



Leading learning and skills

National Learner Satisfaction Survey: Further Education Learners with Disabilities 2004/05

July 2006

Of interest to everyone involved in sustaining and improving levels of learner satisfaction across the further education sector

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The 2004/05 National Learner Satisfaction Survey: Further Education Learners with Disabilities was managed by the research team at the Learning and Skills Council, National Office.

In partnership with GfK NOP.

 For information

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Introduction

- 1 The National Learner Satisfaction Survey (NLSS) provides a national overview of delivery and satisfaction with education and training in England among learners aged 16 or over. The sample sizes, particularly within the further education (FE) sector, also allows a more detailed analysis of key sub-groups within the learner base, for example, comparing the opinions of learners in different sex, age and ethnic groups. This report aims to look at delivery and satisfaction among learners who identified themselves as having a disability.
- 2 Out of the 31,648 learners interviewed in the further education (FE) sector, 1959 of these (6 per cent of the total) had a disability. This base is sufficiently robust to examine the profile, satisfaction levels and experiences of learners with disabilities and to draw comparisons with those learners who do not have a disability as well as all FE learners. Furthermore the survey breaks down disabilities into broad categories and where base sizes are sufficient it has been possible to examine the data according to the type of disability.

Profile of learners with disabilities

- 3 Learners were identified as having a disability through information provided through the Individual Learner Record (ILR) submitted by the learner via their provider (college or other establishment). If this section of the ILR was not completed then learners asked whether they had a disability at the time of interview.

2004/05 data: Types of disability

- 4 Table 1.1 shows the types of disabilities and the number of respondents who fall into each type. The most common type of disability among FE learners were medical conditions such as epilepsy, asthma and diabetes mentioned by more than a fifth of all learners with disabilities (21 per cent). Disabilities affecting mobility were the next most common type of disability, mentioned by 14 per cent followed by hearing impairment mentioned by one

in ten learners with disabilities. Eight per cent of learners had visual impairment and a similar proportion had multiple disabilities.

Table 1.1: Types of disabilities (2004/05 data)

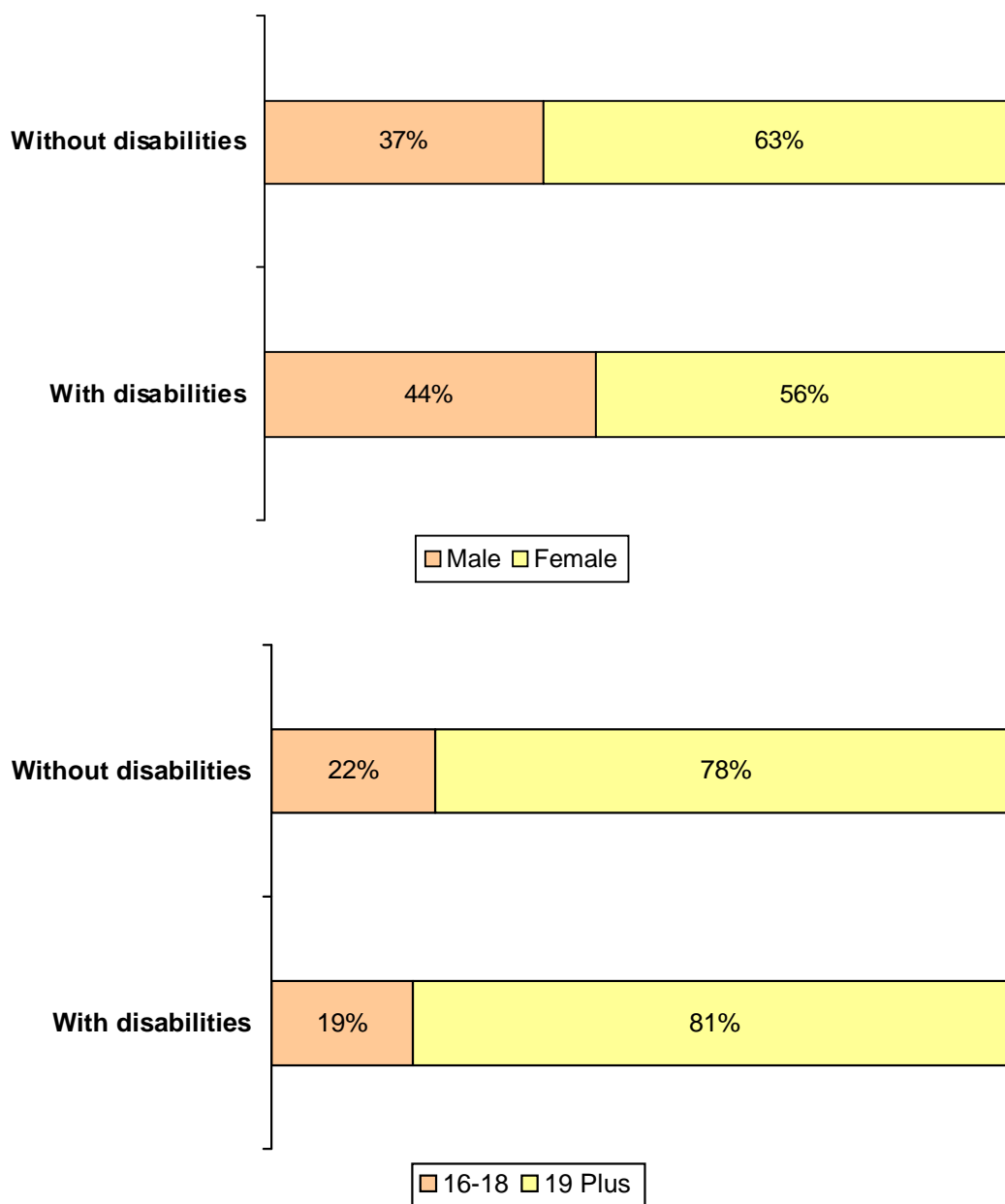
Types of disability (ILR/at interview):	Unweighted no. of respondents	% of respondents (wtd)
	N	%
Other medical condition (epilepsy, asthma, diabetes etc)	430	21
Disability affecting mobility	242	14
Hearing impairment	176	10
Visual impairment	164	8
Multiple disabilities	154	8
Mental ill health	122	7
Other physical disability	120	6
Emotional/behavioural difficulties	49	2
Temporary disability after illness	14	1
Profound complex disabilities	7	*
Other unspecified disability	469	21
Refused/not stated	12	*

- 5 Where unweighted bases sizes are at least 100 this report will examine the experiences and satisfaction with the learning experience for learners by type of disability.

2004/05 data: Gender and age

- 6 Of the 1959 FE learners with a disability, 56 per cent were female and slightly fewer, 44 per cent, were male as shown in Chart 1.1. The profile of learners with disabilities is more balanced by gender than the profile of learners without disabilities where female learners outnumbered male learners by almost two to one (37 per cent male compared to 63 per cent female). The age profile of learners with disabilities was similar to the profile of learners without disabilities.

Chart 1.1: Profile of FE learners with disabilities: sex and age (2004/05 data)



2004/05 data: Area of learning

7 While courses on information and communication technology (ICT) were the most popular course for all types of learners, they were especially popular among learners with disabilities. Almost a quarter (23 per cent) of learners without disabilities were on ICT courses, however, the proportion increased to 29 per cent among learners with disabilities. Foundation courses were the second most popular course among learners with disabilities, with 22 per cent of learners on courses of this type. Just 9 per

cent of learners without disabilities were on foundation courses. As a result fewer learners with disabilities were on business, administration, management type courses (10 per cent compared to 15 per cent for learners without disabilities). As Table 1.2 indicates, there were no other significant differences in areas of learning between learners with and without disabilities.

Table 1.2 : Area of learning by disability (2004/05 data)

	Without disabilities	With disabilities
Unwtd base	29677	1959
Wtd base	29698	1920
	%	%
Information and communication technology	23	29
English, languages and communication	22	18
Business administration, management and professional	15	10
Visual and performing arts and media	14	15
Health, social care and public services	13	12
Science and mathematics	12	10
Foundation programmes	9	22
Hospitality, sports, leisure and travel	8	7
Engineering, technology and manufacturing	6	4
Construction	5	3
Hairdressing and beauty	5	3

Responses for 5% and over shown. Responses were taken from the ILR or asked at interview if entry on ILR incomplete.

- 8 It is important to note that a disproportionate number of learners with disabilities also had learning difficulties. Some 35 per cent of learners with disabilities also had learning difficulties (as identified on the ILR or at time of interview) compared to just 3 per cent of learners without disabilities who have learning difficulties.

Key messages

Over nine in ten (91 per cent) of learners with disabilities were satisfied to some extent with their overall learning experience the same level of satisfaction measured for learners without disabilities. However, learners with disabilities were more likely to give the 'extremely' satisfied rating than those without disabilities (32 per cent compared to 27 per cent).

As with all learners, older learners with disabilities tended to show higher levels of satisfaction with the learning experience than their younger counterparts; 33 per cent of learners aged 19 or more with disabilities said they were 'extremely' satisfied compared to 25 per cent of learners aged 16-18 years with disabilities. Satisfaction levels among male and female learners with disabilities were similar.

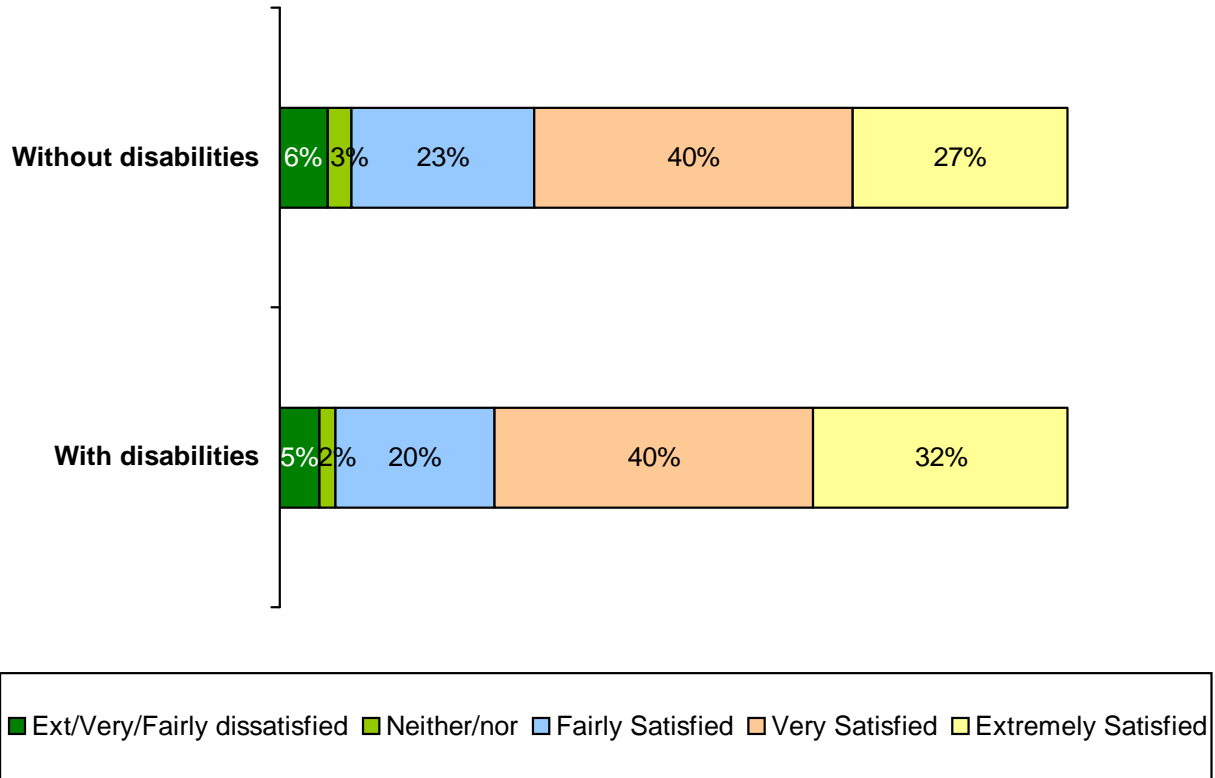
Type of disability had a significant impact on levels of satisfaction with the overall learning experience. Learners who had a disability affecting mobility were the most satisfied group of learners with a disability; 41 per cent were 'extremely' satisfied. The least satisfied group were learners who had a disability categorised as 'other medical condition' (including conditions such as asthma, epilepsy and eczema) where just a quarter felt 'extremely' satisfied with their overall learning experience.

Unsurprisingly health reasons were the most common reason for leaving a course among learners with disabilities (35 per cent compared to 11 per cent of learners without disabilities).

Overall satisfaction with learning experience

- 9 This section explores overall satisfaction with experience and also why learners in the survey had left their course early. All learners who had left the course early were asked why this was the case. At this point it should be emphasised that the early leavers in the National Learner Satisfaction Survey are not representative of all early leavers in further education. To be in the sample for this survey they would have left their course at some time between the ILR "freeze" used for sampling and the interview itself.
- 10 In the 2004/05 survey, 71 per cent of learners with disabilities were 'extremely' or 'very' satisfied with their learning experience overall. Just one in five (20 per cent) were fairly satisfied. In total, 91 per cent of learners with disabilities were satisfied to some extent with their learning experience. In contrast only 5 per cent of learners with disabilities are dissatisfied and 2 per cent neither satisfied nor dissatisfied. These results are shown in Chart 1.2.
- 11 Learners with disabilities were more likely to give the extremely satisfied rating than those without disabilities (32 per cent compared to 27 per cent).

Chart 1.2: Overall satisfaction with learning experience in further education sector among learners without and with disabilities (2004/05 data)



Base: without disabilities unwtd 29677; with disabilities unwtd 1959

12 Regression analysis allows an examination of the attributes that drive overall satisfaction levels. The regression model included four key components:

- Teaching/training – overall satisfaction with teaching/training
- Pre-entry: advice received, usefulness of advice, first choice college/course, how well informed
- Support: administration of learning/communication from provider, problems experienced, complaints made and outcomes
- Impacts: impact of learning event.

Table 1.3: Drivers of overall satisfaction (regression analysis of 2004/05 data)

<i>Correlations with Q38 overall satisfaction</i>	All FE learners	All without disabilities	All with disabilities
Teaching/training	30	30	27
Pre-entry	24 (13)*	25 (13)	24 (13)
Support	27	27	30
Impact	17	18	19

Figures shown are ridge regression scores. They may not add to 100% due to rounding.

**Figure in bracket is individual score for how informed learner is before/after induction which has been included as part of the pre-entry score.*

13 Table 1.3 shows the ridge regression scores for each of the four components, the higher the score the greater the correlation in terms of driving overall levels of satisfaction with the learning experience. The analysis shows:

- Levels of satisfaction are driven by a range of factors working in combination to greater and lesser degrees.
- Teaching/training is the key driver of satisfaction (which it has been in previous years) for all learners. However it is marginally less important for learners with disabilities where management of learning/administration and support is equally important.
- Learners with and without disabilities also need the learning process to impact upon them.
- Within the pre–entry component, it is the information provided before and after induction that is the key component driving levels of satisfaction. (It should be noted that this question was added to the regression model for the 2004/05 survey. Its impact has been to reduce the importance of teaching and to increase the importance of the pre-entry component by comparison with the 2003/04 model).

14 Appendix B gives the full ridge regression scores for all the individual components of the model. These components will be examined in greater detail later in subsequent sections.

2004/05 data: Differences by gender and age

- 15 As shown in Table 1.4 there was no discernable difference in satisfaction with overall learning experience overall among male and female learners with disabilities where a third of learners (32 per cent) saying they were 'extremely' satisfied. There was a small but not significant difference in levels of dissatisfaction, with 6 per cent of female learners with disabilities saying they were dissatisfied to some degree compared to 4 per cent of male learners with disabilities.
- 16 Older learners with disabilities were more satisfied with their learning experience overall: 33 per cent of learners aged 19 or more were 'extremely' satisfied compared with 25 per cent of learners aged 16 - 18 years with disabilities.

Table 1.4: Disabilities: Overall satisfaction with learning experience, by age and gender (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
Extremely satisfied	27	32	32	32	25	33
Very satisfied	40	40	39	40	42	39
Fairly satisfied	23	20	22	19	25	19
Neither/nor	3	2	2	3	2	2
Fairly/very/extremely dissatisfied	6	5	4	6	5	5

This question allowed a single response. Don't know not shown in table. Base: All respondents for all waves (core question)

2004/05 data: Differences by type of disability

- 17 Table 1.5 shows that learners with various types of disabilities are generally more likely to give the 'extremely' satisfied rating than those without. Furthermore learners who had a disability affecting mobility were the most satisfied of all with 41 per cent saying they were 'extremely' satisfied.

Learners who were affected by some other medical condition (such as epilepsy or asthma) were the least satisfied and were significantly less likely to state that they were extremely satisfied with their experience overall (24 per cent and compared to 32 per cent of all learners with disabilities and 27 per cent of learners without disabilities). Levels of dissatisfaction were highest among learners with some other physical disability where 11 per cent were dissatisfied to some extent compared to 5 per cent of all learners with disabilities and 6 per cent of learners without disabilities.

Table 1.5: Disabilities: Overall satisfaction with learning experience, by type of disability (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Extremely satisfied	27	32	32	31	41	30	32	36	24
Very satisfied	40	40	38	34	38	40	34	37	49
Fairly satisfied	23	20	25	24	15	14	26	16	20
Neither/nor	3	2	1	4	2	3	4	3	2
Fairly/very/extremely dissatisfied	6	5	3	6	4	11	3	5	5

This question allowed a single response. Don't know not shown in table. Base: All respondents for all waves (core question)

Early leavers

18 Learners who had left the course early were asked why this was the case. At this point it should be emphasised that the early leavers in the National Learner Satisfaction Survey are not representative of all early leavers. To be in the sample for this survey they would have left their course at some

time between the ILR “freeze” used for sampling the respondents and the interview itself.

- 19 Health reasons were mentioned by significantly more learners with disabilities (35 per cent compared to 11 per cent of learners with no disabilities). Reasons that were mentioned by significantly more learners without disabilities were wrong course for me (16 per cent compared to 7 per cent), got a job (10 per cent compared to 5 per cent), too much work (9 per cent compared to 2 per cent) and lack of time/no spare time (4 per cent compared to zero).

