Evaluation of the Early Years Sector-Endorsed Foundation Degree: Report of the Follow-up Student Survey

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department for
education and skills
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Acknowledgements

Contents

EXECUTIVE SUMMARY

In August 2002, the Department for Education and Skills (D*f*ES) commissioned the *National Centre for Social Research* (NatCen) to evaluate the introduction of the Early Years Sector-Endorsed Foundation Degree (EYSEFD). One component of the evaluation is a longitudinal telephone survey of students who began the course with the first full student intake in the autumn of 2003. The same students have been surveyed at three points: 3 - 6 months after beginning the course in early 2004; approximately nine months later in autumn 2004 and approximately twenty months later in the summer of 2006.

The objectives of the student survey are to: measure the participation and achievement of students undertaking the Foundation Degree course; to explore reasons for take up of the Foundation Degree; to determine whether students' expectations have been met; and to provide an indication of the relationship between methods of course delivery and student outcomes.

This report focuses on the results of the second student survey, conducted between October and December of 2004. The survey involved a computer assisted telephone interview of approximately 35 minutes duration among 642 students who had taken part in the baseline survey and agreed to be re-contacted. The survey achieved a response rate of 84 per cent of the Wave 2 issued sample, equivalent to 66 per cent of the sample issued at the baseline stage.

Profile of current and former students

Of those interviewed for the follow-up survey, 593 were current students and had also been current students at the baseline survey, while 49 were former students.

Similar to the general profile of students taking the Foundation Degree, most respondents was female (99%). The majority (67%) were aged 36 or older and of White ethnicity (93%). Twelve per cent reported a health problem or disability expected to last for more than a year, but only 2% said that this limited their daily activities either 'to some extent' or a 'great deal'.

Most respondents (96%) had worked in early years education or childcare for more than two years, while the remainder had less than the 2 years practical experience required prior to undertaking the course.

Of the 49 respondents who had left the course by the Wave 2 survey, most (37) had left without completing it. A further 10 students said they were taking a temporary break from the course but expected to return to it in future. Only 2 respondents had completed the course at this stage.

Former students had similar characteristics to current students in terms of gender, age, ethnicity and educational attainment. However, a quarter of former students did not work in the early year's education or childcare sector compared to 8% of current students.

The findings in the rest of the summary are based on current students only.

Students' participation on the course

Most respondents were based at further education colleges (70%), while another 19% were based at universities. The remainder was based at other types of institution, such as colleges of higher education.

The majority of respondents (79%) were studying on a part-time basis, with just over a fifth (21%) studying full-time. Few students had changed mode of study between the baseline and follow-up surveys.

Most commonly, respondents described the main focus of their studies as either Foundation Stage children (41%) or children from birth to eight (40%). Ten per cent said that they were focusing on the teaching assistant route.

Most students (90%) were doing work-based learning for the course at their own place of work. Only 6% said they did work-based learning as a work placement somewhere else and 3% said they had some other arrangement.

Students reported spending a mean of 6.2 hours a week on supervised study such as classes, lectures and tutorials. There was only a small difference in the weekly time spent in supervised study by full-time and part-time students (means of 7.2 hours and 5.8 hours respectively). The time spent in supervised study remained stable between the baseline and follow-up surveys, suggesting a consistent amount of contact time with students during the first two years of their course.

Respondents reported spending a mean of 10.6 hours per week on unsupervised study, such as personal study, coursework and research. Predictably, the amount of time spent by full-time students was higher than by part-time students (means of 13.2 hours compared to 9.9 hours per week). These findings were consistent with the results of the baseline survey, again suggesting stability in the amount of time spent in unsupervised study over the first two years of the course.

Students who did work-based learning as part of their job reported spending a mean of 7.7 hours per week on this (means of 10.4 hours per week for full-time students and 7.0 hours per week for part-time students). This was higher than the time spent on work-based learning at the baseline stage (mean of 4.4 hours), indicating that students spent more time on work-based learning in the second year of their course.

At this point, one year into their studies, most full-time students (61 per cent) expected it would take another year to complete the course, and a third said it would take less than a year. Part-time students typically expected to complete the course in a further two further years (52 per cent), while smaller proportions said they would complete in a year (25 per cent) or less than that (16 per cent).

Students who had received an APL credit were more likely to expect that they would complete the course within one year (having generally already completed a year at the time of the survey).

Students' experiences of the course so far

As for the baseline survey, the follow-up survey showed a similar, moderate amount of flexibility available to students in the timing of classes and pacing of the course. However, a much higher proportion of students at Wave 2 (59 per cent compared with 28 per cent at the baseline) reported that it was possible to take a break from their studies. This could reflect increasing awareness of course policies, rather than any change in them.

The proportions of students reporting on-line availability of lecture notes and library materials had increased from the first interview, although this may have been because of increasing awareness about these resources (i.e. there was a reduction in the proportion of students who said they did not know about availability).

At Wave 2, around three in 10 could access lecture notes on-line and four in ten could access library materials in this way. Far more students said this type of on-line access was important than actually had access to it, indicating under-provision of these forms of e-learning.

Over eight in 10 students had been assigned a personal tutor and slightly more had been assigned a mentor, very similar levels to those found at Wave 1. Only 44 per cent of students had the same tutor at Wave 2 and at Wave 1. Twenty-eight per cent had changed tutors, while around one-in-ten had only had a tutor at Wave 1, and a similar figure only at Wave 2.

Levels of satisfaction with tutors and mentors remained high, particularly for the latter. Satisfaction with tutors was lower among those who had changed tutors.

