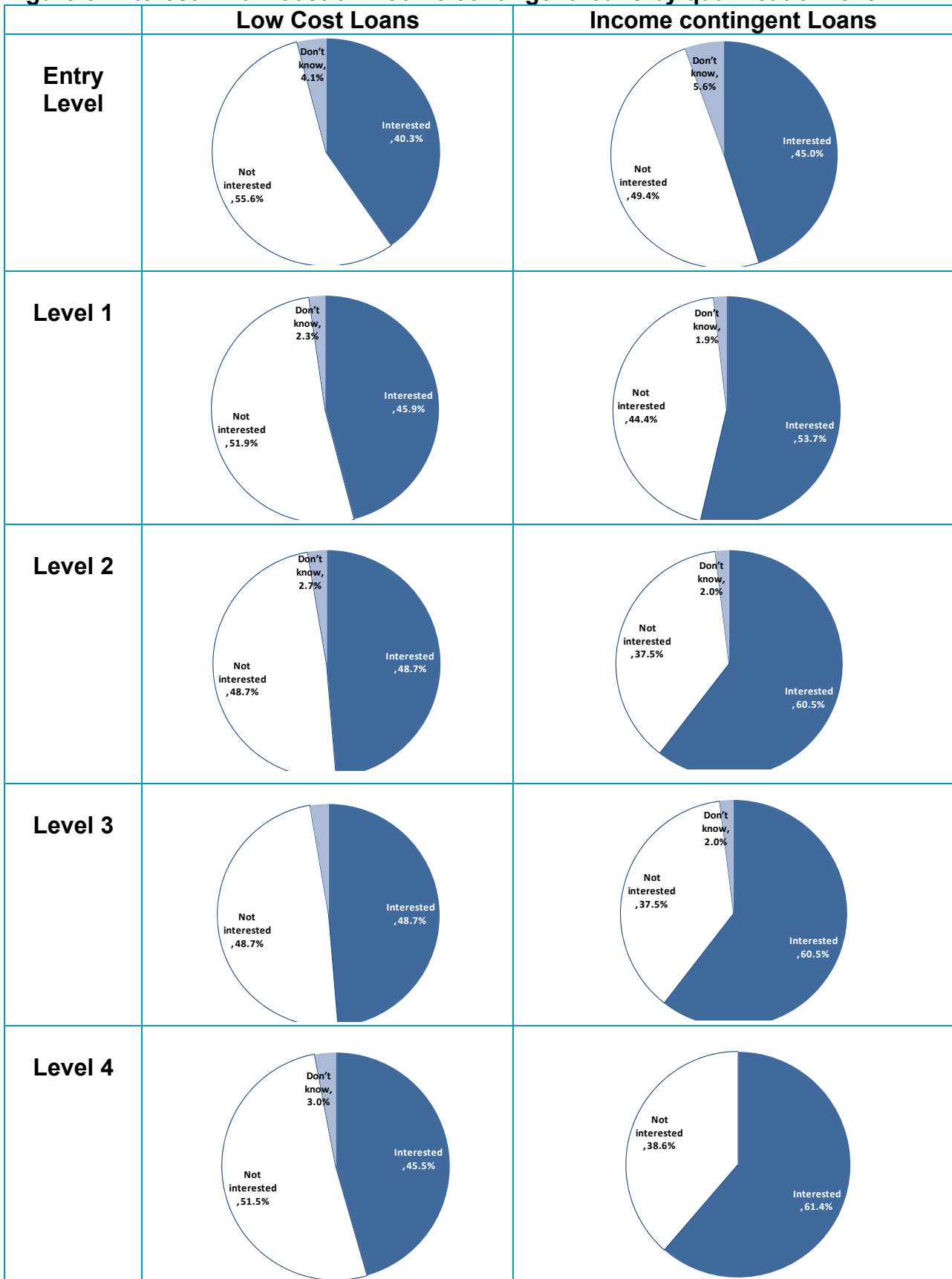
Source: Ipsos MORI and London Economics (2012). Base sample 1,982

There were some differences according to the level of qualification undertaken (and the associated contribution made by learners). In particular, with the exception of individuals undertaking entry level qualifications, support for the income contingent loan exceeded respondents' interest in the low cost loan.

The gap in the interest level between the income contingent loan increased as the level of qualification increased (see Figure 5) and these differences were statistically significant. As before, at Entry Level the gap between the two loans stood at -7.8 percentage points (50.0% compared to 57.8%), increasing to +4.7 percentage points at Level 1 (45.0% compared to 40.3%); +7.8 percentage points at Level 2 (53.7% compared to 45.9%); +11.8 percentage points at Level 3 (60.5% compared to 48.7%); and +15.9 percentage points at Level 4 and above (61.4% compared to 45.5%).

For learners aged 25 or above undertaking Level 3 qualifications, 46% indicated they were interested in a low cost loan, while this proportion increased 59% when learners were presented information in relation to an income contingent loan.

**Figure 5: Interest in low cost or income contingent loans by qualification level**



**Source: London Economics** Left hand column: interest in low cost loan; RG column: interest in loan only repayable after £21,000. Blue shaded are: Proportion interested; White area: Proportion uninterested

Further disaggregating the analysis by gender *and* level of learning aim, the analysis suggests that some differences emerge depending on gender and learning aim level, though sample sizes are smaller and some caution needs to be exercised. In particular, although the differences are statistically significant across levels of attainment, the differences between genders are not statistically significant. Taking an example, men undertaking Level 3 qualifications indicate greater support for 'low cost' mortgage style loans compared to men overall (by 2 percentage points), while women at Level 3 are less likely to be in support (by 1 percentage point). In relation to income contingent loans, 60-61% of both men and women undertaking Level 3 qualifications support the concept, which is 6 percentage points higher for men compared to the average male and 7 percentage points higher for women compared to the average women.

Interestingly, men undertaking Level 2 qualifications are less likely to support either low cost mortgage style loans or income contingent loans compared to Level 3 male learners (by approximately 10 percentage points), while women undertaking Level 2 qualification are more likely to support low cost mortgage style loans compared to Level 3 learners (by 2 percentage points) but 5 percentage points less likely to support income contingent loans.

<b>Table 20: Views in relation to loan support by gender by Level of qualification</b>					
<b>Would you have been interested in support from your college if they offered (proportion indicating 'yes')</b>	<b>Male</b>			<b>Female</b>	
<b><i>A low cost loan to cover the course fees?</i></b>					
<i>All Levels</i>	323	49.1%	591	47.4%	
<i>Entry</i>	21	65.6%	46	54.8%	
<i>Level 1</i>	39	36.4%	98	42.1%	
<i>Level 2</i>	97	41.5%	224	48.1%	
<i>Level 3</i>	119	51.5%	152	46.6%	
<i>Level 4</i>	18	45.0%	28	45.9%	
<i>Other</i>	29	54.7%	43	37.4%	
<b><i>An income contingent loan repayable over £21k?</i></b>					
<i>All Levels</i>	374	54.1%	690	53.5%	
<i>Entry</i>	15	46.9%	43	51.2%	
<i>Level 1</i>	47	43.9%	106	45.5%	
<i>Level 2</i>	118	50.4%	258	55.4%	
<i>Level 3</i>	140	60.6%	197	60.4%	
<i>Level 4</i>	24	60.0%	38	62.3%	
<i>Other</i>	30	56.6%	48	41.7%	

Source: Ipsos MORI and London Economics (2012). Base sample 1,982



## Willingness to pay

Finally in this section, we address some issues in relation to the willingness of current contributors to pay more for their education and training. In Table 21, respondents were asked whether they would be prepared to pay 10% extra, with 87% of respondents answering positively. When asked whether they would be prepared to pay 20% more than the original contribution, 79% of respondents indicated that they would be prepared to do so.

Table 21: Willingness to Pay							
	Male		Female		Total		
<b>Would you still have done the course</b>							
<i>if you had to pay an extra 10% instead?</i>							
Yes	594	87.7%	1041	86.1%	1,635	86.7%	
No	62	9.2%	119	9.8%	181	9.6%	
Don't know	21	3.1%	50	4.1%	71	3.8%	
<i>if you had to pay an extra 20% instead?</i>							
Yes	512	84.0%	815	76.2%	1,326	79.0%	
No	74	12.1%	206	19.3%	280	16.7%	
Don't know	24	3.9%	48	4.5%	71	4.3%	

Source: Ipsos MORI and London Economics (2012). Base sample 1,982

In terms of what the impact of the increased contributions might be (and the proportion of those individuals willing to make the extra contribution), the analysis needs to be refined a little.

In

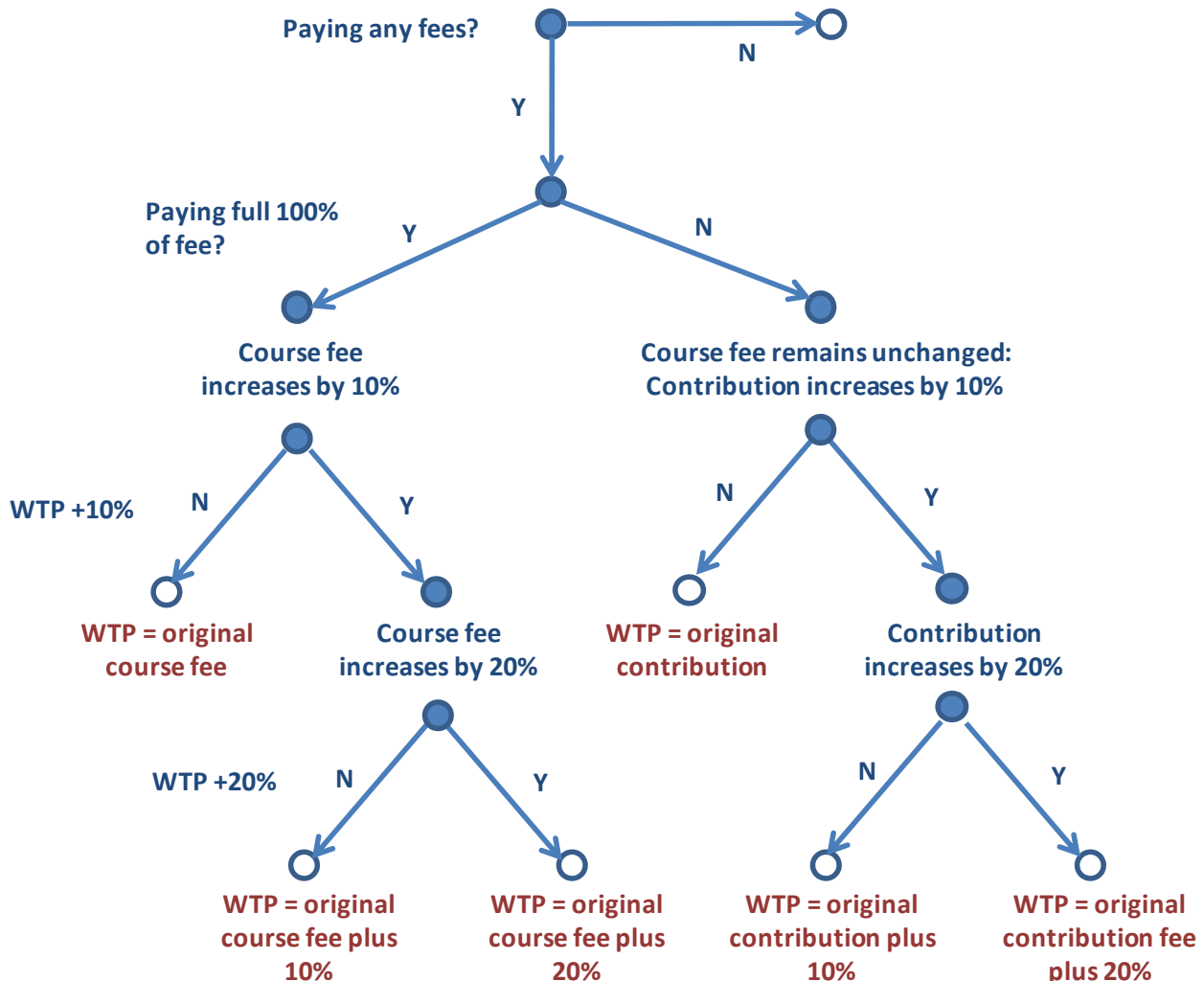
Figure 6, first, we assumed that for individuals already paying 100% of the course fee, the course fee was increased by 10% and these individuals were asked about their willingness to pay. If they indicated that they were prepared to pay the increased fee, we assumed that the course fee increased by 10% and their contribution would remain at 100%. They were then asked about a 20% fee increase. If respondents were unwilling to pay the 10% fee increase, we assumed that their contribution as a proportion of total fee *decreased* and were asked no further willingness to pay questions. For those remaining respondents, the same process was carried out in relation to the second question.

For those learners not paying the full fee, the same process was adopted, although we asked respondents in relation to their current contributions rather than the course fee. As such, as we move from the baseline scenario through the alternative options, we would expect to see average fees levied increase, as well as average contribution in monetary terms (since respondents do not drop out of the market if unprepared to raise their contribution).