Table 1.6: Reasons for leaving early by disability (2004/05 data)

	Total	No disabilities	With disabilities
Unwtd	2733	2528	205
Wtd	2845	2630	215
	%	%	%
Wrong course for me	15	16	7
Health reasons	13	11	35
Tutor/assessor problems/problems with quality of teaching	12	12	11
Got a job	10	10	5
Too much work	8	9	2
College/provider badly run/disorganised	5	5	5
Lack of support from work/problems at work (employment)	6	6	8
Personal Problems/Pregnancy	6	6	7
Difficulties with childcare/family commitments	6	6	4
Work (learning) too difficult	5	5	4
Lack of time/no spare time to do work needed	4	4	-
Summary:			
Course/provider related reasons	38	39	25
Employment related	18	19	14
Health related	13	11	35
Finance/travel	6	7	3

This question allowed a multiple response. Mentions of over 3% shown in table. Don't know not shown in the table. Base: All early leavers (core question)

20 The most important reason for leaving among learners with disabilities is the one the providers can only have limited impact or control over. Learners with disabilities are more likely to leave due to health issues than any other group of learners. Providers should try and be vigilant of the needs of these

learners and where feasible make adjustments to allow learners with health problems to continue on their courses if the learner is willing and able to do so.

Satisfaction with the quality of teaching

Introduction

21 This section covers the core questions that relate to satisfaction measures for teaching. It reports on:

- a. A measure of overall satisfaction for learners with and without disabilities
- b. Satisfaction with specific measures of teaching standards and also with quality of feedback among learners with and without disabilities. The specific measures that were given to learners alongside a numeric rating scale were:
 - Knowledge of the subject
 - How well they relate to you as a person
 - Making your subject interesting or enjoyable for you
 - Understanding you and how you like to learn
 - The support they give you for example in improving your study techniques or time management
 - Planning their lessons
 - The quality and availability of teaching materials they use
 - Setting clear targets or learning goals to help you improve
 - Providing prompt and regular feedback on progress
 - Managing the group of learners

- c. The relative importance of the specific measures of teaching with regard to satisfaction with teaching overall among learners with and without disabilities
- d. Lesson time lost: learners estimate how much lesson time is lost/not put to good use
- e. Learners experiences: which problems or issues have occurred on a regular basis. These situations have been defined so that they reveal possible problems or issues in the way that teaching is managing in the classroom.

Key messages

Learners with disabilities tend to be slightly more satisfied with teaching overall than those without disabilities. Looking at the 'extremely' satisfied scores, 31 per cent of learners with disabilities said that they were 'extremely' satisfied with teaching overall compared to 27 per cent of learners without.

As with satisfaction with the learning experience overall, satisfaction with the teaching overall among learners with disabilities did not vary by gender. However satisfaction with the teaching overall did vary by age (as with all learners) with the younger learners aged 16-18 being least satisfied (23 per cent 'extremely' satisfied) and the older learners aged 19 or more most satisfied (33 per cent 'extremely' satisfied).

Learners with multiple disabilities (38 per cent 'extremely' satisfied), disabilities affecting mobility and mental ill health (both 37 per cent 'extremely' satisfied) were the most satisfied with the teaching overall.

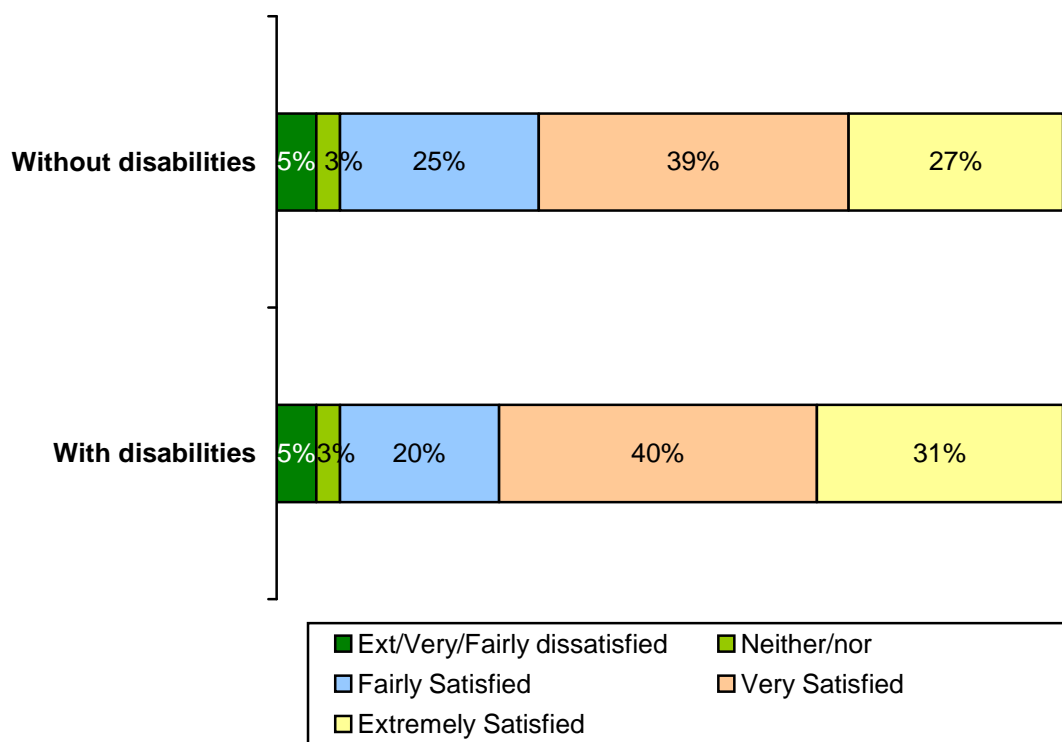
Learners with disabilities were more likely to award a rating of 9 or 10 out of 10 for *all* specific measures for teaching than learners without disabilities. This re-enforces the more positive scores for overall satisfaction with teaching among this group of learners. Feedback given by tutors/teachers was felt to be motivating by 78 per cent of learners with disabilities and only nominally fewer (76 per cent) of learners without disabilities..

While 47 per cent of learners without disabilities said that all their lesson time was put to good use and none was wasted, the figure increases significantly to 55 per cent among learners with disabilities. Learners experiences of a range of situations in the classroom were broadly similar for learners with and without disabilities.

Satisfaction with teaching overall

22 In terms of the overall quality of teaching, learners with disabilities were slightly more satisfied than those without. This is visible when exploring the use of the extremely satisfied rating; 31 per cent of learners with disabilities said that they were extremely satisfied with teaching overall compared to 27 per cent of learners without. Also the mean score is higher 5.87 compared to 5.76. Levels of dissatisfaction were the same at one in twenty (5 per cent) of learners with and without disabilities.

Chart 2.1: Overall satisfaction with teaching, by disability (2004/05 data)



23 Ratings for satisfaction with the quality of teaching, closely match those given for satisfaction overall. Regression analysis has shown that there is a very strong relationship between quality of teaching and overall satisfaction. Teaching has been shown to be the key driver of overall satisfaction, for all groups of learners including those with disabilities. In the next section, the relationship between the individual aspects of teaching and satisfaction is examined.

2004/05 data: Differences by gender and age

24 Exploring the data by age and gender highlights the following points:

- No significant difference in satisfaction with teaching between male and female learners with disabilities (30 per cent of females extremely satisfied compared to 32 per cent of males)
- Satisfaction with teaching among learners with disabilities (as with all learners) increases with age; 23 per cent of the 16-18 year olds were extremely satisfied compared to 33 per cent of those aged 19 or more.

25 The observations above are consistent with those given for satisfaction with overall experience (section 1).

Table 2.1: Disabilities: Overall satisfaction with learning experience, by age and gender (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
Extremely satisfied	27	31	32	30	23	33
Very satisfied	39	40	38	42	39	41
Fairly satisfied	25	20	23	19	31	18
Neither/nor	3	3	3	2	4	2
Fairly/very/extremely dissatisfied	5	5	4	5	3	5
Mean score	5.76	5.87	5.88	5.87	5.73	5.91

This question allowed a single response. Don't know not shown in table. Base: All respondents for all waves (core question)

2004/05 data: Differences by type of disability

26 Type of disability has a significant impact on satisfaction with teaching. The most satisfied learners measured by the percentage giving the top rating of extremely satisfied are those who have:

- Multiple disabilities (38 per cent extremely satisfied)
- Disabilities affecting mobility (37 per cent extremely satisfied)
- Mental ill health (37 per cent extremely satisfied).

27 Other learners with disabilities still had satisfaction levels higher than those without disabilities:

- Hearing impairment (34 per cent extremely satisfied)
- Visual impairment (29 per cent extremely satisfied)

- Only two groups of learners with disabilities were less satisfied than learners without disabilities:
- Other medical condition (26 per cent extremely satisfied)
- Other physical disability (22 per cent extremely satisfied).

28 Both these groups will include an amalgam of learners with varying degrees of disability ranging from quite severe to more minor conditions.

Table 2.2: Overall satisfaction with teaching, by type of disability (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Extremely satisfied	27	31	29	34	37	22	37	38	26
Very satisfied	39	40	39	35	42	44	35	34	47
Fairly satisfied	25	20	26	20	16	22	22	23	20
Neither/nor	3	3	3	2	2	3	2	1	2
Fairly/very /extremely dissatisfied	5	5	2	8	3	7	2	4	5
Mean score	5.76	5.87	5.91	5.80	6.08	5.70	6.01	5.98	5.82

This question allowed a single response. Don't know not shown in table. Base: All respondents for all waves (core question)

Individual aspects of teaching

- 29 All learners were asked to rate teachers, tutors or trainers on particular aspects of teaching/training. They were asked to use a numeric rating scale of 1 to 10 where 10 represented extremely good. Over the years the Learning and Skills Council has concentrated on the proportions of learners awarding a 9 or 10 out of 10 for each measure (this having been deemed to be an extremely good quality rating).
- 30 Table 2.3 compares the proportion of learners overall and those with and without disabilities awarding each measure a 9 or 10 out of 10 rating. For all measures learners with disabilities were more likely than those without to award teachers/tutors a 9 or 10 out of 10 rating. Learners with disabilities were most positive on the following factors (they were at least 10 percentage points more likely than those without disabilities to award teachers a 9 or 10 out of 10):
- Making the subject interesting and enjoyable
 - Managing the group of learners
 - Quality and availability of training materials they use
 - Understanding you and how you like to learn
 - Setting clear targets of learning goals to help you improve.

Table 2.3: Ratings for aspects of teaching learners with/without disabilities– the per cent rated as 9 or 10 out of 10 by learners with/without disabilities (2004/05 data)

	Total	Without disabilities	With disabilities	+/- percentage point with/without disabilities
Unwtd	31648	29677	1959	
	%		%	%
Knowledge of the subject	69	69	71	+2%
How well they relate to you as a person	56	56	62	+6%
Making your subject interesting and enjoyable for you	47	46	57	+11%
Managing the group of learners	45	45	55	+10%
Planning their lessons	43	43	52	+9%
The support they give you for example in improving techniques or time management	42	41	50	+9%
Providing prompt and regular feedback on progress	42	42	50	+8%
Quality and availability of teaching materials they use	43	42	52	+10%
Understanding you and how you like to learn	40	40	50	+10%
Setting clear targets or learning goals to help you improve	39	39	49	+10%

Base: All respondents rating (base differs for all aspects). This question allowed a single rating per pre-code. % rating 9 or 10 out of 10 shown in the table NB: To allow for formatting the text in the table differs from text in the questionnaire

2004/05 data: Differences by gender and age

31 For all measures, apart from knowledge of the subject, female learners with disabilities were more likely to award teachers a 9 or 10 out of 10. Measures that showed significant differences in opinion (where at least +5 percent more females learners with disabilities awarded teachers a 9 or 10 out of 10) were:

- Setting clear targets or learning goals to help you improve

- Quality and availability of training materials
- Understanding you and how you like to learn
- Providing prompt and regular feedback on progress
- Managing the group of learners
- Planning their lessons.

32 There were highly significant differences in opinions of teachers/tutors between older learners with disabilities (aged 19 or more) and their younger counterparts (aged 16-18). For all measures, apart from knowledge of the subject, learners aged 19 or more were significantly more likely to award a 9 or 10 out of 10 rating compared to those aged 16-18. For the following measures, at least 10 per cent more learners with disabilities in the older age groups awarded their teacher/tutor the top rating (9 or 10 out of 10) than the younger learners:

- Making the subject interesting and enjoyable
- How well they relate to you as a person
- Managing the group of learners
- Planning their lessons
- Understanding you and how you like to learn
- Quality and availability of training materials they use
- Providing prompt and regular feedback on progress.

Table 2.4: Ratings for aspects of teaching learners with disabilities by gender and age – the per cent rated as 9 or 10 out of 10 by learners (2004/05 data)

	Without disabilities	With disabilities	Dis-abilities Male	Dis-abilities Female	+/- % diff male/female	Dis-abilities 16-18	Dis-abilities 19+	+/- % diff 16-18/19+
Unwtd	29677	1959	892	1067		542	1415	
Wtd	29698	1920	840	1080		360	1559	
	%	%	%	%		%	%	
Knowledge of the subject	69	71	72	71	-1%	68	72	+4%
How well they relate to you as a person	56	62	61	63	+2%	50	65	+15%
Making your subject interesting and enjoyable for you	46	57	55	59	+4%	44	60	+16%
Managing the group of learners	45	55	52	57	+5%	43	58	+15%
Planning their lessons	43	52	49	54	+5%	40	55	+15%
Quality and availability of training materials they use	42	52	48	55	+7%	43	54	+11%
The support they give you for example in improving techniques or time management	41	50	48	52	+4%	45	51	+6%
Providing prompt and regular feedback on progress	42	50	47	53	+6%	41	52	+11%
Understanding you and how you like to learn	40	50	47	53	+6%	38	53	+15%
Setting clear targets or learning goals to help you improve	39	49	44	52	+8%	43	50	+7%

Base: All respondents rating (base differs for all aspects). This question allowed a single rating per precode. % rating 9 or 10 out of 10 shown in the table

33 A regression analysis showed that teaching overall was the key driver of overall satisfaction both for learners with and without disabilities as well as for all learners. In order to understand which aspects of teaching were the main drivers of satisfaction, a further level of regression, examined the relationship of the individual aspects of teaching and their relative importance in driving satisfaction. The mean scores and importance scores (using ridge regressions) are shown in Table 2.5. The main points of note are:

- For those without disabilities, the picture is relatively flat, with all the attributes having fairly similar importance score –the highest score belonging to ‘managing the group of learners’ at 11.7 and the lowest at 8.1 ‘the quality and availability of the teaching materials they use’. The difference is just 3.6. (Given the similar sample size, it should be noted that the pattern shown for learners without disabilities is similar in profile to all learners overall).
- There is slightly more variation in the pattern for learners with disabilities, with the highest score belonging to making the subject interesting or enjoyable’ at 14.4 and the lowest at 5.9 ‘the quality and availability of the teaching materials’.
- For both groups there is no outstanding aspect of teaching that impacts on overall satisfaction- all the attributes contribute at a similar level.

Table 2.5: Regression analysis for individual aspects of teaching –means and importance scores

	Without disabilities		With disabilities	
	Mean	Importance	Mean	Importance
Knowledge of the subject	8.8	8.2	8.9	8.7
How well they relate to you as a person	8.4	8.7	8.6	10.8
Making your subject interesting or enjoyable for you	8.0	11.4	8.3	14.4
Understanding you and how you like to learn	7.8	10.5	8.1	10.0
The support they give you	7.7	10.6	8.0	10.3
Planning their lessons	7.8	10.9	8.1	9.0
The quality and availability of the teaching materials	7.8	8.1	8.1	5.9
Setting clear targets or learning goals to help you improve	7.8	9.4	8.0	9.3
Providing prompt and regular feedback	7.8	10.5	8.0	12.0
Managing the group of learners	8.0	11.7	8.2	9.8

34 Charts 2.2 (without disabilities) and 2.3 (with disabilities) maps the relative importance of the individual aspects of teaching, using the average scores (on the scale of 1-10), plotted against the importance score which shows how good the attribute is at predicting satisfaction with teaching.

35 The charts are divided into quadrants as follows:

- Top left - indicates high importance, below average means score (area for action or opportunity)
- Top right – indicates high importance, above average mean score (performing well –promote)
- Bottom left - indicates lower importance and below average mean score (monitor)
- Bottom right – indicates lower importance and above average mean scores (maintain and sustain).

36 The key area is the attributes contained within the top left quadrant as these have the largest impact on overall satisfaction with teaching, but score below average scores. These are the areas of opportunity, improvements in the means scores of these attributes should impact directly on satisfaction with teaching. For learners without disabilities the attributes in this area are:

- The support they give you
- Managing the group of learners
- Providing prompt and regular feedback on progress
- Understanding you and how you like to learn
- Planning their lessons
- For learners with disabilities the key attributes are:
- The support they give you
- Understanding you and how you like to learn
- Providing prompt and regular feedback.