Most mentors were based at students' workplaces. By the time of the follow-up survey, 69 per cent of students with a tutor and mentor said their tutor had visited their mentor to give information and advice about their work-based learning.

Most students continued to rate the work-based component of the course as relevant to their job. At the time of the follow-up survey, 75 per cent said it was very relevant, while a further fifth rated it as quite relevant.

Reported satisfaction with the work-based component was similarly high at each wave, with 90 per cent of students selecting either the very satisfied or the quite satisfied option.

The follow-up interview included new attitudinal questions about different aspects of teaching quality on the courses. Most students (around eight-in-ten or more) thought of their tutors as knowledgeable and experienced in the subject area, and agreed that most lessons were well-organised. Assignments were viewed less positively. A smaller majority (around two-thirds) thought that assignments were well explained, that tutors gave enough help and support with assignments and that they were given enough time to complete assignments.

Overall student satisfaction with the quality of teaching on the course remained high over the two waves of the survey, with over eight-in-ten saying they were very or quite satisfied at the follow-up stage.

Two-thirds (67 per cent) of students at this follow-up stage said they had received help with developing study skills from staff at their university or college. This was a lower proportion than was reported at the baseline stage (75 per cent). It may be that such support was more common in the early stages of the course and was not recalled by students at the second interview a year later.

Nearly ninety per cent of students who had received help with study skills were satisfied with it.

A small proportion (3 per cent) of students needed special support because of a disability, health condition or learning difficulty, very similar to the level reported at Wave 1. Just under half of these students said that they had received the support they needed and they all said that they were satisfied with it. These results were virtually the same as those reported at the baseline.

Impact of the course and barriers to completion

Most students agreed that their participation on the course was beneficial to their work. More than three-quarters agreed it had made them more enthusiastic about their work, given them more confidence at work , or given them a deeper understanding of their work. The proportions citing each of these benefits rose slightly from the first interview.

Those who expected to get a higher level job after they completed their course were more likely to report that the course had made them more

enthusiastic about their work (90% of those who expected to get a higher level job said they were more enthusiastic about their work compared to 77% of those who did not expect to get a higher level job).

Time-planning caused the most problems for students, particularly for students with children. The proportions of students overall who said they had different types of problems were similar to or slightly higher than at the baseline stage.

Similar to results at the baseline, courses had brought little immediate financial benefit to students, with eight out of ten saying their income had stayed the same. Nearly one-in-ten said their income had gone down, mainly because they had reduced their working hours.

About three-in-ten students who worked had experienced some improvement in their employment since they started the course, either through getting a better job or increased responsibility in an existing job.

Overall, the proportion of respondents who reported financial worries rose slightly, from 43 per cent at Wave 1 to 50 per cent at Wave 2. The most common concerns were course fees and other course costs.

The main non-financial concerns centred around the pressures associated with family life. The most commonly cited were the pressures of combining work and study (69 per cent), time commitments of the course (56 per cent) and the impact of the course on partners/families (46 per cent). The next most common group of concerns were about the course itself, namely difficulties keeping up with the pace of the course (37 per cent) and with its academic requirements (35 per cent).

While such concerns were already present at the start of the course, it is encouraging that they did not increase during the second year of the course.

Future plans of students

Nearly all current students said they definitely (90 per cent) or probably (8 per cent) would work in the early years and childcare sector once they had finished their EYSEFD. Most former students (who had left the course without completing it) were also quite committed to continuing to work in the sector.

Most commonly, students expected to work in a primary school (48 per cent), nursery school (20 per cent) or nursery (14 per cent). Among those students who expected to work in primary schools, reception class and Key Stage 1 were the most commonly mentioned settings. Sixteen per cent of students said that they were likely to have a teaching assistant role.

In terms of their expected role after finishing the course, half of the current students thought they would be an employee while a third chose the more

senior role of 'manager, head or early years co-ordinator' and about one-in-ten thought they would be a supervisor. Fewer former students than current students expected to get a senior role.

Most current students (64 per cent) who already worked in an early years job were expecting that their future role to have greater seniority, and more than a third thought they would move to a new employer.

Current students who expected to complete their EYSEFD were asked how likely it was that they would do another course which built on it in future. About half the students (53 per cent) who expected to complete the course said that they were very likely to do so, and a further 30 per cent that they were quite likely. Nearly all these respondents thought this would be another course in the field of early years and childcare. Fewer than half of the former students expected to do another course.

1 INTRODUCTION

1.1 Background

The Early Years Sector-Endorsed Foundation Degree (EYSEFD) is a recently introduced vocational qualification with the first post-pilot intake of students starting the course in the autumn of 2003. The EYSEFD is intended to raise standards and to give early years practitioners, teaching assistants and play workers greater recognition for their skills and professional experience. The Foundation Degree will create a new level of professional practice described as Senior Practitioner. Apart from providing a framework for consistency and quality in the training of practitioners in the Early Years sector, the degree is also intended to enhance professional development by enabling career progression both within this area and to other related sectors. Additionally, the Foundation Degree will provide a pathway for those who wish to progress to becoming qualified teachers and can link with various routes to Qualified Teacher Status, including those that are employment-based.

