



Department
for Business
Innovation & Skills

BIS RESEARCH PAPER NUMBER 180

Community Learning Learner Survey:
additional analysis of participants
following family learning courses

JULY 2014

RESEARCH

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

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Research paper number 180

July 2014

Contents

Contents	3
Structure of the Report	5
1 Summary	6
1.1 The Profile of Learners in the BIS Community Learning Learner Survey at Wave 1.....	6
1.2 Who takes part in family learning and their motivation	7
1.3 The impacts of taking part in family learning	7
Development of specific skills:.....	7
Employability and progression into work:.....	8
Progression into further learning:	8
Progression into volunteering:.....	8
Interactions with the family:	8
Learner Motivations:.....	9
2. Introduction	10
2.1 Community Learning.....	10
2.1.1 Family Learning.....	11
3. Profile of FEML and WFL learners	12
3.1 Learner Motivations	14
4. Impacts of the course	17
4.1 Personal development impacts	17
4.1.1 The development of skills	17
4.1.2 Self-reported development of language skills among speakers of other languages .	19
4.2 Employability and progression into work	19
4.3 Progression into further learning	21

4.3.1	Learning completed since the community learning course	21
4.3.2	Future learning	22
4.4	Progression into volunteering.....	23
4.5	Social benefits	23
4.5.1	Interactions with the family.....	23
4.5.2	More confident parenting and ability to support children’s learning	25
4.5.3	Wider social and community benefits.....	25
4.6	Benefits to personal well being	27
4.6.1	Self-reported well-being improvements.....	27
4.7	Attitudes and willingness to pay for learning	28
4.7.1	Attitudes towards payment for courses	28
5.	Conclusions	29
5.1	Who takes part in family learning?	29
5.2	The impacts of taking part in family learning	29
5.3	Longer term benefits.....	30
	Appendix 1: Quantitative Survey Questionnaire	32

Structure of the Report

This report is in four sections:

Section 1: Summary

Section 2: Introduction - provides context and background to the report.

Section 3: Profile of Family English Maths and Language (FEML) and Wider Family Learning (WFL) learners - briefly examines the profile of learners who followed FEML and WFL courses, and compares them to:

- other community learning learners;
- the UK general population.

It also examines learners' motivations for attending.

Section 4: Impacts of the course - explores the (self-reported) progression outcomes for those learners who undertook FEML and WFL courses.

Section 5: Conclusions.

1 Summary

This report provides further analysis of the BIS Community Learning Learner Survey (CLLS)¹ which was carried out by TNS BMRB. It explores the profile and self-reported impacts of learners who completed courses within the family learning provision of Community Learning - Family English Maths and Language (FEML) and Wider Family Learning (WFL).

Community Learning (CL) describes a wide range of classes and learning activities, mostly unaccredited, that must meet national CL objectives². These learning programmes bring together adults of different ages and backgrounds to acquire a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses, and/or learn how to support their children more confidently. The learning often benefits families and the wider community, as well as the individuals who take part. Learning providers report on this provision under the following broad headings:

- Personal and Community Development Learning (PCDL)
- Family English, Maths and Language (FEML)
- Wider Family Learning (WFL), and
- Neighbourhood Learning in Deprived Communities (NLDC).

Within Community Learning, family learning provision aims to help parents and carers improve their self-confidence and parenting skills. It can benefit children because parents become more involved in children's school lives and learn how to support children's intellectual, physical and emotional development.

The data presented in this report describes the self-reported impacts of learners who had completed a family learning course (within the previous seven months). The results are encouraging, suggesting that many positive impacts are being experienced by learners who have recently completed FEML and WFL courses.

1.1 The Profile of Learners in the BIS Community Learning Learner Survey at Wave 1

Chapter 3 provides information on the profile of all Community Learning (CL) learners involved in the survey at Wave 1. The survey took place before the new community learning objectives were introduced in August 2012 and therefore provides a baseline for measuring future progress as reforms take effect.

¹ <https://www.gov.uk/government/publications/community-learning-learner-survey-report-march-2013>

² See Department for Business, Innovation and Skills (2011) *New Challenges, New Chances – Further Education and Skills System Reform Plan: Building a World Class Skills System*

1.2 Who takes part in family learning and their motivation

In comparison to learners who undertook 'other' CL courses, those undertaking family learning courses are *more* likely to be either:

- from a black or minority ethnic (BME) background;
- living in the three most deprived Index of Multiple Deprivation (IMD) deciles;
- to be in receipt of unemployment related benefits, national insurance credits, income support, housing or council tax benefits;
- female;
- working part time, looking after the home and family or unemployed and looking for work;
- aged under 50; or,
- less likely to be educated to degree level.

Within the main Community Learning Learner Survey report³, motivations for attending community learning courses were examined and they were found to be very broad ranging. A segmentation analysis was carried out to identify different learner 'typologies' based on motivations for learning. When these were further examined in this report, the motivations of learners undertaking a FEML or WFL course differed to those undertaking 'other' CL courses. Family Learning learners were more likely to belong to the 'Becoming Better Parents' motivational segment and the 'Multiple Needs' motivational segment. Below are some of the key messages emerging from the analysis.

1.3 The impacts of taking part in family learning

Within seven months of taking part in family learning, the findings show that impacts had already been realised by learners. The highlights are:

Development of specific skills:

- Learners who undertook FEML courses were most likely to report the development of communication skills (79 per cent), literacy skills (74 per cent) and numeracy skills (67 per cent). These are encouraging findings as FEML courses aim to improve English, Maths and language skills of parents and carers.
- Among WFL learners, the most frequently mentioned skills were practical skills and communication skills (both reported by 73 per cent.)

³ <https://www.gov.uk/government/publications/community-learning-learner-survey-report-march-2013>

Employability and progression into work:

- Impacts related to employability and progression into work tended to be particularly strong for FEML learners, who report a range of impacts such as developing work related skills (67 per cent), confidence in progressing their career (64 per cent) or feeling more confident about looking for work (70 per cent).
- Sizeable proportions of WFL learners reported employability and work related impacts, including 58 per cent that reported the development of skills they might use in a job.

Progression into further learning:

- Significant proportions of family learning learners (79 per cent of FEML learners and 70 per cent of WFL learners) reported that their original course had encouraged them to take part in this further learning. These findings are positive suggesting that family learning provision is encouraging and fostering further learning.

Progression into volunteering:

- Progression and take up of volunteering as a result of the course was 18 per cent for FEML and 16 per cent for WFL learners.

Interactions with the family:

- As would be expected, positive impacts around family relationships and interactions with children were evident amongst learners who had completed courses under the family learning provision. These included:
 - Improvements to family relationships as a result of the course were nearly twice as likely to be reported by FEML and WFL learners as those following 'other' CL programmes.
 - Amongst parents, reported improvements in confidence with helping children with school and homework were reported by more FEML and WFL learners, than those following 'other' CL courses.
 - Reported improvements in confidence were substantially more widespread amongst FEML learners in comparison to WFL learners.

Given the specific aims of family learning provision, these findings are very positive. In particular they provide very encouraging evidence that family learning is helping to improve parents' self-confidence and perceptions of their parenting skills.

Learner Motivations:

Significant proportions of family learners are classified in the 'Multiple Needs' segment⁴, and this was the most likely segment to include learners from the most deprived IMD quintile (58 per cent.)

This would suggest that family learning provision is reaching some people from the most disadvantaged backgrounds.

⁴ See page 15 for details of segmentation

2. Introduction

This report provides further analysis of the BIS Community Learning Learner Survey which was carried out by TNS BMRB. Full details of the survey and the main report findings can be found in full survey report⁵.

The Community Learning Learner Survey consisted of 4,015 telephone interviews with learners who had completed a community learning course between July 2011 and February 2012. The sample of learners was drawn from the Individual Learner Record (ILR) from all learners who had completed a community learning course within this time, funded by the Community Learning budget⁶. The sample was stratified by course type, gender, length of course and age. Fieldwork took place between 8th March and 2nd May 2012. The survey was supplemented with some qualitative research, including six follow up qualitative workshops and 12 'live trackers', where 12 learners were 'tracked' at key stages in their learner journey over 6 months.

The survey took place before the new community learning objectives were introduced in August 2012 and therefore provides a baseline for measuring future progress as reforms take effect.

Family Learning, with its strong focus on improving the life chances of disadvantaged families, is an important part of the wider community learning landscape. BIS commissioned TNS-BMRB to undertake an analysis of the quantitative findings in the Wave 1 Learner Survey that relate specifically to learners on Wider Family Learning (WFL) and Family English, Maths and Language (FEML) courses. This offered an opportunity to understand more about the impacts of family learning using existing research.

This new analysis focuses on the development and progression outcomes for these learners.

2.1 Community Learning

Community Learning is an important part of the wider learning and skills offer. It engages people who are most disadvantaged and furthest from learning. In 2014-15, the Department for Business, Innovation and Skills (BIS) is supporting community learning with a contribution of £210 million through the Community Learning (CL) budget⁷, with the same indicative budget for 2015-16. It is for community learning providers to determine their local offer based on local need. Within each provider's allocated budget, spending on different types of provision, including family learning, is not specified. Most provision is delivered or commissioned by local authority providers, but also by some FE colleges, large voluntary organisations and other providers.

Community Learning describes a wide range of classes and learning activities, usually unaccredited, designed to help people of different ages and backgrounds acquire a new

⁵ Harding et al (2013) *Community Learning Learner Survey*, BIS Research Paper 108. Available online at: <https://www.gov.uk/government/publications/community-learning-learner-survey-report-march-2013>

⁶ Previously called the Adult Safeguarded Learning (ASL) budget).