Chart 2.2 Action grid for drivers of satisfaction: learners without disabilities

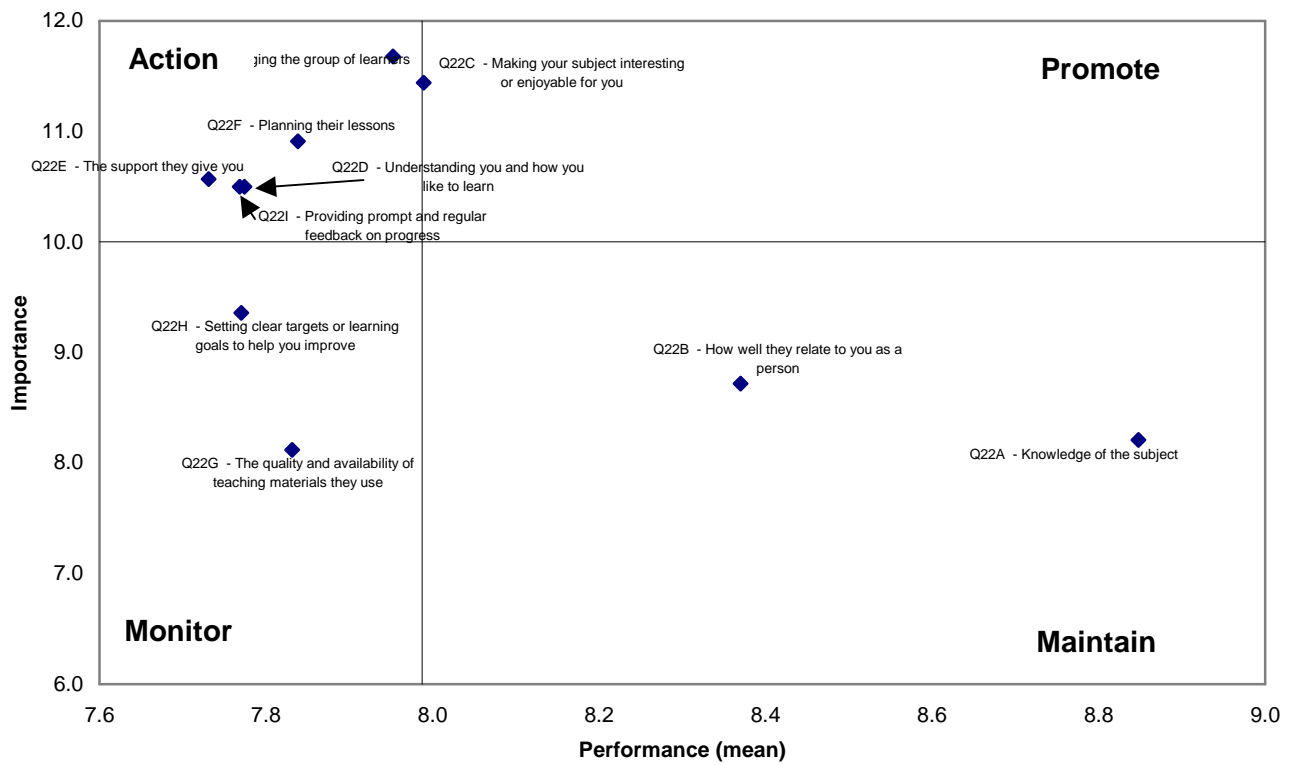
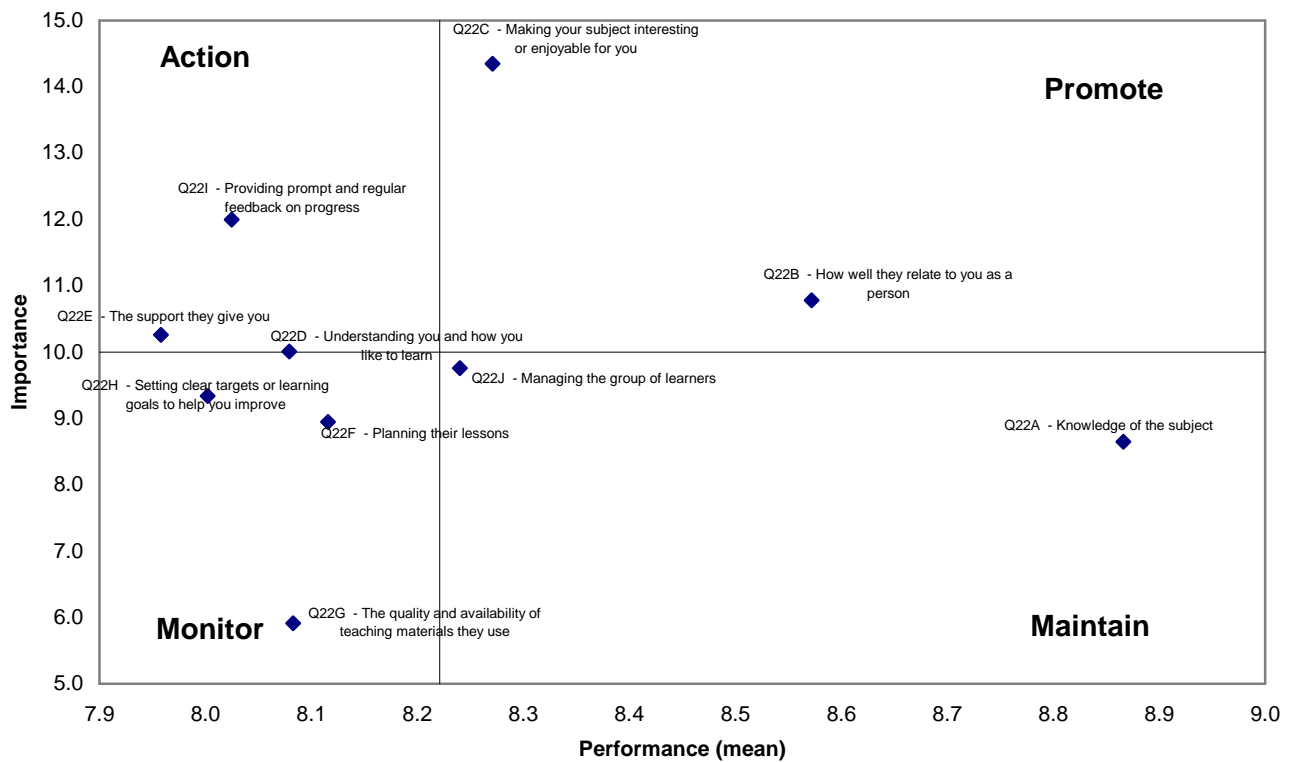


Chart 2.3: Action grid for drivers of satisfaction: learners with disabilities



2004/05 data: Differences by type of disability

- 37 Learners with a disability affecting mobility were the most positive in their rating of their teachers/tutors than learners with other types of disabilities. For all measures this group of learners were the significantly more likely to award a 9 or 10 out of 10 rating compared to learners with disabilities as a whole as shown in Table 2.6.
- 38 The least positive group of learners were those affected by other medical conditions. The areas where this group of learners were less positive on average than learners with disabilities overall were:
- How well they relate to you as a person
 - Planning their lessons
 - Quality and availability of training materials they use
 - The support they give you for example in improving techniques or time management
 - Understanding you and how you like to learn.

Table 2.6: Ratings for aspects of teaching learners with disabilities by type of disability – the per cent rated as 9 or 10 out of 10 by learners (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Knowledge of the subject	69	71	71	72	81	63	73	65	71
How well they relate to you as a person	56	62	65	61	73	54	62	67	55
Making your subject interesting and enjoyable for you	46	57	56	58	66	56	59	62	52
Managing the group of learners	45	55	54	49	65	55	52	60	50
Planning their lessons	43	52	49	48	61	52	56	60	45
Quality and availability of training materials they use	42	52	50	48	63	48	55	52	44
The support they give you for example in improving techniques or time management	41	50	48	42	61	49	54	53	43
Providing prompt and regular feedback on progress	42	50	50	45	59	51	52	50	46
Understanding you and how you like to learn	40	50	48	49	59	46	52	57	43
Setting clear targets or learning goals to help you improve	39	49	49	42	57	40	53	44	43

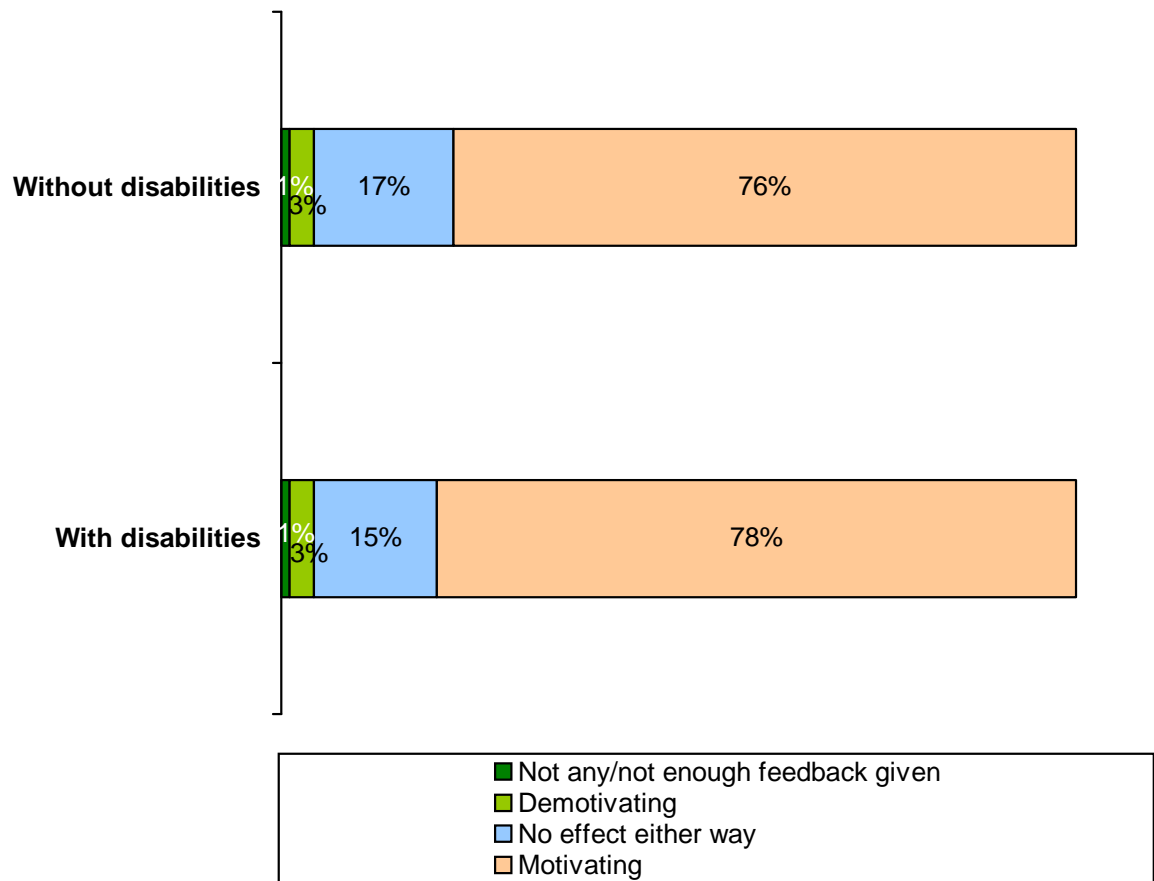
Base: All respondents rating (base differs for all aspects). This question allowed a single rating per pre-code. % rating 9 or 10 out of 10 shown in the table

Feedback from teachers/tutors

39 All learners have been asked how motivating they felt feedback from their teachers had been. In 2004/05 78 per cent of learners with disabilities said

that it had been motivating. A further 3 per cent said that it had actually been demotivating and 15 per cent of learners said that it had had no effect on them at all.

Chart 2.4: How do you feel about the feedback on how you are doing from your teachers/tutors?



Base: without disabilities unwttd 29677; with disabilities unwttd 1959

40 As shown in Chart 2.4, there was only a nominal difference in the proportion of learners without disabilities who found the feedback given to them motivating – 76 per cent compared to 78 per cent of learners with disabilities. Similarly there was only a nominal 2 per cent difference in the proportions saying the feedback had no effect either way, cited by 17 per cent of learners without disabilities compared to 15 per cent of learners with disabilities. There was no difference in the proportions finding the feedback demotivating at 3 per cent for both groups of learners.

2004/05 data: Differences by gender and age

41 There was a small but not statistically significant difference in the proportion of male and female learners with disabilities who felt the feedback given was motivating (77 per cent compared to 79 per cent). Similarly, learners with disabilities aged 19 or more were slightly more likely to find the feedback motivating compared to younger learners aged 16-18 (78 per cent compared to 76 per cent) but the difference was too small to reach conventional levels of statistical significance. There was no difference by gender and age in the proportion of learners finding the feedback demotivating.

Table 2.7: Disabilities: Feeling on feedback given from teacher/tutors by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
Motivating	76	78	77	79	76	78
No effect either way	17	15	17	13	18	14
Demotivating	3	3	2	3	3	3
Not any/not enough feedback given	1	1	*	1	1	1

*This question allowed a single response. Don't know/other/not stated not shown in table.
Base: All respondents for all waves (core question)*

2004/05 data: Differences by type of disability

42 While 78 per cent of all learners with disabilities felt the feedback they were given was motivating, the proportion varied by the type of disability. The proportion of learners who said that feedback was motivating was lowest amongst the following types of learners with disabilities:

- Those with multiple disabilities (73 per cent said feedback was motivating compared to 78 per cent for all learners with disabilities)

- Those with mental ill health (74 per cent said feedback was motivating).

43 The proportion finding the feedback motivating was highest among learners who had a disability affecting mobility (84 per cent felt the feedback was motivating compared to 78 per cent of all learners with disabilities). There was no significant difference in the proportion of learners finding the feedback de-motivating by type of disability.

Table 2.8: Disabilities: Feeling on feedback given from teacher/tutors by type of disability (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Motivating	76	78	79	77	84	76	74	73	79
No effect either way	17	15	15	18	12	20	11	19	16
Demotivating	3	3	1	2	1	1	4	1	3
Not any/not enough feedback given	1	1	2	-	*	-	3	1	*

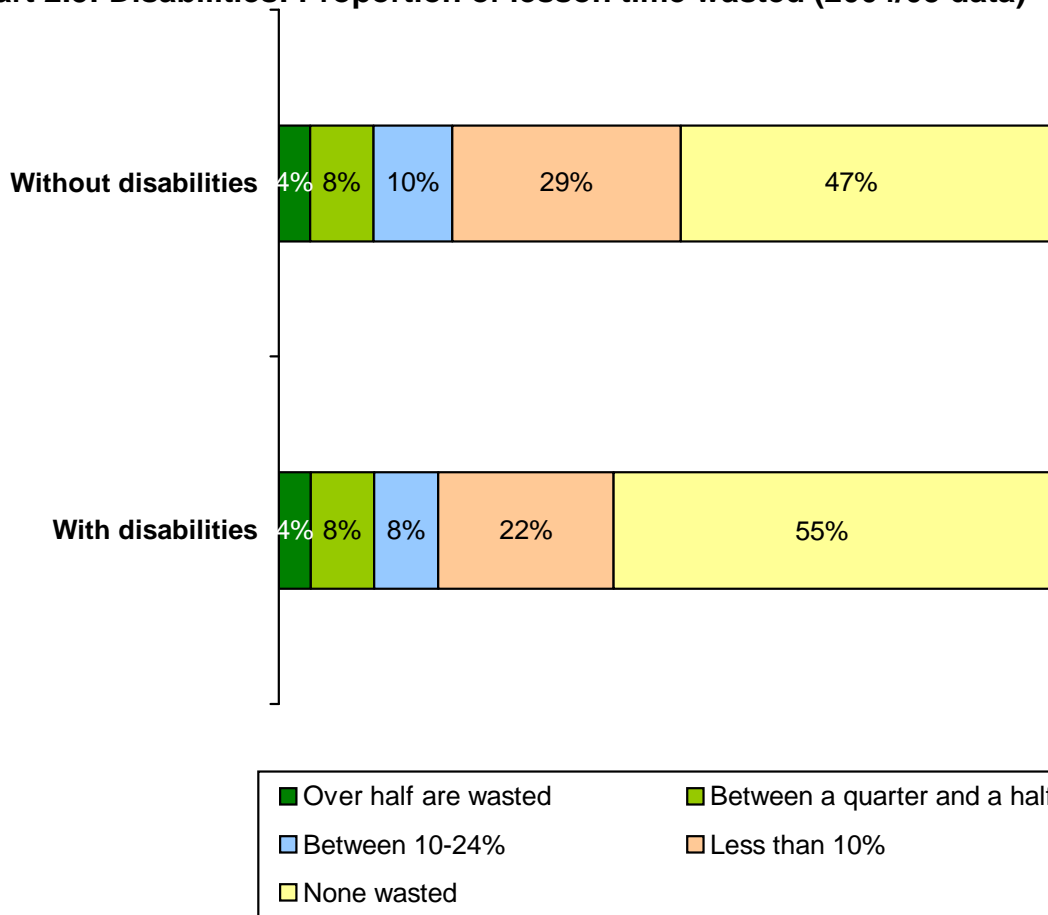
Base: All respondents for all waves (core question)

Lesson time lost

44 Given the importance of effective teaching and learning, learners were asked to rate the amount of time they felt was wasted. It is important to be clear that this is the learner's perception of time wasted, it can and will include a host of factors ranging from negative impacts of lesson planning and classroom management down to how challenging they found the work to be personally.

45 Chart 2.5 shows learners with disabilities were significantly more likely than those without to say that all lesson time was put to good use and none was wasted (55 per cent compared to 47 per cent).

Chart 2.5: Disabilities: Proportion of lesson time wasted (2004/05 data)



Base: without disabilities unwt'd 29677; with disabilities unwt'd 1959

2004/05 data: Differences by gender and age

- 46 Concentrating on the proportion of learners that said that no lesson time was wasted (those most positive), the data shows that female learners with disabilities are more positive than males (59 per cent said that no lesson time was wasted compared to 50 per cent of male learners with disabilities). The older learners with disabilities are significantly more positive (35 per cent of the 16-18s said that no time was wasted compared to 60 per cent of the 19 plus age group).
- 47 These observations reflect those stated for overall satisfaction and many other indicators in the core data.

Table 2.9: Disabilities: Percentage of lesson time lost by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
None wasted	47	55	50	59	35	60
Less than 10% are wasted	29	22	27	18	35	19
10-24% are wasted	10	8	9	7	11	8
A quarter to a half are wasted	8	8	7	9	14	7
More than a half are wasted	4	4	4	4	5	4
Don't know	2	2	2	2	1	3

This question allowed a single response. Base: All respondents for all waves (core question)

2004/05 data: Differences by type of disability

48 In keeping with themes emerging from this report, there were some differences in learners' ratings for wasted lesson time by type of disability. The most positive learners by type of disability were those with a disability affecting mobility and those who had mental ill health (where 65 and 64 per cent respectively felt no lessons time was wasted compared to 55 per cent of all learners with disabilities). This is significantly more positive than learners with other types of disabilities; 53 per cent of learners with a visual impairment felt no lesson time was wasted; 51 per cent of those learners with some other medical condition felt this way.

Table 2.10: Disabilities: Percentage of lesson time lost by type of disability (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
None wasted	47	55	53	55	65	54	64	59	51
Less than 10% are wasted	29	22	22	25	18	21	12	23	25
10-24% are wasted	10	8	9	6	6	8	11	9	9
A quarter to a half are wasted	8	8	10	6	7	10	7	6	9
More than a half are wasted	4	4	4	6	2	4	3	2	4
Don't know	2	2	3	2	2	3	3	2	2

This question allowed a single response. Base: All respondents for all waves (core question)

Learners' experiences

49 In order to provide more understanding about how learners reacted to a range of situations, they were asked whether they had encountered particular issues in their learning. The most mentioned situations encountered on a 'fairly regular basis' were the same for learners without disabilities as those with disabilities (see Table 2.11). There were some small differences in the proportion of learners without disabilities compared to those with disabilities encountering the following situations on a 'fairly regular basis':

- Other students arriving late by 5 minutes or more (55 without disabilities compared to 51 per cent with disabilities)
- Other students making a noise and disrupting the class (20 without disabilities compared to 23 per cent with)

- Lack of resources/poor equipment (15 per cent without disabilities compared to 17 per cent with)
- Teachers going at too fast a pace (10 per cent without disabilities compared to 12 per cent with).