The EYSEFD is organised into different routes, each with a different set of learning requirements, corresponding to different career orientations. These are: (1) Senior Practitioners in Early Years working with children from birth to three years; (2) Senior Practitioners in Early Years working with foundation stage children; (3) Senior Practitioners in playwork settings working with children from four to eight years; and (4) the Teaching Assistant route. The Statement of Requirement for the Degree emphasises the importance of providing adequate support to students undertaking the Degree as learners are expected to *'be performing demanding work roles and have complex domestic situations'*. For this reason, various suggestions have been made for the design of courses including: the availability of a variety of learning modes (e.g., distance and online learning): individually paced learning whereby students control the speed at which they progress through the course (i.e. a minimum of 2 years but possibly as long as 'three or more years' to complete); work-based learning with support and mentoring in the workplace; and peer group support. During the 2003/4 academic year, a package of special support measures was available for full and part-time students. The support package, underwritten by the DfES, includes financial assistance with fees and childcare costs. Both full-time and part-time students are also eligible for the loan of a laptop computer and printer, again through a special initiative by the DfES.

1.2 Aims of the student survey

In August 2002, the Department for Education and Skills (DfES) commissioned the *National Centre for Social Research* (NatCen) to evaluate the introduction of the Early Years Sector-Endorsed Foundation Degree. One

component of the evaluation is a longitudinal telephone survey of students who began the course with the first full student intake in the autumn of 2003. A key objective of the student survey is to measure the participation and achievement of students undertaking the Foundation Degree course. It also explores students' views of the course, reasons for take up of the Degree and whether expectations have been met. It will provide an indication of the relationship between methods of course delivery and student outcomes.

The longitudinal design involves tracking the progress of the autumn 2003 intake of students throughout the degree course and immediately afterwards. The same students will therefore be surveyed at three points: 3-6 months after beginning the course in early 2004; approximately nine months later in autumn 2004 and approximately eighteen months later in the spring of 2006. Their motivations in taking the course as well as their experiences and views of it will be measured over time and will be analysed in connection with student retention and achievement of the Foundation Degree.

This report presents the findings of the first follow-up student survey, conducted between October and December 2004. A number of other studies have also been undertaken as part of the overall evaluation of the introduction of the Early Years Sector-Endorsed Foundation Degree. These include: qualitative case-studies of the introduction of the Foundation Degree among the pre-pilot and pilot institutions; an annual postal survey among institutions offering the course to obtain aggregate statistical information about the institutions and students involved in the Foundation Degree; a qualitative study examining course delivery strategies in a range of institutional settings; qualitative interviews among former students to explore barriers and facilitators to completion of the course, and qualitative research with employers who have been involved with the work-based component of the course to obtain their views of its impacts and value to employers.

1.3   Sampling

The original sample design for the student surveys involved drawing a stratified sample of institutions offering the EYSEFD and from within these, a random sample of students from the autumn 2003 intake. However, due to concerns about data protection among the institutions offering the Foundation Degree, it proved necessary to conduct a student consent exercise whereby students were asked for their consent to participate in the survey. Those who were willing to take part in the study were asked to fill in a form providing their contact details to the researchers. Every institution that had received DfES recognition by September 2003 and their affiliated partner colleges was asked to distribute explanatory letters to students about the study along with consent forms to be filled in and returned in a sealed envelope either to the course co-ordinator or to the research team (reply-paid envelopes were supplied where the latter method was used). The consent exercise took place between May and October of 2003. In some cases, institutions distributed the forms to students who were offered a place on the course during the summer of 2003, while others waited and distributed the forms on Induction Day to students just

beginning the course. Finally, some course co-ordinators waited and distributed the forms in classes soon after the course had begun.

Figures from the DfES on the total maximum number of funded student places for the autumn 2003 intake to the course was 2,852 students at 130 institutions. This also includes students at institutions which were recognised after August and whose students did not take part in the student consent exercise. After excluding cases where the information provided was incomplete or illegible, a sample of 971 students signed and returned a student consent for indicating that they would be willing to participate in the research. This suggests that approximately 34 per cent of the autumn 2003 intake consented to take part in the Wave 1 survey.

The surveys covered students from a large number of institutions. There were 119 institutions represented in the sample for the Wave 1 survey[1], contributing between one and 35 students each. About a third of these institutions contributed only one or two students while, at the upper end, there were 26 institutions that contributed more than 10 students. The mean number of students per institution was seven. Due to attrition, the number of institutions represented in the sample fell to 94[2] at the Wave 2 survey.

1.4 Methodology and response

The student survey involved a computer assisted telephone interview (CATI), of approximately 35 minutes duration. The survey was conducted between October and December 2004 among students who had taken part in the Wave 1 survey and who consented to be re-contacted for a further interview. The students who responded to both the Wave 1 and follow-up surveys were based at 79 institutions. Of the 797 respondents to the Wave 1 survey, 763 agreed to be re-contacted and 642 interviews were completed for the follow-up survey. This represents a response rate of 84 per cent of the Wave 2 issued sample, and 66 per cent of the sample issued at the baseline stage.

This is equivalent to 23 per cent of all students who started the course as part of the autumn 2003 intake, according to figures provided by the DfES[3].

Subjects covered in the interview included:
- Factual information about their participation on the course
- Experiences of the course
- Impacts of the course on students' work and personal lives
- Potential barriers to completion of the course (among those still on the course)

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[1] This represents 92% of all recognised institutions and affiliated colleges offering the course in the autumn of 2003.

[2] This represents 72% of all recognised institutions and affiliated colleges offering the course in the autumn of 2003.

[3] This estimate is based on the number of students responding to the follow-up survey (n=642) as a proportion of the total maximum number of DfES funded student places for the autumn 2003 intake to the course (2,852 students).

