

London Learner Survey: Technical Report – 2024/25

June 2026



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Overview

This technical report provides a summary of the process for survey fieldwork and data production for the London Learner Survey, a survey targeting learners who participated in GLA-funded learning under the Adult Skills Fund (ASF – formerly known as the Adult Education Budget). It is designed to assist in measuring the outcomes and impact of the ASF, which includes both Adult Skills Core learning and Tailored Learning. This learning was provided by over 120 providers across London, including FE Colleges, Local Authorities (LAs), Institutes of Adult Learning (IALs) and Independent Training Providers (ITPs), and was funded through a combination of grants and procured contracts.

Following a design and piloting phase, the London Learner Survey commenced in August 2021, running annually since. This report summarises the methodology of the fourth year of the survey, which covered learners who finished an ASF-funded course during the 2024/25 academic year.

This report does not analyse the findings of the survey. These will be analysed separately, through outputs produced by the GLA and through the independent evaluation of the ASF in London.

1 Outline Methodology

From August 2024, as part of a new adult education funding model implemented by the Department for Education (DfE), the Adult Skills Fund (ASF) replaced the Adult Education Budget (AEB). The AEB in London was delegated to the Greater London Authority (GLA) from August 2019. The delegated budget gives the Mayor (through the GLA) responsibility for skills provision for learners aged 19+, excluding apprenticeships or traineeships. The ASF is split into two main parts:

- Adult Skills Fund Core, comprising the legal entitlement to qualifications at level 2 and level 3 for eligible adult learners, non-regulated Essential Skills, any other formula-funded regulated qualifications, and Free Courses for Jobs (FCFJ).
- Tailored Learning, comprising what was previously known as Community Learning, formula-funded AEB non-regulated learning (excluding Essential Skills which remains in ASF Core), and any employer-facing innovative provision.

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

There are substantial gaps in the Individualised Learner Record (ILR) and in administrative data more generally, regarding learner destinations data and other areas like social outcomes, which are not captured elsewhere. The London Learner Survey (LLS) has been designed to fill those gaps and provide additional information on the outcomes of ASF learning. The survey measures learners' progress against seven priority outcome areas (progression into employment, progression within work, progression within further education, improved health and wellbeing, improved social integration, improved self-efficacy, and participation in volunteering).

Following a GLA consultation with providers and a feasibility testing exercise, a large-scale pilot was conducted by IFF Research in Spring and Summer 2021, which informed the design and setup of the 2021/22 mainstage fieldwork, which launched in August 2021. The fourth year of data collection for the 2024/25 academic year ran from August 2024 to July 2025 for the baseline survey and then until February 2026 for the follow-up survey.

Two-stage survey design

The LLS consists of two linked surveys of people who participated in GLA-funded ASF-funded learning, Multiply¹ funded learning, and Free Courses for Jobs (FCFJ) funded learning:

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

¹ The Multiply programme ended in March 2025.

² Target five months after the learning aim ends.

Both surveys were carried out primarily online but were also made available by phone or post for those who find it difficult to use online surveys. The online and telephone surveys were available in multiple languages. An alternative version of the paper survey with pictures and simplified wording was also made available for learners with learning difficulties. The design of the survey is further discussed in Chapter 2. The baseline survey started in August 2024 and then the follow-up survey started in April 2025.

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

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

In order to know when to send out the follow-up survey, responses from the baseline survey were matched onto ILR data on learning aims, using a series of questions in the survey designed to collect matching data (e.g., student number). More detail about this matching process is provided in Chapter 4.

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

All learners identified as finishing a learning aim (even if they did not complete it) were given an opportunity to fill in a follow-up survey online on a rolling timetable with new groups of learners being introduced every two weeks throughout the year as learning was completed and ILR data became available. More detail regarding the distribution of the follow-up survey is found in Chapter 5.

The information matched also allowed follow-up surveys to be targeted at priority groups of learners by telephone to ensure a distribution which matched the GLA's analysis needs. This was done with two broad purposes – to ensure that small groups of interest in the population (e.g., those receiving funding from specific initiatives) were targeted, and to ensure that groups who were less likely to respond were well represented in the survey. More detail about this process is provided in Chapter 6.

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

This dataset was weighted using ILR data, to allow the production of estimates representative of the population of aims and learners, as described in Chapter 8.

Multi-mode approach

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

- **Telephone:** learners could request a telephone call back (either in English or another language) if they were unable to complete the survey online. For the follow-up survey, targeted telephone interviewing was carried out, where priority groups were under-represented in the total survey responses after two weeks of the telephone survey.
- **Paper:** a limited number of paper questionnaires were sent to providers at the start of the year to hand out to learners who were unable to complete the survey online. This included a small number of alternative paper questionnaires with pictures and simplified wording which was made available for learners with learning difficulties (it is not recommended for use with those who speak English as a second language).

Additionally, telephone interviewing was used during the follow-up survey to boost response in key subgroups. The survey is also available in multiple languages.

Outputs

The following outputs were produced by IFF at the end of the 2024/25 fieldwork:

- **Full data set**
 - Base: all records where both a baseline and follow-up survey were completed by a learner undertaking eligible GLA-funded provision
 - Multiple weights: aims weight, learner weight and provider weights
- **Baseline only dataset**
 - Base: all records where a baseline survey was completed by a learner undertaking eligible GLA-funded provision
 - Raw data only (unweighted and uncoded)

Future use

The data will be used by the GLA:

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

2 Questionnaire design

Questionnaire development

Questionnaire development – feasibility study and cognitive testing

A London Learner Survey feasibility study was carried out by NatGen Social Research in May 2020. The feasibility study included a review and consideration of the questionnaire content.

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

The pilot baseline survey ran from 19th April to 18th June 2021, with participating providers distributing the survey link to a selection of their learners, based on criteria provided by IFF to ensure a good range of learner types. Following the pilot, analysis was undertaken of completed survey responses, response rates and drop-out rates. All participating providers were also asked to complete a feedback survey, and a selection were invited to take part in depth interviews to give further detail. The mainstage questionnaire was designed taking into account all of this feedback and was used in the 2021/22 iteration of the LLS, with minor amendments made in 2022/23 and 2023/24.

In preparation for the 2024/25 survey, IFF Research conducted some qualitative interviews with learners to test potential changes to the questionnaire, including new questions that were being considered. The cognitive testing exercise was carried out in July 2024, comprising of 15-30 minute interviews.

The interviews were recruited using sample drawn from respondents who completed the LLS follow-up survey between April 2024 and June 2024, who indicated that they were willing to be re-contacted for further research about adult education in London. The survey was tested with a range of different learners, including those accessing courses at the full range of levels and funding types, age bands, and those taking and not taking English for Speakers of Other Languages (ESOL) courses.

The cognitive interviewing tested learners' willingness to answer new proposed questions as well as how easy or difficult they found them to answer. The follow up survey invite email and landing page were also tested to understand how effective they were at encouraging respondents to complete the survey.

Findings from the cognitive testing led to the introduction of new questions to the survey, including on marital status and household situation, prior employment status and length of employment, and which campus or branch respondents study at. The specific changes made are outlined below in Table 2.2. The language used on the invite email and landing page were also refreshed and made less formal to support respondents' understanding of what the survey was about.

Questionnaire content

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

Table 2.1 Questionnaire content

Question	B.	F.	Outcome measured	
B. Demographics	Y	N	N/A – used for matching responses to ILR data	
B5. Which campus or branch within your provider do you mostly study at for this course	Y		N/A – used to help providers track response across campuses and branches	
Aims				
C1. Reason for doing course	Y	N		
C2. What the course helped learners to do	N	Y		
C3. Satisfaction with course	N	Y		
C4. Whether started / starting any more courses or training since finishing	N	Y	Economic outcomes: Progression within further education	
C5. If yes at C4: What sort of course or training	N	Y		
C6. If yes at C4: What is the highest level qualification that would be achieved from the course or training	N	Y		
Employment history				
D1. Current work situation	Y	Y	Economic outcomes: Progression into employment	
D1n. Work situation 12 months ago	Y	N		
D1a. If employed: what does the organisation you work for mainly do?	Y	Y	Economic outcomes: Progression within work	
D1b. If employed: what is your current job title?	Y	Y		
D1c. If employed, how long have you been in your current job?	Y	Y		
D2. If employed: no. hours usually worked per week	Y	Y		
D3/4. If employed: usual pay before tax	Y	Y		
D5. If employed: Whether pay changed since starting course	N	Y		
D6/7. If pay has changed: amount increased / decreased	N	Y		
D8. If employed: Satisfaction with work	Y	Y		
D11. If employed: Whether job is permanent	Y	Y		
D12. If job not permanent: type of job (e.g. seasonal, temping, casual work)	Y	Y		
D13. If job permanent at follow-up but wasn't at baseline: Whether course helped to get permanent job	N	Y		
D14. If employed: whether employed on zero-hours contract	Y	Y		
D15. If employed: Whether main job pays London Living Wage or more	Y	Y		
D16. If employed at follow-up and was not at baseline: Whether course helped to get current paid work	N	Y		
Wellbeing				
E1. Satisfaction with life nowadays	Y	Y		

Question	B.	F.	Outcome measured
E2. Extent to which things you do in life are worthwhile	Y	Y	Social Outcomes: Improved health and wellbeing
E3. How happy you felt yesterday	Y	Y	
E4. How anxious you felt yesterday	Y	Y	
E5. Impact course had on general wellbeing	N	Y	
Self-efficacy			
F1_2. Level of agreement: “It is easy for me to reach my goals.”	Y	Y	Social Outcomes: Improved self-efficacy
F1_7. Level of agreement: “The course has helped me to feel more confident.”	N	Y	
Social Integration			
G1. Whether spend time with adults who are a different age within wider social group	Y	Y	Social Outcomes: Improved social integration
G2. If yes to G1: whether this time is positive / negative / neutral	Y	Y	
G3. Whether spend time with adults who are a different social class within wider social group	Y	Y	
G4. If yes to G3: whether this time is positive / negative / neutral	Y	Y	
G5. Whether spend time with adults who are a different ethnicity within wider social group	Y	Y	
G6. If yes to G5: whether this time is positive / negative / neutral	Y	Y	
G7. Extent to which course has helped you to meet lots of different people	N	Y	
Volunteering			
H1. Whether have done volunteering work in last 12 months	Y	Y	Social Outcomes: Participation in volunteering
H2. If volunteer: How often have done volunteering work in last 12 months	Y	Y	
H3. Compared to before starting course, whether time spent volunteering is more / less / same	N	Y	
Marital status and household situation			
Z1. Marital status	Y	Y	
Z2. If not married, whether living with a partner	Y	Y	
Z3. Any children in the household	Y	Y	

Source: IFF Research

Changes between 2023/24 and 2024/25

Table 2.2 summarises the changes made to the baseline and follow-up questionnaires following the cognitive testing in preparation for the fourth year of the LLS.

Table 2.2 Questionnaire revisions for the 2024/25 LLS survey

Baseline Survey	Follow-up Survey
Section A – Online introduction	
No changes	No changes
Section B – Demographics	
Question B5 added about which campus or branch respondents study at, to help providers track response by campuses and branches.	N/A (section not included in follow-up survey)
Section C - Aims	
No changes	No changes
Section D – Employment History	
<ul style="list-style-type: none"> • D1N Additional question asking about the respondent's work situation 12 months prior to completing the survey. • D1C Additional question asking, if employed, how long the respondent has been in their current role. • D9 and D10 questions regarding reason for satisfaction/dissatisfaction with work removed. 	<ul style="list-style-type: none"> • D1C Additional question asking, if employed, how long the respondent has been in their current role. • D9 and D10 questions regarding reason for satisfaction/dissatisfaction with work removed.
Section E – Wellbeing	
No changes	No changes
Section F – Self-efficacy	
<ul style="list-style-type: none"> • Removed questions F1_1, F1_3, F1_4, F1_5 and F1_6 related to confidence and assertiveness. 	
Section G – Social integration	
No changes	No changes
Section H - Volunteering	
No changes	No changes
Section Z – Marital Status and Household Situation	
<ul style="list-style-type: none"> • Section added to identify the respondent's marital status and household situation. 	
Section I – Thank and Close	
No changes	No changes

Source: IFF Research

3 Baseline survey: distribution and completion

Provider engagement

Initial contact

Prior to the start of the academic year 2024/25, each provider was assigned to an IFF liaison officer who was responsible for checking in with that provider at regular intervals, updating them with any news or updates, offering suggestions or support, and collecting feedback on their experience distributing the survey.

The timeline below shows the key engagements with providers in the lead-up to, and following, the launch of the 2024/25 mainstage survey in August 2024:

- **July 2024: Provider training session held (17th July 2024)** – The session was held on Microsoft Teams and a calendar invite was sent to all relevant contacts. Contacts were also welcomed to forward the invite to any relevant colleagues or staff at subcontractors. The session included: an overview of the importance of the LLS and how it is used; information on which learners should be asked to take part; suggestions for dissemination routes and how to encourage participation; an overview of the questionnaire, and any changes for 2024/25; accessibility options and completion modes; and an overview of the support and publicity materials provided.
- A Q&A session was held at the end of the training session; all questions and answers were written up in a Q&A document (prepared jointly by the GLA and IFF) and was sent to all eligible providers, along with the recording of the training session, on 1 August 2024.
- **August 2024: Materials emails sent to all eligible providers by IFF (1st-2nd August).** This email included:
 - Links to all materials needed to distribute the survey (see “Supporting Materials” section below for more details);
 - Links to the training session recording and Q&A document;
 - A link to the LLS website, including provider and learner FAQs, and intro video; and
 - A request for providers to confirm their name and address to receive postal questionnaires.
- **August 2024: IFF launch email sent to all eligible providers (4th August)** – These emails were sent by the IFF liaison officers to their assigned providers, and they:
 - Explained that for the 2024/25 academic year we were making a limited number of paper questionnaires (with pre-paid return envelopes) available to learning providers so that learners who are unable to complete the LLS any other way would still be able to take part.
 - Asked providers to confirm the number of standard questionnaires and alternative questionnaires (with pictures and simplified wording, which was designed to be easier to complete for learners with learning difficulties) they required for the period until the

end of October 2024 and from November 2024 to August 2025. We explained that we needed to send the questionnaires in two batches, as the London Living Wage expected to rise in October 2024.

- **October 2024: first check-ins by IFF liaison officers with providers who had started administering the survey.**
- **November 2024: reminders sent to providers with zero responses by IFF liaison officers.** This email explained that the provider had not yet had any responses and requested that providers let IFF know of any difficulties or issues, so that we could provide any support or guidance needed.

Supporting materials

Survey distribution materials

IFF designed several promotional materials for providers to use when distributing the survey to their learners. The leaflet, poster and email text contained information unique to each provider (namely, their individual survey link and QR code) and therefore a separate version of each document was produced for each of the 118 providers in scope at the beginning of 2024/25:

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

Guidance materials

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

- **Mainstage guidance for providers:** full written guidance on how to administer the survey.
- **Mainstage FAQs for Tutors:** an FAQ document aimed to help tutors understand the survey and explain it to their learners.
- **Training slides:** the full deck of slides presented during the mainstage training session.
- **Training slides short version:** a cut-down version of the training slides, just containing key information for tutors.