Table 2.11: Disabilities: Which of the following situations if any happen on a fairly regular basis (mentions of 9% or more) (2004/05 data)

	Without disabilities	All with disabilities	+/- percentage difference
Unwtd	29677	1959	
Wtd	29698	1920	
	%	%	%
Other students arriving late (5 minutes or more)	55	51	-4
Other student making a noise disrupting class	20	23	+3
Being left hanging around with nothing to do	18	17	-1
Lack of resources/poor equipment	15	17	+2
Lessons finishing early	15	14	-1
Teachers/tutors arriving late (5 minutes or more)	14	14	-
Teachers/tutors absent	12	12	-
Teachers going at too fast a pace	10	12	+2
Lessons badly planned/disorganised	12	11	-1
Lessons finishing late	10	11	+1
Teachers going at too slow a pace	10	9	-1

2004/05 data: Differences by gender and age

50 There were only nominal differences between male and female learners with disabilities in reporting of the various situations encountered. For only one situation, 'lessons finishing early', was a significant difference recorded between male and female learners with disabilities (mentioned by 16 per cent of male learner compared to 12 per cent female learners with disabilities).

Table 2.12: Disabilities: Which of the following situations if any happen on a fairly regular basis by gender and age (mentions of 9% or more) (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
Other students arriving late (5 minutes or more)	55	51	53	49	75	45
Other student making a noise disrupting class	20	23	24	23	44	18
Being left hanging around with nothing to do	18	17	18	16	32	13
Lack of resources/poor equipment	15	17	17	16	18	16
Lessons finishing early	15	14	16	12	34	9
Teachers/tutors arriving late (5 minutes or more)	14	14	15	14	33	10
Teachers/tutors absent	12	12	13	12	23	10
Teachers going at too fast a pace	10	12	13	12	21	10
Lessons badly planned/disorganised	12	11	11	11	18	9
Lessons finishing late	10	11	13	10	20	9
Teachers going at too slow a pace	10	9	10	8	13	8

This question allowed a multiple response. Mentions of 9% or more shown. Base: All respondents for all waves (core question)

51 Older learners with disabilities were much less likely to report any of the situations encountered than younger learners with disabilities (the data for this variables shows some extremely different attitudes). This will reflect

their higher levels of satisfactions overall among older learners with disabilities as well as older learners overall. Situations where the differences between responses were greatest (at least 20 percentage points between the 16-18s and 25 plus) were:

- Other students arriving late (45 per cent of the 19 plus learners compared to 75 per cent of 16-18s)
- Other student making a noise disrupting class (18 per cent of the 19 plus learners compared to 44 per cent of 16-18s)
- Lessons finishing early (9 per cent of the 19 plus learners compared to 34 per cent of 16-18s)
- Teachers/tutors arriving late (10 per cent of the 19 plus learners compared to 33 per cent of 16-18s).

2004/05 data: Differences by type of disability

52 The reporting of situations encountered shows some nominal differences between learners with different types of disabilities. Whilst some of this data is significant the differences are not in the magnitude as those displayed by the age variables. The most significant differences concern learners with hearing disabilities and are:

- Other students arriving late by 5 minutes or more (41 per cent affected compared to 51 per cent of all learners with disabilities)
- Other students making a noise disrupting class (14 per cent compared to 23 per cent of all learners with disabilities).

Table 2.13: Which of the following situations if any happen on a fairly regular basis by type of disability (mentions of 9% or more) (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Other students arriving late (5 minutes or more)	55	51	51	41	43	48	48	49	58
Other student making a noise disrupting class	20	23	24	14	20	20	21	25	26
Being left hanging around with nothing to do	18	17	15	13	13	13	14	12	21
Lack of resources/poor equipment	15	17	16	14	14	15	17	22	18
Lessons finishing early	15	14	10	7	6	10	9	15	19
Teachers/tutors arriving late (5 minutes or more)	14	14	12	9	8	12	8	12	19
Teachers/tutors absent	12	12	13	10	9	12	8	7	14
Teachers going at too fast a pace	10	12	10	10	14	9	10	15	11
Lessons badly planned/disorganised	12	11	7	11	9	12	8	9	11
Lessons finishing late	10	11	11	10	9	11	3	14	10
Teachers going at too slow a pace	10	9	6	10	6	11	8	8	9

This question allowed multiple responses. Base: All respondents for all waves (core question)

Information and guidance prior to entry

Introduction

53 This section explores the factors that played a part in the decision to undertake a particular course at a particular provider. It also reports on the findings related to pre entry sources of advice and its value to the user.

Key messages

For learners with disabilities, the key driver of choice of course was personal interest this reason was given by almost nine in ten learners with disabilities (89 per cent) for choosing their course. Learners with disabilities were significantly less likely to choose a course as it was relevant to their job (33 per cent compared to 50 per cent for those without disabilities), because it fitted their career plans (56 per cent compared to 68 per cent without disabilities) or because their employer choose or required the course (17 per cent compared to 27 per cent). By contrast learners with disabilities were much more likely to choose a course to meet other people/make new friends (55 per cent compared to 46 per cent). So while the acquisition of skills, knowledge and qualifications are still important drivers for choice of course among those with disabilities, personal and circumstantial reasons have as much influence on choice of course among this group of learners.

While there was little difference between male and female learners with disabilities in their reasons for choosing a particular course, younger learners with disabilities were much more influenced by relevancy to their job and their employer than the more mature learners. By contrast, the older learners with disabilities were more likely to choose a course that meets their time and availability.

As with all learners, for learners with disabilities the 'teacher/tutor at college' was the most mentioned source of advice at the pre-entry stage (mentioned by 37 per cent of learners with disabilities compared to 34 per cent without). Following this, three tenths of learners with disabilities stated that friends had been a source of advice (29 per cent), and just over one fifth (21 per cent) mentioned college admissions adviser. Importance of family members declines as age of learner increases.

Factors influencing choice of course

54 Table 3.1 shows in rank order the main reasons for embarking on a particular course among learners with and without disabilities. For both groups of learners the main reasons for choosing a particular course in 2004/05 were 'to advance my skills and knowledge in this area' (mentioned by 91 per cent of learners without disabilities and 87 per cent of learners with disabilities) and 'for my own personal interest' (mentioned by 89 percent of both groups). The other common reasons were; 'because I like

the subject' (84 per cent for both groups), followed by 'to gain qualifications' (76 per cent of learners without disabilities and 69 per cent of those with). Circumstantial reasons also play a key role in determining choice for both groups of learners. Around three-quarters of learners (76 per cent of those without disabilities and 74 per cent of those with) chose their course because 'it was at a time which suited me'.

Table 3.1: Disabilities: Factors influencing learners' choice of courses and programmes – mentions of 5% or more

Modular question	Without disabilities	All with disabilities	+/- percentage difference
Unwtd	9909	652	
Wtd	9772	624	
	%	%	%
Advance skills and knowledge in this area	91	87	-4
Personal interest	89	89	-
Like the subject	84	84	-
To gain qualifications	76	69	-7
At a time that suited me	76	74	-2
Fitted career plans	68	56	-12
On offer locally	57	58	+1
Relevant to my job	50	33	-17
To meet other people/make new friends	46	55	+9
Suggested by others	30	35	+5
Suggested/required by employer	27	17	-10

This question allowed a multiple response. Only precodes with at least 5% agreement in 2004/05 shown in table

55 It is notable that learners with disabilities are significantly less likely than learners without disabilities to choose a course for reasons concerning future to career plans and job related reasons:

- Fitted career plan (56 per cent of learners with disabilities compared to 68 per cent of those without)
- Relevant to my job (33 per cent of learners with disabilities compared to 50 per cent of those without)
- Suggested/required by employer (17 per cent of learners with disabilities compared to 27 per cent of those without).

56 By contrast learners with disabilities were significantly more likely to choose their course to meet other people and make new friends – mentioned by 55 per cent of those with disabilities compared to 46 per cent of those without.

2004/05 data: Differences by gender and age

57 By gender the only notable difference relating to choice of course in 2004/05 was that ‘at a time that suited’ was mentioned more often by female learners with disabilities (77 per cent) than male learners with disabilities (70 per cent).

58 There were some significant differences by age relating to choice of course:

- Fitted career plan was mentioned more by younger learners with disabilities (83 per cent of the 16-18s compared to 50 per cent of the 19 plus group)
- To gain a qualification was mentioned more often by younger learners with disabilities (86 per cent compared to 66 per cent of the 19 plus group)
- Relevant to my job was mentioned more by younger learners with disabilities (45 per cent compared to 30 per cent of the 19 plus group).

Table 3.2: Disabilities: Factors influencing learners' choice of courses and programmes by gender and age -mentions of 5 per cent or more

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9909	652	302	350	182	470
Wtd	9772	624	275	348	112	512
	%	%	%	%	%	%
Advance skills and knowledge in this area	91	87	88	87	84	88
Personal interest	89	89	87	91	91	89
Like the subject	84	84	84	83	80	84
To gain qualifications	76	69	68	70	86	66
At a time that suited me	76	74	70	77	62	77
Fitted career plans	68	56	55	56	83	50
On offer locally	57	58	59	58	54	59
Relevant to my job	50	33	36	31	45	30
To meet other people/make new friends	46	55	53	56	68	52
Suggested by others	30	35	38	32	44	33
Suggested/required by employer	27	17	17	18	29	15

This question allowed a multiple response. Mentions of 5% or more shown. Base: All respondents for waves 9 (modular question)

59 Just one factor achieved a noticeable higher score among older learners with disabilities compared to their younger counterparts; 'because it was at a time that suited me' was mentioned by 77 per cent of 19 plus learners in the survey, compared with 62 per cent of 16 – 18 year old learners with disabilities.

60 Due to small sample sizes involved it is not possible to analyse this question by type of disability.

Factors influencing choice of provider

- 61 There was no significant difference in the reasons given for choosing course providers between learners with and without disabilities. Both groups of learners felt it was the convenience of the location/proximity of the provider that most influenced their choice of provider by some distance.
- 62 It is interesting to note that the reputation of either the course or provider does not figure as strongly as other factors among both learners with and without disabilities when choosing their course. Just one in ten learners mentioned best reputation generally (11 per cent of learners with disabilities, 10 per cent of those without).

Table 3.3: Disabilities: Factors influencing learners' choice of provider

	Without disabilities	All with disabilities	+/- percentage difference
Unwtd	9909	652	
Wtd	9772	624	
	%	%	%
Convenient location/nearest	59	57	-2
Offered course I wanted	30	28	-2
Best reputation (general)	10	11	+1
Friends/recommended	6	8	+2
Convenient time	7	6	-1
No choice, employer chose	7	4	-3
No choice, no other provider	4	5	+1
To progress/get qualified/Improve Myself	4	4	-

This question allowed a multiple response. Only precodes with at least 4% agreement in 2004/05 shown in table. Base: All respondents wave 9 (modular question)

2004/05 data: Differences by gender and age

- 63 By gender the only notable difference relating to provider choice in 2004/05 was that convenience of location was mentioned by more female learners with disabilities (60 per cent) than male learners with disabilities (54 per cent).
- 64 There are some differences by age relating to provider choice:
- Convenience was mentioned more often by older learners with disabilities (60 per cent of the 19 plus age group compared to 47 per cent of the 16-18s).
 - The course and reputation of either the course or provider was mentioned more often by the youngest learners with disabilities (19 per cent of 16-18s mentioned best reputation generally compared to 10 per cent of the 19 plus group).
- 65 As with all learners these differences highlights the differing needs of the younger and more mature learners in accessing courses (with and without disabilities). While younger learners were more able to choose courses that meet their need for social engagement and gaining a qualification, older learners choose courses that meet their time and availability.

Table 3.4: Disabilities: Factors influencing learners' choice of courses and programmes by gender and age -mentions of 5 per cent or more

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9909	652	302	350	182	470
Wtd	9772	624	275	348	112	512
	%	%	%	%	%	%
Convenient location/nearest	59	57	54	60	47	60
Offered course I wanted	30	28	29	28	31	27
Best reputation (general)	10	11	10	12	19	10
Friends/recommended	6	8	9	7	10	7
Convenient time	7	6	6	6	*	7
No choice, employer chose	7	4	4	4	1	4
No choice, no other provider	4	5	6	4	2	5
To progress/get qualified/Improve Myself	4	4	5	4	3	5

Small sample sizes means it is not possible to analysis choice of provider by type of disability. Base: All respondents for waves 9 (modular question)

Sources of pre-entry advice and guidance

66 To ascertain where and how learners obtained advice and guidance, those participating in the 2004/05 survey were asked if they received information from any of the sources shown in Table 3.5 below.

Table 3.5: Disabilities: Sources of pre-entry advice and guidance about learners' choice of course/provider

	Without disabilities	All with disabilities	+/- percentage difference
Unwtd	9909	652	
Wtd	9772	624	
	%	%	%
Teacher/tutor/college/p rovider	34	37	+3
Friend	31	29	-2
College admissions adviser	23	21	-2
Parents/other family member	21	22	+1
Employer	20	11	-9
Teacher at school	19	20	+1
School careers adviser	15	11	-4
Connexions	12	14	+2
Information, advice & guidance centre	7	8	+1
learndirect Advice Line	5	5	-
Advert/flyer Newspaper	4	5	+1

This question allowed a multiple response. Only precodes with at least 4% agreement in 2004/05 shown in table. Base: All respondents wave 9 (modular question)

67 For learners with disabilities and for those without, 'teachers/tutors at college' were the most mentioned source of advice (34 per cent for those without disabilities, 37 per cent for those with disabilities). Apart from one source ' employer' there were no significant differences in the sources of advice used by learners with and without disabilities. However, employers were less likely to be mentioned as a source of advice by learners with disabilities (11 per cent compared to 20 per cent for those without disabilities). This tallies with earlier findings on choice of course and provider which show a much lower incidence of employer influence among learners with disabilities than among those without disabilities.

2004/05 data: Differences by gender and age

- 68 By gender there were only nominal differences in the sources of advice at the pre-entry stage among male and female learners with disabilities.
- 69 By age, there were many noticeable differences between the sources of advice about courses/programmes between students of different ages with disabilities. Younger students with disabilities are highly reliant on the advice offered by their teachers at school and by their families and friends. Two-thirds (60 per cent) of learners with disabilities aged 16-18 mentioned their teacher at school as a source of advice, 55 per cent their parents and family and 52 per cent mentioned their friends. Full details of results are shown in table 3.6. As might be expected, the influence of family and teachers at school declines with the age of learner.

Table 3.6: Disabilities: Sources of pre-entry advice and guidance about learners' choice of course/provider, by age and gender.

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9909	652	302	350	182	470
Wtd	9772	624	275	348	112	512
	%	%	%	%	%	%
Teacher/tutor/college/provider	34	37	42	33	50	34
Friend	31	29	31	29	52	25
College admissions adviser	23	21	23	20	27	20
Parents/other family member	21	22	23	22	55	15
Employer	20	11	10	12	10	11
Teacher at school	19	20	23	17	60	11
School careers adviser	15	11	12	10	43	4
Connexions	12	14	15	13	38	9
Information, advice & guidance centre	7	8	7	9	8	9
learndirect Advice Line	5	5	2	6	2	5
Advert/flyer Newspaper	4	5	4	6	-	6

Base: All respondents for waves 9 (modular question)

Usefulness of advice received

70 As noted above, learners have access to a range of sources of advice about courses and programmes in further education, foremost among them, though not necessarily the most informed are learners' families. Following this learners were asked to rate the usefulness of the various sources of advice. In summary it is interesting to compare the proportion of learners awarding the source the top rating 'very useful' to each of the sources as shown in Table 3.7. Caution must be used when looking at the results for

learners with disabilities as for many sources less than 100 learners were able to give a rating about the advice received. The main points to note are:

- a For both groups of learners, at least two-thirds rated the advice given by teachers/tutors at college/provider as 'very useful' (68 per cent learners with disabilities, 67 per cent learners without disabilities).
- b As well as making more use of advice from family and friends, learners with disabilities also tend to regard this advice more highly than learners without disabilities:
 - 58 per cent of learners with disabilities rated the advice from friends as 'very useful ' (compared to 50 per cent of learners without disabilities)
 - 54 per cent of learners with disabilities rated the advice from parents/other family members as 'very useful' (compared to 49 per cent of learners without disabilities).

Table 3.7: Disabilities: Percentage rating advice received ‘very useful’.

Horizontal percentages (% rating)	Without disabilities		With disabilities	
	2004/05 Unweighted base size	% Very useful	2004/05 Unweighted Base size	% Very useful
	n=		N=	
Teacher/tutor/college/provider	2335	67	172	68
learndirect Advice Line	227	60	17*	na
Information, advice and guidance centres	347	57	32*	na
Connexions	795	56	53*	na
College admissions adviser	1529	55	108	57
Employer	1322	50	45*	na
Friends	2199	50	133	58
Parents/other family member	1503	49	106	54
Teacher at school	1269	49	87*	na
School careers adviser	1018	46	55*	na

*This question allowed a single response. * sample size below 100 and therefore results may be too unreliable.*

71 Note: learners were asked to rate the usefulness of the advice from a maximum of two sources. If learners’ cited more than two sources of advice use, they were then asked the usefulness of two sources selected at random.

Support for learners

Introduction

72 This section covers a series of measures that relate to how well the provider is informing, managing and responding to learners in further education and the problems learners face.

73 Learners were asked to rank a number of issues corresponding to the management of administrative experiences they encountered during their

learning experiences. Learners ranked each issue using a scale from 1 (very poor) to 10 (excellent). The issues were:

- Seeing the same teacher/tutor/assessor throughout
- Teachers/tutors/assessors turning up as planned
- Making sure enough teachers/tutors/assessors are available
- Helping new people settle in
- Providing support when I or other learners have problems
- Managing timetables so that they suit the learner as best they can
- Communicating changes in times for sessions.

74 Given the importance of occupational health and safety to learners and to colleges, learners were asked if they were informed about certain health and safety issues. Respondents were given a series of health and safety guidelines and were asked if they could recall being informed of each.

75 In order to obtain some measures of the difficulties learners experience whilst in further education, those involved in the survey were asked to identify problems they had encountered. They were given a list of prompts of types of problems and asked if they had encountered any of them.

76 Finally all learners were asked if they had made a complaint to their provider at any point in their learning event. It is important to note that the definition of complaint here is self-defined, it does not mean that learners sought or instituted a formal process to deal with their particular complaint. When the question was piloted it was deemed necessary to keep the wording as simple as possible due to the fact that learners have different definitions of a complaint and providers have a range of procedures. It was agreed to keep the wording as it is shown and accept that the data does include formal and more informal definitions by the learner (it is aiming more toward a measure of significant grievance).