⁷ Previously called the Adult Safeguarded Learning Budget

skill, re-connect with learning, pursue an interest, prepare for progression to formal courses and/or learn how to support their children more confidently. It supports wider Government policies on social justice and stronger families, digital engagement, social mobility, inclusive communities, healthy ageing and strengthening civil society.

Learning providers report on this provision on the four broad headings below:

- Personal and Community Development Learning (PCDL)
- Family English, Maths and Language (FEML)⁸
- Wider Family Learning (WFL), and
- Neighbourhood Learning in Deprived Communities (NLDC)

After a review and national consultation, new community learning objectives (see *New Challenges, New Chances*⁹) were introduced in August 2012, alongside the launch of 15 local Community Learning Trust pilots to test effective strategies for delivering the new objectives. The new objectives require community learning providers to:

- focus public funding on helping disadvantaged people to get into learning and progress
- involve local people and organisations in decision-making
- maximise value for money, increase income generation and use income to support people who can't afford to pay.

2.1.1 Family Learning

Family learning helps parents and carers improve their self-confidence and parenting skills, including their ability to help their children learn. For many, this is a first step towards further learning, voluntary work and/or paid employment. It benefits children because parents become more involved in children's school lives and learn how to support them more effectively.

FEML courses aim to improve the English, Maths and language skills of parents and carers, and their ability to help their children.

WFL courses are designed to support different generations of family members to learn together and can be particularly effective by helping to change attitudes to learning.

⁸ Previously called Family Literacy, Language and Numeracy (FLLN).

⁹ Page 14 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32313/11-1380-further-education-skills-system-reform-plan.pdf

3. Profile of FEML and WFL learners

The CL budget supports four different types of learning programme. The breakdown of programme types that learners studied is shown in Table 3.1. As illustrated, nine per cent of CL learners took part in a FEML course, and five per cent took part in a WFL course.

Table 3.1 Type of provision

	%
Personal and Community Development Learning (PCDL)	81
Family English Maths and Language (FEML)	9
Wider Family Learning (WFL)	5
Neighbourhood Learning in Deprived Communities (NLDC)	4
Unweighted	4015

Base: All respondents

Before exploring the impacts and outcomes for learners who followed a FEML or WFL course, it is important to describe the demographic profile of these learners in comparison to learners on the 'other' CL programmes - PCDL and NLDC. A breakdown of key personal demographics is shown in Table 3.2. It also includes aggregate figures of all learners across the whole survey and comparisons to the national averages from the Labour Force Survey.

Table 3.2 shows:

- The demographic profile of learners undertaking a FEML or a WFL programme differs – both from that of learners undertaking 'other' community learning programmes, and from the general population of the UK (as recorded in Labour Force Survey).
- In comparison to learners undertaking 'other' community learning programmes and the general population, learners undertaking family learning courses are *more* likely to be either:
 - from a black or minority ethnic (BME) background;
 - living in the three most deprived Index of Multiple Deprivation (IMD) deciles;
 - in receipt of unemployment related benefits, national insurance credits, income support, housing or council tax benefits.
 - female;

- working part time or looking after the home and family or unemployed and looking for work;
- aged under 50; or,
- less likely to be educated to degree level.

Table 3.2: Demographic profile of learners of FEML and WFL courses in comparison to the whole learner survey and national data

	FEML	WFL	Learners on 'other' CL programme types	Whole CL learner survey	National ¹⁰
Gender	%	%	%	%	%
Female	94	91	73	76	51
Male	6	9	27	24	49
Age					
Under 20	*	1	*	*	6
20 to 29	22	21	10	12	17
30 to 39	51	45	17	21	17
40 to 49	21	23	18	19	18
50 to 59	4	3	17	15	15
60 to 69	1	4	23	21	13
70 or over	1	1	14	12	14
Employment status					
Working for an employer full-time	7	8	18	17	38
Working for an employer part-time	22	24	13	14	13
Full-time self-employed (with or without workers)	2	2	3	3	6
Part-time self-employed (with or without workers)	2	4	4	4	2
Unemployed and looking for work	15	12	9	10	5
In full time education	3	2	2	2	4
On a government scheme for employment training	1	1	*	*	*
Temporarily sick or disabled	1	1	1	1	*
Permanently sick or disabled	1	2	5	4	4
Looking after home or family	43	38	10	14	10
Retired	2	5	33	29	20
Other Answer	3	2	2	3	2
Highest qualification					

¹⁰ Labour Force Survey , Jan - Mar 09, respondents in England aged 16 or over

Table 3.2: Demographic profile of learners of FEML and WFL courses in comparison to the whole learner survey and national data

Degree level or Higher Education	18	24	41	37	28
Below Higher Education	72	68	49	50	58
No qualifications	11	8	10	9	14
Ethnicity					
White	59	73	84	81	89
Asian or Asian British	24	14	7	9	6
Black or Black British	10	5	4	5	3
Chinese	1	1	*	*	1
Mixed ethnic group	1	1	1	1	1
Other	6	5	2	2	2
IMD					
Three most deprived IMD deciles	56	51	29	33	-
Seven least deprived IMD deciles	44	49	71	67	-
Receipt of unemployment related benefits or national insurance credits, income support, housing or council tax benefits					
Yes	34	33	18	20	-
No	63	65	78	76	-
Don't know	2	1	2	2	-
Refused	2	2	2	2	-
Unweighted	643	569	2803	4015	-

Base: All respondents

3.1 Learner Motivations

Motivations for attending the course were broad ranging. As detailed in the main survey report, a segmentation analysis was carried out to identify different learner 'typologies' based on their motivations for learning. Six distinct groups were identified:

1. Stepping Stone
2. Serial Attendees
3. Becoming Better Parents
4. Self Confidence and Well-Being
5. Keeping up with Information Technology
6. Multiple Needs.

With the exception of the 'Multiple Needs' group, each of the five groups had distinct motivations for learning, with differing characteristics. The 'Multiple Needs' group cited a broad range of motivations and reasons for attending.

Predictably, learners on both FEML and WFL programmes were more likely than those on 'other' CL programme types to belong to the 'Becoming Better Parents' and 'Multiple Needs' segments:

- 37 per cent of FEML learners, and 35 per cent of WFL learners were classified within the 'Becoming Better Parents' group.
- Only four per cent of learners on 'other' CL programme types were classified within the 'Becoming Better Parents' group.

As detailed above, and might be expected, significant proportions of family learners were classified within the 'Becoming Better Parents' segment; with learners in this group attending the course to become more confident parents and/or to help their children with school work. The development of reading, writing, speaking, personal finance and numeracy skills were also important motivators for this group.

It is interesting that significant proportions of family learners are classified in the 'Multiple Needs' segment:

- Half (49 per cent) of FEML learners and 32 per cent of WFL learners were classified within the 'Multiple Needs' group
- 12 per cent of learners on other CL programmes were in the 'Multiple Needs' group

This group cited the full possible range of motivations prompted in the survey – 'multiple needs' were strongly apparent. This was the most likely segment to include learners from the most deprived IMD quintile (58 per cent.) This would suggest that family learning provision is reaching some people from the most disadvantaged backgrounds.

Table 3.3 Segmentation of learners

	FEML	WFL	FEML and WFL	Learners on 'other' CL programme types
	%	%	%	%
Stepping Stone	7	11	8	21
Serial Attendees	*	4	1	22
Becoming Better Parents	37	35	36	4
Self Confidence and Well-being	5	15	8	30
Keeping Up With Information Technology	2	3	3	11
Multiple Needs	49	32	43	12
Unweighted	637	546	1183	2698

The motivations and characteristics of the 'Becoming Better Parents' and 'Multiple Needs' groups are outlined below.

Segmentation	Overview
Becoming Better Parents	<p><i>Motivations for attending:</i></p> <p>These learners attended the course to become more confident parents and/or to help their children with school work. Developing reading, writing, speaking, personal finance or numeracy skills was also important.</p> <p><i>Characteristics:</i></p> <p>Unsurprisingly, virtually all learners in this group had children under the age of 18 (97 per cent), and they were more likely than average to be female (88 per cent, compared with 76 per cent in the learner population as a whole). They were the most likely segment to be aged under 40 (67 per cent), and to be looking after the home and family (41 per cent).</p> <p>The most common course programme attended was a Family English Maths and Language (FEML) course, attended by 41 per cent of the group. Learners in this group were also more likely than the learner population as a whole to be attending a Wider Family Learning (WFL) programme course (18 per cent in comparison to four per cent of the whole population).</p>
Multiple Needs	<p><i>Motivations for attending:</i></p> <p>This segment cited the full range of possible motivations – 'multiple needs' were strongly apparent.</p> <p><i>Characteristics:</i></p> <p>Learners in this group were more likely than the learner population as a whole to be aged under 40 (60 per cent; compared with 34 per cent learner population), have children aged under 18 (72 per cent; compared with 36 per cent of learner population) and to be female (81 per cent; compared with 76 per cent of population).</p> <p>This was the least likely segment to be white (58 per cent), and to be educated to degree level (14 per cent). However, it was the most likely segment to include learners from urban areas (94 per cent) and the most deprived IMD quintile (58 per cent).</p>

4. Impacts of the course

This section explores impacts reported by learners who undertook FEML and WFL courses during the period July 2011 to February 2012. Results are broken down by:

- those learners who undertook a FEML course;
- those learners who undertook a WFL course;
- a combined group of those who undertook either a FEML or a WFL course

Some of the key impacts are also analysed by learners' levels of deprivation, indicated by the Index of Multiple Deprivation (IMD) to identify whether outcomes vary according to the type of family learning course and/or levels of deprivation.