The key point is whether the proportionate contribution of learners outstrips the rate of increase in fees. In other words, as fees increase, we would expect to see consumers drop out of the market; however, the question is whether the total drop off in quantity demanded or willingness to pay exceeds the proportionate increase in price (implying the good is price elastic), with increased prices leading to reduced (fee) revenues. The alternative scenario occurs if the proportionate increase in fees results in a less than proportionate

decrease in quantity demanded (a price inelastic good) with revenues (fees) increasing in aggregate as a result of the price increases.

**Figure 6: Willingness to pay**



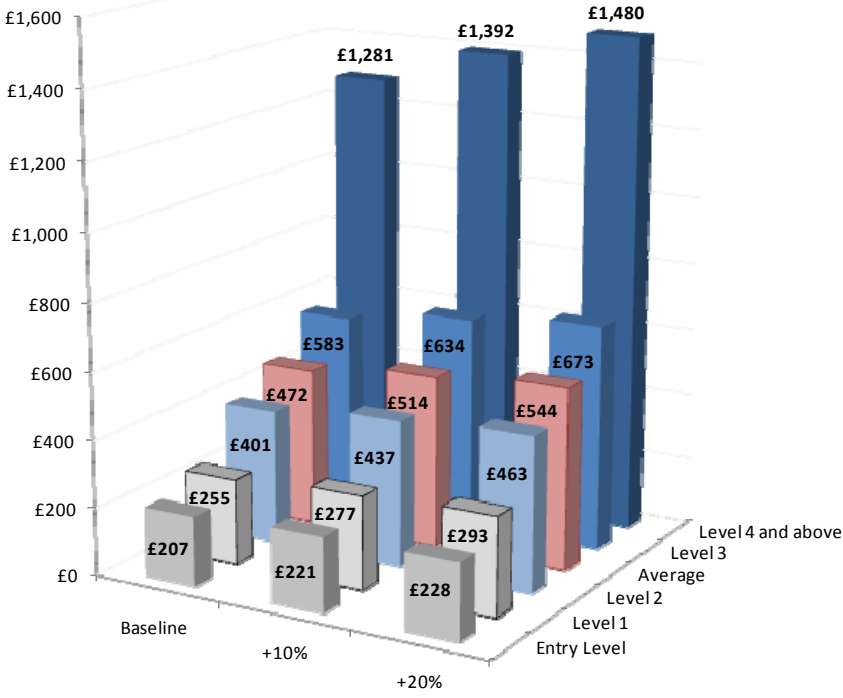
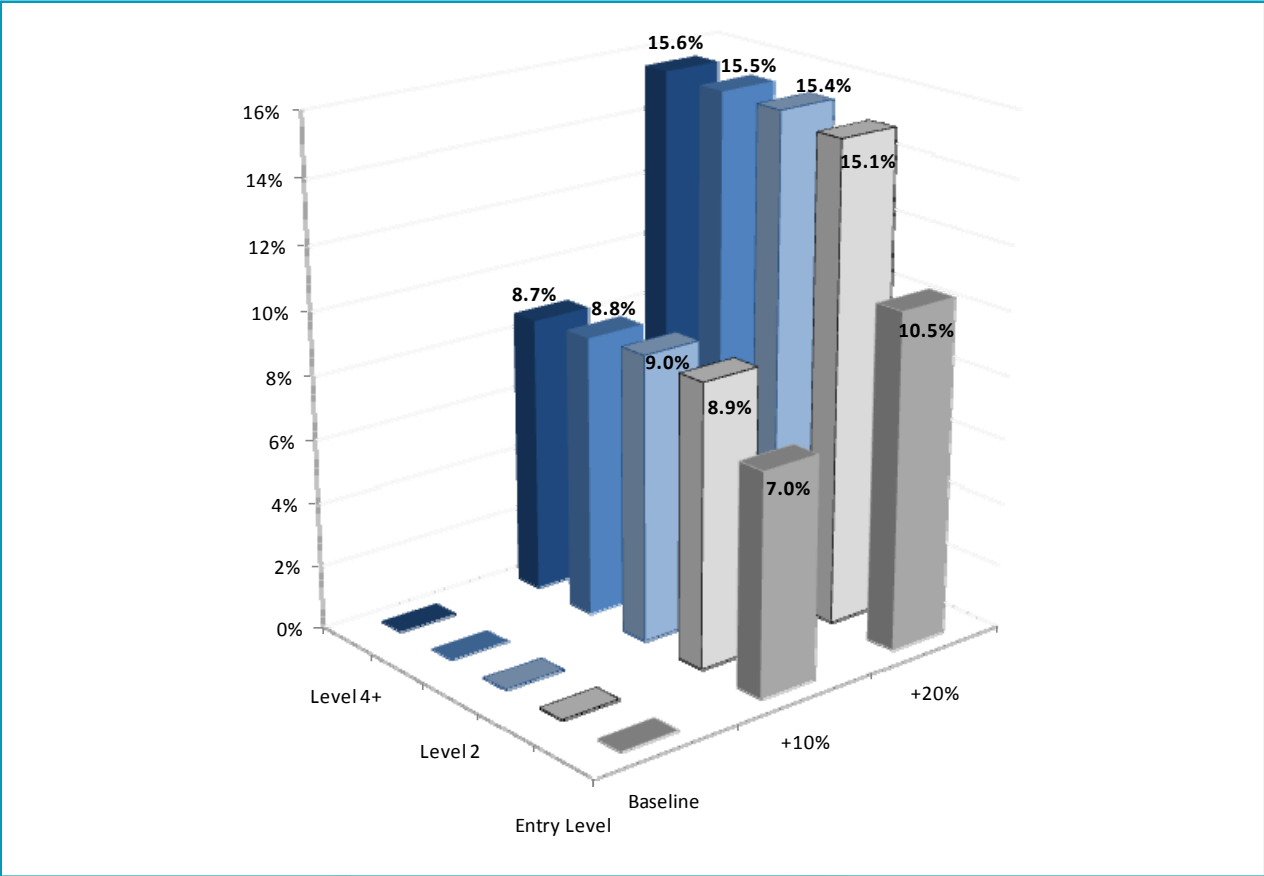
Source: Ipsos MORI and London Economics (2012)

Broken down by qualification level, the analysis presented in Figure 6 indicates that the average contribution of current contributors increases by between 8.7%-9.0% between Levels 1 and 4, although the average contribution at Entry Level increases by only 7.0%, suggesting a greater degree of price responsiveness at that level of qualification attainment and perhaps illustrating lower economic benefits associated with the qualification (in absolute monetary terms).

Following a further increase in the potential fee or contribution to 20%, the outcome is essentially repeated with the average contribution across contributors increasing by between 15.1% and 15.6% (at Level 1 and Level 4 respectively), with a lower average increase in contributions at Entry Level (10.5%). The analysis does appear to suggest that the responsiveness of current contributors to fee or contribution increases is higher (or

more responsive) at lower Levels of qualification, with learners undertaking higher Levels of qualification being more willing to pay additional fees and contributions.

**Figure 7: Increase in individual contributions by proposed increase in contribution**



Source: Ipsos MORI and London Economics (2012)

**Figure 7** also illustrates the average expected contribution made by existing contributors in monetary terms under the baseline scenario and following the two potential increases in fees.

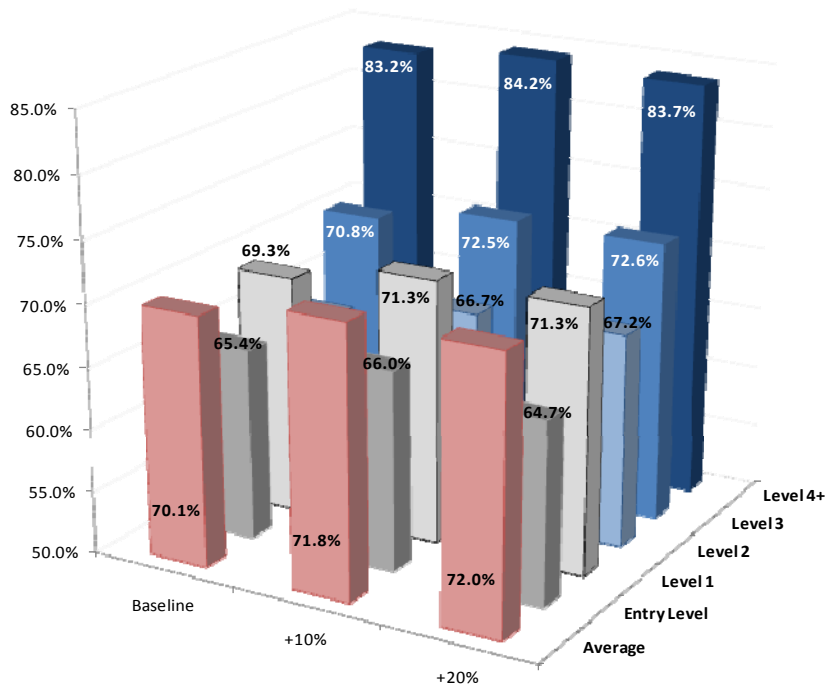
Taking some examples, the average learner at Level 2 that is contributing to their studies, and making a contribution of £401 under the baseline scenario, would be expected to make a £437 contribution if the potential fee level increased by 10%, and a £463 average contribution if the potential fee were to rise by 20%. Figure 7 illustrates that following a 20% increase in the potential fee or contribution levels, the expected increase in contribution from those already self funding to their studies is least at Entry level (£21 from a baseline of £207), and greatest at the higher levels of qualification (£199 from a baseline of £1,281 in the case of Level 4 learning aims).

The analysis has also been undertaken by age of the learner. The analysis suggests that for learners aged between 19 and 24, 25-39 and 40 and above, following a 10% increase in the potential contribution, the average contribution of those individuals currently paying fees increases by 6.2%, 5.7% and 6.6% respectively. Following a 20% increase in the potential contribution, the average contribution of those individuals currently paying fees increases by between 12.5%, 11.3% and 13.3% respectively. This implies that the oldest learners have the greatest willingness to pay additional costs, with learners aged between 25 and 39 demonstrating the lowest willingness to pay for their studies.

**Figure 8** illustrates the extent to which aggregate fee contributions from learners who were originally making some financial contribution to their course meet the fees charged under the different scenarios. Under the baseline scenario, on average, the contributions of learners covered 70% of the original fees levied, while following the 10% increase in possible fees and contributions, aggregate contributions increased to 71.8% of the increased fee. Under the second potential fee increase, the aggregate contribution from learners increased marginally from 71.8% to 72.0%.

There is some degree of variation by level of attainment, although the general trend appears to be maintained: namely that an increase in the potential fee or contribution by 10% is more than covered on average by the increased contributions that would be made by learners, however, a fee or contribution increase up to 20% would not be reflected in an equivalent increase in willingness to pay with the proportion of the aggregate fee made by contributors remaining constant or falling slightly.

Taking an example from Figure 8, at Level 3, learners who are at least in part self-funded contribute 70.8% of the total fee levied. If the potential fee or contribution level increases by 10% from the baseline scenario, the analysis suggests that approximately 72.5% of the *enhanced* fee will be covered by self funded learners; however, if there is a subsequent 10 percentage point increase in the potential fee or contribution, the analysis suggests that the proportion of this enhanced fee that would be covered by learners is essentially the same (72.6%). In other words, the 10 percentage point increase in the price between +10% and +20% is approximately the point where any further increase in the potential level of contribution would be expected to have a negative impact on the number of learners willing to undertake self funded learning.

**Figure 8: Proportion of fees covered by contributions for different fee levels**

Source: Ipsos MORI and London Economics (2012)

### **Assessment of fee contributions by age**

When considering the same analysis of willingness to pay according to the age of the learner, the analysis suggests that there is some variation across learners.