- **Training session recording:** The full recording of the 2024/25 launch training session (delivered in July 2024).
- **Training session Q&A document:** a written record of the questions and answers from the Q&A at the end of the mainstage briefing session.
- **Baseline questionnaire reference copy:** a copy of the baseline questionnaire to allow providers and tutors to see all the questions.

Survey website

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

IFF also developed a short, animated video to introduce the survey to learners. The video was hosted on YouTube and was embedded on the learner page of the London Learner Survey website. It could be used by tutors to help explain the survey to their learners. The 2024/25 version of the video can be viewed here: <https://www.iffresearch.com/LLSvideo>

Dashboard

IFF developed a live dashboard that providers could access to see their total number of baseline survey completes to date. IFF included a link to GLA's published methodology [that explained how the participation rate would be calculated](#).

For 2024/25 a few updates were made to the dashboard to show providers how their completes are split by **key groups**. This highlighted any areas (e.g. a particular campus) were performing less well and may need additional support / encouragement. These additions were:

- Completes per **month by survey date of completion and course start date** (as entered by the learner).
- Count of completes according to whether the learner completed **online, by telephone, or on paper**
- Count of completes by **language** selected, which could be particularly useful for providers with larger numbers of ESOL learners to identify if particular cohorts are more or less likely to complete the survey, and therefore if e.g. additional tutor support in specific languages may be helpful.
- Count of completes by **employment status** given by the learner in the survey.
- Count of completes by **campus /branch /contractor** given by the learner in the survey (*tailored to individual providers*).

Each provider was sent the unique link to their dashboard shortly after the main materials mailout, in late August 2024, along with instructions on how to use it. This remained active throughout 2024/25.

A screenshot of an example provider’s dashboard is shown below:



Completes by location

Location	Number	Percent
[Redacted]	142	25.04
[Redacted]	78	13.76
[Redacted]	45	7.94
[Redacted]	42	7.41

Paper questionnaires

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

The paper questionnaires were sent in two batches, because Question D10 includes the London Living Wage amount (“Does your main job pay £[LLW] or more an hour, before tax? This is the London Living Wage.”), which was due to change in November 2024. The first batch contained the LLW amount as of August 2024 (£13.15), and the second batch included the updated LLW amount as of November 2024 (£13.85).³ Allocations per provider for each batch were based on provider size and the likely distribution of enrolments in August – October vs. November – July for each provider type.

³ [GLA London Living Wage 2024-25](#)

A total of 4,403 paper questionnaires for the baseline survey were sent to providers, split into two batches as follows:

- **Paper surveys batch 1** – dispatched **21st August 2024**. A total of 2,251 paper questionnaires were distributed in this batch, with providers receiving an allocation of between 4 and 180 questionnaires.
- **Paper surveys batch 2** – dispatched **6th November 2024**. A total of 2,152 paper questionnaires were distributed in this batch, with providers receiving an allocation of between 5 and 160 questionnaires.

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

Ongoing contact

IFF Research contact

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

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

- **Early January 2025:** A reminder that the baseline survey was continuing into 2025, and a reminder of some good practice points (tutor engagement, communicating the importance of the survey, and sending reminder to learners); and a request for providers to keep updating the dashboard with the number of enrolments to date.
- **March 2025:** A reminder of best practice, and a request to notify liaison of dissemination methods being used (if not already communicated).

Liaison officers conducted regular feedback calls across the baseline period (August 2024 to July 2025). These collected detailed feedback from two providers per month. These calls covered topics that included:

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

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

GLA contact

GLA Officers also monitored survey responses and kept in touch with providers to support the administration of the survey. An engagement plan was developed by GLA in Spring 2025, which identified times in the year where engagement would be most effective based on learnings from previous years and the academic calendar. This included:

- Term 1: Sending emails to providers with zero responses
- Term 2: Meeting with providers with low number of responses
- Term 3: Sending reminder emails to providers that typically achieve a high number of responses in term 3 to encourage repeated performance.
- Including reminders about the survey in ordinary termly meetings with providers

Fieldwork process

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

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

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

In addition to English, the online survey was fully translated into 12 languages carried over from 2023/24:

- Arabic
- Bengali

- Farsi
- Polish
- Portuguese
- Russian
- Somali
- Spanish
- Tamil
- Turkish
- Ukrainian
- Urdu

There was a further new translation added in 2024/25:

- Kurdish – Sorani

The languages available for the survey are reviewed annually and changes are made based on requests that learners are able to make for alternative languages. Each year, these requests are reviewed, and decisions made about whether to introduce new translations.

Accessibility measures

In 2022/23, a paper and online alternative version of the survey were introduced, with pictures and simplified wording, which was designed to be easier to complete for learners with learning difficulties (it was not designed for those for whom English is a second language). The introduction of the online alternative survey was the first of its kind in the UK. It allows data to be collected to Unicom Intelligence 7.5, as opposed to being manually inputted. There is no other known alternative survey that has the same design and effect available in the UK that can do this.

Prize draw

A monthly prize draw was run as an incentive for learners to take part. This was advertised in the survey materials developed for providers and on the survey introduction page. The prize draw was open to adult learners on eligible courses in London who participated in the baseline or the follow-up London Learner Survey online, by phone or by completing and returning a printed copy of the questionnaire. Learners were asked to confirm if they wanted to enter the prize draw during the survey and, if they responded yes, to provide contact details so that they could be contacted if they were the winner. One prize was drawn each calendar month, starting from September 2022, and each prize was a standard iPad. This carried on throughout the 2024/25 year of the survey.

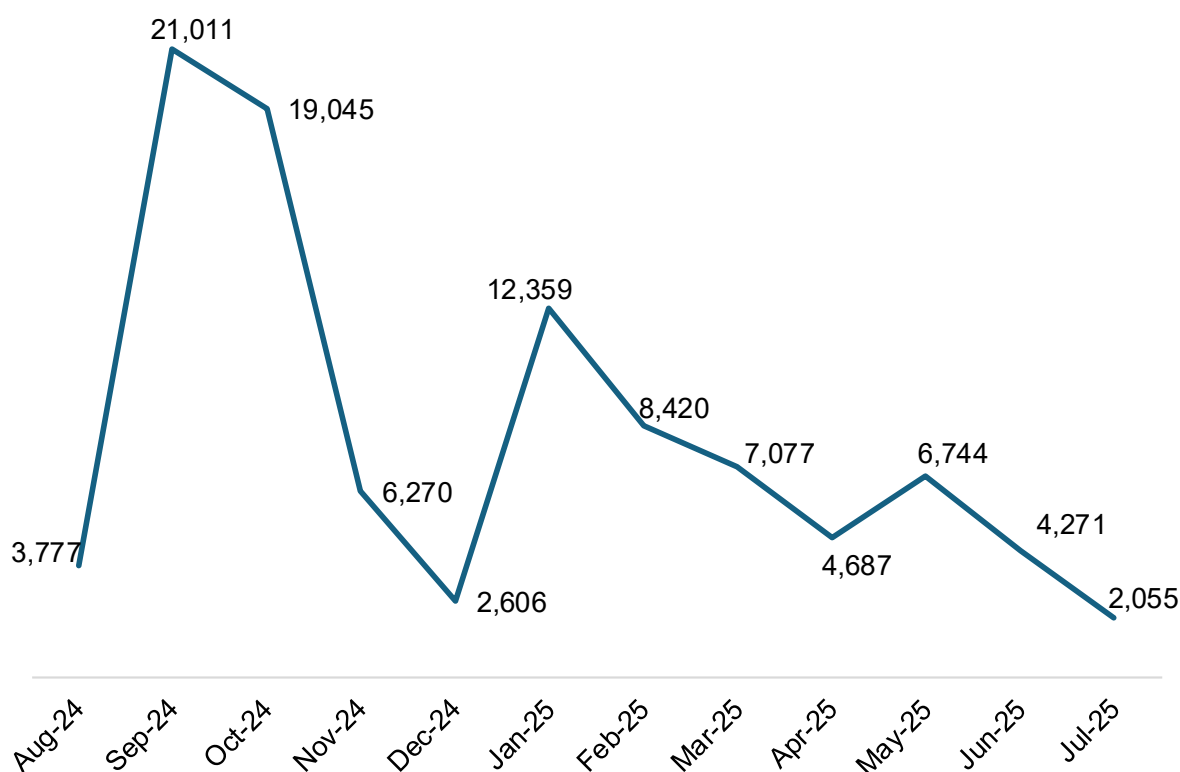
Winners were drawn randomly from all eligible entries, with the draw conducted within five working days of the end of each calendar month. Full terms and conditions were provided on the IFF Research website, with a link distributed to learners.

Progress over time

Figure 3.1 shows the number of completes of the 2024/25 baseline survey broken down by month. Largely, progress was aligned with the key enrolment periods for adult education providers, with relative peaks in September/October, January and May. There were 98,322 completed baseline surveys for learning aims started in the 2024/25 academic year, and 2,223 of these were completed using the online alternative version of the survey. The baseline survey closed on 1st August 2025; however, paper surveys regarding 2024/25 learning continued to be entered for a short time afterwards. A small number of people completed the 2024/25 baseline survey for aims which in fact started at the end of the 2023/24 year. Although not shown in the chart below, data for these learners was transferred to the 2024/25 dataset, and included in final data.

As explained in Chapter 1, it is not possible to differentiate valid responses from other responses (e.g., ineligible learning, or duplicate responses), or to determine the characteristics of the learner or learning associated with these baseline surveys, other than by matching them to the ILR data provided for the follow-up survey. Where a response does not match to the ILR, this information is not available. It is therefore not possible to provide a breakdown of all baseline responses by learner type or by learning characteristics.

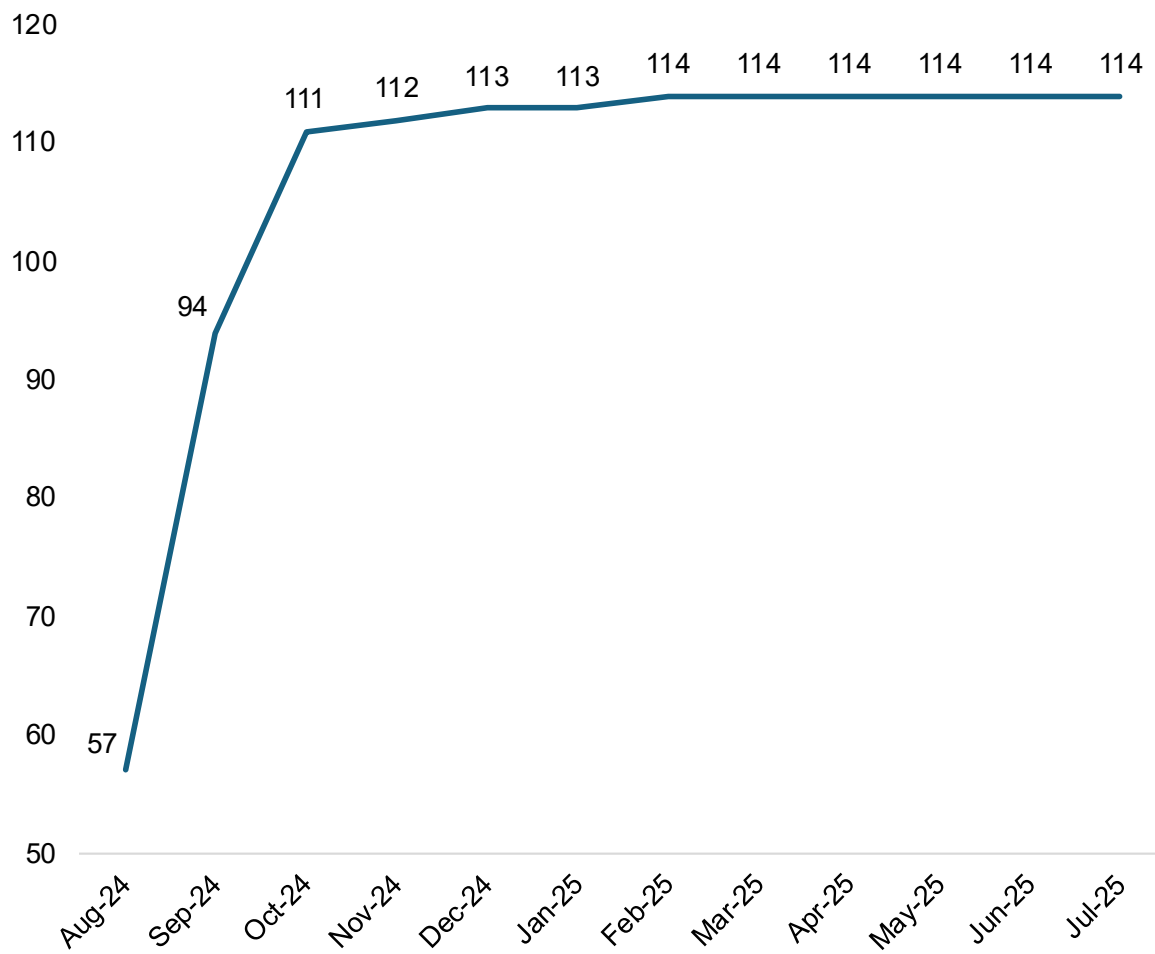
Figure 3.1 Baseline completes per month



Source: London Learner baseline survey, 2024/25 (n= 98,322)

The number of providers participating in the survey increased as the year went on, with 111 of the 114 providers taking part by October 2024, as shown in Figure 3.2.

Figure 3.2 Number of providers administering survey



Source: London Learner baseline survey, 2024/25 (n. providers=114). NB. Ruskin College are not counted in total due to acquisition by University of West London.

4 Follow-up survey: sampling

Aims of sampling

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

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

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

This chapter outlines the process used to achieve this.

Sampling approach

Broad approach

The sample for the follow-up survey was based upon completed baseline surveys in 2024/25, matched with a range of data about the learner and their course which was sourced from the Individualised Learner Record (ILR), as outlined in Chapter 2.