4.1 Personal development impacts

4.1.1 The development of skills

Learners were asked whether they felt their course had helped them to develop any of the following skills:

- *Creative skills*
- *Practical skills*
- *Communication skills*
- *Literacy skills*
- *Language skills*
- *IT or digital skills*
- *Numeracy skills*
- *Budgeting or money management skills*
- *Any other skills (specify)*

Table 4.1 lists the percentages of these skills reported by family learning learners.

- Learners who undertook FEML courses reported the development of communication skills (79 per cent), literacy skills (74 per cent) and numeracy skills (67 per cent).
- Among WFL learners, the most frequently mentioned skills were practical skills and communication skills (both reported by 73 per cent). In WFL, practical skills refer to a wide range of skills such as 'cooking with your children', 'keeping fit for the whole family'; arts, crafts, and home-making (the specific type of 'practical' skills were not collected in the questionnaire).
- The development of creative skills was also frequently mentioned by WFL learners (70 per cent).
- Finally, it is noteworthy that the development of literacy, language and numeracy skills was also important for WFL learners.

Table 4.1 Skills the course helped to develop (self-reported)

	FEML	WFL	FEML and WFL
	%	%	%
Creative skills	62	70	64
Practical skills	65	73	68
Communication skills	79	73	77
Literacy skills	74	44	64
Language skills	58	41	53
IT or digital skills	33	26	31
Numeracy skills	67	35	57
Budgeting or money management skills	33	16	28
Unweighted	643	569	1212

Base: All respondents

Table 4.2 compares the reported skills developed by family learning participants according to those who live in deprived areas and those that do not.

- Most strikingly, amongst WFL learners, the reported development of all skills was higher amongst learners living in the three most deprived IMD deciles. (However, it should be noted that the development of creative skills does not meet conventions of statistical significance).
- For FEML learners, the development of skills varied much less.

Table 4.2 Skills the course helped to develop by deprivation (IMD) (self-reported)

	FEML		WFL	
	Three most deprived IMD deciles	Seven least deprived IMD deciles	Three most deprived IMD deciles	Seven least deprived IMD deciles
Creative skills	57	68	73	70
Practical skills	63	68	77	70
Communication skills	80	77	80	65
Literacy skills	75	72	56	34
Language skills	60	56	50	33
IT or digital skills	36	29	33	19
Numeracy skills	66	68	48	23
Budgeting or money management skills	34	31	24	9
Unweighted	357	283	277	273

Base: All FEML and WFL respondents

4.1.2 Self-reported development of language skills among speakers of other languages

Table 4.3 shows self-reported development of language skills among learners who did not speak English as their first language.

- The data confirms that these learners reported development of language skills more often than learners who spoke English as a first language, irrespective of the type of community learning courses they undertook.
- Predictably, the self-reported development of the three listed skills (communication, language and literacy skills) was highest for learners who undertook FEML courses, in which listening, speaking, reading and writing are a strong component of course content.

Table 4.3 Language skills the course helped to develop amongst learners who did not speak English as a first language (self-reported)

	FEML	WFL	FEML and WFL
	%	%	%
Communication skills	89	80	87
Language skills	80	78	80
Literacy skills	86	70	82
Unweighted	234	127	361

Base: All respondents who do not speak English as first language

4.2 Employability and progression into work

All learners (except those who were retired¹¹) were asked whether they felt the course had helped them develop any new skills that they might use in a job.

- Sixty-seven per cent of non-retired FEML learners and fifty-eight per cent of non-retired WFL learners reported the development of skills they might use in a job.

Table 4.4 sets out reported development of job-related skills according to learner disadvantage (measured by IMD). It shows that:

- Sixty-eight per cent of FEML learners living in the three most deprived IMD deciles reported that the course helped them develop job related skills, compared with 66 per cent in the seven least deprived deciles.
- Sixty-five per cent of WFL learners living in the three most deprived IMD deciles reported job related skills compared with 49 per cent of such learners living in the seven least deprived deciles.

¹¹ 7 per cent of family learning participants were retired – family learning is intergenerational.

Table 4.4 Whether the course provided job related skills by deprivation (IMD)

	FEML		WFL	
	Three most deprived IMD deciles	Seven least deprived IMD deciles	Three most deprived IMD deciles	Seven least deprived IMD deciles
	%	%	%	%
Yes	68	66	65	49
No	30	32	33	49
Don't know	3	2	3	1
Refused	-	-	-	-
Unweighted	345	285	265	248

Base: All respondents, except those who were retired

Learners, who were in either full or part-time employment at the time of the interview, were then asked whether they had experienced any changes in their work life as a result of the course.

Table 4.5 illustrates a range of work related changes reported as a result of the course:

- Amongst FEML learners, nearly two thirds (64 per cent) reported feeling more confident about progressing in their career in the future
- Nearly four in ten FEML learners (37 per cent) reported being able to do their job better.
- 19 per cent of FEML learners reported getting a new job or changing to a different type of work and 13 per cent reported getting a pay rise, a promotion or greater responsibility in their job.

Table 4.5 Work related impacts of the course

	FEML	WFL	FEML and WFL
	%	%	%
Feel more confident in progressing in their career in the future	64	45	57
Able to do their job better	37	36	37
Got a new job or changed to a different type of work	19	16	19
Got a pay rise, a promotion or greater responsibility with their job	13	8	11
Stayed in a job which they might have lost without the course	6	7	6
Unweighted	217	216	433

Base: All respondents currently working

Learners looking for work, on a government training scheme or looking after the home and family were asked whether, as a result of the course, they felt more confident about finding a job in the future.

As illustrated in Table 4.6, strong impacts relating to work and employability were evident:

- Seven in ten FEML learners (70 per cent) reported that as a result of the course they felt more confident about looking for work in the future.

Table 4.6 Whether (as a result of the course) feel more confident about finding a job in the future

	FEML	WFL	FEML and WFL
	%	%	%
Yes	70	61	67
No	24	35	27
Don't know	2	1	1
Not applicable – not looking for work	4	2	4
Unweighted	331	266	597

Base: All respondents unemployed and looking for work, or on a government training scheme or looking after the home and family.

4.3 Progression into further learning

4.3.1 Learning completed since the community learning course

All learners were asked whether they had taken part in any further taught courses, training, lessons or tuition since their community learning course. If they had, they were asked how many courses they had attended, and whether their original course had encouraged them to take these further courses.

- 43 per cent of FEML learners and 40 per cent of WFL learners reported they had taken part in further taught courses since finishing their course. There were no differences according to levels of disadvantage (as measured by IMD).

When asked whether the previous course had encouraged them to complete their further courses, 79 per cent of learners who completed FEML courses and 70 per cent of WFL learners reported that it had.

In addition to being asked about further taught courses, training, lessons or tuition, learners were also asked whether they had tried to improve or extend their knowledge about something or teach themselves a skill without taking part in a taught course (i.e. undertaken any independent learning).

- 39 per cent of FEML learners and 41 per cent of WFL learners reported undertaking independent learning.

- When looking at the responses of FEML and WFL learners by levels of deprivation (measured by IMD):
 - FEML learners living in the three most deprived deciles were less likely report that they had undertaken further independent learning (34 per cent) than those living in the seven least deprived areas (45 per cent).
 - For WFL learners there were no variations by levels of deprivation (40 per cent of WFL learners living in the three most deprived IMD deciles reported undertaking further independent learning, compared to 42 per cent living in the seven least deprived IMD deciles).

Learners who had taken part in further independent learning were asked what sort of independent learning activities they had undertaken. When considering the independent learning activities carried out by FEML and WFL learners in comparison with those following 'other' CL course types, the most noticeable difference was that:

- learners who undertook family learning courses were more likely than those who undertook 'other' CL courses to report seeking advice/help from others, but less likely to report taking part in a club.

Learners were also asked whether their original community learning course had encouraged this further independent learning:

- 77 per cent of learners who completed FEML courses and 58 per cent of learners who completed WFL courses reported that their community learning course encouraged them to carrying out further independent learning.

4.3.2 Future learning

All learners were asked about their intentions to undertake learning in the future. Learners who reported that they would like to undertake further learning activities were asked whether this was encouraged by their original community learning course, and how likely it was that they would undertake this learning activity within the next two years.

- Nearly nine in ten learners on FEML and WFL courses (88 per cent and 85 per cent respectively) reported a desire to undertake further learning in the next two years.
- The impact of the previous CL course on encouraging learners to undertake further learning appeared to be strong amongst FEML learners, with 82 per cent reporting that the course had encouraged them to want to undertake further learning. Amongst WFL learners the equivalent figure was 74 per cent.
- For both FEML and WFL learners, the desire to undertake further learning in the next two years did not vary by levels of deprivation (as measured by IMD).
- Slightly more than six in ten family learning learners reported that they were very likely to undertake learning in the next two years (64 per cent and 62 per cent respectively).

4.4 Progression into volunteering

All learners were asked whether they had become involved in any voluntary activities as a result of the course.

- Eighteen per cent of learners who undertook a FEML course reported that as a result of it they had become involved in voluntary activities, as did 16 per cent of those who undertook WFL courses.
- The uptake of volunteering activities amongst FEML and WFL learners did not vary by levels of learner disadvantage (as measured by IMD).

4.5 Social benefits

4.5.1 Interactions with the family

Learners were asked whether the course had improved their relationships with their family:

- 63 per cent of FEML learners and 57 per cent of WFL learners reported that relationships with their family had improved as a result of the course.
- For both FEML and WFL learners, reported improvements in family relationships did not vary between those living in the most and those living in less deprived areas.