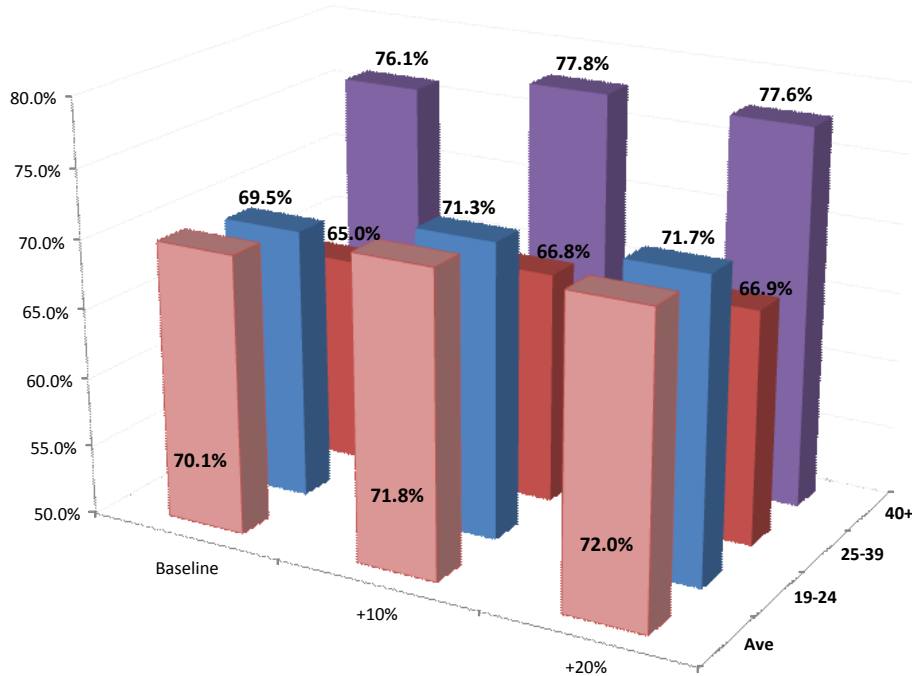
Specifically, Figure 9 illustrates that learners aged between 25 and 39 contribute the least towards their learning under the baseline scenario (65%), although would be expected to increase to almost 67% as the suggested contribution increases by either 10% or 20%. In contrast, learners aged above 40 contribute approximately 76% of the fees levied under the baseline case, which would be expected to increase to approximately 78% under either a 10% or a 20% increase in potential contributions.

Younger learners (aged 18-24) currently contribute 69% of total fees levied, which would be expected to increase to between 71% and 72% under the successive suggested contribution increases.

Irrespective of the initial proportion of the fee or contribution made by those learners at least partially contributing to their own studies, the analysis demonstrates the same outcome as the potential fee increases. When the fee or potential contribution increases by an initial 10%, the analysis suggests that there will be an increase in the proportion of the *enhanced* fee levied that will be covered by learners. As the potential fee or contribution increases further, the analysis suggests that an equivalent proportion of the doubly-enhanced fee will be covered. This implies that any increase in fees beyond this

point is likely to result in a lower proportion of fee income recovered, as a greater proportion of learners ‘leave the market’ compared to the proportion that are willing to pay any further increase.

**Figure 9: Proportion of fees covered by contributions for different age groups**

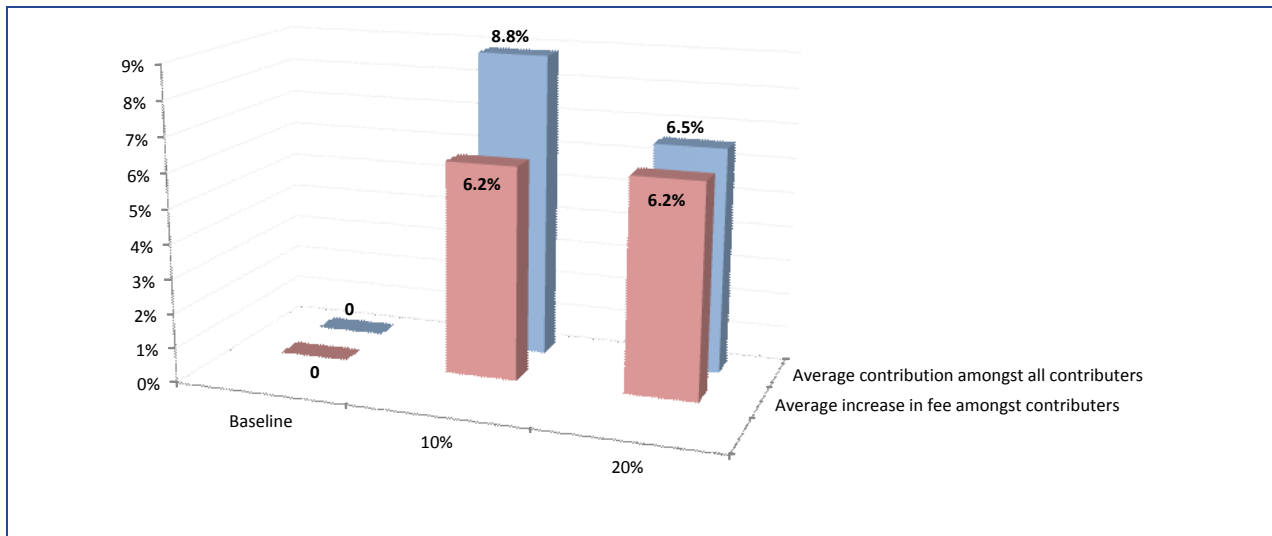


Source: Ipsos MORI and London Economics (2012)

Another way of considering what might happen under the alternative scenarios is presented in figure 10, where the average increase on potential fees and contributions is presented. The analysis demonstrates reasonably clearly that if current contributors are asked to pay 10% higher fees or contributions, the actual fee increase will be 6.2% on average, but the average increase in contributions will be 8.8%, comfortably outstripping the potential fee/contribution increase. However, for the second potential fee/contribution increase from +10% to +20%, the analysis suggests that the average fee will increase by 6.2% but average contributions will only increase by 6.5%, with average contributions at both Entry Level and Level 4 starting to lag behind the average fee increase.



**Figure 10: Change in average fee and average contributions at different fee levels by qualification level**



	Nominal increase by 10%		Nominal increase from 10% to 20%	
	Potential fee increase	Contribution increase	Potential fee increase	Contribution increase
<b>Entry Level</b>	5.9%	7.0%	5.9%	3.6%
<b>Level 1</b>	5.9%	8.9%	5.9%	6.2%
<b>Level 2</b>	5.3%	9.0%	5.3%	6.4%
<b>Level 3</b>	6.3%	8.8%	6.3%	6.5%
<b>Level 4</b>	7.4%	8.7%	7.4%	6.8%
<b>Average</b>	6.2%	8.8%	6.2%	6.5%

Source: Ipsos MORI and London Economics (2012)

# Perceived benefits of FE Learning

Turning to the outcomes associated with the training and qualification attainment, the analysis suggests that 85% of learners indicated that they had completed the course under consideration; with 15% indicating they had either not completed the course or dropped out<sup>40</sup>.

	Male		Female		Total	
<b>Outcome associated with learning aim</b>						
<i>Decided not to continue/dropped out</i>	251	16.0%	350	14.4%	601	15.0%
<i>Completed your qualification/training</i>	1,316	84.0%	2,084	85.6%	3,399	85.0%
	<b>19-24</b>		<b>25-39</b>		<b>40+</b>	
<i>Decided not to continue/dropped out</i>	207	16.3%	240	15.1%	154	13.5%
<i>Completed your qualification/training</i>	1,060	83.7%	1,353	84.9%	987	86.5%
	<b>Level</b>					
	<b>Entry</b>	<b>Other</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Decided not to continue/dropped out</i>	26.0%	16.3%	14.5%	12.3%	9.5%	18.1%
<i>Completed your qualification/training</i>	74.0%	83.7%	85.5%	87.7%	90.5%	81.9%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

The analysis in Table 22 also presents information on whether learners completed depending on their age band and the level of qualification undertaken. Although there is a limited difference in the likelihood of completing the course or qualification by age band, the probability of completing qualification does appear to increase markedly as the level of qualification increases, with individuals undertaking Entry Level qualification completing with a 76% probability, compared to nine in ten learners completing at Level 3. At Level 4, somewhat surprisingly, the analysis indicates that the rate of completion drops to 82%, with significant differences between the genders. Women post an 86% completion rate compared to a 76% completion rate achieved by men.

## Reasons for non completion/ factors that would have assisted completion

For those individuals that failed to complete their course, the survey responses indicate that in just over one quarter of the cases, the primary reason related to family or health considerations (with a significantly greater impact on women than on men), while in another 25% of cases, the primary reason was course related. Time pressures and workload issues impacted course completion for 30% of men and 20% of women, while other employment or job related commitments resulted in 11.6% of men and 4.9% of women failing to complete the course or learning aim. In only 9% of cases did respondents mention the fact that financial matters were the primary reason for their failure to complete.

<sup>40</sup> Furthermore, of the 85% of learners who completed the course a reasonably significant proportion indicated that they had failed to achieve the final assessment or examination. Of men, 7% of learners completed the course but failed to achieve the final assessment, while the equivalent proportion of women stood at 4.3%.

**Table 23: Main reason for non-completion by gender**

	Male		Female		Total	
<b>Main reason for non-completion</b>						
<i>Course related</i>	45	27.6%	56	24.7%	100	25.9%
<i>Time/workload related</i>	31	19.4%	38	16.7%	69	17.9%
<i>Started/changed job</i>	19	11.6%	11	4.9%	30	7.7%
<i>Health/family issues</i>	24	14.9%	79	35.1%	103	26.7%
<i>Financial reasons</i>	22	13.5%	12	5.1%	33	8.6%
<i>Other</i>	21	12.9%	30	13.4%	51	13.2%
<b>What would have enabled you to complete the training</b>						
<i>More financial support</i>	17	10.5%	22	9.9%	39	10.2%
<i>Better guidance/support</i>	26	15.8%	27	12.0%	53	13.6%
<i>Better course characteristics/ value in labour market</i>	43	26.7%	64	28.2%	107	27.6%
<i>Other</i>	19	12.0%	27	12.1%	47	12.1%
<i>Nothing/don't know</i>	57	35.0%	85	37.7%	142	36.6%

Source: Ipsos MORI and London Economics (2012). Base sample 601

**Table 24: Main reason for non-completion by age and level of qualification**

	19-24		25-39		40+	
<b>Main reason for non-completion</b>						
<i>Course related</i>	44	33.1%	31	19.9%	26	25.7%
<i>Time/workload related</i>	16	12.2%	36	23.0%	17	17.4%
<i>Started/changed job</i>	11	8.6%	11	7.0%	8	7.8%
<i>Health/family issues</i>	32	23.6%	44	28.2%	28	28.4%
<i>Financial reasons</i>	12	8.7%	16	10.4%	6	5.6%
<i>Other</i>	18	13.7%	18	11.5%	15	15.2%
	<b>Level</b>					
	<b>Entry</b>	<b>Other</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Course related</i>	16.3%	27.4%	28.2%	34.8%	20.1%	39.5%
<i>Time/workload related</i>	24.9%	10.8%	18.8%	13.0%	19.9%	10.0%
<i>Started/changed job</i>	6.4%	9.4%	11.2%	5.6%	9.5%	5.9%
<i>Health/family issues</i>	24.7%	24.1%	22.1%	30.2%	28.8%	33.6%
<i>Financial reasons</i>	11.7%	6.0%	7.1%	8.4%	9.1%	3.2%
<i>Other</i>	15.9%	22.5%	12.7%	8.0%	12.5%	7.7%

Source: Ipsos MORI and London Economics (2012). Base sample 601

## Course perceptions

The feedback relating to course perceptions was exceptionally positive. Asked about whether they were satisfied with the course, 87% of women and 90% of men indicated that they were either 'very satisfied' or 'fairly satisfied'; while only 8.0% of women and 6.3% of men indicated that they were either 'fairly' or 'very' dissatisfied. In terms of whether the course was considered challenging, 62% of men and 61% of women thought that the course or training was either 'very challenging' or 'fairly challenging'; while 28% of learners indicated that they thought that the course was either 'very easy' or 'fairly easy'.

**Table 25: Course perceptions by gender**

		Male		Female		Total	
<b>How satisfied were you with course?</b>	<i>Very satisfied</i>	912	65.2%	1,352	61.1%	2,264	62.7%
	<i>Fairly satisfied</i>	345	24.7%	572	25.8%	917	25.4%
	<i>Neither satisfied nor dissatisfied</i>	52	3.7%	102	4.6%	154	4.3%
	<i>Fairly dissatisfied</i>	53	3.8%	89	4.0%	141	3.9%
	<i>Very dissatisfied</i>	35	2.5%	89	4.0%	124	3.4%
	<i>Don't know</i>	2	0.1%	12	0.5%	13	0.4%
<b>How easy did you find doing the course?</b>	<i>Very easy</i>	131	9.4%	243	11.0%	374	10.3%
	<i>Fairly easy</i>	262	18.7%	397	17.9%	659	18.2%
	<i>Neither easy nor challenging</i>	144	10.3%	225	10.2%	369	10.2%
	<i>Fairly challenging</i>	624	44.6%	914	41.3%	1,538	42.6%
	<i>Very challenging</i>	237	16.9%	431	19.5%	668	18.5%
	<i>Don't know</i>	1	0.1%	4	0.2%	5	0.1%

Source: Ipsos MORI and London Economics (2012). Base sample 3,613

Furthermore, when asked whether undertaking the training was the right thing to do in retrospect, a significant proportion responded positively. 85% of learners either agreed or strongly agreed that it was “absolutely the right thing to do”, with only 8% of learners disagreeing with the statement. Furthermore, and reflecting the relatively large proportion of learners who were prepared to contribute more to the cost of their learning, 80% indicated that they either agreed or strongly agreed that the money that was spent on the training was well spent, with only 12% responding that they thought that this was not the case. There were limited differences in these perceptions between the genders.