- Reasons for leaving the course (among those who had left without completing the course)
- Future plans for education and employment
- Update of key demographic information (i.e. changes since the baseline stage)
- Re-contact information

1.5 Guidance for interpretation of the data

The percentages presented in the tables have been calculated from the responding bases. Base descriptions are shown at the bottom of the table, along with any notes appropriate for guiding interpretation. Respondents who did not answer a question have been excluded from the calculations, unless stated otherwise. The number of missing cases are not generally reported, as in the majority of questions this figure is very low. When a 'total' column is presented, as well as columns for different sub-groups, the sum of the bases for the sub-groups may not be the same as the base of the 'total' column, because of missing cases.

Due to rounding, percentage figures may not add up to exactly 100 per cent, but may total between 98 per cent and 102 per cent. A note is included when percentages add up to more than 100 because respondents could choose more than one reply.

The following symbols have been used in the tables:

[ ]   to indicate a percentage based on fewer than 50 respondents
*   to indicate a percentage value of less than 0.5 per cent
-       to indicate a percentage value of zero.

1.6 Profile of current students

In order to obtain an overview of the characteristics of the sample of EYSEFD students who participated at Wave 2 of the survey, some basic demographic analysis was carried out. This was conducted in order to compare the Wave 2 sample with the original Wave 1 sample and also to the wider population of EYSEFD students, as indicated by the Wave 1 Administrative Database findings. In addition to the basic demographic analysis, the educational background of respondents was explored as well as their work and socio-economic position. Information about the characteristics of respondents to the follow-up survey is presented in the next two sections. The first focuses on respondents who were current students at the time of the Wave 2 interview while the second focuses on former students at the time of the Wave 2 interview, including those who had completed the course and those who had left without completing it.

Current student status

As noted, at the follow-up student survey interviews were completed with 642 respondents. Of these, 593 were current students (and had been current students at Wave 1) while the remaining 49 respondents were former students (covered in the next section). Although the overall sample size decreased from 797 at the baseline study to 642 at the first follow-up survey (a decrease of 19 per cent), this attrition did not significantly alter the sample profile. The profile of current students at Wave 2 also closely resembled the student profile reported in the Wave 1 administrative database findings (covering about 88 per cent of the autumn 2003 intake of EYSEFD students), suggesting that the Wave 2 sample was comparable with the wider population of EYSEFD students in the autumn 2003 intake.

Gender, age and ethnicity

Respondents were not asked about their demographic background again at Wave 2 and so the following demographic information is based on the Wave 2 sample's responses at Wave 1. Therefore, the following analysis does not reflect changes over time in demographic characteristics but instead shows how the sample composition compares between the baseline and follow-up surveys.

Almost all those participating in the student survey were female (99 per cent), with only 7 male respondents (1 per cent). The age distribution of current students spanned a wide age range with just over a quarter (26 per cent) of respondents falling within the 36-40 age group and just under a quarter (23 per cent) falling within the 41-45 age group. Overall, the majority (67 per cent) of respondents were aged 36 or older, and approximately a third (33 per cent) were aged 35 or younger. Respondents predominantly classified themselves as of White ethnicity (93 per cent). The remaining 7 per cent of respondents classified themselves as Asian or Asian British (2 per cent), Black or Black British (3 per cent), of mixed ethnicity (1 per cent) or from another ethnic group not listed (1 per cent).

Disability

Twelve per cent of respondents to the follow up survey reported that they had a health condition or disability that they expected to last for more than one year but the majority of these said it did not limit their ability to carry out normal day-to-day activities at all. Overall, only 2 per cent of students said that they had a disability or health condition which limited their daily activities either to some extent or a great deal.

Previous education and qualifications

Respondents were asked at the baseline stage how old they were when they first left full-time education. Thirty-one per cent said they left full-time education at the age of 16, while a further 9 per cent said they left at the age of 17. Twenty-nine per cent said they left full-time education at the age of 18

and 17 per cent said they left at age 19 or over. The remaining 14 per cent of respondents indicated that they were still in continuous full-time education, although as noted at the baseline stage, examination of the ages of these respondents suggests that this is unlikely and they probably misunderstood the question.

Respondents were also asked to specify which, if any, of a list of qualifications they had obtained. This was done to determine the highest level of qualification held by each respondent. Twenty-five per cent of respondents said their highest qualification was a NVQ Level 3. Thirteen per cent said their highest level was a Diploma in Higher Education while a further 11 per cent said that A levels or A2 levels were their highest qualifications. Based on their reported highest qualification, an NVQ level equivalent was calculated for each respondent. Thirty-six per cent of students had a level 4 or 5 qualification, almost half of the respondents (43 per cent) had a qualification at level 3 and 15 per cent had a level 1 or 2 qualification. This information is again based on the Wave 2 sample's responses to achieved qualification questions at Wave 1 and so does not reflect changes over time, but instead the proportions of the Wave 2 sample who reported this information at Wave 1.

In addition, students were asked whether they had any qualification at all (regardless of whether it was their highest) in an early years education or childcare subject and an NVQ level equivalent was then calculated for each respondent. Eighty-two per cent had an early years qualification. The majority (50 per cent) of these respondents said their highest qualification in early years education or childcare was at level 3, while 25 per cent said their highest qualification in this field was at level 4 or 5. The remaining 8 per cent said their highest qualification in early years education or childcare was at level 1 or 2 (i.e. below the normal entry requirements for the EYSEFD course).

As stated in the Report of the Baseline Student Survey, a pre-requisite of the EYSEFD course is that students must have had a minimum of 2 years full or part-time work experience in early years education or childcare. Respondents were asked to estimate the total amount of time (in years) that they had worked in an early years education or childcare setting. Forty per cent of respondents had over 10 years' experience of working in such a setting. A further 29 per cent said they had between six and 10 years experience, while 27 per cent said they had worked in the sector for between two and five years. This equates to 96 per cent of the total sample having worked in this field for over two years. Only 1 per cent of students had never worked in an early years or childcare setting and 4 per cent had done so for less then 2 years. This suggests that 5 per cent of respondents to the student survey did not have the minimum amount of relevant work experience required. It is again important to note that this information is based on the Wave 2 sample's responses to work experience questions at Wave 1 and so does not reflect changes over time, but instead the proportions of the Wave 2 sample who had reported this information at Wave 1.