One of the qualitative case studies very clearly illustrates the impact of Community Learning on family relationships. This case study is detailed below and shows the impact of the Dad's Club course on the relationship between father and daughter, in the scenario of being a single dad with shared child rearing responsibility.

Case study: Dad's club - Family Literacy, Language and Numeracy in Hull



Who: Max is 26, a separated father of one, lives at home with his parents. He attends a 'Dad's Club' every Thursday at his daughter's primary school. One hour is literacy with the other dads and in the second hour they join their children for a joint activity such as craft or sport.

Previous learning experiences: He left school with two GCSEs and dropped out of college. He really enjoyed Maths at school but did not have the focus to take it further.

Routes into learning: He saw an advert in his daughter's school and thought that it would be an opportunity to spend more quality time with his daughter and refresh some of his literacy skills.

Experience: The course provides an opportunity for him to spend more time with his daughter, because afterwards she stays at his house. It also offers a window into what she is learning at school. On the whole, work accommodates this commitment as he changes his shift, but he has missed some sessions.

Impact over the 6 months: Since starting the course, Max has seen his daughter more and it has enhanced the time they spend together. He has also become an enthused advocate for the group, putting in advertisements for it in local shop windows to encourage other dads to join so the course can continue and diversify.

Max has started a new course at work to become a team leader. Max feels that the Dad's Club experience has helped to give him the literacy skills and confidence needed to take on this new role and approach new people.

"I have recently started a course at work to become a team leader and have to write essays, the grammar I have learned at Dad's club has helped me loads."

"The course is giving me the courage to speak to other more senior colleagues on the course... as I am used to speaking to older people at Dad's Club and from trying recruit new members."

In terms of relationship with his daughter, she brings back her homework to him now and they do it together. His daughter still loves the club; she is always very excited the day before and wants to know what they will be doing. The club has helped them to spend more quality time with each other and improved their relationship.

Dad's Club has become the place where he can have some me-time.

"The Dad's Club is my relaxation time, where I feel most comfortable."

Future of the club: He is looking forward to September when the course re-starts but is concerned about the course having sufficient enrolments to go ahead.

4.5.2 More confident parenting and ability to support children's learning

Learners with children aged under 18 were asked whether the course helped them to become a more confident parent. They were also asked whether as a result of the course they felt more confident helping their child/children with:

- Reading
 - Writing
 - Maths
 - Other school subjects.
- Eighty-three per cent of FEML learners with children under 18 reported that the course had helped them become a more confident parent.
 - Amongst parents in the WFL group, three quarters (74 per cent) reported feeling more confident with helping their children.

As noted in table 4.7 below family learners reported increases in confidence in helping children with specific school subjects. 76 per cent of FEML learners reported being more confident about helping children with reading, 67 per cent with writing and 66 per cent with maths.

	FEML	WFL	FEML and WFL
	%	%	%
With reading	76	41	65
With writing	67	38	58
With maths	66	36	57
With other school subjects	48	42	46
Unweighted	570	486	1056

Base: All respondents with children aged under 18

4.5.3 Wider social and community benefits

Within the survey learners were asked whether the course did any of the following:

- *Help you to make new friends or meet new people*
- *Help you to do something useful with your spare time*
- *Give you a routine or a reason to get out of the house*
- *Help you get involved with your local community*

Table 4.8 shows wider social and community benefits reported by learners.

Table 4.8 Impacts related to social and community aspects

	FEML	WFL	FEML and WFL
	%	%	%
Help you make new friends or meet new people	91	86	89
Help you do something useful in your spare time	86	83	85
Give you a routine or a reason to get out of the house	65	65	65
Help you get involved in the local community	57	61	58
Unweighted	643	569	1212

Base: All respondents

Table 4.9 compares the wider social and community impacts reported by FEML and WFL learners living in the three most deprived IMD deciles and those living in the seven least deprived deciles:

- For FEML learners, there were no differences, with similar proportions reporting these impacts.
- For WFL learners there were differences, with those living in the three most deprived areas more likely to report the following impacts than those living in the seven least deprived deciles:
 - Help you do some useful in your spare time (88 per cent compared to 80 per cent).
 - Give you a routine or reason to get out of the house (73 per cent compared to 58 per cent).
 - Help you get involved in your local community (68 per cent compared to 54 per cent).

Table 4.9 Impacts related to social and community aspects – by deprivation

	FEML		WFL	
	Three most deprived IMD deciles	Seven least deprived IMD deciles	Three most deprived IMD deciles	Seven least deprived IMD deciles
	%	%	%	%
Help you make new friends or meet new people	91	90	88	84
Help you do something useful in your spare time	84	88	88	80
Give you a routine or a reason to get out of the house	66	63	73	58

Table 4.9 Impacts related to social and community aspects – by deprivation

	FEML		WFL	
	Three most deprived IMD deciles	Seven least deprived IMD deciles	Three most deprived IMD deciles	Seven least deprived IMD deciles
	%	%	%	%
Help you get involved in the local community	56	58	68	54
Unweighted	357	283	277	273

Base: All FEML and WFL respondents

4.6 Benefits to personal well being

4.6.1 Self-reported well-being improvements

Learners were also asked about a range of other self-reported improvements in well-being as a result of the course. They were asked whether the course:

- Helped them to keep their mind or body active
- Made them feel better about themselves generally
- Helped them to relax or give a break from everyday stress

Table 4.10 shows the responses to this question.

Table 4.10 Impacts related to self-reported well being

	FEML	WFL	FEML and WFL
	%	%	%
Keep your mind and body active	84	82	83
Make you feel better about yourself generally	85	79	83
Help you relax or give you a break from everyday stress	67	67	67
Unweighted	643	569	1212

Base: All respondents

When the responses between FEML and WFL learners living in deprived areas are compared with those living in less deprived areas:

- For WFL learners, self-reported well-being across the three measures is lower amongst those living in the three most deprived areas than those living in the seven least deprived areas.
- The level of self-reported well-being is similar for FEML learners, irrespective of their deprivation (measured by postcode).

4.7 Attitudes and willingness to pay for learning

4.7.1 Attitudes towards payment for courses

All learners were asked whether they had paid anything towards the cost of their course. Learners who did not pay were also asked how much they would have been willing to pay.

Ninety-five per cent of learners who undertook a FEML course and 90 per cent of those who undertook a WFL course did not pay towards the cost of the course.

Around six in ten learners (66 per cent of FEML learners, and 71 per cent of WFL learners) who did not pay for the course reported that they would have been willing to pay something.

All learners who expressed a desire to carry out further learning in the next two years were also asked whether they would be willing to pay for the future courses.

Six in ten (60 per cent) FEML learners reported that they would be willing to pay, as did two thirds (66 per cent) of WFL learners. This is substantially lower than amongst learners on 'other' programmes, where the equivalent figure was 82 per cent.

In the main survey report, it was evident that learners who were willing to pay for future learning tended to be from more 'advantaged' backgrounds and therefore were likely to be able to afford to make a contribution. When the characteristics of FEML and WFL learners are examined they suggest that FEML and WFL learners are more likely to be from more 'disadvantaged' backgrounds and this could explain their lower willingness to pay:

- FEML and WFL learners were more likely to be in receipt of unemployment related benefits, income support, housing or council tax benefits (34 per cent of FEML learners and 33 per cent of WFL learners compared to 18 per cent of 'other' CL learners);
- FEML and WFL learners were more likely to live in the most deprived areas (56 per cent of FEML learners lived in the three most deprived deciles, as did 51 per cent of WFL learners. This compared with 29 per cent of 'other' CL learners).
- FEML and WFL learners were less likely to have paid for their original CL course (five per cent of FEML learners, 10 per cent of WFL learners compared to 73 per cent of 'other' CL learners).

When willingness to pay for future courses within the two groups is examined according to levels of deprivation (as measured by IMD), the survey found that:

- Among WFL learners, those living in the three most deprived areas were less likely to report a willingness to pay for future learning (62 per cent) than those living in the seven least deprived areas (71 per cent).
- There were no differences in willingness to pay amongst FEML learners.

5. Conclusions

5.1 Who takes part in family learning?

Whilst some of the characteristics of family learners are largely to be expected, given the aims of family learning (such as the higher proportion of female learners, those working part time or looking after the home and family, and being aged under 50), others are less so (such as the high proportions of learners living in the three most deprived IMD deciles and those in receipt of unemployment related benefits, national insurance credits, income support, housing or council tax benefits) and indicate that significant proportions of family learners are from more disadvantaged backgrounds. This is a welcome finding as one of the key objectives of community learning is to focus public funding on people who are disadvantaged and least likely to participate, including those in rural areas and people on low incomes with low skills.

A significant proportion of family learning learners were classified into the 'Multiple Needs' segment. This is interesting, as this group cited the full possible range of motivations prompted in the survey – 'multiple needs' were strongly apparent. The socio-demographic characteristics reveal that learners from this segment are likely to be from disadvantaged backgrounds including significant proportions from the most deprived areas, from BME backgrounds, and lacking qualifications. This would suggest that family learning provision is reaching some people from the most disadvantaged backgrounds.

5.2 The impacts of taking part in family learning

Overall, the impacts reported at the Wave 1 interviews amongst learners who undertook FEML and WFL courses are positive. Firstly, it is encouraging that significant proportions of learners who completed family learning courses reported improvements and changes in the areas family learning courses are directly aimed at, the most notable being: improvements in self-confidence and parenting skills, increased involvement in children's learning and the development of communication, literacy and numeracy skills.