Key messages

With regard to how the learning process was managed, learners with disabilities were generally more positive than learners without disabilities. For all measures related to the management of learning more than 50 per cent of learners with disabilities awarded a 9 or 10 out of 10 rating. Furthermore they were more likely to award a 9 or 10 out of 10 rating than learners without disabilities for the following measures:

- Communicating changes in time for sessions
- Managing timetables so that they suit the learner
- Helping new people settle in
- Providing support when I or other learners have problems

For all measures females and the older learners with disabilities were more positive than the male and younger learners with disabilities. This pattern holds true for all learners however.

Recall of Health and Safety guidance is high among learners with disabilities (at least six in ten learners for all measures).

Just over a half of learners with disabilities (53 per cent compared to 55 per cent of learners without disabilities) had experienced at least one problem during their learning experience. The most common issues being related to managing commitments, keeping up with the standard of work, personal motivation and money pressures.

Learners with disabilities who experienced problems were more likely to seek help from their provider than those without disabilities (37 per cent compared to 25 per cent). As a consequence the majority of learners do not seek help from their provider. In 2004/05 around one in ten learners made a complaint to their provider (10 per cent of those without disabilities, 11 per cent of those with disabilities).

Management of learning

77 For both learners with and without disabilities 'seeing the same teacher/tutor/assessor throughout' and 'teacher/tutor/assessor' turning up as planned achieved the most positive scores with at least two-thirds of learners awarding a 9 or 10 out of 10 rating (see Table 4.1).

78 Learners with disabilities were generally more positive than learners without disabilities. They were more likely (by at least 4 percentage points) to award a 9 or 10 out of 10 rating on the following:

- Communicating changes in times for sessions
- Managing timetables so that they suit the learner
- Helping new people settle in

- Providing support when I or other learners have problems.

Table 4.1: Disabilities: Management of learning by disability

	Without disabilities	With disabilities	% +/- difference
Unwtd base:	9892	651	
Wtd base:	9963	638	
	%	%	
Seeing the same teacher/tutor/assessor throughout	68	69	+1%
Teachers/tutors/assessors turning up as planned	66	69	+3%
Making sure enough teachers/tutors/assessors are available	60	61	+1%
Helping new people settle in	56	63	+7%
Providing support when I or other learners have problems	55	59	+4%
Managing timetables so that they suit the learner as best they can	47	56	+9%
Communicating changes in times for sessions	45	55	+10%

Base: All respondents rating. This question allowed a single rating per precode. % rating 9 or 10 out of 10 shown in the table. Base: All respondents for wave 10 (modular question)

2004/05 data: Differences by gender and age

79 For every measure the females and the older learners with disabilities were more positive than the male and younger learners with disabilities. Comparing the male and female learners the difference is greatest for the measure 'providing support when I or other learners have problems' (+9 percentage points). There are greater differences by age. The older learners were significantly more positive on the following measures (at least +10 percentage points likely to award a 9 or 10 out of 10):

- Seeing the same teacher/tutor/assessor throughout
- Teachers/tutors/assessors turning up as planned
- Making sure enough teachers/tutors/assessors are available

- Communicating changes in times for sessions.

Table 4.2: Disabilities: Management of learning measures by age and gender (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9892	651	299	352	189	462
Wtd	9963	638	280	358	126	512
	%	%	%	%	%	%
Seeing the same teacher/tutor/ assessor throughout	68	69	66	71	55	72
Teachers/tutors/ assessors turning up as planned	66	69	65	72	54	73
Making sure enough teachers/tutors/ assessors are available	60	61	61	61	53	63
Helping new people settle in	56	63	61	64	57	64
Providing support when I or other learners have problems	55	59	54	63	54	61
Managing timetables so that they suit the learner as best they can	47	56	54	57	52	57
Communicating changes in times for sessions	45	55	54	56	39	60

Base: All respondents rating (base differs for all aspects). This question allowed a single rating per precode. % rating 9 or 10 out of 10 shown in the table. Base: All respondents for waves 10 (modular question). Base sizes are too small to allow for analysis by different types of disability

Health and safety guidance

80 Given the importance of occupational health and safety to learners and to colleges and providers more generally, learners were asked if they were informed about certain health and safety issues. Overall around four in five

learners with and without disabilities had a high level of recall about emergency arrangements for fire (80 per cent without disabilities, 81 per cent with).

81 Slightly higher proportions of learners with disabilities recalled receiving information about the other health and safety measures than learners without disabilities:

- 68 per cent said they knew who to ask about health and safety advice and information (compared to 65 per cent without disabilities)
- 67 per cent recalled emergency arrangements for first aid and how to report an accident (compared to 62 per cent without)
- 66 per cent recalled any dangers involved with your training and how to work safely (compared to 62 per cent).

82 These differences may be due to learners with disabilities having a better recall of this information, as it may be more pertinent to their circumstances than for learners without disabilities, rather than the information being specifically targeted at this group of learners.

Table 4.3: Health and safety information by disability

	Without disabilities	With disabilities	% +/- difference
Unweighted	9892	651	
	% saying yes	% saying yes	
Emergency arrangements for fire	80	81	+1%
Who to ask for any health and safety advice or instructions	65	68	+3%
Emergency arrangements for first aid and how to report an accident	62	67	+5%
Any dangers involved with your training and how to work safely	62	66	+4%

This question was single response per precode (yes or no). Base: All respondents wave 10 in 2004/05

2004/05 data: Differences by gender and age

83 The data shows that males and the younger learners with disabilities showed a higher level of recall of the health and safety information than the females or older learners with disabilities. This is perhaps indicative of the types of course they were attending which are often more vocational than those taken by female or older learners. Sample sizes are too small to explore the data at this level for learners with disabilities.

Table 4.4: Disabilities: Health and safety information by gender and age

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9892	651	299	352	189	462
Wtd	9963	638	280	358	126	512
	%	%	%	%	%	%
Emergency arrangements for fire	80	81	86	77	86	80
Who to ask for any health and safety advice or instructions	65	68	75	63	74	66
Emergency arrangements for first aid and how to report an accident	62	67	72	62	72	65
Any dangers involved with your training and how to work safely	62	66	71	61	76	63

This question was single response per precode (yes or no). Base: All respondents for waves 10 (modular question)

84 Colleges may be unaware that the LSC has available a number of resources dealing specifically with occupational health and safety issues, these include:

- Safe learner website – a joint good practice website with the Association of Colleges (AOC) and the Association of Learning Providers (ALP) for colleges and providers www.safelearner.info
- Supply of the BE SAFE booklet for all learners
- The Safe Learner Line – a confidential line that learners can contact by phone, email or text to report their concerns about learner safety
- BE SAFE DVD and Risk IT video/DVD suitable for use at induction
- Promotion of the Health and Safety Procurement Standards

- Other publications for supervisors and employers (all available from LSC helpdesk.

85 Colleges might also consider whether the LSC's *safelearner* guidance should be used to inform good practice.

Difficulties encountered

86 In order to obtain some measures of the difficulties learners encounter during their learning experiences, those involved in the survey were asked to identify problems they may have encountered.

87 In 2004/05, 44 per cent of learners without disabilities said they had experienced no problems since they started their course, while slightly fewer (40 per cent) of learners with disabilities felt this way.

88 There are some differences to the types of problems experienced by learners with and without disabilities (shown in table 4.5), the ones with the greatest difference (more than 5 percentage points) were:

- Managing to keep up with the standard of work required
- Maths/numeracy skills
- Reading/writing skills.

Table 4.5: Disabilities: Since you started the course have you had any problems with the following? Mentions of 3 per cent or more (2004/05 data)

	Without disabilities	With disabilities	% +/- difference
	9892	651	
	%	%	
Managing to fit course commitments in with other commitments at home	24	22	-2%
Maintaining personal motivation	22	19	-3%
Managing to keep up with the standard of work required	20	26	+6%
Managing to fit course commitments in with other commitments at work	21	13	-8%
Dealing with money pressures	13	18	+5%
Travel to college/provider	11	11	-
Extra help you were promised not being provided	5	8	+3%
Maths/numeracy skills	5	11	+6%
Reading/writing skills	4	11	+7%
Discrimination of any kind from other students	2	5	+3%
Discrimination of any kind from a member of staff	2	4	+2%
% of learners with no problems/not mentioning a specific problem	44	40	-4%

This question allowed a multiple response. Responses of 5 per cent or more shown in the table. Base: All respondents for wave 10 (modular question)

2004/05 data: Differences by gender and age

89 Female learners with disabilities were more likely to mention problems with fitting in course commitments with other commitments at home (24 per cent female compared to 19 per cent for male learners). By age it was the younger learners with disabilities (aged 16-18) who were more likely to mention problems overall and they were significantly more likely than the 19 plus age group to mention:

- Managing to keep up with the standard of work required

- Extra help you were promised not being provided
- Maths/numeracy skills
- Reading/writing skills
- Managing to keep up with the standard of work required
- Discrimination of any kind from other students
- Dealing with money pressures.

Table 4.6: Disabilities: Since you started the course have you had any problems with the following? By age and gender (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9892	651	299	352	189	462
Wtd	9963	638	280	358	126	512
	%	%	%	%	%	%
Managing to fit course commitments in with other commitments at home	24	22	19	24	22	22
Maintaining personal motivation	22	19	18	20	22	18
Managing to keep up with the standard of work required	20	26	28	24	35	24
Managing to fit course commitments in with other commitments at work	21	13	16	12	11	14
Dealing with money pressures	13	18	19	16	23	16
Travel to college/provider	11	11	12	11	16	10
Extra help you were promised not being provided	5	8	8	9	16	6
Maths/numeracy skills	5	11	13	9	20	9
Reading/writing skills	4	11	13	10	20	9
Discrimination of any kind from other students	2	5	5	5	12	4
Discrimination of any kind from a member of staff	2	4	3	4	6	3
% of learners with no problems/not mentioning a specific problem	44	40	37	41	31	42

This question allowed a multiple response. Responses of 5 per cent or more shown in the table. Base: All respondents for waves 10 (modular question)

Learners seeking help or advice for difficulties

- 90 If learners experienced problems on their course the survey sought to find out what proportion had sought advice or help from the college or provider on any of these matters.
- 91 While a quarter of learners without disabilities (25 per cent) who encountered problems actually sought advice or help to resolve that problem, the proportion increases to 37 per cent among learners with disabilities. As a consequence this also means that three quarters of learners without disabilities (75 per cent) who had had difficulties at some point in their learning event who did not seek help in resolving the issues with their provider. The figure drops to 61 per cent for learners with disabilities (see Table 4.7).

2004/05 data: Differences by gender and age

- 92 There was no significant difference in this measure by gender but the data shows that the younger learners with disabilities were much more likely to seek help (52 per cent of the 16-18s compared to 33 per cent of the 19 plus age group). This may be indicative of the type of problem and how it relates to the learning event itself (finance, travel, help being promised and Maths/numeracy skills). The older age groups were more likely to have stated problems in juggling commitments at home and work and may therefore see these as personal problems to overcome without involving the provider.

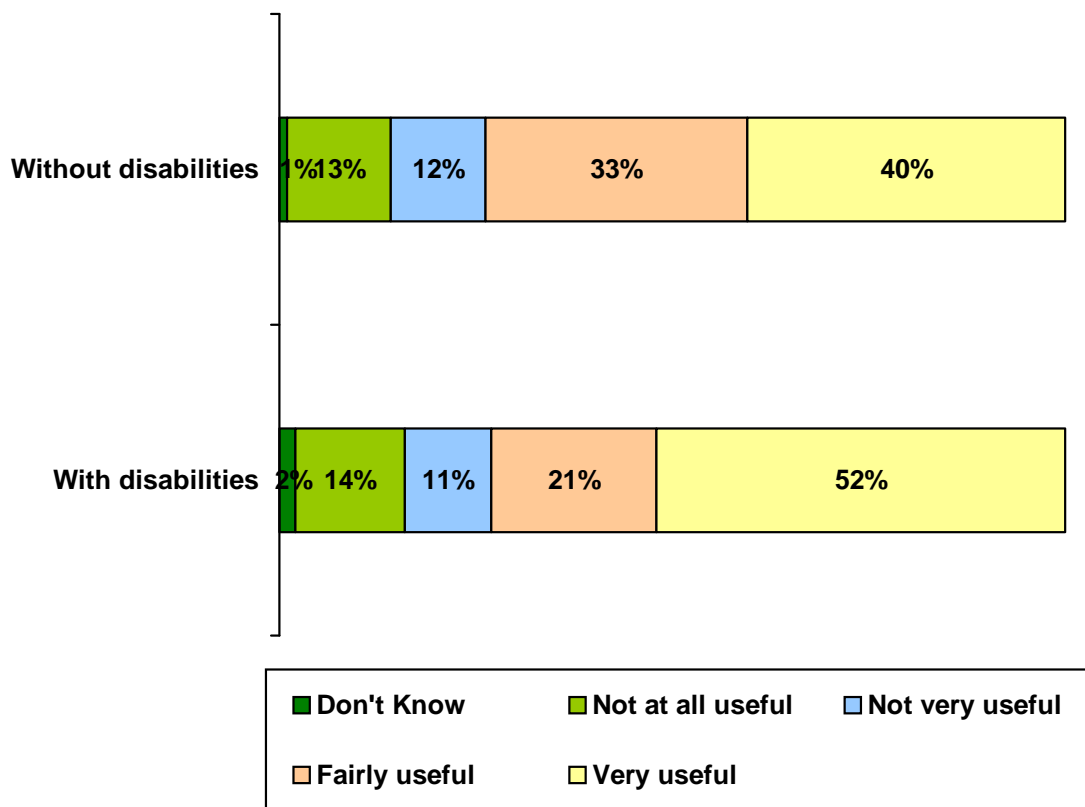
Table 4.7: Disabilities: Have you sought advice or help for any of these matters?

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	5527	399	186	213	126	273
Wtd	5448	377	170	207	84	293
	%	%	%	%	%	%
Yes	25	37	39	36	52	33
No	75	61	59	62	48	64

Don't know not shown. Base: All respondents for waves 10 (modular question)

93 All learners who had sought help from the provider regarding their problems were asked on the whole, how useful this help had been. Just over a half (52 per cent) of learners with disabilities said that it had been very useful compared to 40 per cent of learners without disabilities giving this level of rating. Perhaps more worrying is that a quarter of learners from both groups rated the help offered as not very or not at all useful (see Chart 4.1).

Chart 4.1: Usefulness of help or advice received by disability (2004/05 data)



Base: All those seeking help for problems (without disabilities unwt'd 1500; with disabilities unwt'd 160)

Complaints

- 94 All learners were asked if they had made a complaint to their provider at any point in their learning event. It is important to note that the definition of complaint here is self-defined, it does not mean that learners sought or instituted a formal process to deal with their particular complaint. When the question was piloted it was deemed necessary to keep the wording as simple as possible and accept that the data does include formal and more informal definitions by the learner.
- 95 In 2004/05, similar proportions of learners with and without disabilities reported that they had made a complaint about some part of their learning experience (10 per cent without disabilities, 11 per cent with, see Table 4.8).

2004/05 data: Differences by gender and age

96 Gender presented no significant differences in the response to the question regarding incidence of complaint. The younger learners with disabilities were however significantly more likely to have made a complaint (19 per cent compared to 10 per cent of 19 plus learners).

Table 4.8: Disabilities: Have you ever made a complaint about your training/course or other experiences (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9892	651	299	352	189	462
Wtd	9963	638	280	358	126	512
	%	%	%	%	%	%
Yes	10	11	10	12	19	10
No	90	88	89	87	81	90

Base: All respondents making a complaint (1235). Don't know not shown. This question allowed a single response. Base: All respondents for waves 10 (modular question)

97 Base sizes are too low to explore outcomes of complaint for learners with disabilities.

The impact of learning

Introduction

98 The 2004/05 survey also explored the respondent's attitude toward being in the learning environment, more specifically it examines to what extent learners embrace new challenges and how hard, if at all, they find it to motivate themselves. In the 2004/05 survey learners were asked about the benefits they had received from their learning experience and the impact that learning had on them as a person.

99 Another key measure reported in this section is the likelihood that respondents will take up further learning in the next three years.

Key messages

Although generally more positive about the FE education they received than learners without disabilities, it is interesting to note that learners with disabilities felt less positive about education upon leaving school than those without disabilities. While 60 per cent of learner without disabilities had generally positive feelings about education when leaving school the proportion drops to 51 per cent among those with disabilities. Similarly, more learners with disabilities felt negative about education when leaving school (23 per cent) than those without disabilities (17 per cent). Six in ten learners said that they had a positive attitude towards school when they left. By contrast a marginally higher proportion of learners with disabilities now say they enjoy learning and get a 'buzz' from it (79 per cent of those with disabilities compared to 76 per cent of those without).

The social aspects of learning are important for all learners but particularly so for learners with disabilities with 55 per cent saying they enjoy learning mostly due to the social aspects (compared to 48 per cent of learners without disabilities).

The majority of learners like a new challenge (69 per cent of those with disabilities; 65 per cent of those without said they strongly agreed with the statement), however, fewer said that they find it easy to motivate themselves for learning (50 per cent of those with disabilities and 47 per cent of those without strongly agreed). This would suggest that for some learning is not the type of challenge they enjoy the most. Most learners disagreed that they felt out of place in the classroom, that they found it hard to manage their time and that they worried about the standard of work, there was a significant minority (particularly among those with disabilities) who agreed with one or more of these statements.

The majority of learners (both with and without disabilities) are in agreement with the various benefits of learning. The most common benefits to those with disabilities being (at least seven in ten respondents agreeing):

- I have a greater enthusiasm for the subject (86 per cent)
- I feel more confident in my ability to learn (86 per cent)
- I am more creative and prepared to try new things (82 per cent)
- I feel more positive about learning than when I started (77 per cent)
- It has given me skills I can use for my job (75 per cent)
- I feel more confident socially (70 per cent).

Furthermore, some 66 per cent of those with disabilities felt that learning has benefited their health and sense of well-being (compared to 54 per cent of those without disabilities).

Six in ten learners (62 per cent of those with disabilities; 60 per cent of those without) said they were very likely to learn again in the next three years.

Learners' feelings towards education when leaving school

100 One of the important aspects of surveying learners is to gather information about what might have changed, particularly in terms of their attitudes and perceptions as a result of their learning experiences, and how learners now view past and present experiences.