Work and socio-economic status

The follow-up interview included questions about respondents' current employment and socio-economic status. The following analysis therefore reflects both changes over time in relation to work and socio-economic status of respondents, as well as changes in sample composition.

In order to gain an overview of students' employment status, respondents were asked to describe their main activity in the 7 days preceding the survey interview, apart from being a student. As would be expected given the vocational basis of this qualification, most (94 per cent) said they were in paid employment. Of the remainder, 3 per cent said their main activity was 'looking after the home/family', 2 per cent did voluntary work and 1 per cent said they were unemployed and looking for work. Respondents who were in paid work reported working an average of 31 hours per week.

Respondents were also asked whether their main job had changed since they were last interviewed. The majority (85 per cent) reported that their main job had not changed while 15 per cent said that their job had changed. In addition, respondents were asked whether their current work was related to the early years field. Ninety-seven per cent of current students said their present work was related to the early years field while the remaining 3 per cent said it was not.

1.7 Characteristics of former students at Wave 2

This section focuses on those 49 students at Wave 2 who had left the course before the Wave 2 interview (referred to as "former students"). These represented 6 per cent of the sample at the follow-up stage.

Most of these former students (37 out of 49) had left the course early without completing it. These non-completers comprised eight who had already left at the time of the Wave 1 interview and 29 who had left between the two interviews. A further 10 students were taking a temporary break from the course at the time of the Wave 2 interview. Only two former students had already completed the course by the time of the Wave 2 interview. They are excluded from the following analysis which looks at those former students who had left the course early without completing it.

When asked to say how likely it was that they would return to the course, about one-in-three former students (15 out of 47) said that they thought they would return to the course at some point. Eleven of these said that they probably would return and four said that they definitely would return. However, the anticipated time of return was generally more than a year away: six thought that they would return within the next year, three within two years, four within three years and two in more than three years' time.

Former students had generally very similar characteristics to current students in terms of gender, age, ethnicity and educational attainment. The main

observable difference was their employment. Although the majority of former students worked in the early years and childcare sector, a quarter of them did not (which compares with only 8 per cent of current students). It is difficult to be sure of causation in relation to the economic status of former students, since respondents may have left the course because they decided to leave the early years sector or their experiences on the course may have convinced them they did not want to be in the early years sector. Furthermore, if respondents had lost a job in the early years sector, they may have been forced to leave the course because of the requisite work experience component of the degree.

2 OVERVIEW OF STUDENTS' PARTICIPATION ON THE COURSE

This chapter focuses on the types of institutional settings where respondents were based, mode of study, the main focus of their study in terms of child age, the contexts within which students do their work-based learning, and the time commitment of the course, both in terms of regular course activities and the overall expected length of the course. Many of the measures reported here were also included in the Wave 1 interview and so changes between Waves 1 and 2 can be inferred.

Only students who were still on the course at the time of the Wave 2 interview are included in this analysis (this is a maximum base of 593). Unless otherwise stated, both those who refused to answer or who said 'don't know' to any given question have been excluded from the bases and the percentages reported.

2.1 Patterns of student participation

This section presents findings in relation to the types of institutions where respondents studied, their mode of study and chosen course route. As these details have changed little between Waves 1 and 2, they are reported quite briefly. More detail is provided in Chapter 2 of the Report of the Baseline Student Survey.

Whether studying at the same institution

Nearly all students reported that they were studying at the same institution as at Wave 1. Just 3 per cent had changed institution.

Type of institution

Seventy per cent of students were studying at a college of further education, 19 per cent at a University and the remainder at other forms of institution such as a Higher Education college. As only small numbers of students had left their course or changed institutions, these proportions are very similar to those for Wave 1.

Breaks from study

Four per cent of current students at Wave 2 said that they had taken a break from their studies at some point. Breaks were more commonly taken by part-time students (5 per cent had taken one) than full-time students (only 1 per cent had taken one).

Mode of study

At Wave 2, 79 per cent of students were studying part-time and 21 per cent were studying full-time (compared with 82 per cent and 18 per cent respectively at Wave 1). Hardly any students had changed their mode of study since Wave 1.

Main focus of study

Students were asked to specify the main focus of their course in terms of the role or the ages of child that would be covered. The most common answers were Foundation Stage children (mentioned by 41 per cent) and the broader category of children from birth to age eight (mentioned by 40 per cent). Ten per cent specified the role of teaching assistant as their main focus. Full results for this question are shown on Figure 2.1.