**Table 26: Views on undertaking training by gender**

		Male		Female		Total	
<b>Doing this training/qualification was absolutely right</b>	<i>strongly agree</i>	1,014	64.7%	1,608	66.1%	2,623	65.6%
	<i>tend to agree</i>	309	19.7%	476	19.5%	784	19.6%
	<i>neither agree nor disagree</i>	94	6.0%	149	6.1%	243	6.1%
	<i>tend to disagree</i>	65	4.1%	72	2.9%	136	3.4%
	<i>strongly disagree</i>	77	4.9%	112	4.6%	190	4.7%
	<b>The money I paid for training was well spent</b>	<i>strongly agree</i>	456	64.7%	754	59.1%	1,210
<i>tend to agree</i>		127	18.1%	258	20.2%	385	19.4%
<i>neither agree nor disagree</i>		19	2.7%	81	6.3%	99	5.0%
<i>tend to disagree</i>		40	5.7%	74	5.8%	114	5.7%
<i>strongly disagree</i>		52	7.4%	89	6.9%	141	7.1%

Source: Ipsos MORI and London Economics (2012). Base sample (qualification absolutely right) 3,976 (excluding don't knows). Base sample (money well spent) 1,949 (excluding don't knows).

The equivalent results are presented in Table 27, broken down by age and level of qualification undertaken. Although there is limited variation in the results, one apparent outlier relates to the perceptions of respondents at Level 4, and in particular the fact that 81% indicated that it was absolutely the right thing to do and 66% indicated that it had been money well spent. This group of learners posted the lowest ratings for these questions across any of the qualification levels.

**Table 27: Views on undertaking training by age and qualification level**

Proportion agreeing or strongly agreeing	19-24		25-39		40+	
Doing this training/qualification was absolutely right	1,050	82.9%	1369	86.0%	988	86.6%
The money paid towards this training was well spent	422	76.9%	718	81.0%	456	83.3%
	Level					
	Entry	Other	1	2	3	4
Doing this training/qualification was absolutely right	87.4%	82.7%	86.1%	84.6%	85.8%	80.8%
The money paid towards this training was well spent	74.8%	74.2%	84.6%	83.7%	82.9%	65.7%

Source: Ipsos MORI and London Economics (2012). Base sample (qualification absolutely right) 3,976 (excluding don't knows). Base sample (money well spent) 1,949 (excluding don't knows).

## Economic benefits associated with learning

### Employment, job satisfaction and further learning

The survey asked respondents to provide some information on the economic benefits that might have been associated with course completion. Respondents were asked to indicate whether a range of outcomes had occurred, which are presented in Table 28. The analysis indicates that there are large and significant economic benefits associated with undertaking and completing learning and training. 35% of men and 29% of women indicated that they had got a better job, while 18% of men and 12% of men indicated that they had received a promotion. In addition to these 'hard' outcomes, 58% of both men and women who completed their course or training indicated that they were receiving more satisfaction from their job.

**Table 28: Economic benefits by gender**

Proportion of completers responding 'yes'	Male		Female		Total	
Have you got a better job	313	34.8%	386	28.8%	699	31.2%
Have you had a promotion?	161	17.9%	164	12.2%	325	14.5%
Are you getting more job satisfaction?	523	58.2%	771	57.5%	1,293	57.8%
Do you have better job security?	437	48.7%	535	39.9%	973	43.4%
Have your future pay/promotion prospects improved?	448	49.8%	606	45.2%	1,053	47.0%
Are you now doing a job with more responsibilities?	446	49.6%	582	43.4%	1,028	45.9%
Are you doing a course at a higher level?	263	29.3%	403	30.1%	666	29.8%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

In addition to these more immediate outcomes, the analysis illustrates that the longer term prospects and economic outcomes of learners were also improved. The survey findings indicate that 50% of men responded that following the completion of the course or training, they had achieved better job security; had improved future pay and promotion prospects; and were now undertaking a job with greater responsibilities. The corresponding estimates for women were 40%, 45% and 43% respectively. In terms of whether the initial learning has led to further learning or qualifications at a higher level, 30% of both men and women had indicated that it had.

## Earnings and explicit wage increases

In terms of earnings outcomes, the analysis indicates that there was some improvement in the wages achieved by individuals in employment. At an aggregate level, although average earnings *decreased* from £14,965 to £14,456, this is somewhat misleading. In particular, aggregate earnings across the sample increased by 8.5% while the number of *earners* increased by 12.4%<sup>41</sup>. More importantly, when considering the earnings of those individuals who were in employment *both* pre and post the completion of the training, the analysis indicates that average earnings increased for these individuals from £15,485 to £15,911, which corresponds to a 2.75% increase in earnings. Put another way, 22% of individuals in employment prior to the start of the course saw an increase in salaries, while 66% saw no change in their earnings band, with only 11% seeing a movement down the earnings bands (often because they embarked on full time study).

15% of men and 13% indicated that they received an explicit pay increase on completion of the course. Although the sample sizes were small and some caution should be exercised when considering these results, 72% of the respondents offering estimates indicate that they received an increase of up to £500 per annum, with 28% indicating that they received a pay increase in excess of £500 a year.

Proportion of completers responding 'yes'	Male		Female		Total	
<b>On completion, did you receive a wage increase</b>		15.2%		13.4%	277	14.1%
<b>If so, how much was it?</b>						
<i>Less than £200 per year</i>	6	14.0%	19	28.2%	24	22.9%
<i>Between £200 and £500 per year</i>	6	16.0%	19	28.2%	25	23.7%
<i>More than £500 per year</i>	9	22.4%	10	14.4%	19	17.5%
<i>Don't know/refused</i>	19	47.8%	19	29.1%	28	36.0%

Source: Ipsos MORI and London Economics (2012)

## Deadweight Loss

The analysis also focused on a number of issues relating to deadweight loss in an attempt to understand what might have happened to learners if the funding that they received was removed and they had to pay for their training themselves. Deadweight loss is an exceptionally complex economic issue, with different classifications of deadweight loss (and the converse definition of additionality).

### **Main definitions of deadweight and additionality**

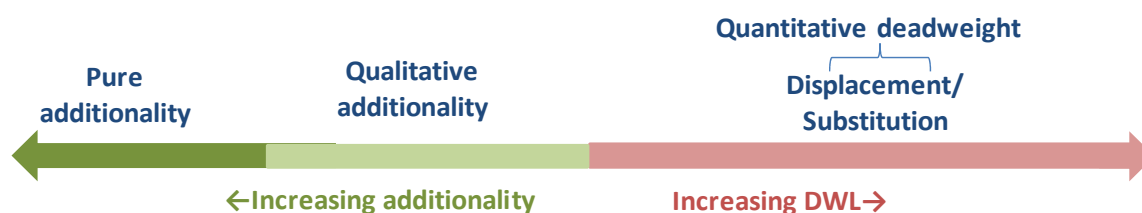
When defining deadweight loss and additionality, at one end of the spectrum (see Figure 111), there is "pure additionality", which refers to the training received by individuals that would not otherwise have received any training. In this context, pure additionality occurs in those circumstances where individuals would 'not have stayed in learning at all' or 'done something else'. Presented in Table 30, this accounts for 26.7% of men and 30.3% of women (and 30.2% overall (all excluding don't knows)).

<sup>41</sup> The discrepancy between the aggregate results (£14,695 compared to £15,485) is as a result of lower earners being less likely to be in employment in each of the two periods

At the other end of the spectrum, “quantitative deadweight” occurs when the individuals that would have undertaken some comparable form of training in the absence of publicly funded training use the publicly funded training available to gain skills and qualifications. In terms of the responses to the questionnaire, this includes those individuals responding that “would have made no difference to my choice at all” or “Would have had to earn more money”. Therefore, in very broad terms, quantitative deadweight was estimated to be 65.3% for men and 57.8% for women (and 60.9% overall).

In between these extremes, we define “qualitative additionality” and “qualitative deadweight loss”. In this case, publicly funded training might move an individual to a higher level of attainment or result in an employer providing better quality training than would otherwise be the case (qualitative additionality), although the original training that is replaced through the provision of public funding is considered qualitative deadweight loss. The survey responses (*‘would have applied to do a different course’*) indicate that qualitative deadweight loss *and* qualitative additionality accounted for 9% of responses (although we cannot be sure what proportion of the 9% is associated with qualitative deadweight loss and qualitative additionality).

**Figure 11: Spectrum of deadweight loss and additionality**



Source: London Economics (2012)

Table 30: Deadweight Loss						
	Male		Female		Total	
<b>Did the fact that you had to pay towards the cost of your course influence</b>						
Choice of course/training	162	23.0%	369	28.9%	531	26.8%
Amount of effort put into course/training	538	38.7%	873	38.2%	761	38.4%
Timing of the course	5	23.9%	36	26.9%	512	25.8%
None of above	102	14.5%	76	6.0%	178	9.0%
<b>If you had to pay for this training, it...</b>						
Would have made no difference to my choice at all	352	40.9%	395	34.1%	747	37.0%
Would have had to earn more money	190	22.1%	242	20.9%	432	21.4%
Would have applied to do a different course	66	7.7%	131	11.3%	197	9.8%
Would not have stayed in learning at all	198	22.9%	293	25.3%	490	24.3%
Something else	25	2.9%	40	3.5%	65	3.2%
Don't know	30	3.5%	57	4.9%	87	4.3%

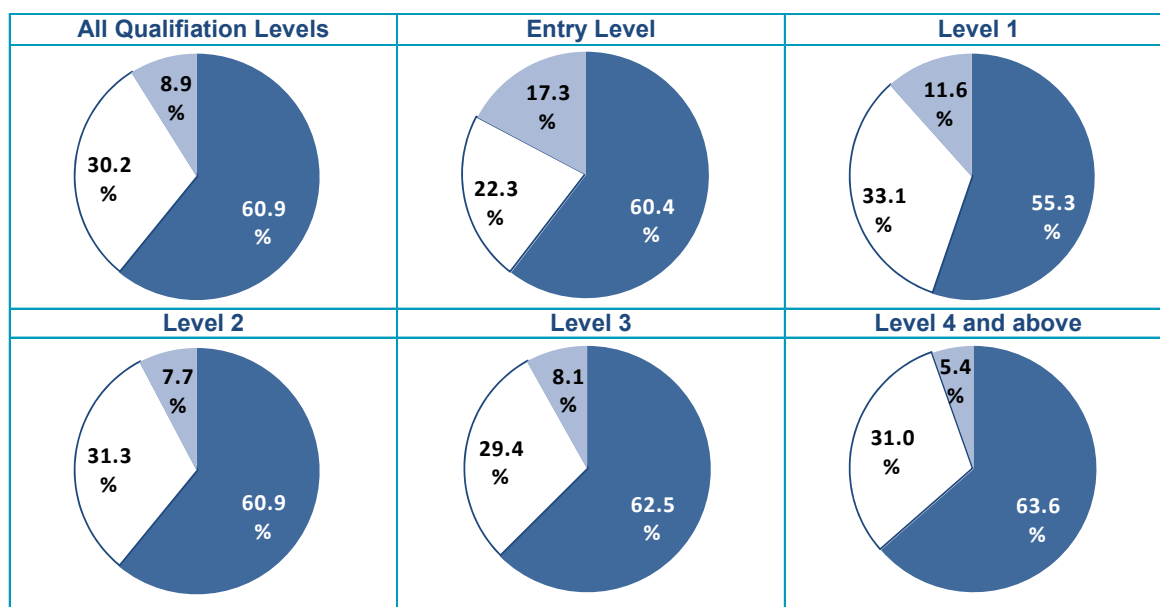
Source: Ipsos MORI and London Economics (2012). The first question on the influence of payment on training choices was asked of 1,982 individuals who contributed to their course costs, while the remaining 2,018 individuals in the sample were asked about their hypothetical outcomes if they were required to pay for training.

Looking at the extent of deadweight loss and additionality by qualification level, Figure 12 illustrates that, broadly speaking, the extent of quantitative deadweight loss increases as qualification level increases with 55% of Level 1 training associated with deadweight (and



33% associated with pure additionality), compared to 64% of publicly funded training at Level 4 categorised as deadweight (with 31% characterised as additionality). Empirical economic literature supports the finding that deadweight increases as qualification level increases.

**Figure 12: Deadweight loss and additionality**



**Source: Ipsos MORI and London Economics (2012).** Note: 'In response to the question "if you had to pay for this training/qualification, which one of the following would best apply?"', deadweight is defined as including those individuals responding 'Would have made no difference to my choice at all' or 'would have had to earn more money'. Quantitative deadweight loss is represented by dark blue portions. Qualitative deadweight loss and additionality occurs when individuals respond "Would have applied to do a different course" (light blue portions), while pure additionality occurs under responses "Would not have stayed in learning at all" or "Something else" and is represented by white portions.

## Wider economic benefits associated with learning

When respondents were asked about a number of issues that were wider in scope than the purely economic, there was a clear distinction between those individuals who completed their course or training and those that failed to complete and either dropped out or withdrew prior to completion.