Sampling frame and population

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

- They took part in the baseline survey.
- Their learning aim ended in the 2024/25 academic year.⁴

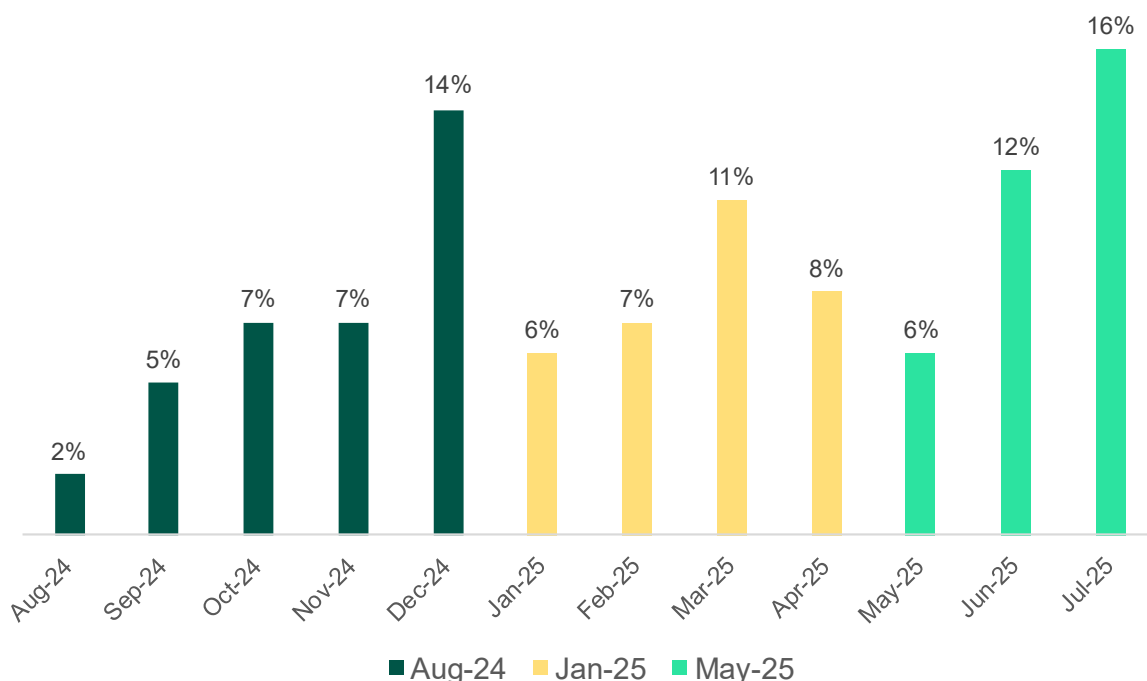
The sampling frame for the survey excluded by design some small groups of learners registered as carrying out ASF learning aims. This was principally those whose learning aim had been terminated before it had become eligible for funding. These learners were not included because they would not have taken part in learning activities.

⁴ Those whose learning aim started in 2023/24 and completed the baseline survey in that year, but whose learning aim continues into 2024/25, will be eligible for the following year's follow-up survey.

For the first year of research, learners were targeted based on one learning aim, which was identified as the single best match for the survey. This approach changed for the 2022/23 iteration of the survey, so that where a range of learning aims are started in the same time period, a learner may have been surveyed regarding more than one of these aims. This continued in the LLS 2024/25.

The final distribution of completions across the year in the population is shown in Figure 4.1. As there were three distinct peaks, fieldwork did not proceed at an even rate throughout the year.

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



Source: 2024/25 ILR

Timings

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

Four of the annual ‘releases’ made by DfE are mandatory (Releases 4, 6, 10 and 13). A final fully quality checked and validated version (Release 14) is released in November of the following academic year. Since non-mandatory returns are incomplete (in that some providers update and others do not) the London Learner Survey fieldwork used only the mandatory returns, with a final update of the sample using the final release to pick up any late additions or corrections.

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

After each data return, a matching process was carried out to combine this onto baseline data, as detailed in the next section. The output from this was a series of sample files which were used

through the year to drive online and telephone fieldwork. The timetable for this process is shown in Table 4.1.

Table 4.1 Data collection schedule

Month of aim completion	ILR extract	Month of scheduled data receipt**	Target months for fieldwork***	Actual month for fieldwork****
Aug 2024	R04	Dec 2024	Jan / Feb 2025	April / May 2025
Sep 2024	R04	Dec 2024	Feb / Mar 2025	April / May 2025
Oct 2024	R06	Feb 2025	Mar / Apr 2025	April / May 2025
Nov 2024	R06	Feb 2025	Apr / May 2025	May / Jun 2025
Dec 2024	R06	Feb 2025	May / Jun 2025	May / Jun / Jul 2025
Jan 2025	R10	Jun 2025	Jun / Jul 2025	Jul / Aug 2025
Feb 2025	R10	Jun 2025	Jul / Aug 2025	Jul / Aug / Sep 2025
Mar 2025	R10	Jun 2025	Aug / Sep 2025	Aug / Sep / Oct 2025
Apr 2025	R10	Jun 2025	Sep / Oct 2025	Sep / Oct / Nov 2025
May 2025	R13	Oct 2025	Oct / Nov 2025	Oct / Nov 2025
Jun 2025	R13/14	Oct 2025	Nov / Dec 2025	Nov / Dec 2024 / Jan 2025
Jul 2025	R13/14	Oct 2025	Dec 2025 / Jan / Feb 2026	Jan 2025 / Feb 2026

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

Contact details

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

Details given directly by learners were given priority. If the details given directly from learners are not useable, then the details from the ILR are used.

ILR matching process

The survey was designed so that the baseline survey responses could be matched to the ILR for the follow-up survey. This was done five times in the year, using each mandatory (and therefore most complete) ILR return. The matching was made possible by gathering personal data directly from the learners at the start and end of the survey (the full text of which is included in Annex C).

After trialling, the matching process was adjusted mid-way through the 2023/24 year to improve the matching rate. The matching process was adjusted to account for a decay in matching rate over time. This was due to the original design of the matching mechanism (in 2021/22) being designed around a “single best” match, because baseline surveys could only be matched to one baseline record. In 2022/23, the design was changed to allow baseline surveys to match to multiple follow-up surveys. The old matching system was therefore matching to the “best” match, which at times were older matches.

As the sample increased, more matches to older records were occurring, causing a slow decline in the matching rate. As a result, the timing of the match becomes more important – a “best match” system is less important than a mix of best and timeliest match. We therefore introduced a system whereby the match was aimed primarily at records three months before or one month after the course start date. This was implemented for the R13 and R14 release of the 2023/24 LLS and continued to be used throughout the 2024/25 survey.

Items gathered to be used for matching (used in both versions of the matching process) were:

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

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

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

Preparation of ILR extract

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

- In active learning in the academic year 2024/25;
- Funded by the GLA;
- Funded via the Adult Skills or Tailored Learning budgets (i.e., ASF learning), or via the National Skills Fund (NSF) or Multiply
- funding;
- Living at a London postcode on the first day of learning;
- Aged over 18.

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

- Import to SPSS software for processing;
- Initial inspection to ensure the correct variables and correctly filtered cases were supplied;

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

Preparation of baseline survey extract

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

- Cleaning of data submitted by learners, including:
 - Removing unnecessary characters and suffixes from student numbers.
 - Correcting mistyped postcodes (e.g., O for 0 or I for 1).
 - Making phone numbers consistent (e.g., removing international dialling codes, spaces).
 - Processing name fields to remove any middle names submitted, and to transliterate names typed in non-Latin alphabets.
- Removal of duplicate cases, where learners carried out the survey more than once within 90 days of the first survey.

Matching process

The matching process used through the 2024/25 LLS used 42 combinations of the matching fields, shown in Annex B.

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

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

Learners frequently carry out more than one learning aim at a time. Unlike in the 2021/22 iteration of the LLS, multiple learning aims were able to be matched to a baseline survey in 2024/25 (as was the case in 2022/23 and 2023/24).

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

Preparation of sample

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

Matching results

In total, 97,381 baseline surveys completed in 2024/25 were entered into the matching process and ultimately 68% (up from 65% in 2023/24) or 65,945 (up from 64,387 in 2023/24) of these were matched to learners. Baseline surveys completed from previous years were also entered into the matching process.

Non-matching occurred for a variety of reasons. The most common was non-provision of matching information, with match rates rising to 77% when all matching information was provided.

Table 4.2 Matching information provided and number of matches

Number of fields provided	Number of cases	Number of matches ⁵	% matched
None	0	0	0%
1	3,157	120	4%
2	4,203	1,664	40%
3	6,085	3,547	58%
4	7,185	4,655	65%
5	5,866	3,888	66%
6	11,046	7,484	68%
7	24,893	17,624	71%
8	34,946	26,963	77%
Total	97,381	65,945	68%

Ultimately, 73,460 aims-level records (from 58,105 learners)⁶ from the 2024/25 baseline survey who indicated that they were finishing their course during the 2024/25 academic year were matched to ILR records to produce sample for the follow-up survey. This equated to around 17% of the population.

⁵ Based on individual learners.

⁶ This figure differs from the total number of matches in Table 4.2, which covers all who completed the baseline in 2024/25. The total number of matches includes those who were eligible for the 2024/25 follow-up survey who completed the baseline in 2024/25, along with some who completed the 2023/24 baseline survey. Some baseline completes from 2024/25 may be eligible for the follow up in 2025/26. This relates to course length.

Table 4.3 Sample attrition – from population to matched follow-up survey sample

	Number	% of estimated population (eligible learning aims)
Estimated eligible population ⁷ – 2024/25	439,900	100%
Baseline survey completions – 2024/25	98,322	22%
Matched for follow-up survey	73,460	17%

Sample profile

Tables 4.4 to 4.7 show the sample profile for the 2024/25 follow-up survey, prior to upload, and by key demographic variables. The baseline survey response, after matching, was broadly representative of the estimated eligible population, other than for showing a slight skew by age (fewer in the sample for the 50+ banding than in the population and more in the 24 to 49 banding). There was also an over-representation of those learners studying subjects classified as Basic Skills: Language in the sample compared to the population, and an under-representation of those studying subject classified as Preparation for Life and Work (not Basic Skills). This indicates that providers were broadly successful in distributing the baseline survey across demographic groups and by learner profile, including those facing barriers such as those with disabilities, as shown in Table 4.7.

The figures below focus on ASF and FCFJ aims, and excludes Multiply provision which was excluded from the overall dataset, although 1,055 Multiply records were uploaded for fieldwork, which are excluded from the figures and population below.⁸

Table 4.4 Sample profile by age group – follow-up survey (on upload)

Age group	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ⁹
19 to 23	6,399	9%	10%
24 to 49	43,044	61%	58%
50+	20,785	30%	32%

Table 4.5 Sample profile by subject area – follow-up survey (on upload)¹⁰

Subject area	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹¹
Basic Skills: Literacy	5,863	8%	7%
Basic Skills: Numeracy	3,509	5%	5%

⁷ Taking into account survey eligibility criteria, including the 90-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

⁸ In 2024/25, 151 follow-up responses from the Multiply programme were eligible to be included within the final dataset. However, these records were excluded due to the low sample size.

⁹ Taking into account survey eligibility criteria, including the 90-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

¹⁰ On upload, subject area was not yet mapped for tailored learning courses, which are there

¹¹ Taking into account survey eligibility criteria, including the 90-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

Subject area	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹¹
Basic Skills: Language	21,033	30%	24%
Basic Skills: Digital	1,085	2%	1%
Health, Public Services and Care	6,482	9%	6%
Science and Mathematics	416	1%	0%
Agriculture, Horticulture and Animal Care	1,174	2%	1%
Engineering and Manufacturing Technologies	6,938	10%	1%
Construction, Planning and the Built Environment	1,765	3%	3%
Information and Communication	3,463	5%	5%
Retail and Commercial Enterprise	3,476	5%	2%
Leisure, Travel and Tourism	193	0%	2%
Arts, Media and Publishing	6,238	9%	13%
History, Philosophy and Theology	110	0%	0%
Social Sciences	33	0%	2.5%
Languages, Literature and Culture	206	0%	0%
Education and Training	1,107	2%	1%
Preparation for Life and Work (not Basic Skills)	4,694	7%	20%
Business, Administration and Law	2,325	3%	3%

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

Sex	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹²
Female	50,502	72%	70%
Male	19,726	28%	30%

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

Ethnicity	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹³
White British	11,359	16%	19%
White Irish	478	1%	1%
Other White	11,438	16%	15%
Mixed	4,335	6%	6%
Indian	2,623	4%	4%

¹² Taking into account survey eligibility criteria, including the 90-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

¹³ Taking into account survey eligibility criteria, including the 90-day period during which a learner is not obliged to take part in the survey again even if they start a new learning aim.

Ethnicity	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹³
Pakistani	2,630	4%	3%
Bangladeshi	5,222	7%	6%
Chinese	1,460	2%	2%
Other Asian	4,822	7%	7%
African	9,034	13%	13%
Caribbean	2,370	3%	4%
Other Black	2,236	3%	4%
Arab	2,987	4%	4%
Other Ethnic Group	6,215	9%	9%
Not provided	3,019	4%	4%

Table 4.8 Sample profile by Learner with a disability, learning difficulty, Disabilities and/or health problem (LLDD) status – follow-up survey (on upload)

LLDD Status	Number of records uploaded for fieldwork	% of sample uploaded for fieldwork	% of estimated eligible population ¹⁴
Learning difficulty, dyslexia or autism	2,985	4%	5%
Sensory disability, or communication difficulty	1,094	2%	2%
Physical disability	1,621	2%	3%
Mental health problem	1,534	2%	2%
Other health problem	1,563	2%	2%
LLDD not specified	357	1%	1%
No LLDD	61,074	87%	86%

Sample selection for fieldwork

A census approach was taken to the online survey where all eligible sample was used for online surveys, with the exception of cases which could not be matched, and the exclusions listed above. No selection process was applied for online fieldwork. Some records were targeted for telephone chasing, however, and this process is described in the next chapter.

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

5 Follow-up survey: distribution

Fieldwork process

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

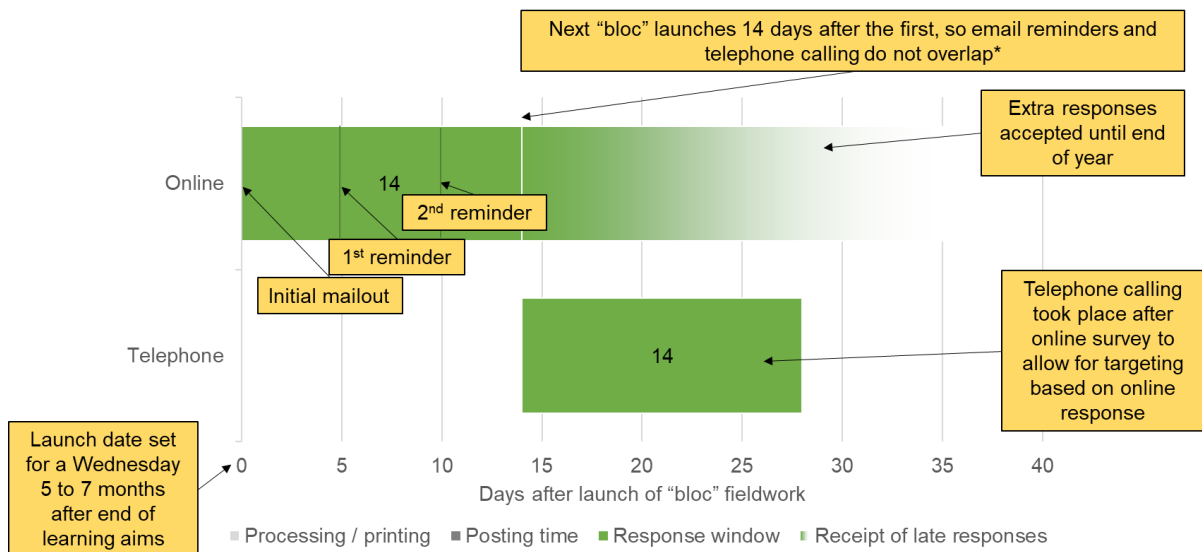
- Online, distributed as a census.
- Telephone, targeted at groups with low response rates or requiring more completions to hit analysis targets.

The follow-up survey started on 22nd April 2025 and closed on 5th February 2026.