Figure 2.1 Course routes taken
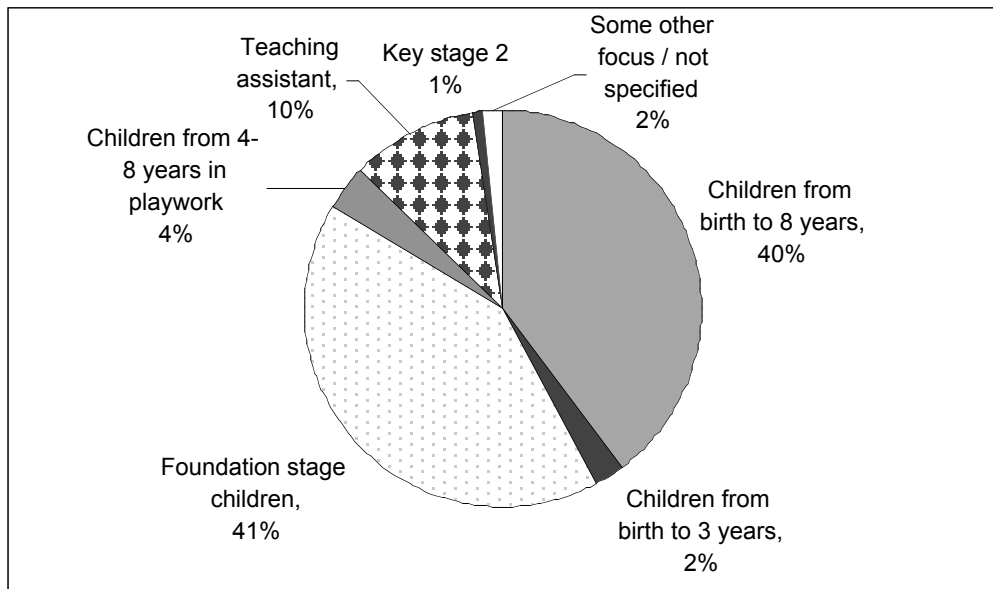
Base: Current students at Wave 2 (593)

Patterns of engagement in work-based learning

Ninety per cent of students at Wave 2 reported that their work based learning was based at their current place of work, while 6 per cent said that they took their work-based practice as a work placement at a different place of work and 3 per cent described a different arrangement (Table 2.1). Full-time students were less likely than part-time students to have their work-based practice at a current place of work and more likely to have it as a work placement elsewhere.

Table 2.1 Patterns of engagement with work-based learning by mode of study

	Full-time	Part-time	Total
	%	%	%
Work-based practice at place of work	81	92	90
Work-based practice as work placement at other place of work	13	5	6
Other arrangement for work-based practice	4	3	3
Not stated	2	1	1
Base	126	462	593

Base: Current students at Wave 2

2.2   The weekly time commitment of the course

Students were asked to estimate how much time they spent on different aspects of their course:

- classes, lectures and tutorials (referred to as supervised study),
- unsupervised personal study, coursework and research, and
- work-based learning as part of the student's job and
- work-based learning as a work placement.

The same questions were asked at each wave so it is possible to assess whether the amount of time students reported spending on their course had changed between Wave 1 and Wave 2.

2.3   Time spent on supervised and unsupervised study

Supervised study was defined as classes, lectures and tutorials. Students reported spending a mean of 6.2 hours on this type of study at Wave 2 (Table 2.2, second column). There was only a small difference between the mean reported by full-time students (7.2 hours) and that reported by part-time students (5.8 hours). The reported level of supervised study at Wave 2 was the same as that reported at Wave 1. Moreover, the hours of study reported by individual students at each wave were highly correlated. These findings indicate that students received very consistent levels of supervised study in the first two years of their course.

Unsupervised study was defined as unsupervised personal study, coursework and research. Students at Wave 2 reported spending a mean of 10.6 hours on this form of study, which was nearly double the amount of time they reported spending on supervised study (Table 2.3, fourth column). Full-time students reported spending a mean of 13.2 hours on unsupervised study, which was about a third more than part-time students (a mean of 9.9 hours). Mean

levels of time spent on unsupervised study had not changed since Wave 1, indicating possibly that the demands of the course were fairly constant in its early years, or at least that the amount of time that students were able to devote to it was fairly constant.

Table 2.2 Average time spent on supervised and unsupervised study at each wave by mode of study

	Supervised study#		Unsupervised study##	
	Wave 1	Wave 2	Wave 1	Wave 2
All students				
Mean	6.2	6.2	10.5	10.6
Median	6.0	6.0	10.0	10.0
Standard error	0.1	0.1	0.3	0.3
Base	588	588	582	582
Full-time students				
Mean	7.3	7.2	13.5	13.2
Median	7.0	7.0	10.0	12.0
Standard error	0.3	0.2	0.8	0.6
Base	125	125	123	123
Part-time students				
Mean	6.0	5.8	9.7	9.9
Median	6.0	6.0	8.0	8.5
Standard error	0.1	0.1	0.3	0.3
Base	458	458	454	454

Base: Current students at Wave 2
Supervised study was defined as classes, lectures or tutorials.
Unsupervised study was defined as unsupervised personal study, coursework and research.

2.4 Time spent on work-based learning

Students who did work-based learning as part of their job reported spending a mean of 7.7 hours per week on this (Table 2.4). This was slightly more than the amount of time they spent on supervised learning (6.2 hours). Full-time students reported spending a mean of 10.4 hours per week on work-based learning, which was one-and-a-half times as much as was reported by part-time students (7.0 hours).

Students reported spending much more time on work-based learning at Wave 2 than at Wave 1, a mean of 7.7 hours compared with a mean of 4.4. hours. Thus, while the reported levels of supervised and private study were stable, this increase in the reported time spent on work-based learning meant that students were spending more time on learning for their EYSEFD at Wave 2 than at Wave 1.

The small number of students who received work-based learning through an unpaid work placement reported spending a mean of about 12 hours per week on this. This was consistent with the level reported at Wave 1. Due to the small base sizes, this estimate should be treated with caution.