The analysis presented in Table 31 indicates that there was a 22 percentage point gap between completers and non-completers in terms of their perception of their ability to do their job (69% compared to 47%), while the gap between the two groups was equivalent in terms of whether their skills and knowledge acquired would be of benefit in either their current or desired work areas (77% compared to 55%) or across a range of jobs or industries (78% compared to 53%). In addition, a high proportion of respondents indicated that they thought that their career prospects had improved with 72% of completers believing this to be the case compared to 25% who believed that there had been 'no change' and just 1% who believed that that their prospects had worsened. The equivalent estimates for non-completers were 44% (improvement), 51% (no change) and 3% (worsened).

Table 31: Wider economic benefits							
Proportion of 'net positives'		Male		Female		Total	
<b>To what extent did training improve your</b>							
<b>Ability to do your job</b>							
	<i>Completers</i>	614	70.7%	862	67.4%	1476	68.8%
	<i>Non-completers</i>	51	49.4%	49	44.9%	100	47.1%
<b>Skills and knowledge of benefit in current/ desired area</b>							
	<i>Completers</i>	1059	77.5%	1640	76.4%	2698	76.8%
	<i>Non-completers</i>	87	56.5%	112	52.8%	199	54.4%
<b>Skills and knowledge across a range of jobs and industries</b>							
	<i>Completers</i>	1105	80.7%	1652	76.8%	2757	78.3%
	<i>Non-completers</i>	84	53.5%	116	52.7%	200	53.0%
<b>Career prospects</b>							
	<i>Completers</i>	982	71.4%	1534	71.0%	2516	71.2%
	<i>Non-completers</i>	58	37.2%	96	43.7%	154	41.0%
<b>Numeracy</b>							
	<i>Completers</i>	606	44.5%	819	38.7%	1426	41.0%
	<i>Non-completers</i>	58	37.1%	61	27.6%	118	31.5%
<b>Literacy</b>							
	<i>Completers</i>	702	51.1%	1083	50.3%	1786	50.6%
	<i>Non-completers</i>	73	46.3%	91	41.1%	164	43.3%
<b>Team work, communication and social skills</b>							
	<i>Completers</i>	975	70.4%	1488	67.8%	2463	68.8%
	<i>Non-completers</i>	102	64.5%	144	63.2%	255	63.8%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

The analysis also illustrates that there were differences between the groups of completers and non-completers in terms of the impact of the course or training on numeracy, literacy, and team work, communication and social skills. In contrast to the 20-22 percentage point differences above, the net proportion of completers indicating that the course or training had resulted in an improvement stood at 41% for numeracy, 51% for literacy, and 69% for team work, communication and social skills. In contrast, the equivalent proportions for non-completers lagged those posted by completers by between 7 and 10 percentage points in the case of literacy and numeracy and 5 percentage points in the case of team work, communication and social skills.

## Non-economic benefits associated with undertaking training

Survey respondents also provided valuable information in relation to the wider benefits that might be associated with education and training. As before, we have compared the proportion of respondents that have indicated that a difference had been made to their lives depending on whether the individuals completed the course of training or otherwise. As before, there are some significant differences between completers and non completers and between the genders.

As with the analysis undertaken by Ipsos (2011) relating to Level 3 learners, respondents indicated that undertaking and completing learning or training resulted in significant gains in *self confidence* or *self esteem*, with 82% of completers indicating that this was the case

(80% of men and 83% of women), compared to 65% of non completers. Half of all respondents indicated that undertaking the learning and training had helped them undertake more voluntary work or work in the community (supporting the findings of Feinstein *et al.* (2003) presented in section 2), although there was no real difference between completers and non-completers. However, individuals who completed the qualification or training did indicate that the training has helped them keep active and make better use of their spare time (by 5 percentage points).

The biggest difference between the genders and between completers and non-completers related to the impact education and training had on the ability to assist children with school work and to assist with health issues or disabilities. Specifically, 58% of women completing the education and training responded that the course had enabled them to help children with school work (compared to 30% of non-completers), while for men, the equivalent gap between completers and non completers was 12 percentage points (47% compared to 35%). Linking the results to the previous literature in the area relating to intergenerational transmission of skills and further self learning, the analysis substantiates a number of the previous analyses in the area (e.g. Dearden *et al.*, (1997) and Schuller *et al* (2002)) that undertaking and completing learning has a relatively significant impact on both family learning. As presented in the next section (Table 32), the findings also illustrate the increased likelihood that individuals undertaking training and qualifications increase their appetite for further learning at a higher level, further reinforcing the possibility of transmitting learning within the family environment across generations.

Only 9% of men and 7% of women indicated that the course had had none of the impacts suggested, which is 7 percentage points fewer than those individuals that did not complete the course of education and training.

Table 32: Non-economic benefits							
Proportion answering 'yes'		Male		Female		Total	
<b>To what extent did training help you</b>							
<b>Gain confidence/self esteem</b>	<i>Completers</i>	1,120	80.1%	1,842	83.2%	2,962	82.0%
	<i>Non-completers</i>	101	62.6%	152	67.5%	253	65.5%
<b>Undertake more social voluntary activities</b>	<i>Completers</i>	627	44.8%	1,161	52.4%	1,787	49.5%
	<i>Non-completers</i>	68	42.3%	121	53.6%	189	48.9%
<b>Help children with school work</b>	<i>Completers</i>	182	46.9%	630	58.2%	812	55.2%
	<i>Non-completers</i>	24	34.8%	54	30.5%	79	31.7%
<b>Make better use of spare time/kept active</b>	<i>Completers</i>	1,044	74.6%	1,651	74.5%	2,694	74.6%
	<i>Non-completers</i>	110	68.4%	158	70.1%	268	69.4%
<b>Help with health problems/disability</b>	<i>Completers</i>	112	57.5%	132	47.4%	244	51.6%
	<i>Non-completers</i>	9	18.0%	23	30.5%	33	25.4%
<b>None of the above</b>	<i>Completers</i>	128	9.2%	159	7.2%	288	8.0%
	<i>Non-completers</i>	26	16.2%	32	14.1%	58	14.9%

Source: Ipsos MORI and London Economics (2012) Base sample 4,000

A similar outcome was generally seen in relation to a number of other non-economic outcomes. As presented in Table 33, completers were generally more enthusiastic about learning with 79% of completers agreeing (or strongly agreeing) to the statement

compared to 63% of non-completers. Similarly, completers were 8 percentage points more likely to say that they had a better idea of what to do in life; and 15 percentage points more likely to undertake further education and training at a higher level (supporting the findings of Vignoles et al (2003) from the National Child Development Study). Furthermore, completers responded that the course had had a positive impact on their quality of life, with more than 59% agreeing that this was the case (compared to 48% of non-completers).

Table 33: Non-economic benefits II							
Proportion answering 'strongly agree' or 'tend to agree'		Male		Female		Total	
<b>To what extent did you/ your course</b>							
<b>Become more enthusiastic about learning</b>	<i>Completers</i>	1,089	77.9%	1,778	80.3%	2,867	79.3%
	<i>Non-completers</i>	101	62.6%	142	63.1%	243	62.9%
<b>Better idea about what you want in life</b>							
	<i>Completers</i>	995	71.1%	1,621	73.2%	2,615	72.4%
	<i>Non-completers</i>	40	64.7%	44	64.0%	84	64.3%
<b>Improve your quality of life</b>							
	<i>Completers</i>	827	59.1%	1,322	59.7%	2,148	59.5%
	<i>Non-completers</i>	76	48.6%	114	47.6%	189	48.0%
<b>Undertake further learning at a higher Level</b>							
	<i>Completers</i>	1,124	80.4%	2,886	79.6%	2,886	79.9%
	<i>Non-completers</i>	108	67.1%	252	63.5%	252	65.0%

Source: Ipsos MORI and London Economics (2012). Base sample 4,000

## Satisfaction and wellbeing

In a final element of analysis, information was collected in relation to the general wellbeing levels of respondents and are reported in Table 34. The analysis suggests that there are differences between men and women in response to the question “*overall, how satisfied are you with life nowadays?*” with women generally being more positive about their circumstances compared to men (7.57 compared to 7.40 for completers)<sup>42</sup>. In addition, in response to the question “*overall, to what extent do you feel the things you do in your life area worthwhile?*”, women also indicated that they were more content, posting an average score of 7.90 compared to 7.58 posted by men (also for completers only).

There were also differences between completers and non-completers, for both men and women. Specifically, the analysis indicates that men who completed their studies stated a general satisfaction score of 7.40 to the question on general wellbeing, compared to 7.12 for men who did not complete their course or training. The comparable estimates for women stood at 7.57 and 6.89. Comparable results were also generated in relation to the statement relating to whether respondents believed their life was worthwhile.

The results presented do reinforce some of the earlier findings in relation to the impact of learning on general measures of wellbeing (Feinstein *et al* (2003)), but also the impact of learning on a range of other non-economic outcomes that are generally more difficult to

<sup>42</sup> In a relatively recent survey administered by the ONS, the mean measure of subjective well being using the same question as adopted in this survey stood at 7.40. See <http://www.ons.gov.uk/ons/rel/mro/news-release/initial-investigation-of-subjective-well-being---ons-opinions-survey/initial-investigation-of-subjective-well-being---ons-opinions-survey-nr.html> for more information (accessed 16 May 2012)

quantify and fall short of those measurable learner behaviours (such as a range of health outcomes).

<b>Table 34: General wellbeing levels</b>						
	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>Completer</b>	<b>Non Completer</b>	<b>Completer</b>	<b>Non Completer</b>	<b>Completer</b>	<b>Non Completer</b>
<i><b>Overall, how satisfied are you with your life nowadays?</b></i>						
0-3	4.0%	4.9%	3.2%	9.5%	3.5%	7.6%
4-6	22.0%	27.7%	20.8%	27.4%	21.3%	27.6%
7-8	46.2%	46.7%	45.0%	40.8%	45.5%	43.2%
9-10	27.8%	20.6%	31.0%	22.2%	29.7%	21.6%
<b>Average Score</b>	7.40	7.12	7.57	6.89	7.51	6.99
<i><b>Overall, to what extent do you feel the things you do in your life area worthwhile?</b></i>						
0-3	4.6%	4.1%	2.9%	8.1%	3.6%	6.4%
4-6	19.7%	33.5%	19.0%	24.1%	19.3%	28.0%
7-8	39.7%	33.4%	36.5%	32.0%	37.8%	32.6%
9-10	36.0%	29.1%	41.7%	35.8%	39.4%	33.0%
<b>Average Score</b>	7.58	7.16	7.90	7.35	7.77	7.26

*Source: Ipsos MORI and London Economics (2012). Base sample 4,000. Don't knows excluded*

In addition to the basic descriptive analysis, we also undertook an econometric analysis of the determinants of posting higher or lower responses in relation to wellbeing or whether individuals believed their lives were worthwhile. In general terms, the analysis suggests that being female, married or in a civil partnership, in employment or retired has a positive impact on responses, while being black African or Caribbean; aged 25 or above; unemployed; in receipt of JSA; or sick, injured or disabled have negative effects.

In aggregate, the analysis suggests again that completion is an important factor in terms of posting a high score; however, there are some very important distinctions depending on the level of qualification. In particular, although completion has a very large and statistically significant effect at Level 2, completion appears to play no real effect in determining either of the wellbeing responses at Level 3.

Table 35: Determinants of wellbeing							
	ALL		Level 2		Level 3		
	(1)	(2)	(1)	(2)	(1)	(2)	
Completion	0.217***	0.115	0.742***	0.553***	-0.039	0.172	
(Ref Cat: Male): Female	0.075	0.125**	0.121	0.009	0.040	0.064	
(Ref Cat: 19-24): Age 25-39	-0.255***	-0.045	-0.253	0.070	-0.201	-0.121	
Age 40+	-0.423***	-0.104	-0.494***	-0.127	-0.135	-0.073	
(Ref Cat: White British) Black African	-0.226**	-0.058	0.083	-0.188	-1.158***	-0.288	
Black Caribbean	-0.377**	-0.102	-0.667	-0.574	0.179	1.096	
Indian	0.196	0.016	-0.057	-0.042	0.079	-0.887***	
Pakistani	0.143	0.208	0.181	0.276	-0.468	-0.233	
Mixed Background	-0.304*	-0.148	-0.552	-0.552	-0.568*	-0.433	
(Ref Cat: Single) Married/ CP	0.254***	0.249***	0.258*	0.210	0.137	0.391**	
(Ref Cat: None) At Least one child	-0.051	0.020	-0.015	-0.062	0.114	0.289*	
Youngest child aged less than 5	0.168**	0.048	-0.139	-0.206	0.074	-0.014	
In receipt of JSA	-0.035	0.206**	0.340*	0.388*	0.358	0.432	
(Ref Cat: In employment) Training	-0.066	0.376***	-0.098	0.188	0.373**	0.534***	
Unemployed	-0.379***	0.014	-0.310*	0.026	-0.548***	-0.204	
Looking after home/family	-0.123	0.204*	0.160	0.754***	0.316	0.421	
Sick/injured/disabled	-0.551***	-0.627***	-0.838*	-0.718	-2.066***	-1.394**	
Retired	0.391*	0.099	0.727	-0.031	0.136	1.176	
Observations	1,894	1,894	385	382	361	360	

**Source:** Ipsos MORI and London Economics (2012). Note: (1) Overall, how satisfied are you with your life nowadays? (2) Overall, to what extent do you feel the things you do in your life area worthwhile? \*\*\* indicates statistical significance at 1%; \*\* indicates statistical significance at 5%; \* indicates statistical significance at 10%

## Conclusions

Ipsos MORI and London Economics were commissioned by BIS to undertake a detailed analysis of the benefits associated with Further Education and Skills, paying particular attention to the economic impacts and wider benefits associated with learning and qualification attainment. We undertook telephone survey of 4,000 learners representative of the general population of learners to quantify the economic and non-economic benefits associated with skills and qualification attainment. The survey also explored the role and effectiveness of information, advice and guidance; learners' reasons for undertaking the course; expectations in relation to their outcomes; attitudes towards loans in Further Education; willingness to pay for Further Education; and what might have happened in the absence of publicly funded training.