- 101 This means it is important to try to gain some measure of learners' views about their experiences prior to entering current learning courses, and where possible compare or contrast these with those obtaining now.
- 102 Table 5.1 shows, that in the 2004/05 survey, just over a half of learners with disabilities (51 per cent) had generally positive feelings about education when leaving school, compared with three in five learners (60 per cent) without disabilities. Learners with disabilities were also more likely to feel negative about education when leaving school than learners without disabilities (23 per cent compared to 17 per cent). A fifth of learners in each group felt were neither positive nor negative about their views on schooling (20 per cent of those without disabilities, 22 per cent of those with).
- 103 This is an interesting finding given that learners with disabilities are generally a much more satisfied group of learners than those without disabilities

Table 5.1: Learners' feelings about education when leaving school by disability (2004/05 data)

	Without disabilities	With disabilities	+/- difference
Unwtd	9876	656	
Wtd	9963	658	
	%	%	%
Generally positive feelings about education	60	51	-9%
Generally negative feelings about education	17	23	+6%
Not bothered either way/indifferent	20	22	+2%

This question allowed a single response. Don't know not shown on table. Base: All respondents for wave 11 (modular question)

2004/05 data Differences by gender and age

- 104 There was no significant difference between the attitude of male and female learners with disabilities about education when leaving school. Just over half of learners in this group (48 per cent male, 53 per cent female) felt positive about education at this time, significantly fewer than learners

without disabilities. By age, the younger learners were slightly more positive (57 per cent of the 16-18s said that they had a positive attitude to education compared to 50 per cent of the 19 plus age group).

Table 5.2: Disabilities: Learners' feelings about education when leaving school by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9876	656	291	365	171	483
Wtd	9963	658	285	374	121	535
	%	%	%	%	%	%
Generally positive feelings about education	60	51	48	53	57	50
Generally negative feelings about education	17	23	24	22	13	25
Not bothered either way/indifferent	20	22	23	21	28	21

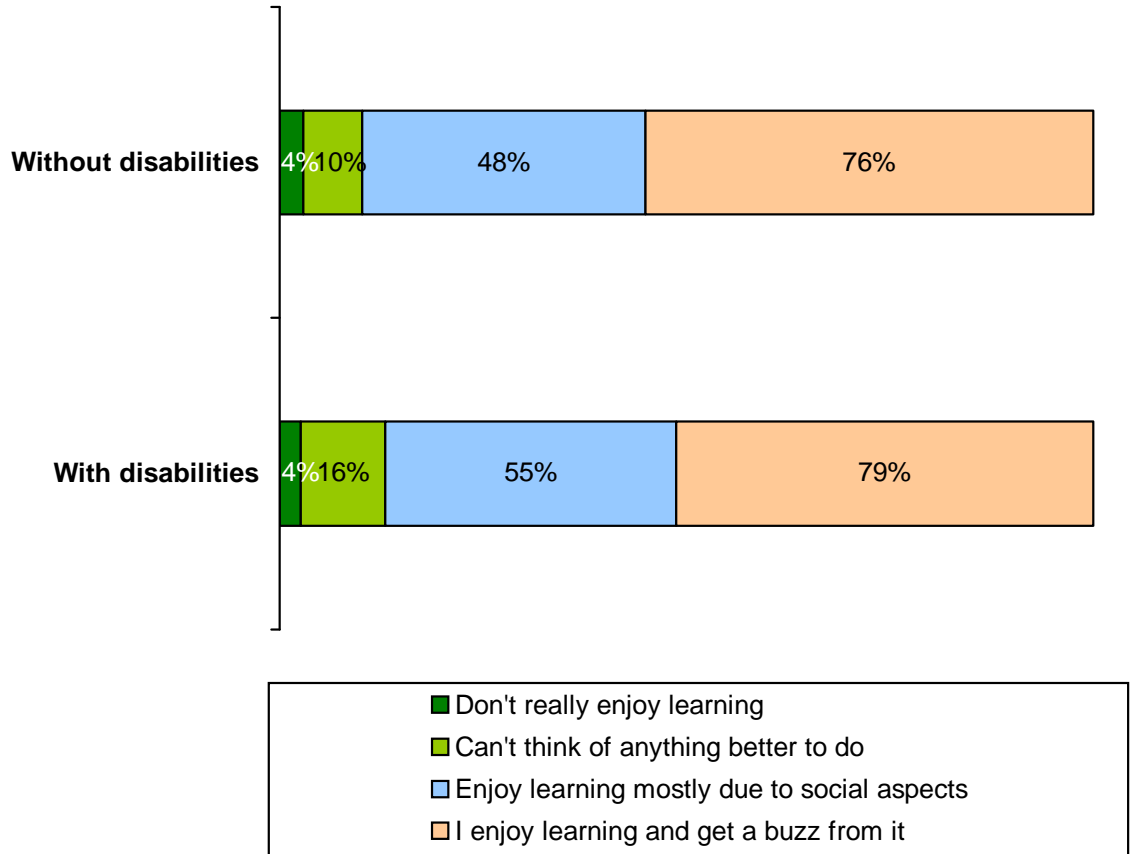
This question allowed a single response. Don't know not shown on table. Base sizes are too small to allow analysis by type of disability. Base: All respondents for wave 11 (modular question)

How learners feel about learning now

- 105 Questions here sought to elicit responses that provide information about how learners feel about learning at present. Learners were asked which statements apply to them and the way they feel about learning now.
- 106 In 2004/05, three quarters (76 per cent) of learners without disabilities said they enjoyed learning and get a *buzz* from it, the proportion increasing marginally to 79 per cent among learners with disabilities.
- 107 While almost half of the learners (48 per cent) without disabilities said that they enjoyed learning mostly due to the social aspects, the figure was significantly higher (55 per cent) among learners with disabilities. Similarly, learners with disabilities were more likely to say they are carrying on learning as they can't think of anything better to do (16 per cent) than

learners without disabilities (10 per cent). Just one in twenty learners from both groups (4 per cent) said that they did not really enjoy learning.

Chart 5.1: Feelings about learning currently by disability (2004/05 data)



Base: All respondents wave 11: without disabilities unwttd 9876; with disabilities unwttd 656

2004/05 data Differences by gender and age

108 Female learners with disabilities were significantly more likely than male learners with disabilities to have agreed that they are getting a buzz out of learning (82 per cent compared to 76 per cent). They were incidentally significantly more satisfied with their learning experience overall. The 19 plus age group were much more likely to have agreed that they were getting a buzz out of learning (83 per cent compared to 66 per cent of the 16-18s).

109 The 16-18s were significantly more likely to agree that

- They were enjoying learning mainly due to the social aspects (62 per cent compared to 53 per cent of the 19 plus learners)
- They didn't really like learning (10 per cent compared to 3 per cent of the 19 plus learners).

Table 5.3: Disabilities: Feelings about learning currently by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9876	656	291	365	171	483
Wtd	9963	658	285	374	121	535
	%	%	%	%	%	%
Don't really enjoy learning	4	4	7	2	10	3
Can't think of anything better to do	10	16	17	15	18	16
Enjoy learning mostly due to social aspects	48	55	54	55	62	53
I enjoy learning and get a buzz from it	76	79	76	82	66	83

This question allowed a single response. Don't know not shown on table. Base: All respondents for wave 11 (modular question)

Attitude towards the learning environment

110 Respondents were offered a series of statements that related to handling the learning experience (both emotionally and practically) and were asked how much they agreed with each one. The question aimed to explore the following themes:

- Comfort with classroom and learning
- Challenges/responsibilities

- Motivation for learning.

- 111 Almost two thirds of learners without disabilities (65 per cent) agreed strongly that they always like a new challenge, while a slightly higher proportion (69 per cent) of learners with disabilities felt this way. This statement showed very little disagreement. However, whilst the majority of learners in further education agreed that they liked a challenge, a relatively lower proportion also agreed that they find it easy to motivate themselves for learning (47 per cent among learners without disabilities, 50 per cent among those with disabilities). It would appear then that learning is not the type of challenge that some learners relish.
- 112 While one in ten learners without disabilities (11 per cent) 'strongly agreed' that they get very nervous about the standard or work required, the proportion was significantly higher among learners with disabilities (18 per cent).
- 113 Learners with disabilities were also more likely to agree that they find it difficult to manage their time properly, with 15 per cent agreeing with this statement compared to 10 per cent of learners without disabilities. A similar difference was found for the statement 'I feel out of place in a classroom situation' with 9 per cent of learners with disabilities agreeing strongly with this statement compared to 4 per cent without disabilities. Furthermore, learners with disabilities were slightly more cautious about taking on new responsibilities with 11 per cent 'strongly agreeing' with the statement 'I do not usually enjoy taking on new responsibilities' (compared to 7 per cent with learners of learners without disabilities). On the positive side, the majority of learners with disabilities disagreed with each of these statements to some extent.

Table 5.4: Attitude toward the learning environment by disability - proportion strongly agreeing with each statement (2004/05 data)

	Without disabilities	With disabilities	+/- difference
Unwtd	9876	656	
Wtd	9963	658	
	%	%	
Always like a new challenge	65	69	+4%
Find it easy to motivate myself for learning	47	50	+3%
Very nervous about the standard of work required	11	18	+7%
Never manage my time properly	10	15	+5%
Do not usually enjoy new responsibilities	7	11	+4%
I feel out of place in the classroom	4	9	+5%

This question allowed a single response. % strongly agreeing only shown on table. Base: All respondents for wave 11 (modular question) % saying they “strongly agree”

2004/05 data: Differences by age and gender

114 By gender there were only nominal differences in the proportions of male and female learners with disabilities strongly agreeing with each of the statements.

115 By age again there were also only small differences in the proportions of younger and older learners agreeing with each statement apart from one. Younger learners aged 16-18 were less likely to strongly agree that they ‘find it easy to motivate myself for learning’ (30 per cent of 16-18s strongly agreeing compared to 55 per cent of the 19 plus learners).

Table 5.5: Disabilities: Feelings about learning currently by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9876	656	291	365	171	483
Wtd	9963	658	285	374	121	535
	%	%	%	%	%	%
Always like a new challenge	65	69	69	69	69	69
Find it easy to motivate myself for learning	47	50	49	51	30	55
Very nervous about the standard of work required	11	18	17	18	18	18
Never seem to manage my time properly	10	15	12	18	15	16
Do not usually enjoy new responsibilities	7	11	10	12	10	12
I feel out of place in the classroom situation	4	9	10	8	7	9

This question allowed a single response. % strongly agreeing only shown on table. Base: All respondents for wave 11 (modular question) % saying they “strongly agree”

Benefits of learning

116 Learners were asked to agree or disagree with statements regarding the effect their learning experience had on them personally. Full details of learner responses are shown in Table 5.6. For both learners with and without disabilities, the most common benefits were (at least four in five agreeing):

- I have a greater enthusiasm for the subject (86 per cent learners with disabilities; 85 per cent learners without)

- I feel more confident in my ability to learn (86 per cent learners with disabilities; 83 per cent without)
- I am more creative and prepared to try new things (82 per cent learners with disabilities; 80 per cent learners without).

Table 5.6: Benefits of learning by disability (2004/05 data)

	Without disabilities	With disabilities	% +/- difference
Unwtd	9876	656	
Wtd	9963	658	
	%	%	
I have a greater enthusiasm for the subject	85	86	+1%
I feel more confident in my ability to learn	83	86	+3%
I am more creative and prepared to try new things	80	82	+2%
It has given me skills I can use in a job	79	75	-4%
I feel more positive about learning than when I started	73	77	+4%
I am better at learning on my own now	69	66	-3%
I feel more confident socially	62	70	+8%
I am better at managing my time and responsibilities	58	63	+5%
It has benefited my health and sense of well being	54	66	+12
It enables me to cope better with daily life	54	61	+7
I now take a more active part in the community*	36	45	+9

*This question allowed a single response per measure (agree/disagree). Table shows % of those agreeing to impact. * based on respondents aged 25 years plus only. Base: All respondents for wave 11 (modular question)*

117 Benefits relating to confidence, health and well-being were all mentioned by significantly more learners with disabilities compared to those without. These are highly significant benefits for these learners given that they were much more likely to have experienced problems with these issues at some

point in their course (see section 4). More specifically the measures of note are:

- It has benefited my health and sense of well-being (66 per cent of learners with disabilities compared to 54 per cent of those without)
- I feel more confident socially (70 per cent compared to 62 per cent of learners without disabilities)
- It enables me to cope better with daily life (61 per cent compared to 54 per cent of learners without disabilities)
- I am better at managing my time and responsibilities (63 per cent compared to 58 per cent).

2004/05 data Differences by gender and age

118 By gender the impacts mentioned by a significantly higher proportion (at least 10 percentage points) of male learners with disabilities (as opposed to female learners with disabilities) were:

- I am better at learning on my own now (71 per cent of male learners with disabilities compared to 63 per cent of female learners with disabilities)
- I am better at managing my time and responsibilities (69 per cent of male learners with disabilities compared to 59 per cent of females).

119 The impacts that were mentioned by a significantly higher proportion (at least 10 percentage points) of younger learners aged 16-18 with disabilities (as opposed to learners aged 19 plus with disabilities) were:

- It has given me the skills I can use in a job (94 per cent of the 16-18s with disabilities compared with 71 per cent of the 19 plus)
- I am better at managing my time and responsibilities (78 per cent of the 16-18s with disabilities compared to 60 per cent of the 19 plus learners with disabilities)

- I am better at learning on my own now (78 per cent of 16-18s with disabilities compared to 64 per cent of the 19 plus)
- I feel more confident socially (81 per cent of the 16-18s with disabilities compared to 68 of the 19 plus)
- I am more creative and prepared to try new things (90 per cent of the 16-18s with disabilities compared to 80 per cent of the 19 plus)
- It enables me to cope better with daily life (70 per cent of the 16-18s with disabilities compared to 60 per cent of the 19 plus).

Table 5.7: Disabilities: Benefits of learning by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	9876	656	291	365	171	483
Wtd	9963	658	285	374	121	535
	%	%	%	%	%	%
I have a greater enthusiasm for the subject	85	86	85	87	86	86
I feel more confidence in my ability to learn	83	86	86	86	89	85
I am more creative and prepared to try new things	80	82	83	81	90	80
It has given me skills I can use in a job	79	75	74	76	94	71
I feel more positive about learning than when I started	73	77	76	78	76	78
I am better at learning on my own now	69	66	71	63	78	64
I feel more confident socially	62	70	70	70	81	68
I am better at managing my time and responsibilities	58	63	69	59	78	60
It has benefited my health and sense of well being	54	66	64	68	71	66
It enables me to cope better with daily life	54	61	63	60	70	60
I now take a more active part in the community*	36	45	43	46	na	45

*This question allowed a single response. % strongly agreeing only shown on table. * Based on respondents aged 25 years plus only. Base: All respondents for wave 11 (modular question) % saying they “strongly agree”*

Likelihood to return to learning within the next three years

- 120 Again, one of the issues of importance to the entire learning community is the extent to which learners wish to continue with their learning experiences and what influences current teaching and learning have on their ambitions or intentions.
- 121 Learners with disabilities were just as likely as those without to return to learning in the next three years. Around six in ten learners (60 per cent without disabilities, 62 per cent with) said it was very likely that they would undertake further learning during the next three years. A further quarter of each group (26 per cent without disabilities, 23 per cent with) responded that it was fairly likely they would undertake further learning in the next three years.

Table 5.8: Likelihood of learning in the next three years by disability (2004/05 data)

	Without disabilities	With disabilities	% +/- difference
Unwtd	29677	1959	
Wtd	29698	1920	
	%	%	
Very likely	60	62	+2%
Fairly likely	26	23	-3%
Fairly/very unlikely	12	10	-2%

This question allowed a single response. Don't know not shown. Base: All respondents for all waves (core question)

2004/05 data: Differences by gender and age

- 122 Gender shows that male learners with disabilities were slightly more likely to state that they were very/fairly unlikely to return to learning in the next three years (13 per cent compared to 8 per cent of females). Age shows very little impact on the response for this measure.

Table 5.9: Likelihood of learning in the next three years by gender and age (2004/05 data)

	Without disabilities	With disabilities	Disabilities Male	Disabilities Female	Disabilities 16-18	Disabilities 19+
Unwtd	29677	1959	892	1067	542	1415
Wtd	29698	1920	840	1080	360	1559
	%	%	%	%	%	%
Very likely	60	62	61	64	65	62
Fairly likely	26	23	23	23	21	24
Fairly/very unlikely	12	10	13	8	12	10

This question allowed a single response. Don't know not shown. Base: All respondents for all waves (core question)

2004/05 data: Differences by type of disability

123 By type of disability, learners with a disability affecting mobility were the most likely to state that they were very likely to return to learning in the next three years (69 per cent compared to 62 for all learners with disabilities). Learners with a visual impairment were the least likely to state they were very likely to return to learning in the next three years (54 per cent saying they were very likely). Apart from these two observations, type of disability shows little impact on the response for this measure.

Table 5.10: Likelihood of learning in the next three years by type of disability (2004/05 data)

	Without disabilities	All with disabilities	Visual Impairment	Hearing Impairment	Disability affecting mobility	Other physical disability	Mental ill health	Multiple disabilities	Other medical condition
Unwtd	29677	1959	164	176	242	120	122	154	430
Wtd	29698	1920	156	198	265	122	142	157	408
	%	%	%	%	%	%	%	%	%
Very likely	60	62	54	59	69	57	58	65	67
Fairly likely	26	23	29	27	23	24	22	19	20
Very/fairly unlikely	12	10	13	10	4	14	11	10	9

This question allowed a single response. Don't know not shown. Base: All respondents for all waves (core question)

APPENDIX A: Confidence limits and effective sample sizes

1 The following grid provides a useful rule of thumb when judging the statistical significance of the figures contained in tables and highlights reports (particularly those for some of the detailed sub groups):

95% confidence intervals for different expected proportions and sample sizes

Sample Size	Expected Proportion			
	50% or 50%	40% 60%	30% 70%	20% 80%
100	+/- 9.8%	+/- 9.6%	+/- 9.0%	+/- 7.8%
200	+/- 6.9%	+/- 6.8%	+/- 6.4%	+/- 5.5%
300	+/- 5.7%	+/- 5.5%	+/- 5.2%	+/- 4.5%
400	+/- 4.9%	+/- 4.8%	+/- 4.5%	+/- 3.9%
500	+/- 4.4%	+/- 4.3%	+/- 4.0%	+/- 3.5%
600	+/- 4.0%	+/- 3.9%	+/- 3.7%	+/- 3.2%
700	+/- 3.7%	+/- 3.6%	+/- 3.4%	+/- 3.0%
800	+/- 3.5%	+/- 3.4%	+/- 3.2%	+/- 2.8%
900	+/- 3.3%	+/- 3.2%	+/- 3.0%	+/- 2.6%
1,000	+/- 3.1%	+/- 3.0%	+/- 2.8%	+/- 2.5%
1,500	+/- 2.5%	+/- 2.5%	+/- 2.3%	+/- 2.0%
2,000	+/- 2.2%	+/- 2.1%	+/- 2.0%	+/- 1.8%
2,500	+/- 2.0%	+/- 1.9%	+/- 1.8%	+/- 1.6%

Note this assumes the responses are from a completely unclustered random sample

2 All the data contained in this report were weighted. The table below shows the effect of weighting on the sample sizes (effective sample size).