Table 2.4 Average time spent on work-based learning for the course at each wave by mode of study

| | As part of student's job | | As a work placement | |
	Wave 1	Wave 2	Wave 1	Wave 2
All students				
Mean	4.4	7.7	[12.6]	[12.1]
Median	2.0	4.0	[12.0]	[12.0]
Standard error	0.3	0.4	[5.3]	[5.1]
Base	509	509	[18]	[18]
Full-time students				
Mean	7.2	10.4	-	-
Median	4.0	5.0	-	-
Standard error	0.9	1.1	-	-
Base	95	95	-	-
Part-time students				
Mean	3.8	7.0	-	-
Median	2.0	3.0	-	-
Standard error	0.3	0.5	-	-
Base	410	410	-	-

Base: Current students at Wave 2

2.5   The expected length of the course

Table 2.7 shows how long students expected to take to complete their course. It should be recalled that these students were generally already one year into their course and so the figures in Table 2.7 represent the *remaining time* students expect to take until completion. Overall, most expected to complete in one or two further years. About a third of full-time students expected to complete in less than one year and most of the rest expected to complete in a year. Part-time students typically expected their course to take two further years although one-in-six expected to complete in less than a year and one-in-four in about a year.

Table 2.7 Expected time remaining until completing the course by mode of study

	Full-time	Part-time	Total
	%	%	%
Less than one year	33	16	20
One year	61	25	33
Two years	5	52	42
Three years	1	6	5
Doesn't expect to complete	-	*	*
Base	126	459	590

Base: Current students at Wave 2 who responded to this question

Table 2.8 shows the answers given by students who had accreditation for prior (course-based) learning (APL; 16 per cent of students, 93 respondents) and those who had accreditation for prior experiential (non-course) learning (APEL; 5 per cent of students, 32 respondents). Students with an APL credit were significantly more likely than others to expect to complete within one year.

Table 2.8 Expected time remaining until completing the course by prior accreditation

	APL: accredited for prior course learning	APEL: accredited for prior experiental (non-course) learning	Total
	%	%	%
Less than one year	24	[22]	20
One year	40	[34]	33
Two years	32	[34]	42
Three years	3	[9]	5
Doesn't expect to complete	1	[-]	*
Base	93	32	590

Base: Current students at Wave 2 who answered this question
Figures for APEL should be treated with caution due to the small base

2.6 Summary

The main findings of this chapter were:

Patterns of student participation
- Patterns of student participation had changed little since the first interview.
- Nearly all students remained at the same institution between the two waves of the survey.
- As at Wave 1, the majority of students were part-time and studying at a college of further education. The next most common place of study was a university.
- Only a small proportion (4 per cent) of current students had taken a break from their studies, more commonly part-time students.
- The majority of course routes taken by students focused either on Foundation Stage children (41 per cent) or children from birth to age eight (39 per cent). One in 10 were taking the Teaching Assistants route as their main specialism.
- Overall, most students did their work based learning at their current place of work, most often a school, nursery setting or a pre-school. Work-based learning for full-time students was less likely to be at their current place of work or at a school than for part-time students.

Time commitment
- Students reported spending a mean of 6.2 hours on supervised study and 10.6 hours on unsupervised study per week. These levels were virtually the same as at Wave 1.
- In contrast, students reported spending much higher amounts of time per week on work-based learning at Wave 2 than at Wave 1, a mean of 7.7 hours compared with 4.4. hours for those who did work-based learning through their job. Thus, although study time was constant, the time that students spent learning for their course had increased due to this work-based component.

Expected length of the course
- At this point, one year into their studies, most full-time students (61 per cent) expected it would take another year to complete the course, and a third said it would take less than a year. Part-time students typically expected to complete the course in a further two further years (52 per cent) , while smaller proportions said they would complete in a year (25 per cent) or less than that (16 per cent).
- Students who had received an APL credit were more likely to expect that they would complete the course within one year (having generally already completed a year at the time of the survey).

3 STUDENTS' EXPERIENCES OF THE COURSE SO FAR

This chapter examines students' experiences in their first two years of study on the EYSEFD. It updates information from the Wave 1 report about the availability of particular features of the course and students' satisfaction with them. Because a number of measures from the Wave 1 questionnaire have been repeated it is possible to see how students' views have changed as the course has progressed. Sub-sections of the chapter cover individually-paced learning, experiences with ICT and e-learning, and the personal and academic support systems available to students.

3.1 Students' perceptions of individually-paced learning and changes since the baseline survey

The Wave 1 survey established that nearly all the students felt that their course schedule was well suited to their needs (92 per cent had said that it suited them very well or quite well). It also found that there was a moderate amount of flexibility available to students in how they took their courses: about one-in-ten said that they could attend classes at different times, about a fifth said that they could complete modules at their own pace, a similar proportion said that they could complete the entire course at their own pace and over a quarter said that they could take a break from their studies. These four questions were asked again at Wave 2 and the results are presented alongside those for Wave 1 on Figure 3.1[4].