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

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

Figure 5.1 Survey timetable for each “bloc” of sample



Online

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

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

The initial invite email was followed up with an email reminder. The second reminder was either sent via email (using different wording and subject line (also included in Annex D), or text to maximise the number of responses.

The online survey was available in several languages, which could be selected on the opening screen. These were English, Arabic, Bengali, Farsi, Polish, Portuguese, Russian, Somali, Spanish, Tamil, Turkish, Ukrainian, Urdu, and Kurdish (Sorani).

Telephone

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

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

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

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

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

Design of targets for telephone interviewing

Targets were set based on three aims:

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

¹⁵ Set in consultation with GLA.

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

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

Rather than manually selecting sample for telephone interview in categories where fewer surveys had been achieved online than required,¹⁷ all sample was initially available for telephone interviewing, and was withdrawn only when **all** the target groups in those sample records had enough interviews. This was made possible by creating a bespoke automated system which withdrew sample from telephone interviewing when sufficient surveys had been completed with sample of that type, whether online or telephone. Sample withdrawn from telephone interviewing remained available for online or postal surveys.¹⁸

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

The target groups were:

- Provider
- Ethnicity (detail classification)
- Disability or Learning Difficulty (by merged groupings of specific disabilities and learning difficulties, to ensure targeting of people with sensory disabilities who might otherwise struggle to complete the survey)
- Broad age band
- Sex
- Level
- Subject Area
- Distance Learning
- ASF Entitlements (at Level 2; Level 3; English and Maths; Digital Skills; and also the Level 3 Adult Offer and Sector Work Academy scheme)
- GLA Flexibilities (Level 3; Funding Model; Low Wage / London Living Wage; London Recovery; Flexible Allocation; BSL; SEND learning for tutors).

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

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

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

Setting values for targets for telephone interviewing

The targets were set using a projection from data provided in 2023/24, and any lessons learned regarding response rates at follow-up as the survey progressed. The process is summarised in Figure 5.2.

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

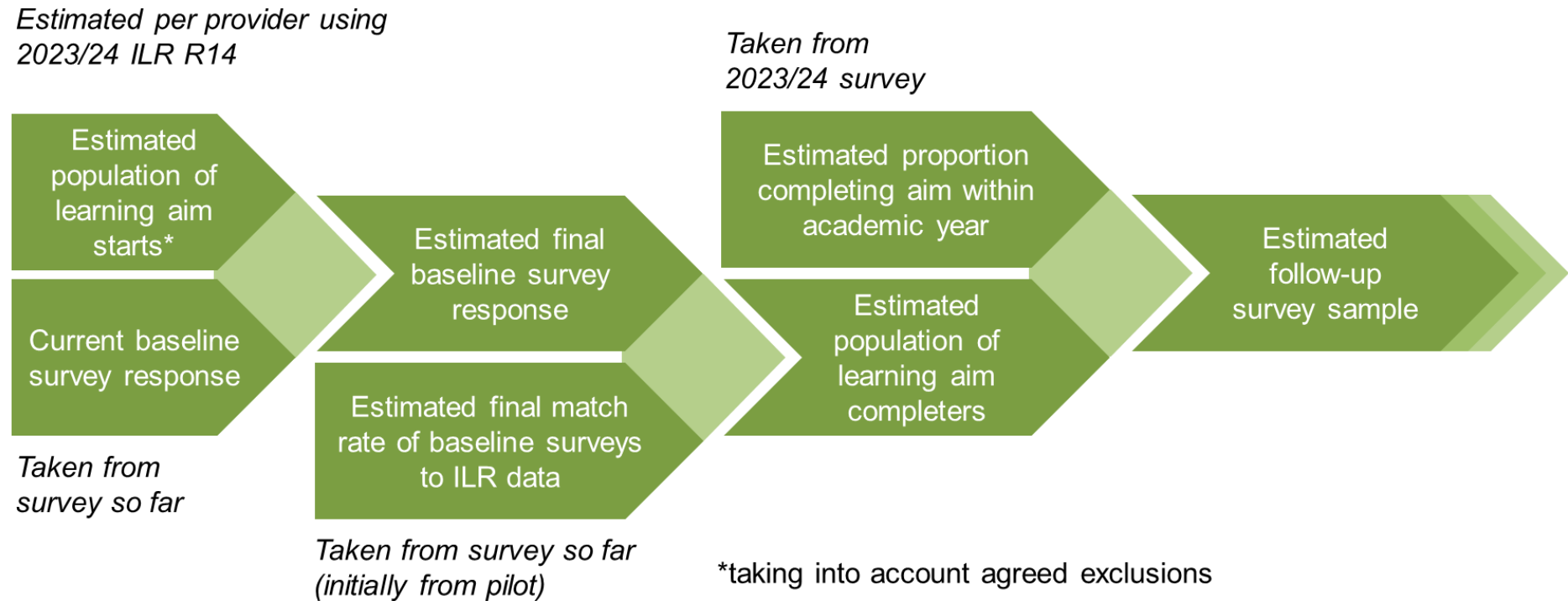


Figure 5.3 Method of setting targets once available follow-up survey sample known and full year population estimate made

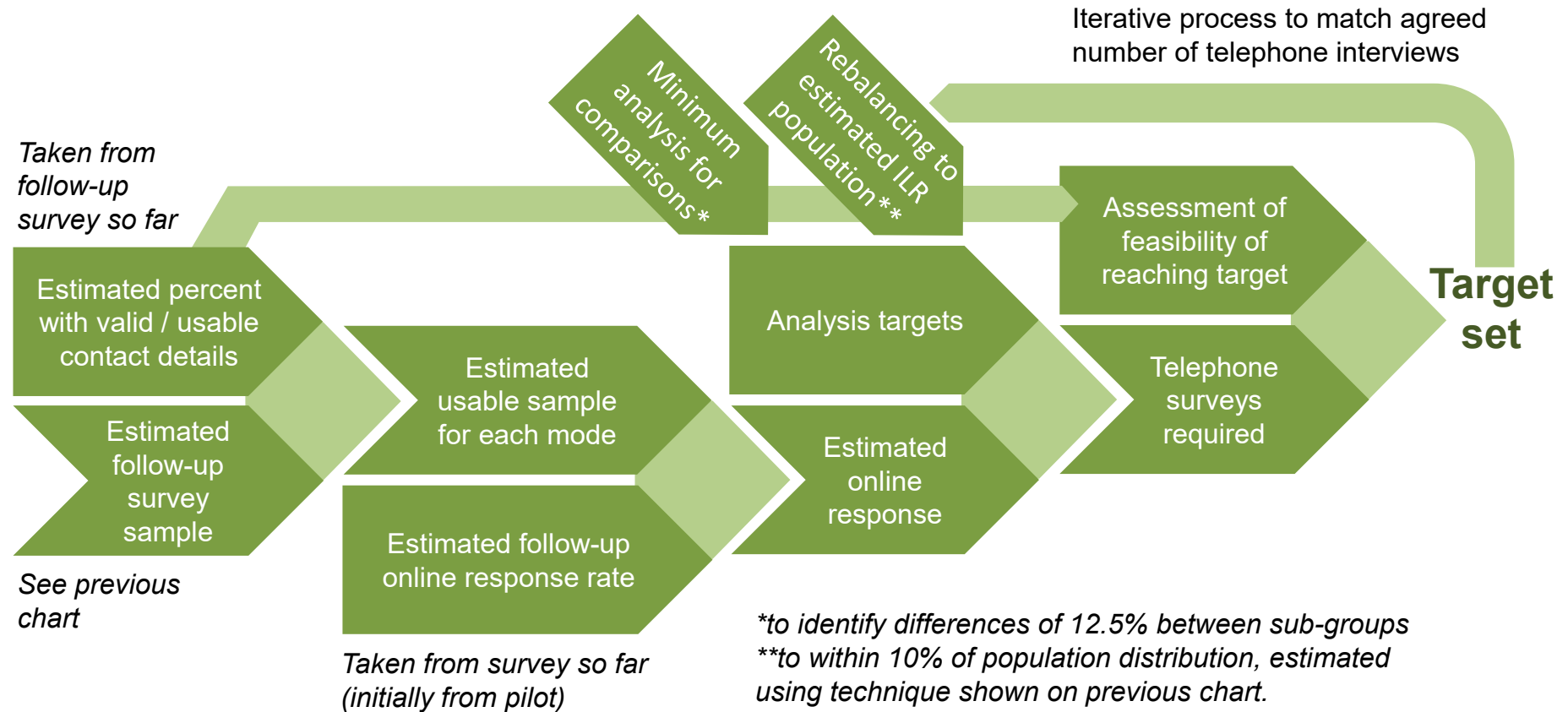


Figure 5.3 mentions an iterative process to determine the feasibility of targets. Whether or not to target a group for achieving minimum analysis requirements was determined by a maximum response rate. This level could be amended during fieldwork as the response rate was tested in practice. At the end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

One minor change in methodology for the 2024/25 iteration of the survey was to increase the budget allocated to telephone interviewing. Consequently the number of telephone interviews budgeted for increased from 2,000 to 3,075.

The intensity of the rebalancing element of the targeting was set iteratively in order to match the budgeted 3,075 telephone interviews; by the end of interviewing, groups were selected for rebalancing when more than 10% from the estimated population distribution. Before the final month of fieldwork (when targeting switched towards targeting providers), rebalancing targets were set for the following groups:

- Ethnicities: Mixed; African; Caribbean; Other Black; Arab; Other Ethnic Group.
- LLDD status: Learning difficulty, dyslexia or autism; Physical Disability.
- Age band: 19 to 23.
- Subject areas: Engineering and Manufacturing Technologies; Construction, Planning and the Built Environment.
- Wage Category
- Distance learning.
- Male learners.

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

Finally, an overall target was set for the distribution of telephone interviews across the year, allocating a proportion of the 3,075 telephone interviews budgeted to each “Bloc”. This was updated with new information whenever new ILR extracts became available.

The design of the targets, including the detailed method of calculation of some of the elements, was significantly revised four times in the year (on receiving ILR releases R06, R10, R13 and R14), as the receipt of each ILR extract (and progress of the baseline and follow-up surveys over time) provided more information.

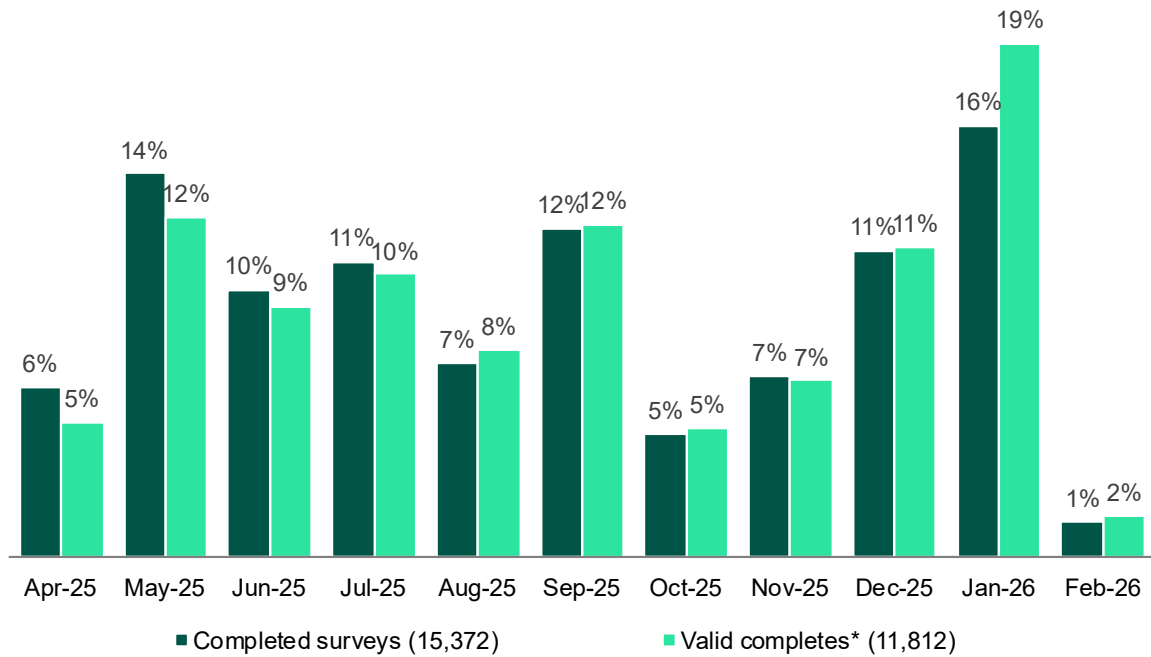
As in 2023/24, during the final month of telephone fieldwork, particular targeting was aimed towards increasing responses by providers. This was to try to boost specific providers who were approaching the minimum number of completes to create provider weights (100), and only applied to a few hundred telephone interviews.

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

Progress over time

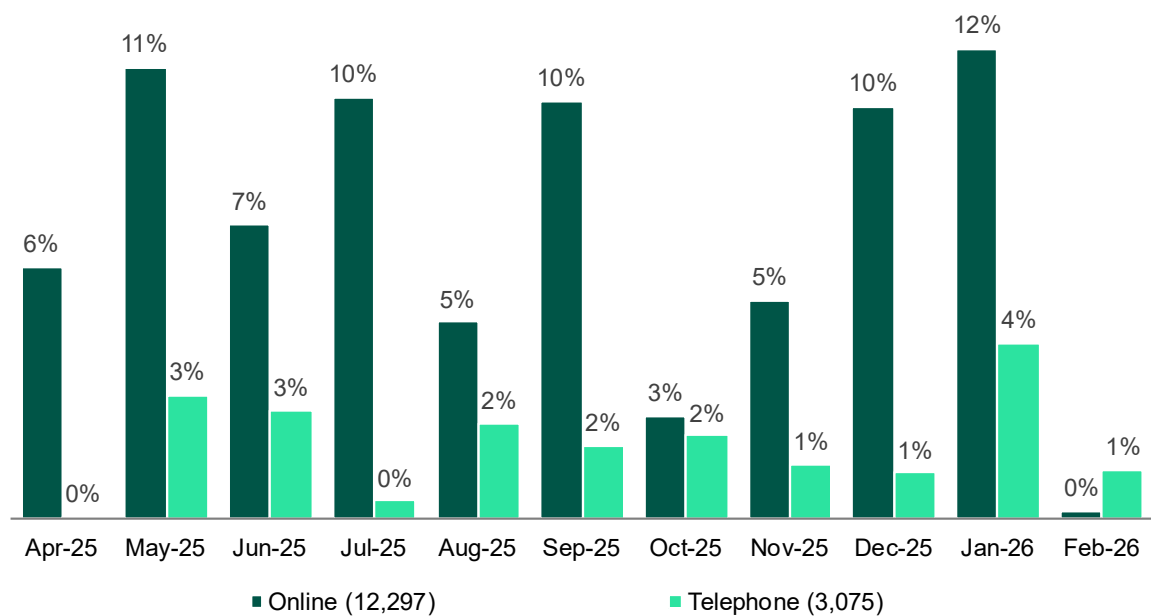
The number of completes received during the fieldwork period of the 2024/25 LLS is summarised in Figure 5.4 and Figure 5.5 below.