In addition, a wide range of other impacts were apparent:

- For those Family Learning learners within the 'Becoming Better Parents' motivational segment, initial motivations for attending the course were focused on parenting aspects, and therefore it is positive that these learners may be experiencing wider impacts of their courses that they had not originally anticipated.
- For those Family Learning learners within the 'Multiple Needs' motivational segment, whose initial motivations for attending were very broad ranging, it is encouraging that their FEML and WFL courses appear to be delivering on a wide range of aspects.

Throughout the report progression outcomes and impacts have been examined by level of deprivation (as indicated by IMD) to attempt to explore if and how they differ between learners from advantaged and disadvantaged backgrounds. The findings vary between learners who followed FEML courses and those who followed WFL courses:

- For FEML learners there was very little variation in the progressions reported between learners living in deprived areas and those living in less deprived areas.
- For WFL learners, some variations were apparent. The following progression outcomes and impacts were particularly strong for those living in deprived areas compared to those living in less deprived areas:
 - the development of specific skills;
 - the development of skills related to a job;
 - impacts related to social and community aspects and self-reported impacts of well-being.

5.3 Longer term benefits

As this report is based on analysis from the first interview with learners, it only allows for short term self-reported impacts to be analysed. However, all learners from the first survey were approached for a further interview around 12 months after their initial interview to explore how their lives had changed since the time of the Wave 1 interview.

Analysis of the data collected from the second wave of interviews allows longer term progressions and impacts to be explored (these interviews were conducted approximated 18-24 months after the course completion). Whilst analysis of this longer term data is out of the scope of this report, an initial review of it suggests that a number of positive improvements were experienced by Family Learning learners in the year following their Wave 1 interview, both in areas related specifically to parenting and those not. (However, it is important to note that any changes reported in the Wave 2 interviews cannot be directly attributed to the original community learning course.)

Significant proportions of learners who participated in family learning courses reported improvements in parental confidence and parenting skills:

- Around six in ten learners reported improved confidence in helping their children with reading and writing.
- Around six in ten learners reported that they help their children more often with reading and writing than they did at the time of the Wave 1 interview.
- Around three quarters of learners reported that they feel they are better at talking to their children than they were and that they spend more leisure time with their children. Seven in ten reported that they feel they are a better parent.

In addition:

- Reported improvements in specific skills since the time of the Wave 1 interview, included: communication skills reported by 62 per cent of learners who followed family learning courses, personal confidence (61 per cent), literacy skills (53 per cent), numeracy skills (48 per cent) and language skills (45 per cent).

- Reported improvements in confidence in abilities, with just over eight in ten learners who participated in family learning courses agreeing that they are now more confident in their abilities, and just over seven in ten reporting that they have become aware of abilities that they didn't know they had.

Appendix 1: Quantitative Survey Questionnaire

Community Learning Learner Survey Questionnaire

Once speaking to named respondent and course details confirmed

DEMOGRAPHICS 1

Before we start the main part of the interview I would just like to ask you a couple of questions about yourself.

ASK ALL

ASK OR RECORD Firstly are you male or female? [QGENDER]

Male 1
Female 2
Refused

ASK ALL

How old were you on your last birthday? [QAGE]

ENTER AGE

Numeric 16-100
Refused

IF REFUSED AT <QAGE> (IF QAGE = 2)

Can you please tell me in which age group you would place yourself?

[QAGEB]
READ OUT

Under 20 1
20 to 29 2
30 to 39 3
40 to 49 4
50 to 59 5
60 or over 7
Refused

ASK ALL

And are you...? [QSTATUS]

READ OUT

Married or living together as married 1

Single 2
 Separated 3
 Divorced 3
 Widowed 4
 Refused

ASK ALL

Do you have any children aged under 18? [QDEPCH]

IF NECESSARY: Please include all children, including those who live with you and those who may live elsewhere?

Yes 1
 No 2
 Refused

IF HAS CHILDREN AGED UNDER 18 AT < QDEPCH > (IF QDEPCH = 1)
 How many children aged under 18 do you have? [QNODEPCH]

ENTER NUMBER 1 to 10
 Refused

IF HAS CHILDREN AGED UNDER 18 AT < QDEPCH > (IF QDEPCH = 1)
 REPEAT FOR EACH CHILD AT <QNODEPCH>

What was the age of your [eldest / second eldest / third eldest/etc] child on their last birthday? [QAGDEPC]

ENTER AGE IN YEARS
 Refused

IF HAS CHILDREN AGED UNDER 18 AT <QDEPCH> (IF QDEPCH = 1)
 [Does your child /Do all of your children] live with you? [QCHILDL]?

Yes 1
 No 2
 Refused

IF DOES NOT LIVE WITH ALL CHILDREN AGED 18 OR UNDER AT <OCHILDL> AND HAS MORE THAN ONE CHILD (IF QCHILDL = 2 AND QNODEPCH > 1)
 How many children aged 18 or under do you have who you are not living with you? [OCHILNO]

ENTER NUMBER 1 to 10 (*Range to be limited to number entered at QAGDEPC*)
 Refused

ASK ALL

Which of the following best describes the main thing you are doing now?

[QWORK]

READ OUT – IF MORE THAN ONE CODE MAIN ACTIVITY

- Working for an employer full-time (that is for 30 or more hours per week) 1
- Working for an employer part-time (that is for less than 30 hours per week) 2
 - Full-time self-employed (with or without workers) 3
 - Part-time self-employed (with or without workers) 4
- Unemployed and looking for work 5
 - In full time education 6
- On a government scheme for employment training 7
 - Temporarily sick or disabled 8
 - Permanently sick or disabled 9
- Looking after home or family 10
 - Retired 11
 - Other (specify) 12
- Don't Know
- Refused

CHARACTERISTICS OF SURVEYED COMMUNITY LEARNING

So first of all, I would like to ask you some questions about the [title of sampled course] we were talking about a moment ago.

ASK ALL

Q12. How long did the sessions or classes usually last for? [QLENGHT]

- ENTER NUMBER OF HOURS
- ENTER NUMBER OF MINUTES
- DO NOT READ OUT: VARIED TOO MUCH
- Don't know
- Refused

ASK ALL

How often were the sessions or classes? [QFRE]

PROMPT TO PRECODES

- Every day 1
- Once a week 2
- Twice a week 3
- Once a month 4
- Twice a month 5
- Other (specify) 6
- Don't know

Q12b. How many [text fill days/weeks/ months] did the course last for? [QTIME]

TEXT FILL 'DAYS' IF Q12=1, 'WEEKS' IF Q12=2 OR 3 OR 6, 'MONTHS' IF Q12=4 OR 5 OR DK

- RECORD NUMBER OF DAYS/WEEKS/MONTHS
- Don't know

ASK ALL

Did you complete the course or did you leave before the course had finished? [QFINISH]

INTERVIEWER: BY 'COMPLETED' – WE MEAN ATTENDING MOST OR ALL OF THE COURSE AND STAYING ON THE COURSE UNTIL IT ENDED

INTERVIEWER: IF A REPEAT OR CONTINUING COURSE, CODE 1 'COMPLETED THE COURSE'

- Completed the course 1
- Left course before finished 2
- Don't know
- Refused

IF LEFT BEFORE THE COURSE HAD FINISHED AT <QFINISH> (QFINISH = 2)

Can you tell me why you left the course before it finished? [QFINISH2]

DO NOT READ LIST – CODE TO PRE-CODES

- Didn't have the time to do it 1
- Was too far from where I lived 2
- Did not enjoy it 3
- Was different to my expectations 4
- The teaching wasn't good enough 5
- Other (specify) 6
- Don't know
- Refused

ASK ALL

I'd now like to ask about the cost of the course.

Did you pay anything towards the cost of this course? [QPAY]

- Yes 1
- No 2
- Don't know
- Refused

IF PAID FOR THE COURSE AT <QPAY> (QPAY = 1)

Q20. What was the total fee paid for the course? Please include all fees such as the cost of course, course materials, exam costs etc. [QH0WM]

PROBE FOR BEST ESTIMATE

NOTE THE FREQUENCY OF THE PAYMENT WILL BE RECORDED AT THE NEXT QUESTION SO THE RESPONDENT CAN ANSWER FOR ANY FREQUENCY/PERIOD.

ENTER AMOUNT
Don't know
Refused

IF AMOUNT GIVEN AT <QHOWM> (QHOWM = AMOUNT ENTERED)
And what period was that for? Was it a... [QPAYP]

PROBE FOR BEST ESTIMATE.

Payment for the whole course 1
Per month 2
Other (specify)
Don't know
Refused

IF 'DON'T KNOW' OR 'REFUSED' HOW MUCH PAID AT <QHOWM> (QHOWM = DK OR REF)
Can you tell me roughly how much you paid? Was it...READ OUT? [QHOWM2]

Less than £50 1
Between £50 and £75 2
Between £76 to £99 3
Between £100 to £149 4
Between £150 and £199 5
£200 or more 6
Don't know
Refused

IF AMOUNT GIVEN AT <QHOWM2> (QHOWM2 = 1 OR 2 OR 3 OR 4 OR 5 OR 6)
And what period was that for? Was it a...

PROBE FOR BEST ESTIMATE. [QPAYP2]

Payment for the whole course 1
Per month 2
Other (specify)
Don't know
Refused

MOTIVATIONS FOR GOING ON COMMUNITY LEARNING

Now thinking about the reasons why you attended this course.