Supporting a number of other studies in the area, the analysis suggests that there are strong and consistent economic and non-economic benefits associated with undertaking further education and skills. Although there is some variation depending on the personal characteristics of the learners, the level of study being undertaken and the completion status of learners, in aggregate, the results appear to be relatively unambiguous.

Learners' economic outcomes improve as a result of learning, and this is demonstrated in terms of employment outcomes and prospects, earnings, and having the necessary skills to undertake their job more efficiently and effectively than would otherwise be the case.

In addition to these more quantifiable benefits, the analysis clearly demonstrates that there were a wide range of non-economic benefits associated with undertaking additional learning that are often overlooked. These non-economic benefits include changes in self-confidence or self-esteem; an increased likelihood of becoming more involved in the local community; a greater ability to make better use of spare time; a greater focus or understanding of what learners want to with their lives; more enthusiasm about (and potential uptake of) further education and learning; enhanced intergenerational transmission of skills through an improvement in the ability to assist children with school work; and being better able to manage health issues or disabilities. Completion of further education and training also had a positive association with measures of general wellbeing and happiness.

Despite the inherent difficulty in monetising a number of these non-economic benefits, the analysis suggests that these non-economic benefits are significant and in excess of the economic (and more quantifiable) benefits. The analysis supports the rationale for government investment in further education and skills as a driver of long term economic growth and social capital.



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# Annex 1 Methodological approach

This section provides details on the design and administration of the learner survey.

## Survey population and sample frame

The survey population comprised individuals aged 19 plus who have taken part in FE delivered provision<sup>43</sup> in the academic year 2010/11 who had completed and achieved their learning, and a small comparison group of those who had not completed. The Individual Learner Record (ILR) was used as the sample frame<sup>44</sup>.

## Sample size and design

The target sample size was 4,000 interviews. Preparatory work on the sample frame comprised of removing learners who did not give consent to take part in research, duplicate entries, learners identified as deceased and learners without a telephone number. A stratified random sample was drawn. The stratification variables were: Completion status (completed and achieved or failed/withdrawn); Funding stream (funding or no funding); and Qualification level (Levels Entry, 1, 2, 3, 4 or other based on the highest learning aim).

## Questionnaire development and piloting

The questionnaire was designed by Ipsos MORI and London Economics in collaboration with BIS. The questionnaire content was informed by the literature review and comprised the following topic areas (standardise questions were used where possible to enable comparisons with relevant studies commissioned by BIS):

- Learner characteristics including age, gender, ethnicity, disability, learning difficulties, marital and parental status, religion, sexual orientation and highest qualification;
- Economic activity including employment status, income and benefits status;
- Reasons for choice of course and provider, and initial expectations on outcomes of the learning;
- Experience of Information, Advice and Guidance (IAG) in relation to the course;
- Fees paid, willingness to contribute towards cost of learning and assessment of deadweight;
- Reasons for non-completion;
- Outcomes of the learning including economic and social benefits.

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<sup>43</sup> The following groups were not in-scope: Apprenticeships, Train to Gain, Skills for Life, Programme for the Unemployed, Offender Learning, UFI, learning classified as "DLF but generates no funding" and "YPLA/Skills Funding Agency Non Formula"

<sup>44</sup> The following learner groups were also excluded: learners who have not yet completed, learners who have "partially achieved" or "completed (outcome not known)", and "transferers". This leaves two in-scope groups: "completed and achieved" and "non completers (for reasons of withdrawal/ failed exam)."

The questionnaire was piloted with 22 learners. Feedback from the pilot was very positive; participants generally found the survey straightforward and were happy to take part. The average interview length was 20 minutes.

The telephone survey was conducted by Ipsos MORI Telephone Surveys using Computer Assisted Telephone Interviewing (CATI). Fieldwork took place between 5th of December 2011 and 23rd January 2012.

Ipsos MORI Telephone Surveys is a member of the Interviewer Quality Control Scheme (IQCS) and has Market Research Quality Standards Association (MRQSA) quality accreditation. A minimum of ten percent of interviews were monitored by supervisors listening-in to the interviews and checking interviewers' coding of responses.

### Response rates

The adjusted response rate was 49%. The co-operation rate was 71%. There was some variation in response rate by age, learning aims level and completion status with lower than average response rate among learners aged 19-39, those undertaking Entry Level Learning Aims and those that failed to complete their Learning Aim. The final data was weighted by these variables (see below).

<b>Table 36: Summary of sample outcomes</b>			
	<b>Total sample used (N)</b>	<b>Total sample used (%)</b>	<b>Valid Sample (%)</b>
Achieved interviews	4,000	30	49
Respondent quit interview	238	2	3
Refusal	1,413	11	17
Leads tried max times	2,104	16	26
Not available during fieldwork	42	0	1
Unobtainable	123	1	2
Wrong language	292	2	4
<b>Total Valid Sample</b>	<b>8,212</b>	<b>62</b>	<b>100</b>
Invalid Sample			
Bad number	3,194	24	
Respondent no longer at address	441	3	
Duplicate	39	0	
Ineligible	1,414	11	
<b>Total invalid sample</b>	<b>5,088</b>	<b>38</b>	
<b>Total Sample Used</b>	<b>13,300</b>	<b>100</b>	
Unadjusted response rate		<b>30</b>	
Adjusted response rate			<b>49</b>

*Source: Ipsos MORI (2012)*

### Weighting

There was a good match between the sample and population in terms of gender, ethnicity and funding. Corrective weights were applied for Qualification level and Completion Status (interlocking weights) as well as age.

<b>Table 37: Weights for qualification level and age by completion status</b>			
<b>Qualification Level</b>	<b>Unweighted sample (%)</b>	<b>Weighted sample (%)</b>	
Entry Level	<i>Completed</i>	5.68	12.90
	<i>Failed/ withdrawn</i>	0.98	3.55
Level 1	<i>Completed</i>	13.90	13.05
	<i>Failed/ withdrawn</i>	2.18	3.13
Level 2	<i>Completed</i>	31.33	24.88
	<i>Failed/ withdrawn</i>	4.20	5.88
Level 3	<i>Completed</i>	25.20	17.78
	<i>Failed/ withdrawn</i>	3.08	3.75
Level 4	<i>Completed</i>	5.03	3.53
	<i>Failed/ withdrawn</i>	0.88	1.18
Other	<i>Completed</i>	6.43	7.90
	<i>Failed/ withdrawn</i>	1.15	2.50
<b>Total</b>		<b>100.00</b>	<b>100.00</b>
<b>Age</b>			
	19-24	27.00	31.68
	25-39	34.00	39.80
	40+	39.00	28.53
<b>Total</b>		<b>100.00</b>	<b>100.00</b>

Source: Ipsos MORI (2012)

## Annex 2 Additional information on sample

**Table 38: Learner participation by aggregated qualification Level (ILR 2010/11)**

	Male		Female		Total	
Entry Level	28,503	33.7%	56,187	66.3%	84,690	100.0%
Level 1	36,786	44.2%	46,528	55.8%	83,314	100.0%
Level 2	62,116	39.3%	96,105	60.7%	158,221	100.0%
Level 3	48,908	44.1%	61,887	55.9%	110,795	100.0%
Level 4	10,700	44.2%	13,483	55.8%	24,183	100.0%
Other	24,806	46.3%	28,767	53.7%	53,573	100.0%
<b>Total</b>	<b>211,819</b>	<b>41.1%</b>	<b>302,957</b>	<b>58.9%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Sample</b>	<b>1,567</b>	<b>39.2%</b>	<b>2,433</b>	<b>30.8%</b>	<b>4,000</b>	<b>100.0%</b>

*Ipsos MORI and London Economics (2012)*

**Table 39: Learner participation by disaggregated qualification Level (ILR 2010/11)**

	Male		Female		Total	
Entry Level	28,503	33.7%	56,187	66.3%	84,690	100.0%
Award L1	11,630	39.8%	17,605	60.2%	29,235	100.0%
Certificate L1	5,147	48.2%	5,531	51.8%	10,678	100.0%
Diploma L1	4,202	69.6%	1,839	30.4%	6,041	100.0%
BTEC1	1,412	39.3%	2,178	60.7%	3,590	100.0%
NVQ1	1,040	39.0%	1,624	61.0%	2,664	100.0%
Other1	13,355	42.9%	17,751	57.1%	31,106	100.0%
Award L2	5,690	41.8%	7,928	58.2%	13,618	100.0%
Certificate L2	11,462	31.7%	24,736	68.3%	36,198	100.0%
Diploma L2	8,485	47.4%	9,434	52.6%	17,919	100.0%
BTEC2	2,893	52.2%	2,652	47.8%	5,545	100.0%
NVQ2	6,106	27.5%	16,062	72.5%	22,168	100.0%
GCSE	6,512	31.5%	14,138	68.5%	20,650	100.0%
Other quals. at L2	20,968	49.8%	21,155	50.2%	42,123	100.0%
Award L3	5,223	38.1%	8,483	61.9%	13,706	100.0%
Certificate L3	2,380	29.0%	5,827	71.0%	8,207	100.0%
Diploma L3	6,905	38.5%	11,009	61.5%	17,914	100.0%
BTEC3	10,705	58.9%	7,485	41.1%	18,190	100.0%
NVQ3	2,686	20.1%	10,651	79.9%	13,337	100.0%
GCE A/AS/A2 Level	4,818	45.8%	5,694	54.2%	10,512	100.0%
Other quals. at L3	16,191	56.0%	12,738	44.0%	28,929	100.0%
Award L4	1,165	35.1%	2,153	64.9%	3,318	100.0%
Certificate L4	648	42.2%	887	57.8%	1,535	100.0%
Diploma L4	733	33.3%	1,471	66.7%	2,204	100.0%
BTEC4	3,336	66.6%	1,671	33.4%	5,007	100.0%
NVQ4	451	24.1%	1,421	75.9%	1,872	100.0%
Other quals. at L4	4,367	42.6%	5,880	57.4%	10,247	100.0%
Other (no Level)	24,806	46.3%	28,767	53.7%	53,573	100.0%
<b>Total</b>	<b>211,819</b>	<b>41.1%</b>	<b>302,957</b>	<b>58.9%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Sample</b>	<b>1,567</b>	<b>39.2%</b>	<b>2,433</b>	<b>30.8%</b>	<b>4,000</b>	<b>100.0%</b>

*Ipsos MORI and London Economics (2012)*

**Table 40: Learner participation by aggregated qualification Level by region (ILR 2010/11)**

	North East	North West	Yorkshire/Humber	East Midlands	West Midlands	East of England	London	South East	South West	Wales	Scotland	Northern Ireland	Other regions	Total
Entry Level	7.7%	11.1%	14.0%	15.8%	21.0%	12.8%	26.3%	16.0%	9.3%	0.6%	0.7%	0.7%	0.0%	16.3%
Level 1	23.5%	14.1%	15.5%	16.9%	15.5%	15.7%	19.5%	13.9%	12.7%	8.9%	12.8%	6.7%	20.8%	16.2%
Level 2	31.4%	32.9%	33.1%	31.1%	31.2%	34.5%	24.5%	30.3%	37.0%	33.7%	19.4%	9.4%	13.5%	31.0%
Level 3	20.9%	24.7%	23.5%	22.3%	20.2%	24.6%	14.2%	26.0%	24.9%	30.2%	21.1%	18.8%	31.3%	21.7%
Level 4	8.0%	6.4%	5.3%	5.1%	4.1%	4.2%	2.2%	5.0%	4.8%	9.4%	12.3%	37.6%	13.5%	4.7%
Other	8.4%	10.8%	8.6%	8.9%	7.9%	8.2%	13.3%	8.8%	11.2%	17.2%	33.6%	26.8%	20.8%	10.1%
<b>Total</b>	30,180	65,680	50,876	33,599	62,670	45,375	103,263	59,946	52,606	839	958	149	96	506,237