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



Source: IFF Research survey statistics

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



Source: IFF Research survey statistics

Prize draw

As with the baseline survey, respondents to the follow-up survey are invited to take part in a prize draw, with the same rules applying as for the baseline survey.

6 Follow-up survey: response

Non-response

A total of 73,460 records were uploaded for fieldwork, as detailed in the previous chapter. Of these, 71,350 (97%) had email addresses, and 65,055 (89%) had phone numbers. Of those with phone numbers, 28,967 were called (45%). The remaining 55% were not called due to one or more of the following factors:

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

Response rates

A total of 15,372 completed survey responses were received, of which 12,297 were online and 3,075 by phone.

This total of 15,372 responses gives a raw response rate of 21%, relative to the sample of matched baseline responses.

Exclusions

The number of responses included in the final dataset was lower than the full number of responses, at 11,812, which was a reduction of 23%. This is a decrease in the reduction in 2023/24, which was 29%. The reduction is because of exclusions that were applied to the data after the survey had been completed where, in discussion with the GLA, several groups were excluded from the final data file, in order to produce results which would be most useful for policy:

- Learners removed from the ILR since the date of sampling; this usually occurred due to provider error, where learning may not have been eligible for subsidy.
- Learners who completed the baseline survey after the learning aim end date, unless the course was less than 30 days in length, in which case the survey would have had to be completed within 30 days of the start date of the learning aim.
- Learners who had completed the baseline survey more than 120 days (c. 4 months) after the survey start date, even if the course was continuing.
- Learners who had completed the baseline survey more than 90 days (c.3 months) before the learning aim start date.
- Learners who had completed the follow-up survey more than 240 days (c.8 months) after the course end date.

Variation in response by sub-group

Tables 6.1 through to Table 6.5 show the variation in response by sub-group, after all of the exclusions listed above. The total response rate after exclusions was 11,812 responses from 70,228 records (some records were removed due to duplication, lack of contact details, or because they had opted out of any contact relating to the London learner Survey), bringing the figure down from 73,460 total records), or 17%.

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

Age group	Number of records uploaded for fieldwork	Number of responses	Response rate
19 to 23	6,399	904	14%
24 to 49	43,044	6,153	14%
50+	20,785	4,755	22%

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

Subject area	Number of records uploaded for fieldwork	Number of responses	Response rate
Basic Skills: Literacy	5,863	856	15%
Basic Skills: Numeracy	3,509	541	15%
Basic Skills: Language	21,033	2,686	13%
Basic Skills: Digital	1,085	193	18%
Health, Public Services and Care	6,482	993	15%
Science and Mathematics	416	34	8%
Agriculture, Horticulture and Animal Care	1,174	77	7%
Engineering and Manufacturing Technologies	6,938	83	1%
Construction, Planning and the Built Environment	1,765	150	8%
Information and Communication	3,463	450	13%
Retail and Commercial Enterprise	3,476	268	8%
Leisure, Travel and Tourism	193	19	10%
Arts, Media and Publishing	6,238	133	2%
History, Philosophy and Theology	110	0	0%
Social Sciences	33	7	21%
Languages, Literature and Culture	206	52	25%
Education and Training	1,107	272	25%
Preparation for Life and Work (not Basic Skills)	4,694	522	11%
Business, Administration and Law	2,325	424	18%

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

	Number of records uploaded for fieldwork	Number of responses	Response rate
Female	50,502	8,659	17%
Male	19,726	3,153	16%

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

	Number of records uploaded for fieldwork	Number of responses	Response rate
White British	11,359	2,872	25%
White Irish	478	132	28%
Other White	11,438	2,015	18%
Mixed	4,335	639	15%
Indian	2,623	476	18%
Pakistani	2,630	446	17%
Bangladeshi	5,222	523	10%
Chinese	1,460	275	19%
Other Asian	4,822	727	15%
African	9,034	1,261	14%
Caribbean	2,370	409	17%
Other Black	2,236	338	15%
Arab	2,987	409	14%
Other Ethnic Group	6,215	890	14%
Not provided	3,019	400	13%

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

	Number of records uploaded for fieldwork	Number of responses	Response rate
Learning difficulty, dyslexia or autism	2,985	526	16%
Sensory disability, or communication difficulty	1,094	237	20%
Physical disability	1,621	306	18%
Mental health problem	1,534	301	19%
Other health problem	1,563	274	16%
LLDD not specified	357	73	19%
No LLDD	61,074	10,095	16%

7 Data reduction and compilation

Introduction

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

Coding

To enable numerical analysis of the data, coding was carried out on all verbatim (typed text) data provided by respondents to the follow-up survey, other than course title.² This included SIC/SOC coding of learner occupations and industries.

A codeframe was developed on a partial sample of the dataset, and then checked and signed off by the project manager before coding proceeded. A 10% sample of the coded data was checked, and amends made where necessary. Finally, the coded data was combined with the rest of the dataset.

Data processing

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

Processing included combining the baseline and follow-up survey data for each respondent, into an integrated dataset.

Outputs

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

- Data files for those learners who completed both the baseline and follow-up surveys which provided scope for further analysis of the data both by the GLA and in the GLA ASF Evaluation study where it will be used for Impact Assessment feasibility work.
- Data files for those learners who took part in the baseline survey although this file does not contain population data since many baseline surveys are not matched to the ILR.

² Since this was not intended to be used for analysis (course title is taken from the ILR in analysis), but for prompting respondents regarding their course name in the follow-up survey.

8 Weighting

Introduction

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

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

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

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

Population

The first step of weighting is to determine a source of population data to weight to. The best source for this survey was determined to be the final snapshot of the ILR (R14 2024/25), which was also used for the final stages of sampling. The population was of those studying ASF or FCFJ and did not include multiply aims, due to the low base size preventing their inclusion in analysis. This is a very accurate source of information on numbers of learners of different types, because it is used to draw down funding.

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

- Deduplicating the file by unique learner ID.
- Excluding cases where learner date of birth was less than 18 years before the date of survey.³
- Excluding cases where the funding model and source of funding did not indicate GLA ASF, Multiply or FCFJ funded provision.
- Excluding cases where the lead provider was not contracted with the GLA to deliver ASF learning or FCFJ.

³ It was not deemed proportionate to set up the survey to interview under 18s (requiring a differing data protection regime) when eligibility for ASF funding is in normal circumstances for those aged 19 and over only.

- Excluding cases for transferred or paused learning or learning still current at the end of the academic year or recorded as ending after this.
- Excluding cases which are classified as 'do not contact' by the DfE⁴, or withdrawing due to illness, exclusion or personal issues, since these could not reasonably be included in the survey.
- Excluding cases where the learner left after enrolment but before the course had started (a 'non-funded start').

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

Weighting process

Once a population profile had been assembled, a weighting design was devised. As with the previous year's data, a single-stage weight was used instead, weighting the dataset to match the population on a range of criteria. This approach makes it more difficult to obtain a result which is representative of the population, but in this case due to the extensive information available on the population from the ILR it was possible to rigorously test the resulting dataset which ensured that it was representative of the population.

The design aimed to weight the data to balance:

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

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

- Ethnicity;
- Learning Difficulty and / or Disability (LLDD);
- Age Band crossed by Sex;
- Level of learning aim;
- Subject Area of learning aim crossed by Basic Skills;
- Outcome of learning aim;
- Provider Type crossed by Funding Model;
- Use of unemployment benefits on first day of learning.

⁴ Typically for compassionate reasons, e.g., severe illness.

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

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

Table 8.1 shows the groups which are under- or over-represented, with Table 8.2 showing this broken down by Local Authority. This does not mean that data within these groups is in any way suspect, but it does mean that these groups may be slightly over-represented or under-represented in results for ASF learners or learning aims as a whole. The clearest over-representation is of learners receiving Learner Support. This is likely to be because that support might have assisted them in taking part in the survey.

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

Sub-group	% of population (learners)	% in weighted dataset (learners)	% over- or under-represented (% of sub-group)	% over- or under-represented (pp in distribution)
Benefit status on first day of learning: Not applicable/not known	3.0%	2.0%	-34.1%	-1.0%
LLDD and Health Problem: No information provided by the learner	4.6%	3.3%	-28.4%	-1.3%
Employment status: In work	34.2%	29.8%	-12.9%	-4.4%
Employment status: Not in work	62.6%	68.1%	+8.7%	+5.5%
Employment status: Not recorded	3.2%	2.1%	-32.9%	-1.0%
Learning aim carried out as distance learning	13.2%	10.6%	-20.2%	-2.7%
Learner receiving support	7.7%	12.9%	+67.3%	+5.2%
Learner not receiving support	92.3%	87.1%	-5.6%	-5.2%
Sector Work Academy	0.9%	1.2%	+27.6%	+0.3%

Source: IFF Survey statistics, ILR (R14 2024/25). *excludes groups of respondents with <25 completed surveys.

Table 8.2 LAs under- or over-represented* in weighted dataset (learners)

Sub-group	% of population (learners)	% in weighted dataset (learners)	% over- or under-represented (% of sub-group)	% over- or under-represented (pp in distribution)
Local Authority				
Bexley	1.6%	2.0%	+28.6%	+0.4%
Brent	4.3%	3.3%	-23.4%	-1.0%
Camden	3.3%	2.1%	-35.1%	-1.2%

Sub-group	% of population (learners)	% in weighted dataset (learners)	% over- or under-represented (% of sub-group)	% over- or under-represented (pp in distribution)
Ealing	3.4%	4.2%	+23.3%	+0.8%
Hounslow	3.2%	4.1%	+27.4%	+0.9%
Redbridge	3.1%	3.8%	+23.1%	+0.7%
Sutton	1.7%	2.3%	+36.0%	+0.6%

Source: IFF Survey statistics, ILR (R14 2024/25). *excludes groups of respondents with <25 completed surveys.

Additional weights

Some additional weights were provided to make analysis easier:

- A learner weight, providing one case per learner. The weighting approach for this weight remained consistent between the 2023/24 and 2024/25 iterations of the survey, having been adapted after the 2021/22 iteration.
- The learner weight is calculated by recreating the same steps taken to produce the aims weight – defining the population of learners and the profile of learners who completed the survey and then developing a weight from this. The population and learner-level completes to the survey are defined by applying a learner modification weight to the data, which down-weights learners with multiple aims. For example, for the population calculations, aims records in the ILR population file are down-weighted according to how many aims that specific learner has done: a learner who appears with 4 aims in the file would have a learner modification value of 0.25 (the calculation is: 1 divided by the count of the unique learner ID).
- A provider weight for 41 providers with sufficient base sizes to allow for within-provider weighting, for a combined total of 67 weights:
 - 17 providers received weights at the all provision level only;
 - 14 received weighting for all provision as well as ASF Core-funded provision (two weights per provider);
 - 8 received weighting for all provision and Tailored Learning provision (two weights per provider);
 - 2 received weights for all provision, ASF Core-funded provision, and Tailored Learning provision (three weights per provider).
- While each of these providers had larger base sizes than other providers (minimum of 100 at the all provision level and a minimum of 100 for funding type weights), a simplified weighting approach was still required to prevent weighting effects being too large. This involved using three weighting variables: sex, age (banded into under 40 and 40 or over) and subject area (banded into high, medium, and low response rates per provider).

- Grossed weights were provided for learners, learning aims, and provider weights to easily provide numeric estimates of the numbers of learners and learning aims.

Design effect and error margins

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

Weights were capped at 2.300 / 0.435 per case, to avoid excessive weights being applied to individual cases which reduced the weighting effect and kept this element in line with the approach used in since the 2021/22 iteration of the LLS.

The overall design effect for the main learning aims weight was 1.30 (no change from 2023/24), reducing the effective sample size (the sample size used for calculating error margins) from 11,771 to 9,023. For learners, the design effect was 1.26 (compared to 1.36 in 2023/24), reducing the effective sample size to 8,533.

Table 8.3 Design effect and headline error margins

Weight	Sample size	Design effect	Effective sample size	Headline error margin*
Learning Aim	11,771	1.30	9,023	±1.0
Learner	10,723	1.26	8,533	±1.1
Unweighted	11,812	-	11,812	±0.9

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

The maximum error margin on results for the dataset as a whole is ±1.0% (slightly down from ±1.1% in 2023/24) if weighting to produce results for numbers of learning aims, and ±1.1% (consistent with 2023/24) if weighting to produce results for numbers of learners. The maximum error margins for all key sub-groups are shown in Annex A.

Interpreting weighted data

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

However, it is important to remember that this data is based on a sample survey and does carry an error margin. It is not recommended to produce figures for publication on base sizes of less than 125⁵ (and the size of the sample and error margin should always be borne in mind, especially when producing numeric estimates of numbers of learners which can suggest misleading levels of accuracy).

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

⁵ Although, by using statistical tests, the presence or absence of differences between sub-groups or between a sub-group and the whole-population average may be proven using smaller sample sizes. This is not recommended for sample sizes of less than 25, since conventional statistical tests may lose their accuracy at these sample sizes.

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

The representativeness of data for each provider depends strongly on participation levels in the baseline survey. Although telephone calling was targeted at providers with poor response rates, a provider's sample may still be highly skewed by local factors (e.g., individual tutor behaviour, excluding or only encouraging some types of learners to take part), and this cannot be corrected for. Overall, it is not recommended to produce separate results for providers with either (A) a sample size of less than 100 or (B) a net response rate (population vs. final dataset) of less than 1.4% for Local Authorities, less than 1.5% for private providers, or 0.9% for FE Colleges (i.e., less than half the average for that type of provider), which could be taken to be indicative of patchy coverage within that provider's learner population.

Data for boroughs can also be strongly affected by poor response rates among large local providers, and comparisons with other boroughs may therefore need to carry caveats. As has been noted above, Barnet, Camden and Southwark represented a smaller proportion of the weighted aims dataset than in the population.

9 Developments for 2025/26 survey

The 2024/25 fieldwork described in this Technical Report is the fourth of a rolling programme of surveys. Only minimal changes are being made for 2025/26:

Questionnaire

- Further to the additions made to the employment questions in 2024/25, questions intended to improve the quality of the data around employment have been added to both the baseline and follow up survey for 2025/26.

10 Annex A: Sub-group error margins

Error margins for sub-groups

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

The maximum error margin on results for the dataset as a whole is $\pm 1.1\%$, if weighting to produce results for numbers of learning aims, and $\pm 1.2\%$ if weighting to produce results for numbers of learners. Table 10.1 shows the maximum error margins for all key sub-groups.