IF WORKING (QWORK=1,2,3 OR 4)
Were any of your reasons for attending the course related to the work you were doing at the time? [QJOB]

Yes 1
No 2
Don't know

Refused

ASK ALL EXCEPT RETIRED PEOPLE (QWORK<>11)

When you started this course, was it because you thought it would help you with work you were thinking of doing in the future? [QFUTJOB]

Yes 1
No 2
Maybe 3
Don't know
Refused

ASK ALL

And when you started the course, was it because you thought it would help you with voluntary work you were doing or thinking of doing? [QVOLWRK]

Yes 1
No 2
Maybe 3
Don't know
Refused

ASK ALL

And could you tell me whether you chose to do the course for any of the following reasons? [QREAS]

READ OUT. CODE ALL THAT APPLY. PROBE IF NECESSARY: Was that a reason?

- To improve your knowledge or skill in the subject 1
- To develop reading, writing, speaking, personal finance or numeracy skills 2
- To become a more confident parent and / or be able to help your children with school work
(will only appear if have children under 18 at <QDEPCH>) 3
- To develop I.T. or other digital skills 4
- To improve self-confidence 5
- To improve wellbeing or keep mind and body healthy and active 6
- To do something fun in your spare time 7
- To get involved in voluntary or community activities 8
- As a stepping stone to further education, training or learning 9
- Any other reasons (specify)
- Don't know
- Refused

IF GAVE MORE THAN ONE REASON AT <QREAS>

And which of these was the MAIN reason you chose to do this course?

[QREAS2]
 PROMPT TO PRECODE. CODE ONE ONLY.

[MASK LIST BASED ON REASONS GIVEN AT QJOBREA AND QREAS]

- To improve your knowledge or skill in the subject 1
- To develop reading, writing, speaking, personal finance or numeracy skills 2
- To become a more confident parent and / or be able to help your children with school work
 (will only appear if have children under 18 at <QDEPCH>) 3
- To develop I.T. or other digital skills 4
- To improve self-confidence 5
- To improve wellbeing or keep mind and body healthy and active 6
- To do something fun in your spare time 7
- To get involved in voluntary or community activities 8
- As a stepping stone to further education, training or learning 9
- Any other reasons (specify)
- Don't know
- Refused

EXPERIENCE AND SATISFACTION OF COMMUNITY LEARNING

ASK ALL

Thinking about all of the reasons you just mentioned about why you attended the course, did the course meet your expectations? Did it...

[QEXPECT]
 READ OUT

- Exceed your expectations 1
- Meet all your expectations 2
- Meet some of your expectations 3
- Or did it not meet any of your expectations 4
- Don't know
- Refused

ASK ALL

Q32. And did you enjoy the course? Did you... [QENJOY]

READ OUT

- Enjoy all or most of the course 1
- Enjoy some of the course 2
- Or did you not enjoy any of the course? 3
- Don't know
- Refused

ASK ALL

And would you say the majority of the people on the course were about the same age as you?
[QOAGE]

Yes 1
No 2
Don't Know
Refused

ASK ALL

And would you say the majority of the people on the course were from the same social background as you? [QSOCIAL]

Yes 1
No 2
Don't know
Refused

ASK ALL

Did you meet people on the course who you wouldn't normally mix with in your day to day life?
[QMEET]

Yes 1
No 2
Don't Know
Refused

IF DID MEET PEOPLE WHO WOULDN'T NORMALLY MEET IN DAY TO DAY LIFE AT
<QMEET> (QMEET = 1)

Did you enjoy having the chance to meet these people? [QMEET2]

Yes 1
No 2
Don't Know
Refused

IF DID PAY SOMETHING TOWARDS THE COST OF THE COURSE AT <QPAY> (QPAY = 1)
Q38. Did you think the course was good value for money? [QPAY2]

Yes 1
No 2
Don't Know
Refused

IF DID PAY SOMETHING TOWARDS THE COST OF THE COURSE AT <QPAY> (QPAY = 1)

[QPAY3] If you were to do a similar course to the one you have just done, would you be prepared to pay more for it?

- Yes 1
- No 2
- DO NOT READ OUT; It depends 3
- Don't Know
- Refused

IF DID PAY NOT PAY ANYTHING TOWARDS THE COST OF THE COURSE AT <QPAY>
(QPAY = 2)

Although you didn't pay for the course, if there had been a charge for the course how much would you have been willing to pay for it? [QNPAY2]

PROMPT TO PRE-CODES

- Nothing 1
- Less than £25 2
- £25 - £49.99 3
- £50 - £99.99 4
- £100 or more 5
- Don't Know
- Refused

Next I would like to ask you some questions about your feelings on aspects of your life. There are no right or wrong answers. For each of these questions I'd like you to give an answer on a scale of nought to 10, where nought is 'not at all' and 10 is 'completely'.

ASK ALL

Overall, how satisfied are you with your life nowadays?

IF NECESSARY: Where nought is 'not at all satisfied' and 10 is 'completely satisfied'. [QLIFE]

- Numeric Range: 0-10
- Don't know
- Refused

ASK ALL

Overall, to what extent do you feel that the things you do in your life are worthwhile? [QLIFE2]

IF NECESSARY: Where nought is 'not at all worthwhile' and 10 is 'completely worthwhile'.

Numeric Range: 0-10
 Don't know
 Refused

ASK ALL

Overall, how happy did you feel yesterday?

IF NECESSARY: Where nought is 'not at all happy' and 10 is 'completely happy'.
 [QHAPPY]

Numeric Range: 0-10
 Don't know
 Refused

ASK ALL

On a scale where nought is 'not at all anxious' and 10 is 'completely anxious', overall how anxious did you feel yesterday? [QANX]

Numeric Range: 0-10
 Don't know
 Refused

COMPUTER AND INTERNET USE

I'd now like to ask you about using computers.

ASK ALL

Do you use a computer at home, at work or college? By computer I mean a desktop or laptop computer or any other device that you use to do such things as sending or receiving email messages, processing data or text or finding things on the internet. [QCOMP1]

Yes 1
 No 2
 Don't know
 Refused

IF HAVE USED A COMPUTER AT <QCOMP1> (QCOMP1 = 1)

How often do you use a computer? Please include all your computer use including using a computer at home, work or college. [QCOMP2]

Daily 1
 Two to four times a week 2
 About once a week 3

- A few times a month, but not every week 5
- Once a month 6
- Every 2-3 months 7
- Less often 8
- Never 9
- Don't know
- Refused

ASK ALL

And can I just check do you have access to the internet at home, work or college? [QWEB]

IF NECCESARY: This can be via a computer, television or telephone

- Yes 1
- No 2
- Don't know
- Refused

ASK ALL

Q52. In general how confident do you feel...? [QCONSKI]

- Using a computer
- Budgeting and managing your money
- Communicating with other people

READ OUT

- Very confident 1
- Fairly confident 2
- Not very confident 3
- Not at all confident 4
- Don't know
- Refused

IF NOT VERY CONFIDENT IN SKILLS AT <QCONSKIL> (QCONSKI = 3 OR 4 FOR EACH SKILL)

Would you consider taking up training or education to improve your skills in...? [QCONTRA]

LOOP FOR EACH SKILL NOT VERY CONFIDENT IN

- Using a computer
- Budgeting and managing your money
- Communicating with other people

- Yes 1
- No 2
- Don't know
- Refused

ATTITUDES TO LEARNING

ASK ALL

I'm going to read out a list of statements about people's attitudes towards learning. For each one please tell me to what extent you agree or disagree. [QATT]

READ OUT.

(Randomise order of statements)

- Learning is something you should do throughout your life
- I see paying for my education as an investment
- I don't have the confidence to learn new things
- I wish I had carried on in education to a higher level

Strongly agree 1

Slightly agree 2

Neither agree nor disagree 3

Slightly disagree 4

Strongly disagree 5

Don't know

Refused

ASK ALL

Thinking back to when you left school, would you say that you had... [QSCH]

READ OUT

Generally positive feelings about education 1

Generally negative feeling about education 2

Not bothered either way about education 3

SPONTANEOUS ONLY- Never went to school 4

Don't Know

Refused

OUTCOMES/ IMPACT OF COMMUNITY LEARNING

Thinking again about the <title of sample course> we were talking about earlier.

ASK ALL

Would you say that the course helped you to develop any of the following skills? Some may not apply to you, so just tell me the ones that do. [QSKILL]

READ OUT. CODE ALL THAT APPLY.