Calculations of confidence limits based on weighted data should take into account the following reductions.

L35CODE: PRIOR ATTAINMENT LEVEL (SAMPLE)		WEIGHTED SAMPLE SIZE	EFFECTIVE SAMPLE SIZE	Effective SS as a % of Unweighted achieved sample size interviews	
qtype2					
1 FE	1 (09) Entry Level	202	160	195	82%
	2 (07) Other qualifications below level 1	103	84	100	84%
	3 (01) Level 1	1725	1568	1,959	80%
	4 (02) Level 2	4183	3974	4,988	80%
	5 (03) Level 3	1296	1001	1,199	83%
	6 (04) Level 4	864	644	740	87%
	7 (05) Level 5	466	336	385	87%
	8 (97) Other qualification, level not known	584	471	558	84%
	9 (98) Not known	20273	16854	19,653	86%
	10 (99) No qualifications	1935	1557	1,871	83%
	Total	31631	26554	31,648	84%
AIM TYPE & NOTIONAL NVQ (SAMPLE)					
1 FE	0	702	509	543	94%
	1 LEVEL 1 & ENTRY	8798	6940	7,820	89%
	2 LEVEL 2	8526	7059	8,394	84%
	3 LEVEL 3	9611	9062	11,289	80%
	4 LEVEL 4 OR 5 OR HIGHER	1658	1307	1,506	87%
	5 OTHER	2335	1842	2,096	88%
	Total	31631	26554	31,648	84%
Q54BSUM ETHNICITY SUMMARY					
1 FE	0	49	42	48	87%
	1 White	27700	23065	27,501	84%
	2 Black	1291	1143	1,354	84%
	3 Asian	1608	1433	1,686	85%
	4 Other	983	885	1,059	84%
	Total	31631	26554	31,648	84%

Q54CII Do you consider yourself to have learning difficulties				
1 FE	1 Yes	1518	1406	1,748
	2 No	30097	25147	29,884
	3 Don't know	11	9	10
	4 Refused	5	5	6
	Total	31631	26554	31,648
Q54C . Do you consider yourself to a have a disability				
1 FE	1 Yes	1920	1631	1,959
	2 No	29698	24913	29,677
	3 Don't know	7	5	6
	4 Refused	5	5	6
	Total	31631	26554	31,648
Age				
1 FE	1 16-18	6930	7872	9,788
	2 19-24	4222	3660	4,447
	3 25 Plus	20468	15695	17,404
	4 Not Stated	12	8	9
	Total	31631	26554	31,648
1 FE	1.00 16-34	15667	14575	18121
	2.00 35-44	6305	4828	5383
	3.00 45-54	4530	3416	3763
	4.00 55+	5117	3979	4372
	Total	31619	26546	31639
L13CODE GENDER (SAMPLE)				
1 FE	1 Male	11920	10250	12,419
	2 Female	19711	16313	19,229
	Total	31631	26554	31,648
Q38 How satisfied are you with your current learning experience	WEIGHT1 WEIGHT VARIABLE			
1 FE	1 Extremely satisfied	8661	7055	8,309
	2 Very satisfied	12767	10741	12,788
	3 Fairly satisfied	7333	6334	7,643
	4 Neither satisfied nor dissatisfied	994	863	1,046

	5 Fairly dissatisfied	972	830	1,001	83%
	6 Very dissatisfied	376	305	347	88%
	7 Extremely dissatisfied	405	338	397	85%
	8 Don't know	122	101	117	86%
	Total	31631	26554	31,648	84%
qtype2	QTYPE LEARNER TYPE				
1 FE	1 FE College learners	27792	23120	27,568	84%
	2 6th form college learners	2102	2022	2,254	90%
	3 Other specialist colleges	1737	1447	1,826	79%
	Total	31631	26554	31,648	84%

APPENDIX B: Ridge regression scores for individual components

Correlations with Q38 – overall satisfaction with current learning experience

Components	<i>Ridge Regressions</i>	All FE learners	All without disabilities	All with disabilities
R (square)=		54	54	49
Teaching	Q21 teaching overall	30	30	27
Pre-entry	Q15 Advice received from..	0	0	0
Pre-entry	Q11bii, Q11biii, first choice college/course	2	2	2
Pre-entry	School/college	5	5	5
Pre-entry	Professionals (connexions, school career adviser)	1	1	1
Pre-entry	Social	2	2	2
Pre-entry	Professional 2 (Learndirect, next steps, guidance centre)	1	1	1
Pre-entry	Well informed*	13	14	13
Support	NQ27 rating of support issues	12	12	12
Support	Q29 a,b,c,d,g,h problems experienced	3	3	2
Support	Q29i,j,k problems-reading/writing	2	2	3
Support	Q29e,f problems – discrimination	2	2	4
Support	Q30, Q32 made complaint	4	4	3
Support	Q31, Q33 complaint outcome	4	4	6
Impacts	Q42ii d,f,g,h –more confident	5	5	5
Impacts	Q42 c,e,i,j,k – better in life/well-being	4	4	5
Impacts	Q41 a,b,c –enjoy learning	0	0	0
Impacts	Q42ii a – greater enthusiasm	6	6	7
Impacts	Q42ii b – skills for job	2	3	2
Summary	All teaching	30	30	27
	All pre-entry	24	25	24
	All support	27	27	30
	All impacts	17	18	19

* this component (how well informed the learner was before/after induction) was added to the regression model for 2004/05. Its impact has been to reduce the importance of teaching and to increase the importance of the pre-entry component.

APPENDIX C: The Questionnaire: Core and modular questions

INTRO1

Good MORNING / AFTERNOON / EVENING could I please speak to (NAMED RESPONDENT)

Yes	1	GO TO INTRO2
No - call back later	2	
No - not available in fieldwork	3	
No – refused	4	
Other - cannot continue	5	GO TO TIPCODES

INTRO2

IF WBL: Good morning/afternoon/evening my name is (NAME) and I am calling from NOP. We would like to speak to you about your Work Based Learning to find out how satisfied you are.

ANY OTHER LEARNER TYPE: Good morning/afternoon/evening my name is (NAME) and I am calling from NOP. We would like to speak to you about your course at (NAME OF COLLEGE / PROVIDER) OR With LEARDIRECT to find out how satisfied you are.

READ OUT FOR ALL The survey is being conducted for the Learning and Skills Council, they want to know the views of students and trainees like yourself so that facilities and services can be monitored and improved in the way you want them to be. All your answers are confidential, data will be reported back but not with names attached.

CORE QUESTION 2004/05

ASK ALL WORK BASED LEARNING

NQ3b

Please think about any time away from your day-to-day job that you spend training towards your qualification. Is your training... READ OUT Code all that apply

Based at a college.....	1
Based at a training provider.....	2
Within your workplace.....	3
Other (specify)	0
No answer.....	X

NOTE IF FE/ACL INTERVIEW: PROVIDER NAME WILL BE FORCED INTO THE SCRIPT AT VARIOUS POINTS

NOTE IF WORK BASED LEARNER INTERVIEW: THERE IS NO PROVIDER NAME IN THE ILR TO BE FORCED INTO QUESTION TEXT FOR REMAINDER OF THE SURVEY – RESPONSE(S) GIVEN ABOVE WILL BE USED IN QUESTION TEXT FROM THIS POINT I.E YOUR COLLEGE, YOUR PROVIDER, YOUR WORKPLACE

NOTE IF LEARNDIRECT: INTERVIEW SCRIPT WILL FORCE IN WORDS ‘WITH LEARNDIRECT’

CORE SCREENING QUESTION (LENGTH OF COURSE/PROGRAMME)

ASK ALL

Did or will your course at [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT] last more than 2 days in total?

- Yes 1 CONTINUE
- No 2 GO TO CLOSE

CORE SCREENING QUESTION (RESPONDENTS NEED TO BE 16 PLUS)

ASK ALL

S1

Can you tell me your age?

IF UNDER 16 THANK AND CLOSE

16 TO 100 _____ (42-44)

RESPONDENTS ARE SCREENED AND ELIGIBLE

READOUT

Is it convenient to speak to you now, or should we call you at a more convenient time

ADD IF NECESSARY: The survey should take 10 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about your course/training.

ASK IF RESPONDENT IS WILLING TO DO THE SURVEY NOW ASCERTAIN WHETHER THEY ARE STILL ATTENDING COURSE, IF THEY HAVE FINISHED OR IF THEY HAVE LEFT EARLY.

- Yes - Still studying on course 1
- Yes - Early leaver 2
- Yes - Failed course/not successful 3
- Yes- Successfully completed course 4
- No - Call back later 5
- No - Not available in fieldwork 6
- No - Refused 7
- Other - Cannot continue 8

CORE QUESTION 2004/05

ASK IF LATYPE IS NOT STATED OR LATYPE IS CODES 9/10 OR 11.

Q1 What course or programme are you doing/did you do at [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT]? PROBE FOR NAME OF COURSE/PROGRAMME OR QUALIFICATION. CODE ONE ONLY. IF MORE THAN ONE TYPE OF COURSE PROBE FOR ONE SPENT MOST TIME DOING. DO NOT READ OUT

- 1. HNC (higher National Diploma) SCREEN OUT
- 2. HND (Higher National Certificate) SCREEN OUT
- 3. A Level
- 4. AS Level
- 5. GNVQ/AVCE

6. GNVQ precursor
7. NVQ
8. Access to Higher Education
9. GSCE
10. Advanced Modern Apprenticeship
11. Foundation Modern Apprenticeship
12. Life Skills
13. Preparatory learning
14. Open College Network Accredited Courses
15. Professional qualification (specify)
16. Other (specify)
17. Don't know
18. No name of course/Qualification
19. Refused

IF CODES 1 OR 2 AT Q1 SCREEN OUT

CORE QUESTION 2004/05

ASK IF Q1 IS 5, 6, 7, 9 OR 10 (GNVQ, NVQ, ACCESS COURSE, PROFESSIONAL QUALIFICATION)

Q1B

And what level are you studying? PROBE FOR LEVELS 1 THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER SPECIFY IF NECESSARY

1.....	1
2 (equivalent to GCSE 2 or NVQ 2).....	2
3 (equivalent to A level or NVQ 3).....	3
4 (equivalent to higher education degree).	4
5.....	5
ADVANCED.....	6
INTERMEDIATE.....	7
FOUNDATION.....	8
Other (specify)	0
Refused.....	{
Don't know.....	Y

CORE QUESTION 2004/05

ASK ALL (IF a_aol = 99)

Q3

And what subjects or skills are you studying/training? DO NOT READ OUT. CODE ALL THAT APPLY.

INTERVIEWER: DO NOT TAKE SERIAL NUMBER FOR OTHER, TAKE ANSWER NOW. IF RESPONDENT MENTIONS MORE THAN ONE SUBJECT PROMPT FOR ONE WHICH THEY SPEND MOST TIME DOING

Sciences and Mathematics	1
Land based provision	2
Construction	3
Engineering, Technology and Manufacturing	4
Business administration, Management and Professional	5
Information and Communication Technology	6
Retailing, Customer Service and Transportation	7
Hospitality, Sports, Leisure and Travel	8
Hairdressing and Beauty Therapy	9
Health, Social Care and Public Services	10
Visual and Performing Arts and Media	11
Humanities	12
English, Languages and Communication	13
Foundation programmes	14
Don't know / refusal	99

CORE QUESTION 2004/05

ASK ALL WORK BASED LEARNING

NQ3b

Please think about any time away from your day-to-day job that you spend training towards your qualification. Is your training... READ OUT Code all that apply

Based at a college.....	1
Based at a training provider.....	2
Within your workplace.....	3
Other (specify).....	0
No answer.....	X

CORE QUESTION 2004/05

EARLY LEAVERS (CODE 2 AT INTRO 2)

NQ14

You said that you have left the course early. What do you consider were the main reasons for leaving early? DO NOT READ OUT, CODE MAXIMUM OF 3.

Wrong course for me.....	1
Tutor poor/problems with teaching quality....	2
Tutors kept changing.....	3
College/Provider badly run/organised.....	4
Too much work.....	5
Work too difficult.....	6
Health reasons.....	7
Financial reasons incl. cost of travel.....	8
Travel difficulties (other than cost).....	9

Got a job.....	0
Changed jobs.....	1
Lack of support from work/Problems at work..	2
No particular reasons.....	3
Other (specify).....	4

CORE QUESTION 2004/05:LEARNDIRECT ONLY

Have you accessed you course material at a learndirect centre (either all or some of the time).

Yes	1
No	2
Don't know	3

PRE-ENTRY MODULAR 2004/05

ASK ALL

NQ10

Which of the following influenced your choice of course? READ OUT, PROBE FOR OTHER

Because it fitted in with my future career plans.	1
It was relevant to my job.....	2
Because I like the subject.....	3
To gain qualifications.....	4
Because it was on offer at my local college/this college.....	5
Because it was at a time that suited me.....	6
To advance my skills and knowledge in this area..	7
Suggested or required by employer.....	8
Suggested by others.....	9
For my own personal interest.....	0
To meet other people/make new friends.....	1
Learndirect only: Because I can access the course at any time I wanted	2
Learndirect only: Because I can assess the course from anywhere I wanted	3
Other (specify).....	

PRE-ENTRY MODULAR 2004/05

ASK ALL FE AND LEARNDIRECT (NOT WBL)

Q11BII

And was [NAME OF COLLEGE/PROVIDER with LEARNDIRECT]] your first choice i.e. the place where you most wanted to do your course? NB: THE LAST LINE WILL APPEAR IF NOT LEARNDIRECT

Yes	1
No	2
Didn't have any choice	3

PRE-ENTRY MODULAR 2004/05**ASK ALL****Q11BIII**

Was the course you are currently doing your first choice i.e. the subject and qualification you most wanted to do?

- | | |
|------------------------|---|
| Yes | 1 |
| No | 2 |
| Didn't have any choice | 3 |

PRE-ENTRY MODULAR 2004/05**ASK ALL****NQ11C**

What are your main reasons for deciding to attend [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT for your course? DO NOT READ OUT. CODE ALL THAT APPLY

- | | |
|--|---|
| Convenient location/nearest..... | 1 |
| Offered course I wanted..... | 2 |
| Has best reputation (general)..... | 3 |
| Has best reputation for pass rates..... | 4 |
| Has best reputation for my course..... | 5 |
| Friends were going there/friend recommended..... | 6 |
| Recommended by career adviser/school..... | 7 |
| Offered a course at convenient times for me..... | 8 |
| Had no choice -employer chose..... | 9 |
| Had no choice – only one that accepted me | 0 |
| Had no choice – no other providers in this area | 1 |
| <i>Learndirect only</i> :Because I can access the course at any time I wanted | 2 |
| <i>Learndirect only</i> : Because I can access the course from anywhere I wanted | 3 |
| Other (specify) | 4 |
| Don't know | 5 |
| Not stated | 6 |

PRE-ENTRY MODULAR 2004/05**ASK ALL****Q15D**

Did you obtain advice about your current choice of course or college/provider from any of the following? READ OUT, CODE ALL THAT APPLY. (PRECODES ROTATED)

- | | |
|-------------------------------------|---|
| College admissions office | 1 |
| Teachers at school | 2 |
| Teachers/tutors at college/provider | 3 |
| Parents or other family members | 4 |
| Friends | 5 |
| Employer | 6 |

Adviser at Connexions	7
Adviser at an information and guidance centre	8
Learndirect advice line	9
Next step	0
Other 1	1
Other 2	2
Other 3	3
Don't know	4
Not stated	5

PRE-ENTRY MODULAR 2004/05

ASK ALL

FOR MAXIMUM OF TWO MENTIONS AT PREVIOUS QUESTION (IF RESPONDENT MENTIONS MORE THAN TWO CATI WILL RANDOMLY SELECT TWO AGENCIES/SOURCES OF ADVICE)

Q16

How useful was the advice you received from

College admissions office	1						
Teachers at school	2						
Teachers/tutors at college/provider	3						
Parents or other family members	4						
Friends	5						
Employer	6						
Adviser at Connexions	7						
Adviser at an information and guidance centre	8						
Learndirect advice line	9						
Next step	0						
Other 1	1						
Other 2	2						
Other 3	3						
Very useful.....	1	1	1	1	1	1	1
Fairly useful.....	2	2	2	2	2	2	2
Not very useful...	3	3	3	3	3	3	3
Not useful at all.	4	4	4	4	4	4	4
Don't know.....	Y	Y	Y	Y	Y	Y	Y

PRE ENTRY MODULAR 2004/05

ASK ALL

Q20

How well informed about the course/training did you feel at the time of enrolling. Please say whether you felt very well informed, quite well informed, not very well informed or not at all informed about the following... ROTATE STATEMENTS

The type of assessments that you would be given

The timing of assessments

The content of the course, what subjects you would cover

How the teacher/trainer would teach the course, for instance group work or lectures

The amount of work expected of me in my own time

How the course/training would help you gain skills to use in a job

The standard of work expected

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don't know

Not applicable

LEARNER SUPPORT MODULAR 2004/05

ASK ALL EXCEPT LEARNDIRECT LEARNERS NOT AT CENTRES SOME OR ALL OF THE TIME

NQ20XA-D

Thinking about the site where you do most of your course or training, and of health and safety specifically, which of the following did at [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT] inform you about ? READ OUT AND CODE (YES/NO) (PRECODES ROTATED)

- 1- Emergency arrangements for fire
- 2- Emergency arrangements for first aid and how to report an accident
- 3- Who to ask for any health and safety advice or instructions
- 4- Any dangers involved with your training and how to work safely

LEARNER SUPPORT MODULAR 2004/05

ASK LEARNDIRECT ONLY

NQ20X

How would you rate learndirect on the following aspects of the courses and materials they offer? Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent. IF NEEDED – WE RECOGNISE THAT RATINGS MAY VARY FOR INDIVIDUAL TEACHERS/TRAINERS - PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING. (PRECODES ROTATED)

Being able to use the computer when you want to (ONLY IF CODE 1 AT QL1)

Being able to use the computer for as long as you want (ONLY IF CODE 1 AT QL1)

The opening hours of the centre (ONLY IF CODE 1 AT QL1)

That you are given enough opportunities to practice or review what you have learnt on your course (for example, practical exercises)

Ease of understanding the language and terminology used in the learning packages and course

The content of the learning courses and learning packages

1 - Very Poor

2 -.....