Table 10.1 Design effect and headline error margins: Aim weight

Sub-group	Sample size	Effective sample size	Headline error margin*
Funding Type (headline)			
Tailored Learning	4,016	3,014	$\pm 1.8\%$
Adult Skills Core	7,295	5,797	$\pm 1.3\%$
Funding Type (basic)			
Adult Skills (procured)	982	767	$\pm 3.5\%$
Adult Skills (grant)	6,313	5,030	$\pm 1.4\%$
National Skills Fund (NSF)			
Yes	568	511	$\pm 4.3\%$
No	11,244	8,700	$\pm 1.1\%$
Organisation Type			
College	3,901	3,354	$\pm 1.7\%$
Local Authority (LA)	4,375	3,192	$\pm 1.7\%$
Independent Training Provider (ITP)	1,094	854	$\pm 3.4\%$
Institute of Adult Education (IAL)	2,390	1,926	$\pm 2.2\%$
University	40	38	$\pm 15.9\%$
Distance Learning			
Yes	1,283	952	$\pm 3.2\%$
No	10,529	8,094	$\pm 1.1\%$
Direct or subcontracted			
Direct	10,724	8,212	$\pm 1.1\%$
Subcontracted	1,088	824	$\pm 3.4\%$
Level			
Other Level	3,264	2,450	$\pm 2.0\%$
Entry Level	3,463	2,823	$\pm 1.8\%$
Level 1	1,896	1,482	$\pm 2.5\%$

Sub-group	Sample size	Effective sample size	Headline error margin*
Level 2	2,380	1,842	± 2.3%
Level 3 or higher	809	725	± 3.6%
Ethnicity			
White British	2,872	2,269	± 2.1%
Irish	132	105	± 9.6%
White (another group)	2,015	1,545	± 2.5%
Mixed	639	508	± 4.3%
Indian	476	356	± 5.2%
Pakistani	446	335	± 5.4%
Bangladeshi	523	420	± 4.8%
Chinese	275	195	± 7.0%
Asian (another group)	727	568	± 4.1%
African	1,261	1,004	± 3.1%
Caribbean	409	321	± 5.5%
Black (another group)	338	279	± 5.9%
Arab	409	331	± 5.4%
Another group	890	757	± 3.6%
Sex			
Male	3,151	2,436	± 2.0%
Female	8,661	6,644	± 1.2%
Learning Difficulties and / or Disabilities			
Learning Difficulty, Dyslexia or Autism	526	416	± 4.8%
Sensory Disability, or Communication Difficulty	237	182	± 7.3%
Physical Disability	306	232	± 6.4%
Mental Health Problem	301	229	± 6.5%
Other Health Problem	274	204	± 6.9%
Age band at start of provision			
19 to 20	448	356	± 5.2%
21 to 23	456	375	± 5.1%
24 to 29	859	689	± 3.7%
30 to 39	2,586	2,023	± 2.2%
40 to 49	2,707	2,112	± 2.1%
50 to 64	2,714	2,180	± 2.1%
65 or above	2,042	1,743	± 2.3%

Sub-group	Sample size	Effective sample size	Headline error margin*
Prior Employment Status			
In work	3,290	2,565	± 1.9%
Not in work	8,248	6,258	± 1.2%
IMD (quintiles, 1 = High)			
1	2,268	1,773	± 2.3%
2	4,239	3,263	± 1.7%
3	2,595	1,977	± 2.2%
4	1,616	1,223	± 2.8%
5	1,088	848	± 3.4%
Subject Area (Basic Skills shown separately)			
Basic Skills: Literacy	852	701	± 3.7%
Basic Skills: Numeracy	547	454	± 4.6%
Basic Skills: Language	2,725	2,241	± 2.1%
Basic Skills: Digital	200	164	± 7.7%
01 Health	990	811	± 3.4%
02 Science	33	24	± 20.0%
03 Agriculture	78	67	± 12.0%
04 Engineering	82	69	± 11.8%
05 Construction	152	133	± 8.5%
06 ICT	455	339	± 5.3%
07 Retail	259	210	± 6.8%
08 Leisure	21	17	± 23.8%
09 Arts	133	108	± 9.4%
10 History	0	0	
11 Social Sciences	0	0	
12 Languages	52	41	± 15.3%
13 Education	272	234	± 6.4%
14 Life and Work	506	475	± 4.5%
15 Business	432	334	± 5.4%
Planned course length			
1 day	156	122	± 8.9%
2 days to 1 week	660	535	± 4.2%
2 to 3 weeks	511	381	± 5.0%
4 to 5 weeks	842	645	± 3.9%
6 to 8 weeks	651	506	± 4.4%

Sub-group	Sample size	Effective sample size	Headline error margin*
2 to 3 months	5,115	3,898	± 1.6%
4 to 6 months	2,045	1,608	± 2.4%
7 or more months	1,832	1,384	± 2.6%
Learner location (GLA Subregion)			
Central London Forward	4,303	3,316	± 1.7%
Local London	3,223	2,468	± 2.0%
South London Partnership	1,677	1,260	± 2.8%
West London Alliance	2,600	1,988	± 2.2%
Local Authority (learner location)			
Barking and Dagenham	245	195	± 7.0%
Barnet	337	262	± 6.1%
Bexley	235	168	± 7.6%
Brent	388	306	± 5.6%
Bromley	314	242	± 6.3%
Camden	298	226	± 6.5%
Croydon	538	408	± 4.9%
Ealing	478	370	± 5.1%
Enfield	351	274	± 5.9%
Greenwich	372	287	± 5.8%
Hackney	430	339	± 5.3%
Hammersmith and Fulham	283	209	± 6.8%
Haringey	520	407	± 4.9%
Harrow	247	192	± 7.1%
Havering	159	124	± 8.8%
Hillingdon	340	254	± 6.1%
Hounslow	527	402	± 4.9%
Islington	358	277	± 5.9%
Kensington and Chelsea	164	121	± 8.9%
Kingston upon Thames	206	158	± 7.8%
Lambeth	540	419	± 4.8%
Lewisham	419	326	± 5.4%
Merton	265	200	± 6.9%
Newham	575	433	± 4.7%
Redbridge	456	353	± 5.2%

Sub-group	Sample size	Effective sample size	Headline error margin*
Richmond upon Thames	350	276	± 5.9%
Southwark	452	351	± 5.2%
Sutton	318	231	± 6.4%
Tower Hamlets	482	389	± 5.0%
Waltham Forest	516	399	± 4.9%
Wandsworth	349	255	± 6.1%
Westminster	280	211	± 6.7%
Completed learning aim			
Yes	11,426	8,745	± 1.0%
No	386	344	± 5.3%
Learning aim outcome			
Achieved	11,120	8,524	± 1.1%
Not achieved or left early	661	589	± 4.0%

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

11 Annex B: Matching combinations used

Matching process: additional detail

Table 11.1 shows the 42 matching combinations used in the exercise and described in Chapter 4, used for the R13 and R14 releases of the ILR. The follow-up survey was also filtered to exclude matches for learning aims which were at a substantial distance from the timing of the survey.

Table 11.1 Matching combinations, in order of priority given to matches (used for the R13 and R14 ILR releases)

Match number	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5
1	Start Date	UKPRN	Learner ID		
2	Start Date (month plus one)	UKPRN	Learner ID		
3	Start Date (month plus two)	UKPRN	Learner ID		
4	Start Date (month plus three)	UKPRN	Learner ID		
5	Start Date (month minus one)	UKPRN	Learner ID		
6	Start Date	ULN			
7	Start Date (month plus one)	ULN			
8	Start Date (month plus two)	ULN			
9	Start Date (month plus three)	ULN			
10	Start Date (month minus one)	ULN			
11	Start Date	UKPRN	Postcode	First Name	Surname
12	Start Date (month plus one)	UKPRN	Postcode	First Name	Surname
13	Start Date (month plus two)	UKPRN	Postcode	First Name	Surname
14	Start Date (month plus three)	UKPRN	Postcode	First Name	Surname
15	Start Date (month minus one)	UKPRN	Postcode	First Name	Surname
16	Start Date	UKPRN	Postcode	Date of Birth	
17	Start Date (month plus one)	UKPRN	Postcode	Date of Birth	
18	Start Date (month plus two)	UKPRN	Postcode	Date of Birth	
19	Start Date (month plus three)	UKPRN	Postcode	Date of Birth	

Match number	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5
20	Start Date (month minus one)	UKPRN	Postcode	Date of Birth	
21	Start Date	UKPRN	Email address		
22	Start Date (month plus one)	UKPRN	Email address		
23	Start Date (month plus two)	UKPRN	Email address		
24	Start Date (month plus three)	UKPRN	Email address		
25	Start Date (month minus one)	UKPRN	Email address		
26	Start Date	UKPRN	Phone Number		
27	Start Date (month plus one)	UKPRN	Phone Number		
28	Start Date (month plus two)	UKPRN	Phone Number		
29	Start Date (month plus three)	UKPRN	Phone Number		
30	Start Date (month minus one)	UKPRN	Phone Number		
31	Start Date	UKPRN	Postcode		
32	Start Date (month plus one)	UKPRN	Postcode		
33	Start Date (month plus two)	UKPRN	Postcode		
34	Start Date (month plus three)	UKPRN	Postcode		
35	Start Date (month minus one)	UKPRN	Postcode		
36	Start Date	UKPRN	Date of Birth	First Name	Surname
37	Start Date (month plus one)	UKPRN	Date of Birth	First Name	Surname
38	Start Date (month plus two)	UKPRN	Date of Birth	First Name	Surname
39	Start Date (month plus three)	UKPRN	Date of Birth	First Name	Surname
40	Start Date (month minus one)	UKPRN	Date of Birth	First Name	Surname
41	Start Date	ULN	Date of Birth		
42	Start Date	Postcode	Date of Birth	Surname	

Source: IFF Research.

12 Annex C: Questionnaires

Baseline questionnaire

London Learner Survey

j10982pb

Date

19/6/26

Baseline Questionnaire (Mainstage)

Online / CATI

Screener

ASK ALL

S1A *Please select a language:*

PROMPT AS NECESSARY. SINGLE CODE.

English	1	SHOW ENGLISH
العَرَبِيَّةُ (Arabic)	2	SHOW ARABIC
বাংলা (Bengali)	3	SHOW BENGALI
دری / فارسی (Farsi / Dari / Persian)	16	SHOW FARSI
CODE REMOVED	4	SHOW GUJARATI
Polski (Polish)	5	SHOW POLISH
Português (Portuguese)	6	SHOW PORTUGUESE
CODE REMOVED	7	SHOW PUNJABI
Русский язык (Russian)	8	SHOW RUSSIAN
Af-Soomaali (Somali)	9	SHOW SOMALI
Español (Spanish)	10	SHOW SPANISH
தமிழ் (Tamil)	11	SHOW TAMIL
Türkçe (Turkish)	12	SHOW TURKISH
Українська мова (Ukrainian)	13	SHOW UKRAINIAN
أردو (Urdu)	14	SHOW URDU
IF ONLINE: Different language (PLEASE SPECIFY)	15	GO TO S1AA

IF S1A = 12

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

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

CATI ONLY: ASK PERSON WHO ANSWERS PHONE

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

Please can I speak to <CONTACT>?

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

CATI ONLY: ASK ALL

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

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

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

CATI ONLY: ASK ALL

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

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

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

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

REASSURANCES TO USE IF NECESSARY

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

A Online Introduction

ONLINE ONLY: ASK ALL

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

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

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

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

Data Protection

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

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

Please choose an option:

Do the survey now	1	GO TO SECTION B
Do the survey later: Send me an email link so I can do this.	2	GO TO A2
I cannot complete the survey online	3	GO TO A3
OPTION DELETED		

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

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

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

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

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

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

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

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

IF S1A NOT 12 (OTHER): **Please tell us why you need a telephone survey:**

<i>_1 WRITE IN</i>

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

<i>_2 WRITE IN</i>

Phone number: 

<i>_3 WRITE IN</i>

Preferred language:

English	1	
Shqipja (Albanian)	2	
አማርኛ (Amharic)	3	
العَرَبِيَّةُ (Arabic)	4	
বাংলা (Bengali)	5	
Nederlands (Dutch)	6	

ادری / فارسی / форсии (Farsi / Dari / Tajik / Persian)	7	
Français (French)	8	
Ελληνικά (Greek)	9	
हिन्दी (Hindi)	10	
کوردی / کورمانجی (Kurdish - Kurmanji)	11	
کوردی / سورانی (Kurdish – Sorani)	12	
پښتو (Pashto)	13	
Português (Portuguese)	14	
Română / Ромына (Romanian)	15	
Af-Soomaali / أف صومالي / S4 37m59/9 (Somali)	16	
Español (Spanish)	17	
ትግርኛ (Tigrinya)	18	
أردو (Urdu)	19	
Another language (PLEASE SPECIFY)	20	

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

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

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

B Demographics

ASK ALL

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

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

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

IF DON'T KNOW / WON'T SAY WHEN COURSE STARTED

- B1X Did you start the course before 1st August 2023?**

Yes	1	CONTINUE
No	2	
Prefer not to say	3	

ASK ALL

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

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

DS: IF B1_1 POPULATED, CREATE A START_MONTH VARIABLE BASED ON IT. CHECK DATASET FOR STUDENT NUMBER + UKPRN. IF THERE IS A RECORD WITH THIS ID AND A FINISH DATE IN THE LAST 90 DAYS, SET A FLAG RECENT_COMPLETE = 1.

ASK ALL

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

Postcode:

_5 WRITE IN		
Prefer not to say	1	CONTINUE

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

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

ASK IF COMPLETED IN LAST 90 DAYS (RECENT_COMPLETE FLAG SET).

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

Would you like to...

READ OUT. SINGLE CODE.

IF NOW <= 4 WEEKS SINCE B1 DATE, OR B1 DATE BLANK: Change your previous answers	1	CONTINUE
Do the survey – I don't remember doing it before	2	CONTINUE
End the survey now	3	CLOSE

IF DOB REFUSED (B2_6=PREFER NOT TO SAY)

B2A Are you...

READ OUT. SINGLE CODE.

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

ASK ALL

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

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

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

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

Would you like this email?

Yes	2	
No	3	
Don't know	4	

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

B4 Please type in your email below:

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

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

ASK ALL IF PROVIDER SUPPLIED MULTIPLE CAMPUSES/BRANCHES (TO BE DEFINED)

B5 Which campus or branch within [main provider name] do you mostly study at for this course?

READ OUT. SINGLECODE

Not applicable - I study online only	1	
--------------------------------------	---	--

Campus 1	2	
Campus 2	3	
Campus 3	4	
DO NOT READ OUT: Don't know	5	
DO NOT READ OUT: Prefer not to say	6	

C Aims

ASK ALL

C1 Why are you doing this course?

READ OUT. MULTICODE.

To improve your numeracy or maths skills	14	
To improve your English language or writing skills	15	
To improve your computing or IT skills	16	
To improve another existing skill	17	
To learn a new skill	1	
To help you to get a job you want	2	
To make you better at your current job	3	
To help you get on another course or training programme	4	
To meet new people	5	
To improve your physical or mental health	6	
To help you to be more confident	7	
To help you to help other people	8	
Another reason – <i>please write in:</i>	9	WRITE IN
None of the above	10	SINGLE CODE ONLY
Don't know	11	SINGLE CODE ONLY
Prefer not to say	12	SINGLE CODE ONLY

C2 ASKED ONLY IN FOLLOW-UP SURVEY

C3 ASKED ONLY IN FOLLOW-UP SURVEY

C4 ASKED ONLY IN FOLLOW-UP SURVEY

C5 ASKED ONLY IN FOLLOW-UP SURVEY

C6 ASKED ONLY IN FOLLOW-UP SURVEY

D Employment history

ASK ALL

D1 Which of the following best describes your work situation at the moment?

READ OUT. SINGLE CODE.