Communication skills 3

Literacy skills 4

Numeracy skills 5

Budgeting or money management skills 6

IT or digital skills 7

Practical skills 8

Creative skills 9

- Language skills 10
- Any other skills (specify) 11
- None of these 12
- Don't know
- Refused

ASK ALL EXCEPT RETIRED PEOPLE (QWORK<>11)

Would you say the course gave you any new skills you might use in a job? [QJOBSKI]

- Yes 1
- No 2
- Don't know
- Refused

IF WORKING (QWORK=1, 2, 3 OR 4)

Would you say that any of the following things actually happened as a result of you doing the course? [QOUTJOB]

READ OUT. CODE ALL THAT APPLY

- You got a new job or changed to a different type of work 1
- You got a pay rise, a promotion or greater responsibility in your job 2
- You were able to do your job better 3
- You stayed in a job, which you might have lost without this course 4
- You feel more confident in progressing in your career in the future 5
- Any other job related outcome (specify) 6
- None of these
- Don't know
- Refused

IF CURRENTLY UNEMPLOYED AND LOOKING FOR WORK OR ON A GOVERNMENT SCHEME FOR EMPLOYMENT TRAINING OR LOOKING AFTER HOME AND FAMILY AT <QWORK> (QWORK = 5 OR 7 OR 10)

Would you say that as a result of the course, you feel more confident about finding a job in the future? [QJOBFUT]

- Yes 1
- No 2
- SPONTANEOUS ONLY: Not applicable- not looking for work 3
- Don't know
- Refused

ASK ALL

In terms of your own personal development, to what extent do you agree or disagree that as a result of undertaking your course you have... [QPDEV]

(Randomise order of statements)

- Become more enthusiastic about learning
- Got a better idea about what you want to do in your life

- Become more confident about your abilities
- Improved your quality of life
- Become more likely to undertake further learning and training

READ OUT

- Strongly agree 1
- Slightly agree 2
- Neither agree nor disagree 3
- Slightly disagree 4
- Strongly disagree 5
- Don't Know

I'm now going to read out some things people say they have gained from taking part in courses. Thinking about the course you did, which of these things, if any, apply to you?
Did the course...? [QGAIN]

READ OUT [QPEROUT]

- Help you to make new friends or meet new people 1
- Help you to do something useful with your spare time 2
- Help keep your mind or body active 3
- Help you with health problems or disabilities 4
- Make you feel better about yourself generally 5
- Give you a sense that you have more opportunities 6
- Improve your relationships with your family 7
- Help you to relax or give you a break from everyday stress 8
- Give you a routine or a reason to get out of the house 9
- Helped you become a more confident parent (*Only appear if have children under 18 at <QDEPCH>*) 10
- Help you get involved with your local community 11
- None of these
- Don't know
- Refused

INVOLVEMENT IN CHILDREN'S LEARNING

IF HAS CHILD/CHILDREN AGED UNDER 18 AT <QDEPCH> (QDEPCH = 1)
QCHILDC] As a result of the course do you feel more confident about helping your
[child/children] with [reading/writing/maths/other school subjects] or did it not have an
impact?

LOOP QUESTION FOR EACH SKILL HAS HELPED CHILDREN WITH

- Reading
- Writing
- Maths
- Other school subjects

READ OUT

More confident 1
No impact 2
Don't know
Refused

IF HAS CHILD/CHILDREN AGED 13-17 AT <[QAGDEPC]> ([QAGDEPC] = 13-17)

And as a result of the course do you feel more confident when dealing with other issues that affect teenagers, for example bullying, alcohol, smoking, sex education, anti-social behaviour or drugs or did it not have an impact? [QCHILDC2]

More confident 1
No impact 2
Don't know
Refused

VOLUNTEERING AND OTHER ACTIVITIES AS A RESULT OF COURSE

ASK ALL

Q65. As a direct result of doing your course have you become involved in any voluntary activities? [QVOL1]

This could include things such as organising or helping to run an event, campaigning, conservation, raising money, providing transport or driving, taking part in a sponsored event, coaching, mentoring, tutoring etc?

Please do not include any voluntary work that you might have done prior to the course.

Yes 1
No 2
Don't know
Refused

IF HAVE DONE VOLUNTARY WORK AT <QVOL1> (QVOL1 = 1)

And thinking about this voluntary work, did it involve any of the following? [QVOL2]

READ OUT

Raising money or taking part in sponsored events 1
Leading a group 2
Being a member of a committee 3
Organising or helping to run an event or an activity 4
Visiting people 5
Befriending or mentoring people 6
Coaching or tuition 7
Giving advice, information or counselling 8

Secretarial, administrative or clerical work 9
 Providing transport or driving 10
 Campaigning 11
 Conservation or restoration 12
 Other (specify) 13
 Don't Know
 Refused

ASK ALL

I would now like you to think about things that you do in your free time nowadays. Please tell me whether you do any of the following things in your free time? [QACTFRE] READ OUT

Read 1
 Listen to music or play a musical instrument 2
 Do sport/exercise 3
 Do arts and crafts 4
 Go to the cinema/ the theatre/ music concerts 5
 Visit museums/galleries / historic sites 7
 None of these
 Don't know
 Refused

IF DOES ANY ACTIVITIES IN SPARE TIME AT <QACTFRE> (QACTFRE = ANY OF 1-11)

Thinking about all of the things you have just mentioned, as a result of the course you did, have you done these things more frequently?, [QACTFRE2]

Yes 1
 No 2
 Don't know
 Refused

PREVIOUS LEARNING (PRIOR TO SURVEYED COMMUNITY LEARNING)

The next questions are about any other learning you have done since leaving full-time education but before you started the [title of sampled course]

ASK ALL

Since leaving full-time education, and before you started your [title of sampled course] on [date started sampled course], have you taken part in any **taught** courses, training, lessons or tuition, excluding any courses you may have done as part of a job. [QPAST]

Yes 1
 No 2
 Don't know
 Refused

IF HAS TAKEN PART IN PREVIOUS COURSES AT <QPAST> (QPAST =1)

Could you tell me how many courses you have attended since leaving full time education and before [date started course]? [QNUMCOU]

- 1 1
- 2-3 2
- 4-5 3
- 6-10 4
- 11 or more 5
- Don't know
- Refused

IF HAS TAKEN PART IN PREVIOUS COURSES AT <QPAST> (QPAST =1)

And did you attend [this course/ any of these courses¹²] in the last three years? [Q3YR]

- Yes 1
- No 2
- Don't know
- Refused

FUTURE LEARNING

And now, please think about all the learning you have done since finishing the [title of sampled course] course on [date ended sampled course].

ASK ALL

Q77. Since your [title of sampled course] finished, have you taken part in any taught courses, training, lessons, or tuition, excluding anything you may have done as part of a job? If you have repeated or you are continuing [title of sampled course] please include this here. [QNEW]

- Yes 1
- No 2
- Don't know
- Refused

IF HAVE TAKE PART IN OTHER COURSES AT <QNEW> (QNEW = 1)

Could you tell me how many courses you have attended? [QNEW2]

- 1 1
- 2-3 2
- 4-5 3
- 6-10 4
- 11 or more 5
- Don't know

¹² Text fill based on number of courses at QNUMCOU.

Refused

IF HAVE TAKE PART IN OTHER COURSES AT <QNEW> (QNEW = 1)
 Q80. Would you say that the [title of sampled course] encouraged you to do [this recent course/these recent courses]? [QENCP2]

Yes, it encouraged me to do it 1
 No, I would have done it anyway 2
 Don't know

ASK ALL

Q74. Since your [title of sampled course] finished on [sampled course end date], have you tried to improve or extend your knowledge about something or teach yourself a skill without taking part in a taught course?

[QSELF2]

Yes 1
 No 2
 Don't know
 Refused

IF HAS DONE INDEPENDENT LEARNING AT <QSELF2> (QSELF2 = 1)
 And did you do any of the following as part of this learning? [QLEARNF]

READ OUT- CODE ALL THAT APPLY

Read any printed material like books, journals or manuals 1
 Use information from the internet 2
 Watch TV programmes, DVDs or used CD ROMs 3
 Visited a place where information is provided like a library or museum 4
 Sought advice/help from a work colleague, family or friends 5
 Took part in a club (such as a gardening or sports club) 6
 Undertook an online organised course 7
 None of these
 Don't know
 Refused

IF HAS DONE INDEPENDENT LEARNING AT <QSELF2> (QSELF2 = 1)
 Would you say that the [title of sampled course] encouraged you to do this? [QENCP1]

Yes, it encouraged me to do it 1
 No, I would have done it anyway 2
 Don't know
 Refused

ASK ALL

The next few questions are about any learning activity you may do in the future.

ASK ALL

Q81. Would you like to undertake any further learning activities or courses in the next two years? [QFUT]

INTERVIEWER: IF RESPONDENT IS GOING TO REPEAT OR CONTINUE THE SAMPLED COURSE, CODE YES.

Yes 1
 No 2
 Don't know
 Refused

IF WOULD LIKE TO DO LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QFUT = 1)
 Would you say that the [title of sampled course] you did in [start date of sampled course] has encouraged you to want to undertake any future learning activities or courses? [QENCF]

Yes, it encouraged me to do further learning 1
 No, I would have liked to do learning in the future anyway 2
 Don't know
 Refused

IF WOULD LIKE TO DO LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QFUT = 1)
 How likely is it that you will undertake this learning activity in the next two years? READ OUT AND CODE ONE ONLY [QLIKELY]

Very likely 1
 Quite likely 2
 Neither likely nor unlikely 3
 Not very likely 4
 Not at all likely 5
 Don't know
 Refused

IF NOT VERY OR NOT AT ALL LIKELY TO DO LEARNING IN NEXT TWO YEARS AT <QLIKELY> OR DOES NOT WANT TO UNDERTAKE ANY LEARNING IN THE NEXT TWO YEARS AT <QFUT> (QLIKELY = 4 OR 5 OR QFUT = 2)

Why do you [think you will not be [very / at all] likely to undertake this learning activity in the next two years / not want to undertake any learning in the next two years¹³]? [QNOLEARN]

DO NOT PROMPT. PROBE FULLY AND CODE ALL THAT APPLY.

Don't need / want training 1

¹³ Text fill based on answers at QLIKELY and QFUT.