*Ipsos MORI and London Economics (2012)*



**Table 41: Learner participation by disaggregated qualification Level by region (ILR 2010/11)**

	North East	North West	Yorkshire/Humber	East Midlands	West Midlands	East of England	London	South East	South West	Wales	Scotland	Northern Ireland	Other regions	Total
Entry Level	7.7%	11.1%	14.0%	15.8%	21.0%	12.8%	26.3%	16.0%	9.3%	0.6%	0.7%	0.7%	0.0%	16.3%
Award L1	9.2%	4.6%	5.3%	6.3%	5.5%	7.3%	5.8%	5.5%	4.4%	6.4%	9.9%	6.7%	1.0%	5.7%
Certificate L1	5.5%	2.6%	2.1%	2.9%	2.2%	1.8%	1.5%	1.1%	1.5%	0.6%	0.6%	0.0%	0.0%	2.1%
Diploma L1	0.8%	1.3%	1.1%	1.1%	1.8%	1.2%	1.1%	1.3%	0.8%	0.2%	0.8%	0.0%	0.0%	1.2%
BTEC1	0.5%	0.7%	0.5%	0.7%	0.7%	0.9%	1.1%	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	0.7%
NVQ1	0.5%	0.6%	0.6%	0.4%	0.6%	0.3%	0.7%	0.5%	0.3%	0.4%	0.4%	0.0%	0.0%	0.5%
Other1	7.0%	4.3%	6.0%	5.5%	4.8%	4.2%	9.3%	5.1%	5.2%	1.3%	1.0%	0.0%	19.8%	6.0%
Award L2	2.8%	3.2%	2.9%	3.3%	3.3%	2.5%	1.7%	2.8%	2.5%	6.6%	4.2%	2.0%	4.2%	2.7%
Certificate L2	9.2%	8.1%	7.5%	8.2%	8.5%	8.2%	4.3%	5.9%	8.1%	6.6%	2.3%	0.7%	3.1%	7.1%
Diploma L2	3.7%	4.7%	3.7%	3.4%	3.1%	3.3%	3.5%	3.0%	3.1%	1.2%	1.6%	0.0%	0.0%	3.5%
BTEC2	1.2%	1.3%	1.2%	1.1%	1.0%	1.2%	1.0%	0.9%	1.2%	1.0%	0.4%	0.0%	0.0%	1.1%
NVQ2	4.6%	4.8%	4.8%	3.2%	4.4%	4.8%	2.8%	4.1%	6.9%	4.2%	2.9%	1.3%	0.0%	4.3%
GCSE	2.7%	4.4%	5.7%	4.8%	3.9%	4.6%	3.0%	4.9%	3.4%	1.1%	0.3%	0.7%	1.0%	4.1%
Other quals at L2	7.3%	6.4%	7.3%	7.0%	7.1%	9.8%	8.2%	8.9%	11.7%	13.2%	7.7%	4.7%	5.2%	8.2%
Award L3	3.4%	2.8%	4.3%	3.9%	1.9%	3.3%	1.2%	2.5%	3.5%	3.2%	0.7%	2.7%	0.0%	2.7%
Certificate L3	1.6%	2.6%	1.4%	1.5%	1.7%	1.7%	1.0%	1.6%	1.5%	0.6%	1.0%	1.3%	0.0%	1.6%
Diploma L3	2.8%	4.0%	3.4%	3.2%	3.5%	4.1%	2.7%	4.3%	3.9%	4.4%	1.9%	1.3%	2.1%	3.5%
BTEC3	3.4%	4.2%	3.9%	3.8%	3.2%	4.2%	2.5%	4.4%	3.6%	4.5%	2.3%	3.4%	6.3%	3.6%
NVQ3	2.9%	3.7%	3.0%	2.0%	2.4%	2.8%	1.5%	3.1%	2.9%	3.8%	3.1%	0.0%	2.1%	2.6%
GCE A/AS/A2 Level	1.2%	1.9%	1.8%	2.5%	1.7%	1.6%	1.5%	3.3%	3.0%	1.9%	0.4%	0.0%	1.0%	2.0%
Other quals at L3	5.5%	5.4%	5.7%	5.5%	5.9%	7.0%	3.8%	6.9%	6.7%	11.7%	11.6%	10.1%	19.8%	5.6%
Award L4	0.2%	0.7%	0.4%	0.9%	0.8%	1.3%	0.4%	0.7%	0.7%	0.2%	0.2%	0.0%	0.0%	0.7%
Certificate L4	0.4%	0.2%	0.3%	0.3%	0.3%	0.2%	0.3%	0.4%	0.4%	0.1%	2.1%	0.7%	0.0%	0.3%
Diploma L4	0.1%	0.4%	0.3%	0.5%	0.3%	0.8%	0.3%	0.4%	0.9%	0.2%	0.3%	0.0%	0.0%	0.4%
BTEC4	1.0%	1.4%	0.8%	1.3%	1.3%	0.5%	0.4%	1.3%	1.0%	2.3%	1.8%	3.4%	0.0%	1.0%
NVQ4	0.3%	0.5%	0.3%	0.3%	0.3%	0.3%	0.1%	0.7%	0.6%	0.2%	0.0%	0.0%	0.0%	0.4%
Other quals at L4	6.1%	3.3%	3.3%	1.8%	1.1%	1.0%	0.7%	1.6%	1.2%	6.3%	7.9%	33.6%	13.5%	1.9%
Other quals	8.4%	10.8%	8.6%	8.9%	7.9%	8.2%	13.3%	8.8%	11.2%	17.2%	33.6%	26.8%	20.8%	10.1%
Total	30,180	65,680	50,876	33,599	62,670	45,375	103,263	59,946	52,606	839	958	149	96	506,237

Ipsos MORI and London Economics (2012)

**Table 42: Learner participation by aggregated qualification Level by ethnic origin (ILR 2010/11)**

	White - British	White - other	Bangla-deshi	Indian	Pakista ni	Asian other	Black African	Black Caribbean	Black other	Chinese	Mixed	Any other	Unknown/ provided	Total
Entry Level	4.1%	37.6%	54.8%	23.3%	36.9%	46.2%	36.2%	8.4%	21.6%	33.1%	17.7%	43.0%	19.4%	16.5%
Level 1	16.0%	17.4%	12.6%	13.6%	15.2%	14.2%	17.7%	20.5%	19.5%	11.2%	18.0%	15.3%	17.7%	16.2%
Level 2	35.8%	20.7%	16.5%	24.9%	23.2%	17.8%	25.5%	38.3%	32.6%	18.2%	30.9%	19.5%	26.2%	30.7%
Level 3	27.1%	11.3%	9.8%	19.3%	15.1%	10.2%	12.2%	20.3%	16.9%	12.8%	20.6%	10.1%	16.1%	21.5%
Level 4	6.2%	2.7%	1.3%	5.4%	2.5%	1.3%	1.8%	2.9%	2.1%	2.2%	3.2%	2.2%	3.5%	4.7%
Other	10.7%	10.4%	5.0%	13.4%	7.0%	10.2%	6.6%	9.6%	7.3%	22.6%	9.6%	10.0%	17.1%	10.4%
<b>Total</b>	<b>58.7%</b>	<b>11.0%</b>	<b>1.8%</b>	<b>2.8%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>5.7%</b>	<b>2.2%</b>	<b>1.0%</b>	<b>1.0%</b>	<b>2.7%</b>	<b>3.8%</b>	<b>2.1%</b>	<b>100.0%</b>
<b>Sample</b>	<b>64.7%</b>	<b>10.4%</b>	<b>2.1%</b>	<b>3.0%</b>	<b>4.0%</b>	<b>4.0%</b>	<b>5.2%</b>	<b>2.3%</b>	<b>0.7%</b>	<b>0.6%</b>	<b>2.7%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>100.0%</b>

*Ipsos MORI and London Economics (2012)*

Table 43: Learner participation by disaggregated qualification Level by ethnic origin (ILR 2010/11)

	White - British	White - other	Bangladeshi	Indian	Pakistani	Asian other	Black African	Black Caribbean	Black other	Chinese	Mixed	Any other	Unknown /provided	Total
Entry Level	4.1%	37.6%	54.8%	23.3%	36.9%	46.2%	36.2%	8.4%	21.6%	33.1%	17.7%	43.0%	19.4%	16.5%
Award L1	6.6%	3.4%	3.6%	5.4%	4.3%	2.7%	4.6%	8.2%	6.5%	2.5%	5.4%	3.1%	6.8%	5.7%
Certificate L1	2.5%	1.1%	1.2%	1.7%	1.5%	1.2%	2.2%	2.7%	2.0%	0.8%	2.3%	1.1%	1.3%	2.1%
Diploma L1	1.4%	0.5%	0.6%	0.5%	1.2%	0.5%	1.5%	2.3%	1.9%	0.4%	1.7%	0.6%	0.6%	1.2%
BTEC1	0.6%	0.4%	0.8%	0.6%	0.7%	0.8%	2.0%	1.3%	1.7%	0.3%	1.2%	0.9%	0.4%	0.7%
NVQ1	0.5%	0.5%	0.2%	0.3%	0.5%	0.3%	0.6%	1.0%	0.6%	0.2%	0.7%	0.4%	0.3%	0.5%
Other1	4.4%	11.6%	6.3%	5.1%	7.1%	8.7%	6.9%	5.1%	6.8%	7.1%	6.7%	9.2%	8.3%	6.0%
Award L2	3.4%	1.5%	0.7%	2.1%	1.3%	0.8%	1.5%	2.9%	1.9%	1.3%	2.1%	1.0%	3.1%	2.6%
Certificate L2	8.7%	4.1%	3.5%	6.2%	4.0%	3.0%	4.5%	8.1%	5.9%	3.3%	6.0%	3.3%	6.8%	7.0%
Diploma L2	4.0%	1.6%	1.6%	1.9%	2.7%	2.0%	5.0%	5.8%	4.9%	1.1%	4.9%	2.1%	1.8%	3.5%
BTEC2	1.1%	0.6%	0.6%	0.9%	1.3%	1.0%	1.4%	1.7%	1.9%	0.5%	1.5%	1.0%	1.1%	1.1%
NVQ2	5.3%	2.4%	1.7%	3.5%	3.2%	2.1%	2.6%	5.2%	5.6%	1.4%	4.4%	2.4%	2.7%	4.3%
GCSE	4.4%	2.0%	4.1%	3.9%	5.4%	2.9%	4.6%	5.3%	5.2%	2.5%	4.4%	2.6%	2.8%	4.0%
Other quals at L2	8.9%	8.5%	4.2%	6.4%	5.5%	6.1%	5.8%	9.4%	7.1%	8.1%	7.6%	7.2%	8.0%	8.2%
Award L3	3.7%	1.2%	0.9%	1.9%	1.1%	0.6%	0.8%	2.6%	1.8%	1.1%	1.7%	0.8%	2.4%	2.7%
Certificate L3	2.1%	0.8%	0.5%	1.2%	0.6%	0.5%	0.5%	1.9%	1.1%	0.6%	1.2%	0.6%	1.5%	1.6%
Diploma L3	4.2%	2.5%	1.4%	2.7%	2.2%	1.7%	2.2%	3.5%	2.9%	2.2%	3.9%	1.8%	2.7%	3.5%
BTEC3	4.1%	1.7%	2.0%	3.0%	3.5%	2.4%	3.7%	3.8%	4.1%	1.8%	4.6%	2.1%	1.7%	3.5%
NVQ3	3.4%	1.3%	1.1%	2.9%	1.7%	1.2%	1.0%	2.2%	1.6%	0.8%	2.4%	1.1%	1.6%	2.6%
GCE A/AS/A2 Level	2.3%	1.2%	1.4%	2.3%	2.5%	1.9%	1.7%	1.3%	1.6%	4.4%	2.4%	1.4%	1.3%	2.0%
Other quals at L3	7.4%	2.7%	2.4%	5.4%	3.4%	1.9%	2.4%	5.0%	3.7%	1.8%	4.3%	2.3%	4.7%	5.6%
Award L4	0.9%	0.3%	0.1%	0.6%	0.3%	0.1%	0.2%	0.5%	0.2%	0.2%	0.3%	0.2%	0.8%	0.6%
Certificate L4	0.4%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.3%	0.3%	0.1%	0.3%	0.2%	0.2%	0.3%
Diploma L4	0.5%	0.5%	0.1%	0.4%	0.2%	0.1%	0.2%	0.2%	0.2%	0.4%	0.3%	0.2%	0.1%	0.4%
BTEC4	1.3%	0.4%	0.3%	1.2%	0.7%	0.4%	0.5%	0.7%	0.5%	0.3%	0.8%	0.6%	0.6%	1.0%
NVQ4	0.5%	0.2%	0.0%	0.4%	0.1%	0.1%	0.2%	0.3%	0.2%	0.1%	0.2%	0.1%	0.3%	0.4%
Other quals at L4	2.6%	1.1%	0.6%	2.7%	1.1%	0.5%	0.6%	1.0%	0.7%	1.0%	1.3%	0.9%	1.5%	2.0%
Other quals	10.7%	10.4%	5.0%	13.4%	7.0%	10.2%	6.6%	9.6%	7.3%	22.6%	9.6%	10.0%	17.1%	10.4%
<b>Total</b>	<b>58.7%</b>	<b>11.0%</b>	<b>1.8%</b>	<b>2.8%</b>	<b>3.7%</b>	<b>3.4%</b>	<b>5.7%</b>	<b>2.2%</b>	<b>1.0%</b>	<b>1.0%</b>	<b>2.7%</b>	<b>3.8%</b>	<b>2.1%</b>	<b>100.0%</b>
<b>Sample</b>	<b>64.7%</b>	<b>10.4%</b>	<b>2.1%</b>	<b>3.0%</b>	<b>4.0%</b>	<b>4.0%</b>	<b>5.2%</b>	<b>2.3%</b>	<b>0.7%</b>	<b>0.6%</b>	<b>2.7%</b>	<b>0.3%</b>	<b>0.1%</b>	<b>100.0%</b>