Employed (full or part-time)	1	
Self-employed	2	
In paid work, but not sure if employed or self-employed	13	
Maternity or paternity leave, or any other leave from a job you could return to	14	
Waiting to start a new job you have been offered	3	
In full-time education or training	5	
Retired	6	
Unemployed	4	
Looking after your family or home	7	
You can't work because of a long-term health condition or disability	8	
Asylum seeker	15	
Volunteering	16	
Doing something else – please write in:	9	WRITE IN
Don't know	10	
Prefer not to say	11	

ASK ALL

D1N Which of the following best describes your work situation **12 months ago**?

READ OUT. SINGLE CODE.

Employed (full or part-time)	1	
Self-employed	2	
In paid work, but not sure if employed or self-employed	13	

Maternity or paternity leave , or any other leave from a job you could return to	14	
Waiting to start a new job you have been offered	3	
In full-time education or training	5	
Retired	6	
Unemployed	4	
Looking after your family or home	7	
You can't work because of a long-term health condition or disability	8	
Asylum seeker	15	
Volunteering	16	
Doing something else – please write in:	9	WRITE IN
Don't know	10	
Prefer not to say	11	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

D1A What does the organisation you work for mainly do?

This might be the industry or sector – e.g., “primary school” or “clothing factory”.

[IF ONLINE:SEARCH YOUR INDUSTRY BY TYPING IN THE BOX BELOW. IF THERE IS NOTHING ON THE LIST, PLEASE CHECK YOUR SPELLING, OR TRY A DIFFERENT WORD.]

[IF CATI: PROMPT AS NECESSARY – PROVIDE DETAIL FOR 3-DIGIT SIC – E.G. TYPE OF FARM, TYPE OF FACTORY, TYPE OF SCHOOL.]

Industry or sector:		
<i>WRITE IN.</i>		
DS: IF ONLINE AND IN ENGLISH (S1AA = 1) PROVIDE AUTOFILL. IF CATI OR NOT IN ENGLISH (S1AA >= 2) ALLOW WRITE IN.		
Don't know	1	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

D1B What is your current role or job title?

SEARCH YOUR OCCUPATION BY TYPING IN THE BOX BELOW. IF THERE IS NOTHING ON THE LIST, PLEASE CHECK YOUR SPELLING, OR TRY A DIFFERENT WORD.

Role or job title: <i>WRITE IN.</i> DS: IF ONLINE AND IN ENGLISH (S1AA = 1) PROVIDE AUTOFILL. IF CATI OR NOT IN ENGLISH (S1AA >= 2) ALLOW WRITE IN.		
Don't know	1	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

D1C How long have you been at your current paid job, including self-employment?

READ OUT. SINGLE CODE.

Less than 3 months	1
At least 3 months but less than 6 months	2
At least 6 months but less than a year	3
At least a year but less than 3 years	4
At least 3 years but less than 5 years	5
At least 5 years but less than 10 years	6
10 years or more	7
DO NOT READ OUT: Don't know	8
DO NOT READ OUT: Refused	9

ASK IF EMPLOYED (D1 = 1 OR 2 OR 12 OR 13)

D2 How many hours do you usually work per week?

WRITE IN.

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

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

ASK IF EMPLOYED (D1=1 OR 2 OR 12 OR 13)

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

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

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

Would you like to answer about your pay...

READ OUT. SINGLE CODE.

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

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

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

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

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

PROMPT AS NECESSARY. SINGLE CODE.

IF D3 = 1: Less than £100 per week IF D3 = 2: Less than £450 per month IF D3 = 3: Less than £5,500 per year	1	
IF D3 = 1: £100 to £199 IF D3 = 2: £450 to £874 IF D3 = 3: £5,500 to £10,499	2	
IF D3 = 1: £200 to £269 IF D3 = 2: £875 to £1,174 IF D3 = 3: £10,500 to £13,999	3	
IF D3 = 1: £270 to £349 IF D3 = 2: £1,175 to £1,499 IF D3 = 3: £14,000 to £17,999	4	
IF D3 = 1: £350 to £424 IF D3 = 2: £1,500 to £1,824 IF D3 = 3: £18,000 to £21,999	5	
IF D3 = 1: £425 to £524 IF D3 = 2: £1,825 to £2,249 IF D3 = 3: £22,000 to £26,999	6	
IF D3 = 1: £525 to £599 IF D3 = 2: £2,250 to £2,574 IF D3 = 3: £27,000 to £30,999	7	
IF D3 = 1: £600 to £674 IF D3 = 2: £2,575 to £2,924 IF D3 = 3: £31,000 to £34,999	8	

IF D3 = 1: £675 to £849 IF D3 = 2: £2,925 to £3,674 IF D3 = 3: £35,000 to £43,999	9	
IF D3 = 1: £850 to £1,274 IF D3 = 2: £3,675 to £5,499 IF D3 = 3: £44,000 to £65,999	10	
IF D3 = 1: £1,275 or more per week IF D3 = 2: £5,500 or more per month IF D3 = 3: £66,000 or more per year	11	
Don't know	12	
Refuse to answer	13	

D5 NOT ASKED IN BASELINE SURVEY

D6 NOT ASKED IN BASELINE SURVEY

D7 NOT ASKED IN BASELINE SURVEY

ASK IF EMPLOYED (D1=1 OR 2 OR 12 OR 13)

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

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

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

READ OUT. SINGLE CODE.

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

D9 **QUESTION REMOVED**

D10 **QUESTION REMOVED**

ASK IF EMPLOYED (D1=1 OR 2 OR 12 OR 13)

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

Is your job ...

READ OUT. SINGLE CODE.

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

ASK IF JOB NOT PERMANENT (D11 = 3)

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

READ OUT. MULTICODE.

Seasonal work	1	
For a fixed length of time	2	
Temping for an agency	3	
Casual work	4	
Zero hours contract	9	
Organisation likely to close	10	
Not permanent for another reason - <i>please write in</i>	5	WRITE IN
Don't know	6	
Prefer not to say	7	

D13 ASKED ONLY IN FOLLOW-UP SURVEY

ASK IF EMPLOYED (D1 = 1 OR 2 OR 12 OR 13)

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

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

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

ASK IF EMPLOYED AND NOT HIGH PAID ((D1=1 OR 2 OR 12 OR 13) AND D4 ≠ 9 TO 11)

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

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

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

D16 ASKED ONLY IN FOLLOW-UP SURVEY

E Wellbeing

ASK ALL

The next four questions are about your wellbeing and confidence.

We ask these questions to help us understand how your course may affect your wellbeing.

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

ASK ALL

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

“Satisfied” means “happy”.
SINGLE CODE.

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

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

ASK ALL

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

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

SINGLE CODE.

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

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

ASK ALL

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

SINGLE CODE.

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

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

ASK ALL

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

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

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

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

E5 ASKED ONLY IN FOLLOW-UP SURVEY

F Self-efficacy

SHOW TO ALL

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

ASK ALL

F1 Please say how true the following statement is for you.
READ OUT. SINGLE CODE.

	Not at all true	A little true	Mostly true	Completely true	Don't know	Prefer not to say
_2 It is easy for me to reach my goals.	1	2	3	4	5	6
_7 ASKED ONLY IN FOLLOW-UP SURVEY	1	2	3	4	5	6

G Social integration

ASK ALL

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

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

There are no right or wrong answers.

ASK ALL

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

READ OUT. SINGLE CODE.

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

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

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

READ OUT. SINGLE CODE.

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

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

ASK ALL

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

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

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

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

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

ASK ALL

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

READ OUT. SINGLE CODE.

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

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

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

READ OUT. SINGLE CODE.

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

G7 ASKED ONLY IN FOLLOW-UP SURVEY

H Volunteering

ASK ALL

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

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

READ OUT. MULTICODE.

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

ASK IF VOLUNTEER (H1 = 1 OR 2)

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

READ OUT. SINGLE CODE.

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

H3 ASKED ONLY IN FOLLOW-UP SURVEY

Z Marital status and household situation

ASK ALL

The next questions are about your household situation. We ask about this as it helps us to analyse the survey results.

ASK ALL

Z1 How would you describe your marital status? Are you...?

READ OUT. SINGLE CODE

Single, never been married	1
Married and living with your husband/wife	2
A civil partner in a legally recognised Civil Partnership	3
Married and separated from your husband/wife; or in a legally recognised Civil Partnership and separated from your civil partner	4
Divorced; formerly a civil partner, the Civil Partnership now legally dissolved	5
Widowed; a surviving civil partner: your partner having since died	6
Prefer not to say	7

ASK ALL IF NOT MARRIED AND LIVING WITH PARTNER (Z1=1 OR Z1=3-7)

Z2 May I just check, are you living with someone in your household as a couple?

READ OUT. SINGLE CODE

Yes	1	
No	2	
Prefer not to say	3	

ASK ALL

Z3 Are there any children aged under 16, or any children aged 16 to 18 who are still in full-time education, living in your household?

READ OUT. SINGLE CODE

Yes	1	
No	2	
Prefer not to say	3	

I Thank and Close

ASK ALL

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

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

Yes	1	
No	2	

ASK ALL

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

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

First Name:

_1 WRITE IN		
Prefer not to say	1	CONTINUE

Surname:

_2 WRITE IN		
Prefer not to say	1	CONTINUE

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

DS: PRE-POPULATE WITH B4 EMAIL ADDRESS, OR A3 EMAIL ADDRESS IF B4 NOT POPULATED. LEAVE BLANK IF NEITHER POPULATED.

_3 WRITE IN		
Prefer not to say	1	CONTINUE

Phone number:

_4 WRITE IN		
Prefer not to say	1	CONTINUE

ASK IF PREVIOUSLY PROVIDED EMAIL ADDRESS OR TELEPHONE AT I2N

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

Yes	1	
No	2	

- 14 ASKED ONLY IN FOLLOW-UP SURVEY

ASK ONLY FOR POSTAL DATA ENTRY

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

Yes	1	
No	2	

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

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

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

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

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

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

_1 County (only enter if postcode not given): <i>WRITE IN</i>		
---	--	--

Not provided / Not required	1	CONTINUE
-----------------------------	---	----------

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

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

For help online:

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

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

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

For telephone support:

Samaritans: Call 116 123

NHS 111: Call 111

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

Follow-up questionnaire

London Learner Survey

j10982f

Date

19/6/26

Follow-up Questionnaire (Mainstage)

Online / CATI

Screenener

ASK ALL

S1A Please select a language:

PROMPT AS NECESSARY. SINGLE CODE.

English	1	SHOW ENGLISH
العَرَبِيَّةُ (Arabic)	2	SHOW ARABIC
বাংলা (Bengali)	3	SHOW BENGALI
دری / فارسی (Farsi / Dari / Persian)	16	SHOW FARSI
CODE REMOVED	4	CODE REMOVED
کوردی / سۆرانی (Kurdish – Sorani)	17	SHOW SORANI
Polski (Polish)	5	SHOW POLISH
Português (Portuguese)	6	SHOW PORTUGUESE
CODE REMOVED	7	CODE REMOVED
Русский язык (Russian)	8	SHOW RUSSIAN
Af-Soomaali (Somali)	9	SHOW SOMALI
Español (Spanish)	10	SHOW SPANISH
தமிழ் (Tamil)	11	SHOW TAMIL
Türkçe (Turkish)	12	SHOW TURKISH
Українська мова (Ukrainian)	13	SHOW UKRAINIAN
اُردُو (Urdu)	14	SHOW URDU
IF ONLINE: Different language (PLEASE SPECIFY)	15	GO TO S1AA

IF S1A = 15

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

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

CATI ONLY: ASK PERSON WHO ANSWERS PHONE

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

Please can I speak to <RECONTACT>?

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

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

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

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

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

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

The survey is voluntary. You do not have to answer any questions you do not wish to. Your answers will not be available to your learning provider, and will not affect how you are treated by them. Your survey answers will be transferred to GLA for research purposes, including matching to data they hold.

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



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

REASSURANCES TO USE IF NECESSARY

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



B Online Introduction

ONLINE ONLY: ASK ALL

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

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

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

Data Protection

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

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

Please select an option:

Do the survey now	1	GO TO SECTION B
NOT ASKED AT FOLLOW-UP	2	GO TO A2
I cannot complete the survey online	3	GO TO A3
OPTION DELETED	4	RETURN TO S1A

- 16 NOT ASKED AT FOLLOW-UP

ASK IF ALTERNATIVE SURVEY ROUTE REQUIRED (A1 = 3)

17 The survey is available via telephone or on paper.

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

IF S1A NOT 15 (OTHER): Please tell us why you need a telephone survey:

_1 WRITE IN

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



_2 WRITE IN

Phone number:



_3 WRITE IN

Preferred language:

English	1	
Shqipja (Albanian)	2	
አማርኛ (Amharic)	3	
العَرَبِيَّةُ (Arabic)	4	
বাংলা (Bengali)	5	
Nederlands (Dutch)	6	
فارسی / درى / форсӣи (Farsi / Dari / Tajik / Persian)	7	
Français (French)	8	
Ελληνικά (Greek)	9	
हिन्दी (Hindi)	10	
کوردی / کورمانجی (Kurdish - Kurmanji)	11	
کوردی / سۆرانی (Kurdish – Sorani)	12	
پښتو (Pashto)	13	
Português (Portuguese)	14	
Română / Ромынэ (Romanian)	15	



Af-Soomaali / أف صومالي / ስህ ገሜናገሌግ (Somali)	16	
Español (Spanish)	17	
ትግርኛ (Tigrinya)	18	
اُردُو (Urdu)	19	
Another language (PLEASE SPECIFY)	20	

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

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

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



J Demographics

- J1 NOT ASKED AT FOLLOW-UP SURVEY
- B1AA NOT ASKED AT FOLLOW-UP SURVEY
- J2 NOT ASKED AT FOLLOW-UP SURVEY
- B1A NOT ASKED AT FOLLOW-UP SURVEY
- B2A NOT ASKED AT FOLLOW-UP SURVEY
- B1B NOT ASKED AT FOLLOW-UP SURVEY
- J3 NOT ASKED AT FOLLOW-UP SURVEY
- J4 NOT ASKED AT FOLLOW-UP SURVEY

K Aims

- K1 NOT ASKED AT FOLLOW-UP SURVEY
- ASK ALL
- K2 **Which of these did the course help you to do?**
READ OUT. MULTICODE.