3 -.....

- 4 -.....
- 5 -.....
- 6 -.....
- 7 -.....
- 8 -.....
- 9 -.....
- 10 – Excellent
- No answer
- Don'tknow

LEARNER SUPPORT MODULAR 2004/05

ASK ALL EXCEPT LEARNDIRECT

NEWQ20E-K

How well informed about the course/training did you feel after induction. Please say whether you felt very well informed, quite well informed, not very well informed or not at all informed about the following... (PRECODES ROTATED)

The type of assessments that you would be given

The timing of assessments

The content of the course, what subjects you would cover

How the teacher/trainer would teach the course, for instance group work or lectures

The amount of work expected of me in my own time

How the course/training would help you gain skills to use in a job

The standard of work expected

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don't know

Not applicable

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT

Q21

Now moving on to teaching/training. Overall, how satisfied are you with the quality of the teaching/training at attend [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT]]. Would you say you are:

ALTERNATIVE WORDING FOR LEARNDIRECT

Q21

Now moving on to teaching/training. Overall, how satisfied are you with the quality of the support you received from learndirect (from either learndirect tutors or learndirect centre staff). Would you say you are:

READ OUT AND CODE ONE ONLY

Extremely satisfied..... 1

Very satisfied.....	2
Fairly satisfied.....	3
Neither satisfied nor dissatisfied.....	4
Fairly dissatisfied.....	5
Very dissatisfied.....	6
Extremely dissatisfied.....	7
Don't know.....	Y

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT (LEARNDIRECT SEE BELOW)

Q22

How would you rate the teachers, tutors or trainers on the following aspects of teaching/training? Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent. IF NEEDED – WE RECOGNISE THAT RATINGS MAY VARY FOR INDIVIDUAL TEACHERS/TRAINERS -PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING. (PRECODES ROTATED)

- 1- Knowledge of the subject
- 2- How well they relate to you as a person
- 3- Making your subject interesting or enjoyable for you
- 4- Understanding you and how you like to learn
- 5- The support they give you for example in improving your study techniques or time management
- 6- Planning their lessons
- 7- The quality and availability of teaching materials they use
- 8- Setting clear targets or learning goals to help you improve
- 9- Providing prompt and regular feedback on progress
- 10- Managing the group of learners

1 - Very Poor

2 -.....

3 -.....

4 -.....

5 -.....

6 -.....

7 -.....

8 -.....

9 -.....

10 – Excellent

Don't know

Not applicable

ALTERNATIVE WORDING FOR LEARNDIRECT

Q22

How would you rate the learndirect tutors and learndirect centre staff on the following aspects. Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent. IF NEEDED – WE RECOGNISE THAT RATINGS MAY VARY FOR INDIVIDUAL

TEACHERS/TRAINERS -PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING.
(PRECODES ROTATED)

- 2- How well they relate to you as a person
- 3- Making your subject interesting or enjoyable for you
- 4- Understanding you and how you like to learn
- 8- Setting clear targets or learning goals to help you improve
- 9- Providing prompt and regular feedback on progress

CORE QUESTION 2004/05

ASK ALL

Q23A

Would you say that all of your lessons or training sessions are put to good use or are some wasted? READ OUT AND CODE ONE ONLY

More than half are wasted.....	1
Between a quarter and a half are wasted.....	2
10-24% are wasted.....	3
Less than 10% are wasted.....	4
None are wasted.....	5
Don't know.....	Y

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT LEARNERS

Q24B

Which of the following situations have you encountered on a fairly regular basis? READ OUT. PROBE FOR OTHERS

Being left hanging around with nothing to do	1
Teachers/tutors arriving late by 5 minutes or more	2
Other students arriving late by 5 minutes or more	3
Other students making a noise and disrupting class	4
Teachers going at too slow a pace	5
Teachers/tutors being absent	6
Lessons being badly planned/disorganised	7
Lack of resources/poor equipment	8
Lessons finishing early	9
Lessons finishing late	0
Teachers going at too fast a pace	1
Other (specify	2
Don't know	3
Not stated	4

CORE 2004/05

ASK ALL EXCEPT LEARNDIRECT (LEARNDIRECT SEE BELOW)

Q26

In general, how do you feel about the feedback on how you are doing from your teachers/tutors? READ OUT. CODE ONE ONLY. PROBE FOR OTHERS

ALTERNATIVE WORDING FOR LEARNDIRECT

Q26

In general, how do you feel about the feedback on how you are doing from your learndirect tutors/learning centre staff? READ OUT. CODE ONE ONLY. PROBE FOR OTHERS

Motivating	1
Demotivating	2
No effect either way	3
Other (specify)	0
No answer	X
Don't know	Y

LEARNER SUPPORT MODULAR 2004/05

ASK ALL

NQ27

How well do you think the following issues were managed...Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent. IF NEEDED - WE RECOGNISE THAT RATINGS MAY VARY OVER TIME - PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING. (PRECODES ROTATED). USE NOT APPLICABLE IF NEEDED - PARTICULARLY FOR SOME OF THE ASSESSOR RELATED PRECODES

ASK ALL STATEMENTS 1-3

Making sure enough teachers/tutors/ trainers and/or assessors are available	1
Providing support when I or other learners have problems	2
Helping new people settle in	3

ASK ALL EXCEPT LEARNDIRECT STATEMENTS 4-7

Managing timetables so that they suit the learner as best they can	4
Communicating changes in times for sessions	5
Teachers/Tutors/Assessors turning up as planned	6
Seeing the same teacher/tutor/assessor throughout	7

LEARNER SUPPORT MODULAR 2004/05

ASK ALL

Q29

Since you started the course have you had any problems with any of the following? READ OUT AND PROBE FOR OTHERS. IF NEEDED DESCRIBE DISCRIMINATION AS HARRASSMENT/BULLYING/TREATED UNFAIRLY (PRECODES ROTATED)

Managing to fit course commitments in with other commitments at home.....	1
Managing to fit course commitments in with other commitments at work.....	2
Managing to keep up with the standard of work required.....	3

Dealing with money pressures.....	4
Discrimination of any kind from other students...	5
Discrimination of any kind from a member Of COLLEGE/PROVIDER/WORKPLACE staff?.	6
Maintaining your personal motivation.....	7
Travel to college/training centre.....	8
Extra help you were promised not being provided..	9
Reading/writing skills.....	0
Maths or numeracy skills.....	1
Other^o.....	2
No answer.....	X
Refused.....	{
Don't know.....	Y

IF CODED OTHER

Q29OTH

What other problems?

LEARNER SUPPORT MODULAR 2004/05

IF YES TO ANY STATEMENTS AT Q29

Q30

Have you sought advice or help from the [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDDIRECT] on any of these matters?

Yes.....	1
No.....	2
Don't know.....	Y

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q30

Q31

Generally, how useful was this?

Very useful.....	1
Fairly useful.....	2
Not very useful.....	3
Not at all useful.....	4
Don't know.....	Y

LEARNER SUPPORT MODULAR 2004/05

Q32 ALL EXCEPT WORK BASED LEARNERS IN THE WORKPLACE ONLY – Have you ever made a complaint to the college or provider about your course or other experiences?

WORK BASED LEARNERS IN THE WORKPLACE – Have you ever made a complaint to your employer about your training?

- Yes..... 1
- No..... 2
- Don't know..... Y

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q32

Q32I

What was your complaint about? PROBE THOROUGHLY

Don't know.....Y

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q32

Q33

Which of these best describes the outcome to your complaint?

- There was an outcome that satisfied me..... 1
- There was an outcome but it did not satisfy me... 2
- There was no outcome to the complaint at all..... 3
- Don't know.....

LEARNER SUPPORT MODULAR

ASK ALL WBL

Q33I

If employed, how satisfied are you with the support you receive from your employer to help you succeed on your course?

- Extremely satisfied..... 1
- Very satisfied..... 2
- Fairly satisfied..... 3
- Neither satisfied nor dissatisfied..... 4
- Fairly dissatisfied..... 5
- Very dissatisfied..... 6
- Extremely dissatisfied..... 7
- Not employed
- Don't know..... Y

CORE QUESTION 2004/05

ASK ALL

Q38

And now taking all the issues we have discussed into account, how satisfied are you with your current learning experience at [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT]? READ OUT.CODE ONE ONLY

Extremely satisfied	1
Very satisfied	2
Fairly satisfied	3
Neither satisfied nor dissatisfied	4
Fairly dissatisfied	5
Very dissatisfied	6
Extremely dissatisfied	7
Don't know	Y

CORE QUESTION 2004/05

ASK ALL

Q39

You said you were, what is the main reason for this? PROBE FULLY

- Refused
- Don't know

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q40

Thinking back to when you left school would you say that you had...READ OUT. CODE ONE ONLY

Generally positive feelings about education.....	1
Generally negative feelings about education....	2
Not bothered either way about education -	
Indifferent.....	3
No answer.....	X
Don't know.....	Y

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q41

I am going to read out a number of statements which describe the way some people feel about learning and would like you to choose the ones that apply to you and the way you feel now: READ OUT AND CODE ALL THAT APPLY. PROBE FOR OTHER (PRECODES ROTATED)

I enjoy learning and get a buzz from it.....	1
I am carrying on learning because I can't think of anything better to do.....	2
I enjoy learning mostly because of the social	

aspects.....	3
I don't really enjoy learning	4
NULL.....	Y

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q42II

I am going to read out a few statements about what effect the course may have had on you personally. Could you tell me whether you agree or disagree with each. (PRECODES ROTATED)

- 1- I have a greater enthusiasm for the subject
- 2- It has given me skills I can use for a job
- 3- I feel more confident socially
- 4- I feel more confident in my ability to learn
- 5- I am better at managing my time and responsibilities
- 6- I feel more positive about learning than I did when I started
- 7- I am more creative and prepared to try new things
- 8- I am better at learning on my own now
- 9- It enables me to cope better with daily life
- 10- It has benefited my health and sense of well being
- 11- I now take a more active part in the community (ONLY IF RESPONDENT IS 25 PLUS)

Agree.....	1	1	1	1	1	1
Disagree.....	2	2	2	2	2	2
Don't know.....	Y	Y	Y	Y	Y	Y

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

NEW Q42III

I am going to read out some statements which reflect different experiences of learning. Could you tell me how much you agree or disagree with each one. (STATEMENTS ROTATED)

- 1- I feel out of place in a classroom situation
- 2- I always like anew challenge
- 3- I can never seem to manage my time properly
- 4- I find it easy to motivate myself for learning
- 5- I get very nervous about the standard of work required
- 6- I do not usually enjoy taking on new responsibilities

Strongly agree

Slightly agree

Neither agree nor disagree

Slightly disagree

Strongly agree

Don't know

CORE QUESTION 2004/05**ASK ALL****Q45B**

How likely will you be to undertake further learning in the future (say in the next 3 years?)

Very likely	1
Fairly likely	2
Fairly unlikely	3
Very unlikely	4
Don't know	Y

NOTE THE NEXT SECTION ASKS QUESTIONS IF THE ILR IS BLANK FOR ANY OF THE MAIN DEMOGRAPHIC VARIABLES USED FOR ANALYSIS. IF ANY DEMOGRAPHIC VARIABLES ARE MISSING READ OUT

The last few questions are about yourself. These questions are to help us put your answers in context. None of this information will be passed on with your name.

CORE QUESTION 2004/05**ASK IF L35 = 99****Q49A**

What is the highest level of examination or qualification that you now hold, including any that you may have gained since leaving full time education? CODE ONE ONLY – HIGHEST QUALIFICATION

1. No qualification held
2. O level/CSE/Matriculation/School Certificate
3. GCSE grade A-C/SCE Credit Level Standard Grade
4. GCSE grade D-G/SCE Founddation Level Standard Grade
5. A level, A/S Level, S Level, AVCE, Scottish higher
6. RSA/Pitmans
7. City and Guilds
8. Open College Network (OCN) Credit
9. BTEC/SCOTVEC/SCOTEV
10. Diploma in Higher Education (DipHE)
11. Foundation degree
12. Degree
13. Higher Degree (MA, Msc, PHD)
14. Nursing/medical/clinical qualification
15. PGCE or other teaching qualification
16. Apprenticeship/Modern Apprenticeship
17. NVQ/SVQ
18. GNVQ/GSVQ
19. ONC/OND
20. HNC/HND
21. Other qualification (specify)

ASK IF Q49A IS 2

Q49 OLEVEL

How many O level/CSE/Matriculation/School Certificate do you hold? TYPE IN NUMBER

ASK IF Q49A IS 3

Q49 GCSE1

How many GCSE grade A-C/SCE Credit Level Standard Grade do you hold?

ASK IF Q49A IS 4

Q49 GCSE2

How many GCSE grade D-G/SCE Foundation Level Standard Grade do you hold? TYPE IN NUMBER

ASK IF Q49A IS 5

Q49 ALEVEL

How many A level, A/S Level, S Level, AVCE, Scottish higher do you hold? TYPE IN NUMBER

ASK IF Q49A IS 6

Q49 PITMAN

What is the highest level of RSA/Pitman you hold? CODE ONE ONLY

1. Higher diploma
2. Advanced Diploma or Certificate
3. First Diploma
4. Certificate
5. Other

ASK IF Q49A IS 9

Q49 BTEC

What is the highest level of BTEC/SCOTVEC/SCOTEC you hold? CODE ONE ONLY

1. Higher Certificate Diploma
2. National Certificate Diploma
3. First/general Diploma
4. First/general Certificate
5. Other

ASK IF Q49A IS 7, 16,17,18, 19,20, 21

Q49All

You said ANSWER FROM 49A What level did you achieve? PROBE FOR LEVELS 1 THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER SPECIFY IF NECESSARY CODE ONE ONLY

1.....	1
2 (equivalent to GCSE 2 or NVQ 2).....	2
3 (equivalent to A level or NVQ 3).....	3
4 (equivalent to higher education degree).....	4
5.....	5

ADVANCED.....	6
INTERMEDIATE.....	7
FOUNDATION.....	8
Other (specify)	0
Refused.....	{
Don't know.....	Y

CORE QUESTION 2004/05

ASK IF L12 = 99

Q54B

To help the LSC give services of equal quality to all learners, can you say to which ethnic group do you consider you belong? DO NOT READ OUT. CODE ONE ONLY - PROBE TO PRECODES

Asian or Asian British - Bangladeshi	11
Asian or Asian British - Indian	12
Asian or Asian British - Pakistani	13
Asian or Asian British - any other Asian background	14
Black or Black British - African	15
Black or Black British - Caribbean	16
Black or Black British - any other Black background	17
Chinese	18
Mixed - White and Asian	19
Mixed - White and Black African	20
Mixed - White and Black Caribbean	21
Mixed - any other Mixed background	22
White - British	23
White - Irish	24
White - any other White background	25
any other	98
not known/not provided	99

CORE QUESTION 2004/05

ASK IF L15 = 99

Q54C

Do you consider yourself to have a disability?

Yes.....	1
No.....	2
Refused.....	{
Don't know.....	Y

CORE QUESTION 2004/05

IF YES TO Q54C

Q54CI

Do you consider yourself to any of the following?

INTERVIEWER - READ OUT. IF MORE THAN ONE, RECORD AS 90

Visual impairment	01
Hearing impairment	02
Disability affecting mobility	03
Other physical disability	04
Other medical condition (for example epilepsy, asthma, diabetes)	05
Emotional/behavioural difficulties	06
Mental ill health	07
Temporary disability after illness (for example post-viral) or accident	08
Profound complex disabilities	09
Multiple disabilities (DO NOT READ OUT)	90
Other	97
Don't know / refused	99

CORE QUESTION 2004/05

ASK IF L16 = 99

Q54CII

Do you consider yourself to have learning difficulties?

- Yes.....1
- No.....2
- Refused.....{
- Don't know.....Y

CORE QUESTION 2004/05

IF YES TO Q54CII

Q54CIII

Do you consider yourself to have any of the following?

INTERVIEWER - READ OUT. IF MORE THAN ONE, RECORD AS 90.

Moderate learning difficulty	01
Severe learning difficulty	02
Dyslexia	10
Dyscalculia	11
Other specific learning difficulty	19
Multiple learning difficulties	90
Other	97
Don't know/ refused	99

CORE QUESTION 2004/05

ASK ALL

Q54D

The Learning and Skills Council will be doing further research about post-16 education in the year. Would you be interested in helping them again? This means we will need to pass your name and contact details to the Learning and Skills Council but we will not attach any of the data you have given in this survey.

- Yes..... 1
- No..... 2
- Don't know..... Y

CORE

IF YES AT Q54D

ADD1

If we wanted to talk to you again in one or two years time do you have a contact name and number we can use to trace you? Possibly a member of the family or a friend?

CORE 2004/05

Q56

INTERVIEWER CODE: IF IN DOUBT ASK

- ENGLISH AS A FIRST LANGUAGE.....1
- ENGLISH NOT A FIRST LANGUAGE.....2

CORE 2004/05

Q55

INTERVIEWER CODE Q55 INTERVIEWER CODE IF 99 ON ILR - IF IN DOUBT ASK

- MALE..... 1
- FEMALE..... 2

On behalf of the Learning and Skills Council and NOP World we would like to thank you for your time and help.

Related Publications

*National Learner Satisfaction Survey:
Highlights from 2004/05*

Publication reference: LSC-P-NAT-060382

*National Learner Satisfaction Survey:
Guidance on the core methodology and core
questionnaire*

Publication reference: LSC-P-NAT-060386

*National Learner Satisfaction Survey:
Further Education 2004/05*

Publication reference: LSC-P-NAT-060387

*National Learner Satisfaction Survey:
Work-based Learning 2004/05*

Publication reference: LSC-P-NAT-060388

*National Learner Satisfaction Survey:
Adult and Community Learning 2004/05*

Publication reference: LSC-P-NAT-060389

*National Learner Satisfaction Survey:
Further Education Learners with Learning
Difficulties 2004/05*

Publication reference: LSC-P-NAT-060469

Useful Website:

The 2004/05 National Learner Satisfaction Survey is available from <http://researchtools.lsc.gov.uk>

Further Information

Visit the LSC online at www.lsc.gov.uk for up-to-date news on the LSC and education and training in England. There's a lot more here about our policies and activities and you can access online versions of LSC publications.

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