

London Learner Survey (LLS)

Baseline Participation Rate Methodology

Applicable for calculating participation rates in the baseline survey taken in the following academic years: 2022/23, 2023/24, 2024/25 and 2025/26.

About

This methodological note explains how the baseline participation rate in the London Learner Survey (LLS) is calculated at a provider level.

Reporting of participation rate

Providers are responsible for monitoring their participation rate by following the methodology outlined below. The GLA will share a final participation rate with providers twice per year which will be calculated following the receipt and analysis of R06 data in May and R14 data in December. This is shared with providers via their GLA provider manager.

Methodology for the calculation of the LLS participation rate

The participation rate in any given year is calculated using responses to the survey generated in that academic year only, therefore participation in a previous year will have no impact on your participation rate for the current academic year.

The LLS is administered at a learning aim level rather than at a learner level. For this reason, **the participation rate is based on the total number of eligible learning aim starts and not learner headcount.**

$$\frac{\text{LLS responses}}{\text{Eligible learning aim starts}} = \text{Baseline participation rate}$$

Calculating eligible learning aim starts

Not all learning aim starts at your provider will be eligible (i.e., not all learning aim starts require a LLS response). As a provider, you will need to calculate the total number of *eligible* learning aims for the current academic year.

This includes Adult Skills Fund (ASF) and Multiply learning aims that started on or after 1 August of the current academic year.

The instances in which a learning aim will not be eligible, and therefore should *not* be included as eligible learning aim starts in your calculation of the participation rate, are listed below:

- **The learning aim does not appear in the ILR.** There may be a limited number of instances where learning is not reported in the ILR. This could include 'taster' courses used to allow learners to decide whether to progress onto a learning programme, or instances where the learner has dropped out before commencing learning.
- **The learning aim is a one-day course.** One-day courses, while eligible to participate in the survey, will not be included when calculating your number of eligible learning aims. Providers are still expected to share the link to complete the baseline survey with these learners and encourage them to complete the survey in their own time. However,

any survey responses provided by learners on one-day courses will be counted as eligible responses, supporting you to achieve your target participation rate.

- **The learner is not a London resident.** Only data on London residents will be collected through the LLS. Where a non-London resident completes the survey, this will not be included in the total number of eligible learning aims. It is worth noting, however, that if a non-London resident completes the survey this will still generate a new response that will appear on the Response Rate Dashboard. It will be excluded from the final data once all baseline responses have been matched to the ILR.
- **The learner started a prior learning aim fewer than 90 days ago.** A 90-day exclusion period applies where a learner is enrolled in multiple learning aims within the same academic year. If a learner tries to complete the survey for separate learning aims that start less than 90 days apart, the system will inform them that they are not required to complete the survey the second time. As such, where learners start multiple learning aims you should only count one learning aim start per 90 days. The others will not be counted within the total number of eligible learning aims.

There may still be instances where it is not immediately clear to providers how to treat specific learning aims. These include:

- **Breaks in learning:** Where there is a break in learning, the learner will still have been expected to have completed the baseline survey when they started the course. Provided the learning aim was started in the current academic year, it should be included in the calculation of the participation rate.
- **Transfer of learning to new provider:** Where a learner transfers to another provider, the learning aim should *not* be included in your calculation of the participation rate. This is because the learning aim will be reported in the final R14 by the learner's new provider. The transfer of learning will be identified by IFF Research when the final survey data is matched following the receipt of R14. The outcomes of learning will be attributable to the new provider.
- **Transfer of learning within provider:** Where a learner transfers to a new learning aim within your provider, only the new learning aim should be included in your calculation of the participation rate. As the new learning aim is counted as a new learning aim start, the learner will be expected to complete the survey within the first four weeks of starting the course. You will need to use Withdrawal Reason Code 40 to separate in-provider transfers from out-of-provider transfers.
- **Continuing learners:** Learners continuing learning which started in the previous academic year are not expected to complete a baseline survey unless they start a new learning aim in the current academic year. Learning aims that started in a previous academic year should *not* be included in the calculation of the participation rate for the current academic year.

Further questions

Should you have any questions about this methodology note, please speak to your GLA provider manager.