To improve your numeracy or maths skills	14	
To improve your English language or writing skills	15	
To improve your computing or IT skills	16	
To improve another existing skill	17	
To learn a new skill	1	
To get a job you wanted	2	
To make you better at your job	3	
To get onto another course or training programme	4	
To meet new people	5	
To improve your physical or mental health	6	
To be more confident	7	



To help other people	8	
To do something else – <i>please write in:</i>	9	WRITE IN
None of the above	10	SINGLE CODE ONLY
Don't know	11	SINGLE CODE ONLY
Prefer not to say	12	SINGLE CODE ONLY

ASK ALL

K3 **How satisfied or dissatisfied are you with the course? [IF CATI:Where 0 is 'very dissatisfied' and 10 is 'very satisfied'.]**

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

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

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

ASK ALL



K4 **Since finishing the course, have you done, or are you about to start, any more courses or training?**

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

Yes – I have started more study or training	1	
Yes – I am going to start more study or training	2	
No	3	EXCLUSIVE
Don't know	4	EXCLUSIVE
Prefer not to say	5	EXCLUSIVE

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

K5 **What sort of course or training are you doing, or will you be doing?**
READ OUT. MULTICODE

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

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

K6 **What is the highest level of qualification will you have if you finish that course or training?**
READ OUT. SINGLE CODE

Entry level , e.g. entry level award, entry level ESOL, Skills for Life	1	
Level 1 , e.g. foundation GCSE, first certificate, level 1 NVQ	2	
Level 2 , e.g. GCSE, intermediate apprenticeship, level 2 NVQ	3	



Level 3 , e.g. A-Level, advanced apprenticeship, access to higher education diploma	4	
Level 4 , e.g. certificate of higher education (CertHE), higher apprenticeship	5	
Level 5 , e.g. foundation degree, diploma of higher education (DipHE)	6	
Level 6 or above , e.g. degree, degree apprenticeship, graduate certificate or diploma	7	
Course or training does not have a level	8	
Course or training does not lead to a qualification	9	
Don't know	10	EXCLUSIVE
Prefer not to say	11	EXCLUSIVE



L Employment history

ASK ALL

- L1 Which of the following best describes your work situation at the moment?
 READ OUT. SINGLE CODE.

Employed (full or part-time)	1	
Self-employed	2	
In paid work, but not sure if employed or self-employed	13	
Maternity or paternity leave, or any other leave from a job you could return to	14	
Waiting to start a new job you have been offered	3	
		MOVED DOWN
In full-time education or training	5	
Retired	6	
Unemployed	4	
Looking after your family or home	7	
You can't work because of a long-term health condition or disability	8	
Asylum seeker	15	
Volunteering	16	
Doing something else – please write in:	9	WRITE IN
Don't know	10	
Prefer not to say	11	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

- D1A What does the organisation you work for mainly do?

This might be the industry or sector – e.g., “primary school” or “clothing factory”.

[IF ONLINE:SEARCH YOUR INDUSTRY BY TYPING IN THE BOX BELOW. IF THERE IS NOTHING ON THE LIST, PLEASE CHECK YOUR SPELLING, OR TRY A DIFFERENT WORD.]

[IF CATI: PROMPT AS NECESSARY – PROVIDE DETAIL FOR 3-DIGIT SIC – E.G. TYPE OF FARM, TYPE OF FACTORY, TYPE OF SCHOOL.]

Industry or sector: WRITE IN. DS: IF ONLINE AND IN ENGLISH (S1AA = 1) PROVIDE AUTOFILL. IF CATI OR NOT IN ENGLISH (S1AA >= 2) ALLOW WRITE IN.		
Don't know	1	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

D1B What is your current role or job title?

SEARCH YOUR OCCUPATION BY TYPING IN THE BOX BELOW. IF THERE IS NOTHING ON THE LIST, PLEASE CHECK YOUR SPELLING, OR TRY A DIFFERENT WORD.

Role or job title: WRITE IN. DS: IF ONLINE AND IN ENGLISH (S1AA = 1) PROVIDE AUTOFILL. IF CATI OR NOT IN ENGLISH (S1AA >= 2) ALLOW WRITE IN.		
Don't know	1	

ASK IF EMPLOYED (D1 = 1 OR 2 OR 13 OR 14)

D1C How long have you been at your current paid job, including self-employment?

READ OUT. SINGLE CODE.

Less than 3 months	1
At least 3 months but less than 6 months	2
At least 6 months but less than a year	3
At least a year but less than 3 years	4
At least 3 years but less than 5 years	5
At least 5 years but less than 10 years	6
10 years or more	7
DO NOT READ OUT: Don't know	8
DO NOT READ OUT: Refused	9

ASK IF EMPLOYED (D1 = 1 OR 2 OR 12 OR 13)

L2 How many hours do you usually work per week?

WRITE IN.

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

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

ASK IF EMPLOYED (D1=1 OR 2 OR 12 OR 13)

L3 We would now like to ask you about how much you are paid, before tax.

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

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

Would you like to answer about your pay...

READ OUT. SINGLE CODE.

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

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

L4 How much are you paid <D3 ANSWER>, before tax?

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

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

PROMPT AS NECESSARY. SINGLE CODE.

IF D3 = 1: Less than £100 per week IF D3 = 2: Less than £450 per month IF D3 = 3: Less than £5,500 per year	1	
IF D3 = 1: £100 to £199 IF D3 = 2: £450 to £874 IF D3 = 3: £5,500 to £10,499	2	
IF D3 = 1: £200 to £269 IF D3 = 2: £875 to £1,174	3	



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

ASK IF EMPLOYED (D1 = 1 OR 2 OR 12 OR 13) AND WAS AT START OF COURSE (BASELINE D1 = 1 OR 2 OR 12 OR 13)

L5 **Has your pay changed since you started the course?**
READ OUT. SINGLE CODE

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

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

L6 **By how much has your usual pay gone up <D3 ANSWER>?**



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

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

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

L7 By how much has your usual pay gone down <D3 ANSWER>?

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

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

ASK IF EMPLOYED (D1 = 1 OR 2)

L8 How satisfied or dissatisfied are you with your work?

"Satisfied" means "happy" or "content".

"Dissatisfied" means "unhappy" or "not content".

READ OUT. SINGLE CODE.

Completely dissatisfied	1	
Mostly dissatisfied	2	
Quite dissatisfied	3	
Neither satisfied or dissatisfied	4	
Quite satisfied	5	
Mostly satisfied	6	



Completely satisfied	7	
Don't know	8	
Prefer not to say	9	

L9 **QUESTION REMOVED**

L10 **QUESTION REMOVED**

ASK IF EMPLOYED (D1=1 OR 2 OR 12 OR 13)

L11 **The next questions are about your main job. If you have more than one job, please think about the job which pays you the most. If your jobs are paid the same, please think about the one for which you work the most hours.**

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

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

ASK IF JOB NOT PERMANENT (D11 = 3)

L12 **In what way is the job not permanent? Is it...**

READ OUT. MULTICODE.

Seasonal work	1	
For a fixed length of time	2	
Temping for an agency	3	
Casual work	4	
Zero hours contract	9	



Organisation likely to close	10	
Not permanent for another reason - <i>please write in:</i>	5	WRITE IN
Don't know	6	
Prefer not to say	7	

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

L13 **Has the course helped you to get a permanent job...**
READ OUT. SINGLE CODE

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

ASK IF EMPLOYED (D1 = 1 OR 2 OR 12 OR 13)

L14 **In your main job, are you employed on a zero-hours contract?**

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

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



ASK IF EMPLOYED AND NOT HIGH PAID ((D1 = 1 OR 2 OR 12 OR 13) AND D4 ≠ 9 TO 11)

L15 Does your main job pay £<LLWRATE> or more an hour, before tax? This is the London Living Wage.

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

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

ASK IF EMPLOYED AND WAS NOT BEFORE (D1 = 1 OR 2 OR 12 OR 13, AND ((IS PILOT SURVEY) OR BASELINE SURVEY D1 ≠ 1, 2, 12 OR 13)))

L16 Did the course help you to get your current paid work...

READ OUT. SINGLE CODE

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



M Wellbeing

ASK ALL

The next five questions are about your wellbeing and confidence.

We ask these questions to help us understand how your course may affect your wellbeing.

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

ASK ALL

M1 Overall, how satisfied are you with your life nowadays? Where 0 is ‘not at all satisfied’ and 10 is ‘completely satisfied’.

“Satisfied” means “happy”.
SINGLE CODE.

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

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



ASK ALL

M2 Overall, to what extent do you feel that the things you do in your life are worthwhile? Where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'.

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

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

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



ASK ALL

M3 Overall, how happy did you feel yesterday? Where 0 is 'not at all happy' and 10 is 'completely happy'.

SINGLE CODE.

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

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



ASK ALL

M4 Overall, how anxious did you feel yesterday? Where 0 is ‘not at all anxious’ and 10 is ‘completely anxious’.

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

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

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



ASK ALL

M5 **What impact, if any, has the course had on your general wellbeing? Has it had...**
 READ OUT. SINGLE CODE

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



N Self-efficacy

SHOW TO ALL

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

ASK ALL

N1 Please say how true the following statements are for you.

READ OUT. SINGLE CODE.

	Not at all true	A little true	Mostly true	Completely true	Don't know	Prefer not to say
_2 It is easy for me to reach my goals.	1	2	3	4	5	6
_7 The course has helped me to feel more confident	1	2	3	4	5	6



O Social integration

SHOW ALL

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

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

There are no right or wrong answers.

ASK ALL

O1 As part of your wider social group, how often do you spend time with adults who are a different age to you?

READ OUT. SINGLE CODE.

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

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

O2 Thinking about the time you spend with adults from your wider social group who are a different age to you, would you say that it is:

READ OUT. SINGLE CODE.

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



ASK ALL

- O3 **As part of your wider social group, how often do you spend time with adults who are a different social class to you?**
 READ OUT. SINGLE CODE.

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

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

- O4 **Thinking about the time you spend with adults from your wider social group who are a different social class to you, would you say that it is:**
 READ OUT. SINGLE CODE.

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



ASK ALL

- O5 **As part of your wider social group, how often do you spend time with adults who are a different ethnicity to you?**
 READ OUT. SINGLE CODE.

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

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

- O6 **Thinking about the time you spend with adults from your wider social group who are a different ethnicity to you, would you say that it is:**
 READ OUT. SINGLE CODE.

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



ASK ALL

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

READ OUT. SINGLE CODE.

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



P Volunteering

ASK ALL

P1 In the last 12 months, have you done any voluntary work?

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

READ OUT. MULTICODE.

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

ASK IF VOLUNTEER (H1 = 1 OR 2)

P2 Over the last 12 months, how often have you done any voluntary work?

READ OUT. SINGLE CODE.

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



ASK IF VOLUNTEER (H1 = 1 OR 2)

P3 **Compared to before you started your course, is the amount of time you spend volunteering now...**

READ OUT. SINGLE CODE

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

Z Marital status and household situation

ASK ALL

The next questions are about your household situation. We ask about this as it helps us to analyse the survey results.

ASK ALL

Z1 **How would you describe your marital status? Are you...?**

READ OUT. SINGLE CODE

Single, never been married	1
Married and living with your husband/wife	2
A civil partner in a legally recognised Civil Partnership	3
Married and separated from your husband/wife; or in a legally recognised Civil Partnership and separated from your civil partner	4
Divorced; formerly a civil partner, the Civil Partnership now legally dissolved	5
Widowed; a surviving civil partner: your partner having since died	6
Prefer not to say	7

ASK ALL IF NOT MARRIED AND LIVING WITH PARTNER (Z1=1 OR Z1=3-7)

Z2 **May I just check, are you living with someone in your household as a couple?**

SINGLE CODE

Yes	1	
No	2	
Prefer not to say	3	

ASK ALL

Z3 **Are there any children aged under 16, or any children aged 16 to 18 who are still in full-time education, living in your household?**

SINGLE CODE

Yes	1	
No	2	
Prefer not to say	3	

Q Thank and Close

ASK ALL

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

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

Yes	1	
No	2	

I2N NOT ASKED IN FOLLOW-UP SURVEY

ASK ALL

Q1 Would you be willing for IFF Research to [IF CATI:call you back][IF ONLINE:email you again] about the survey you just completed, if we need to clarify any of the information?

Yes	1	
No	2	

ASK ALL

Q2 Would you be willing for GLA or their partner organisation to contact you again for further research about Adult Education in London? For this purpose, GLA would receive your contact details, and would retain them until <DELETION_DATE>.

Yes	1	
No	2	

Q3 NOT ASKED IN FOLLOW-UP SURVEY

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

Q4 We asked you a series of questions about your well-being and we know that some people may have found these difficult or upsetting to answer. If you have concerns about your well-being, for example due to stress or your mental health, advice and support is available. The following organisations can help:

For help online:

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

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

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

For telephone support:

Samaritans: Call 116 123

NHS 111: Call 111

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

THANK RESPONDENT AND CLOSE INTERVIEW

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

13 Annex D: Invite and reminder emails

Invite email for follow-up survey

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

<ID>

Dear <FName>,

We are writing to ask about your experience of a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>, which finished in <ENDMONTHYEAR>.

You did a survey at the start of the course. Now, the Greater London Authority (GLA), who paid for (at least part of) the course, would like to know if and how it helped you.

Online survey • Only 10 minutes • 13 different language options

Please click here to do the London Learner Survey. [<LINK> button]

You can also enter a monthly prize draw to win an iPad. [Terms & Conditions – London Learner Survey](#) apply. Congratulations to all our iPad winners so far www.londonlearnersurvey.co.uk/learners

What is the survey about?

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

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

Thank you for taking part in this important survey!



Ann-Marie Soyinka

Assistant Director (Interim) – Skills & Employment Policy

GREATLONDONAUTHORITY

City Hall, Kamal Chunchie Way, London E16 1ZE

About IFF Research

IFF Research is an independent research agency, and follows the Market Research Society Code of Conduct. Everyone taking part has a right to have a copy of their data, to change their data or to withdraw from the research at any time. All personal details will be stored securely, and destroyed within 12 months of taking part. You can find out more about your rights under data protection regulations on [the IFF website](#).

Email reminder to learners using translations

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

<ID>

Dear <Fname>,

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

The survey is about a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>. It is an online survey that takes about 10 minutes. You can also enter a prize draw to win an iPad.

Please click below to do the London Learner Survey.

All translations are now available, including <Baseline Lang>

<LINK>

What is the survey about?

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

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

Thank you for taking part in this important survey!



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First reminder email for follow-up survey

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

<ID>

Dear <FName>,

We are writing to ask about your experience of a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>, which finished in <ENDMONTHYEAR>.

You did a survey at the start of the course. Now, the Greater London Authority (GLA), who paid for (at least part of) the course, would like to know if and how it helped you.

Online survey • Only 10 minutes • 13 different language options

Please click here to do the London Learner Survey: **<LINK>**

You can also enter a monthly prize draw to win an iPad. Terms and Conditions apply. Congratulations to all our iPad winners so far. Click [here](#) to find out more.

What is the survey about?

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

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

Thank you for taking part in this important survey!



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Second reminder email for follow-up survey

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

<ID>

Dear <FName>,

We are writing to ask about your experience of a course you called “<BaseCourseName>” (officially called “<CourseName>”), at [IF SUBCONTRACT = 1:<SubConName> or]<ProvName>, which finished in <ENDMONTHYEAR>.

You did a survey at the start of the course. Now, the Greater London Authority (GLA), who paid for (at least part of) the course, would like to know if and how it helped you.

Online survey • Only 10 minutes • 13 different language options

Please click here to do the London Learner Survey: <LINK>

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Second reminder text (SMS) for follow-up survey

REMINDER: You are invited to complete the London Learner Survey. Please share your feedback if you can at: <SURVEY LINK>

Link Email, sent on learner request

Link Email

Hi,

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

Please click below to re-enter the survey.

<SURVEY LINK>

Many thanks for taking part.

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

IFF Research Team.

“

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

Our Values:

1. Being human first:

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

2. Impartiality and independence:

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

3. Making a difference:

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



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