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**Table 44: Learner participation by aggregated qualification Level by funding (ILR 2010/11)**

	YPLA/Skills Funding Agency DLF Funding		No funding		Total	
Entry Level	81,437	96.2%	3,253	3.8%	84,690	100.0%
Level 1	77,977	93.6%	5,337	6.4%	83,314	100.0%
Level 2	141,206	89.2%	17,015	10.8%	158,221	100.0%
Level 3	87,869	79.3%	22,926	20.7%	110,795	100.0%
Level 4	8,962	37.1%	15,221	62.9%	24,183	100.0%
Other	8,701	16.2%	44,872	83.8%	53,573	100.0%
<b>Total</b>	<b>406,152</b>	<b>78.9%</b>	<b>108,624</b>	<b>21.1%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Sample</b>						

*Ipsos MORI and London Economics (2012)*

**Table 45: Learner participation by disaggregated qualification Level by funding (ILR 2010/11)**

	YPLA/Skills Funding Agency DLF Funding		No funding		Total	
Entry Level	81,437	96.2%	3,253	3.8%	84,690	100.0%
Award L1	27,617	94.5%	1,618	5.5%	29,235	100.0%
Certificate L1	10,498	98.3%	180	1.7%	10,678	100.0%
Diploma L1	5,886	97.4%	155	2.6%	6,041	100.0%
BTEC1	3,487	97.1%	103	2.9%	3,590	100.0%
NVQ1	2,574	96.6%	90	3.4%	2,664	100.0%
Other1	27,915	89.7%	3,191	10.3%	31,106	100.0%
Award L2	8,096	59.5%	5,522	40.5%	13,618	100.0%
Certificate L2	33,564	92.7%	2,634	7.3%	36,198	100.0%
Diploma L2	17,342	96.8%	577	3.2%	17,919	100.0%
BTEC2	4,848	87.4%	697	12.6%	5,545	100.0%
NVQ2	20,833	94.0%	1,335	6.0%	22,168	100.0%
GCSE	19,928	96.5%	722	3.5%	20,650	100.0%
Other quals at L2	36,595	86.9%	5,528	13.1%	42,123	100.0%
Award L3	10,510	76.7%	3,196	23.3%	13,706	100.0%
Certificate L3	5,386	65.6%	2,821	34.4%	8,207	100.0%
Diploma L3	16,284	90.9%	1,630	9.1%	17,914	100.0%
BTEC3	17,020	93.6%	1,170	6.4%	18,190	100.0%
NVQ3	10,203	76.5%	3,134	23.5%	13,337	100.0%
GCE A/AS/A2 Level	9,875	93.9%	637	6.1%	10,512	100.0%
Other quals at L3	18,591	64.3%	10,338	35.7%	28,929	100.0%
Award L4	2,664	80.3%	654	19.7%	3,318	100.0%
Certificate L4	1,171	76.3%	364	23.7%	1,535	100.0%
Diploma L4	1,462	66.3%	742	33.7%	2,204	100.0%
BTEC4	983	19.6%	4,024	80.4%	5,007	100.0%
NVQ4	1,088	58.1%	784	41.9%	1,872	100.0%
Other quals at L4	1,594	15.6%	8,653	84.4%	10,247	100.0%
Other quals	8,701	16.2%	44,872	83.8%	53,573	100.0%
<b>Total</b>	<b>406,152</b>	<b>78.9%</b>	<b>108,624</b>	<b>21.1%</b>	<b>514,776</b>	<b>100.0%</b>

*Ipsos MORI and London Economics (2012)*

**Table 46: Learner participation by aggregated qualification Level by outcome (ILR 2010/11)**

	Completed and achieved		Did not complete (withdrawal or failed assessment)		Total	
Entry Level	66,446	78.5%	18,244	21.5%	84,690	100.0%
Level 1	67,208	80.7%	16,106	19.3%	83,314	100.0%
Level 2	128,013	80.9%	30,208	19.1%	158,221	100.0%
Level 3	91,459	82.5%	19,336	17.5%	110,795	100.0%
Level 4	18,098	74.8%	6,085	25.2%	24,183	100.0%
Other	40,676	75.9%	12,897	24.1%	53,573	100.0%
<b>Total</b>	<b>411,900</b>	<b>80.0%</b>	<b>102,876</b>	<b>20.0%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Total</b>	<b>3,201</b>	<b>80.0%</b>	<b>799</b>	<b>20.0%</b>	<b>4,000</b>	<b>100.0%</b>

Ipsos MORI and London Economics (2012)

**Table 47: Learner participation by disaggregated qualification Level by outcome (ILR 2010/11)**

	Completed and achieved		Did not complete (withdrawal or failed assessment)		Total	
Entry Level	66,446	78.5%	18,244	21.5%	84,690	100.0%
Award L1	23,930	81.9%	5,305	18.1%	29,235	100.0%
Certificate L1	8,346	78.2%	2,332	21.8%	10,678	100.0%
Diploma L1	4,776	79.1%	1,265	20.9%	6,041	100.0%
BTEC1	2,838	79.1%	752	20.9%	3,590	100.0%
NVQ1	2,117	79.5%	547	20.5%	2,664	100.0%
Other1	25,201	81.0%	5,905	19.0%	31,106	100.0%
Award L2	11,776	86.5%	1,842	13.5%	13,618	100.0%
Certificate L2	29,141	80.5%	7,057	19.5%	36,198	100.0%
Diploma L2	13,818	77.1%	4,101	22.9%	17,919	100.0%
BTEC2	4,521	81.5%	1,024	18.5%	5,545	100.0%
NVQ2	18,444	83.2%	3,724	16.8%	22,168	100.0%
GCSE	16,332	79.1%	4,318	20.9%	20,650	100.0%
Other quals at L2	33,981	80.7%	8,142	19.3%	42,123	100.0%
Award L3	12,112	88.4%	1,594	11.6%	13,706	100.0%
Certificate L3	6,775	82.6%	1,432	17.4%	8,207	100.0%
Diploma L3	13,337	74.5%	4,577	25.5%	17,914	100.0%
BTEC3	15,111	83.1%	3,079	16.9%	18,190	100.0%
NVQ3	11,691	87.7%	1,646	12.3%	13,337	100.0%
GCE A/AS/A2 Level	8,214	78.1%	2,298	21.9%	10,512	100.0%
Other quals at L3	24,219	83.7%	4,710	16.3%	28,929	100.0%
Award L4	3,084	92.9%	234	7.1%	3,318	100.0%
Certificate L4	1,336	87.0%	199	13.0%	1,535	100.0%
Diploma L4	1,419	64.4%	785	35.6%	2,204	100.0%
BTEC4	3,686	73.6%	1,321	26.4%	5,007	100.0%
NVQ4	1,465	78.3%	407	21.7%	1,872	100.0%
Other quals at L4	7,108	69.4%	3,139	30.6%	10,247	100.0%
Other quals	40,676	75.9%	12,897	24.1%	53,573	100.0%
<b>Total</b>	<b>411,900</b>	<b>80.0%</b>	<b>102,876</b>	<b>20.0%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Total</b>	<b>3,201</b>	<b>80.0%</b>	<b>799</b>	<b>20.0%</b>	<b>4,000</b>	<b>100.0%</b>

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**Table 48: Learner participation by aggregated qualification Level by age (ILR 2010/11)**

	19-24		25-39		40+		Total	
Entry Level	15,055	9.2%	43,714	21.3%	25,921	17.6%	84,690	16.5%
Level 1	23,864	14.6%	32,683	16.0%	26,767	18.2%	83,314	16.2%
Level 2	50,303	30.9%	63,516	31.0%	44,402	30.2%	158,221	30.7%
Level 3	45,041	27.6%	37,398	18.3%	28,356	19.3%	110,795	21.5%
Level 4	7,913	4.9%	9,132	4.5%	7,138	4.9%	24,183	4.7%
Other	20,827	12.8%	18,452	9.0%	14,294	9.7%	53,573	10.4%
<b>Total</b>	<b>163,003</b>	<b>31.6%</b>	<b>204,895</b>	<b>39.8%</b>	<b>146,878</b>	<b>28.5%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Sample</b>	<b>1,267</b>	<b>31.7%</b>	<b>1,592</b>	<b>39.8%</b>	<b>1,141</b>	<b>28.5%</b>	<b>4,000</b>	<b>100.0%</b>

London Economics (2012)

**Table 49: Learner participation by aggregated qualification Level by age (ILR 2010/11)**

	19-24		25-39		40+		Total	
Entry Level	15,055	9.2%	43,714	21.3%	25,921	17.6%	84,690	16.5%
Award L1	5,529	3.4%	11,518	5.6%	12,188	8.3%	29,235	5.7%
Certificate L1	4,175	2.6%	3,111	1.5%	3,392	2.3%	10,678	2.1%
Diploma L1	3,036	1.9%	2,234	1.1%	771	0.5%	6,041	1.2%
BTEC1	1,884	1.2%	1,150	0.6%	556	0.4%	3,590	0.7%
NVQ1	1,128	0.7%	1,071	0.5%	465	0.3%	2,664	0.5%
Other1	8,112	5.0%	13,599	6.6%	9,395	6.4%	31,106	6.0%
Award L2	3,087	1.9%	4,904	2.4%	5,627	3.8%	13,618	2.6%
Certificate L2	7,958	4.9%	14,698	7.2%	13,542	9.2%	36,198	7.0%
Diploma L2	8,827	5.4%	6,598	3.2%	2,494	1.7%	17,919	3.5%
BTEC2	3,187	2.0%	1,372	0.7%	986	0.7%	5,545	1.1%
NVQ2	8,041	4.9%	9,795	4.8%	4,332	2.9%	22,168	4.3%
GCSE	7,994	4.9%	8,603	4.2%	4,053	2.8%	20,650	4.0%
Other quals at L2	11,209	6.9%	17,546	8.6%	13,368	9.1%	42,123	8.2%
Award L3	1,534	0.9%	5,359	2.6%	6,813	4.6%	13,706	2.7%
Certificate L3	1,618	1.0%	3,446	1.7%	3,143	2.1%	8,207	1.6%
Diploma L3	8,868	5.4%	5,931	2.9%	3,115	2.1%	17,914	3.5%
BTEC3	13,133	8.1%	3,408	1.7%	1,649	1.1%	18,190	3.5%
NVQ3	4,480	2.7%	5,605	2.7%	3,252	2.2%	13,337	2.6%
GCE A/AS/A2 Level	7,223	4.4%	1,924	0.9%	1,365	0.9%	10,512	2.0%
Other quals at L3	8,185	5.0%	11,725	5.7%	9,019	6.1%	28,929	5.6%
Award L4	278	0.2%	1,313	0.6%	1,727	1.2%	3,318	0.6%
Certificate L4	194	0.1%	664	0.3%	677	0.5%	1,535	0.3%
Diploma L4	476	0.3%	1,044	0.5%	684	0.5%	2,204	0.4%
BTEC4	2,504	1.5%	1,626	0.8%	877	0.6%	5,007	1.0%
NVQ4	288	0.2%	872	0.4%	712	0.5%	1,872	0.4%
Other quals at L4	4,173	2.6%	3,613	1.8%	2,461	1.7%	10,247	2.0%
Other quals	20,827	12.8%	18,452	9.0%	14,294	9.7%	53,573	10.4%
<b>Total</b>	<b>163,003</b>	<b>31.6%</b>	<b>204,895</b>	<b>39.8%</b>	<b>146,878</b>	<b>28.5%</b>	<b>514,776</b>	<b>100.0%</b>
<b>Sample</b>	<b>1,267</b>	<b>31.7%</b>	<b>1,592</b>	<b>39.8%</b>	<b>1,141</b>	<b>28.5%</b>	<b>4,000</b>	<b>100.0%</b>

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