- Cost of training (e.g. course fees, books, equipment) 2
- Cost of living while training 3
- Family commitments make it difficult 4
- Does not have time 5
- Can't get time off work 6
- Locations of courses make it difficult 7
- Lack / cost of childcare 8
- Illness/disability 9
- Does not have the right qualifications to get on a course 10
- Worried that might lose some benefits 11
- Does not like exams 12
- Experience of recent learning has been off putting 13
- Other (specify) 14
- Don't know
- Refused

IF NOT VERY OR NOT AT ALL LIKELY TO DO LEARNING IN NEXT TWO YEARS AT
<QLIKELY> (QLIKELY = 4 OR 5)

Q86. What, if anything, would help you to take part in learning activities in the future?
[QENCF2]

DO NOT READ OUT. PROMPT TO PRE-CODES

- Advice on the type of learning I could do 1
- Funding to help me pay for learning 2
- Childcare available while learning 3
- Care for other dependents available while learning 4
- Help with health problems/disability 5
- Help with reading, writing and/or English 6
- Learning organised at more convenient times 7
- Learning organised in more convenient places 8
- Learning which is more relevant to what I need 9
- Learning which helped to improve my employment prospects 10
- Time off work to do learning 11
- Learning organised in the workplace 12
- Support with transport 13
- Other things would help me to do some learning (specify) 14
- Nothing would help me to do learning
- Don't know
- Refused

IF WOULD LIKE TO DO LEARNING IN NEXT TWO YEARS AT <QFUT> (QFUT = 1)

Thinking about the type of learning activity you would like to do in the future, would you be
willing to pay for the course? [QPREPPAY]

PROMPT TO PRECODES

Yes 1
 No 2
 DO NOT READ OUT – IT DEPENDS 3
 Don't know
 Refused

ASK ALL

To what extent do you agree or disagree with the following statements regarding the costs of learning activities? [QSTAT]

- People who can afford to pay for learning activity should contribute more to the cost through fees.
- Adults who can't afford to pay for learning should have reduced course fees.

Strongly agree 1
 Slightly agree 2
 Neither agree nor disagree 3
 Slightly disagree 4
 Strongly disagree 5
 Don't know
 Refused

DEMOGRAPHICS 2

ASK ALL

We would now like to ask you a few questions about yourself. A cross-section of different people will be completing this survey so it is important for us to understand a little about you and your circumstances to see how this may affect your answers

ASK ALL

At what age did you finish your full time education? [QEDTERM]

Numeric range 14-100
 Still studying
 Don't know
 Refused

ASK ALL

What is your highest qualification?

PROMPT TO PRE-CODES

A degree acquired in the UK
 (such as a foundation degree, a BSc, a BA, MA or a PhD), graduate membership of a
 professional institute or a PGCE (Post Graduate Certificate of Education) 1

- Diploma in Higher Education 2
- HNC / HND (Higher National Certificate / Higher National Diploma) 3
- ONC / OND (Ordinary National Certificate / Ordinary National Diploma) 4
- BTEC 5
- Other Higher Education qualifications below degree level 6
- A Levels 7
- NVQ / SVQ 8
- GNVQ / GSVQ 9
- AS-level / vocational AS-level 10
- Access to HE 11
- O levels 12
- GCSEs 13
- RSA or OCR 14
- City and Guilds 15
- Key Skills 16
- Basic Skills including ESOL 17
- Entry Level qualifications 18
- Any other professional qualification such as HGV or first aid qualification 20
- Any foreign, non-UK qualification 21
- Other 22
- No qualifications 23
- Refused 24
- Don't know 25

ASK ALL

Is English your first language? [QENG]

Yes 1

No 2

Refused

ASK ALL

To which of the following groups do you consider you belong? [QETH]

PROMPT TO PRECODES

White 1

Asian or Asian British 2

Black or Black British 3

Chinese 4

Mixed ethnic group 5

Other (specify) 5

Don't Know 6

Refused 7

IF WHITE AT <QETH> (IF 1 AT QETH)

PROBE FOR SPECIFIC BACKGROUND: WHITE [QETHW]

White British 1

White Irish 2
 Other (specify) 3
 Don't Know 4
 Refused 5

IF ASIAN AT <QETH> (IF 2 AT QETH)
 PROBE FOR SPECIFIC BACKGROUND: ASIAN [QETHA]

Indian 1
 Pakistani 2
 Bangladeshi 3
 Other (specify) 5
 Don't Know 6
 Refused 7

IF BLACK AT <QETH> (IF 3 AT QETH)
 PROBE FOR SPECIFIC BACKGROUND: BLACK [QETHB]

Black Caribbean 1
 Black African 2
 Other (specify) 3
 Don't Know 4
 Refused 5

IF MIXED AT <QETH> (IF 5 AT QETH)
 PROBE FOR SPECIFIC BACKGROUND: MIXED [QETHM]

White/Black Caribbean 1
 White/Black African 2
 White/Asian 3
 Other (specify) 3
 Don't Know 4
 Refused 5

ASK ALL

Q98. Do you regularly look after any ill, disabled or elderly relatives or friends who are in need of care without being paid? This includes people who live with you and those who live elsewhere. [QCARE]

Yes 1
 No 2
 Don't know 3
 Refused 4

ASK ALL

How is your health in general? Would you say it is... [QHEALTH]

- Very good 1
- Good 2
- Fair 3
- Poor 4
- Very Poor 5
- Don't know 6
- Refused 7

ASK ALL

Do you have a learning difficulty of any kind? [QLDIF]

- Yes 1
- No 2
- Don't Know 3
- Refused 4

IF DOES HAVE A LEARNING DIFFICUTLY AT <QLDIF> (QLDIF = 1)

What kind of learning difficulty do you have? [QLDIF2]

PROBE FULLY

- OPEN-ENDED
- Don't Know
- Refused

IF DOES HAVE A LEARNING DIFFICUTLY AT <QLDIF> (QLDIF = 1)

Does this learning difficulty reduce your abilities to carry our day-to-day activities? [QLDIF3]

- Yes, a lot 1
- Yes, a little 2
- Not at all 3
- Don't Know 4
- Refused 5

ASK ALL

[Apart from anything you have just told me about do / Do¹⁴] you have any physical or mental health conditions or illnesses lasting or expected to last for 12 months or more? [QDIS]

- Yes 1
- No 2
- Don't know 3
- Refused 4

IF DOES HAVE A IMPAIRMENT, ILLNESS OR DISABILITY AT <QDIS> (QDIS= 1)

Do any of these conditions or illnesses you have just mentioned affect you in any of the following areas?

¹⁴ Text fill based on answer at QLDIF.

IF NECESSARY: The purpose of this question is to establish the type of impairment you experience currently as a result of your health condition or illness. In answering this question you should consider whether you are affected in any of these areas whilst receiving any treatment or medication or using devices to help you such as a hearing aid for example. [QDIS2]

READ OUT

INTERVIEWER: IF RESPONDENT DOES NOT HAVE DIFFICULTIES IN ANY OF THESE AREAS PLEASE CODE 'NONE OF THESE'

- Vision – for example blindness or partial sight 1
- Hearing - for example deafness or partial hearing 2
- Mobility - for example walking short distances or climbing stairs 3
- Dexterity - for example lifting and carrying objects, using a keyboard 4
- Learning or understanding or concentrating 5
- Memory 6
- Mental health 7
- Stamina or breathing or fatigue 8
- Socially or behaviourally - for example associated with autism, attention deficit disorder or Asperger's syndrome
- Other (specify) 9
- None of these (SINGLE CODE ONLY) 10
- Don't know 11
- Refused 12

IF DOES HAVE A IMPAIRMENT, ILLNESS OR DISABILITY AT <QDIS> (QDIS= 1)

Does your condition(s) or illness(es) reduce your ability to carry our day-to-day activities?
[QDISL]

- Yes, a lot 1
- Yes, a little 2
- Not at all 3
- Don't Know
- Refused

The next few questions are about your income and any state benefits or tax credits that you may be receiving or claiming.

ASK ALL

Are you currently claiming any state benefits or tax credits? [QBEN]

Yes 1

No 2
 Don't know 3
 Refused 4

IF BENEFITS AT <QBEN> [QBEN = 1]

Which of the following types of benefits are you currently claiming?

READ OUT. CODE ALL THAT APPLY [QBEN2]

Unemployment related benefits, or National Insurance Credits 1
 Income support (not as an unemployed person) 2
 Sickness or disability benefits 3
 State Pensions 4
 Family related benefits (excluding Child benefit and tax credits) 5
 Child benefit 6
 Tax Credits 7
 Housing or Council Tax benefit 8
 Other (specify) 9
 Don't know 10
 Refused 11

ASK ALL

And what is your overall HOUSEHOLD income from all sources in the last year? This includes earnings from employment or self-employment, income from benefits and pensions and income from sources such as interest from savings. [QINCOME]

INTERVIEWER: RESPONDENT CAN GIVE ANSWER FOR ANY PERIOD OF TIME (E.G. YEARLY, MONTHLY, WEEKLY ETC) AS THE PERIOD WILL BE CODED AT THE NEXT QUESTION).

IF THE RESPONDENT DOES NOT KNOW ASK THEM TO GIVE THEIR BEST ESTIMATE

ENTER AMOUNT

NUMERIC ANSWER 1 TO 9999999
 Don't Know
 Refused

IF GAVE AN AMOUNT AT <QINCOME> (QINCOME = 1-9999999)

What period did this cover? [QINCOMEPEP]

PROMPT TO PRECODES

One week 1
 Two weeks 2
 Three weeks 3
 Four weeks 4
 Calendar month 5
 Two calendar months 6
 Eight times a year 7
 Nine times a year 8
 Ten times a year 9

Three months / 13 weeks 10
Six months / 26 weeks 11
One year / 12 months / 52m weeks 12
Less than one week 13
Other (specify) 14
Don't Know
Refused

RE-CONTACT INFORMATION

Thank you for your help and assistance in completing this survey. As I mentioned earlier, everything that you have said will be treated in the strictest confidence.

Collect re-contact details for the respondent and a stable contact.

THANK AND CLOSE

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This publication is also available on our website at www.gov.uk/bis

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BIS/14/993