Figure 3.1 Awareness of individually-paced learning at Waves 1 and 2
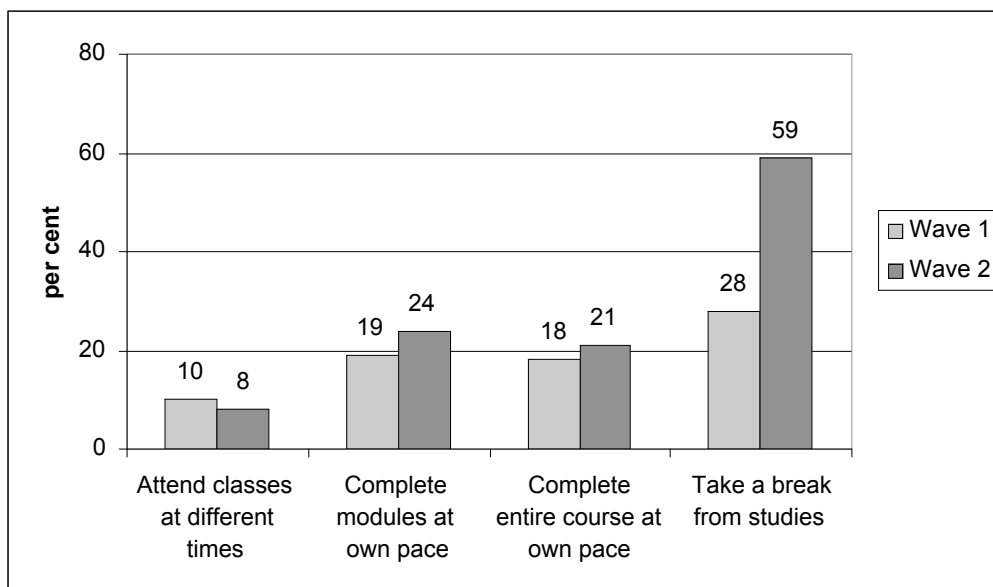
Base for Wave 1 and Wave 2: Current students at Wave 2 (593)

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[4] The figures shown are based on Wave 1 respondents who were re-interviewed at Wave 2 and consequently differ slightly from those presented in the Wave 1 report.

It can be seen that the perceived availability of flexibility in the timing of classes and the pacing of modules or the whole study of the course had changed little between Wave 1 and Wave 2. In contrast, a much higher proportion of students at Wave 2 compared to Wave 1 (59 per cent compared with 28 per cent) reported that it was possible to take a break from their studies if necessary. It is not certain whether this reflects a change of practice in the delivery of the EYSEFD between Wave 1 and 2. It is possible that this was simply a matter of more students observing peers taking a break from their studies or having to consider it themselves, and so realising for the first time that this form of flexibility was available.

3.2   Students' experiences of ICT and e-learning

Use of ICT and e-learning has been encouraged in the delivery of the EYSEFD by the loan of laptop computers and printers to students and the provision of online materials that can support learning, such as lecture notes and library journals. The first survey found that 95 per cent of students had been loaned a computer and by Wave 2 this proportion had risen to nearly 100 per cent. Use of online materials was also well-established at Wave 1 and this section will show how their use has been sustained.

3.2.1   *Availability of lecture notes online and perceived importance of this*

At the first survey it was found that lecture notes were available online for just over a third of students in the whole sample. The answers to the same question at Wave 2 showed that availability appeared to have increased slightly over the intervening year (Figure 3.2). Amongst the current Wave 2 students, just a quarter (26 per cent) had reported at the first interview that lecture notes were available online for most or all their courses, but this increased to 31 per cent at the second interview. A further 9 per cent at Wave 1 and 8 per cent at Wave 2 said that these materials were available for some of their courses while 4 per cent or 5 per cent at each wave said that they were available but there were technical problems in accessing them. The implication that availability of online lecture notes has increased should be treated with caution as it may just be that awareness of this resource had increased – the proportion who said that they did not know whether such materials were available fell from 19 per cent at Wave 1 to 10 per cent at Wave 2.

Figure 3.2 Availability of lecture notes online at Waves 1 and 2
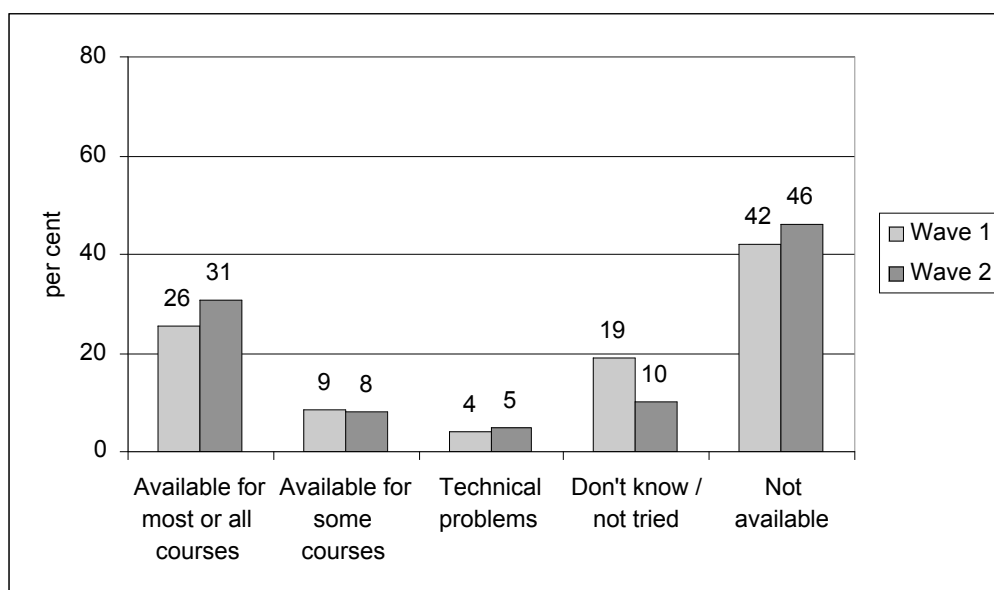
Base for Wave 1 and Wave 2: Current students at Wave 2 (593)

In keeping with this small increase in the perceived availability of online lecture notes, the proportion of students who could access them increased slightly, from 27 per cent at Wave 1 to 30 per cent at Wave 2[5]. Access to lecture notes online was significantly less common among students whose course was delivered by a college of further education (25 per cent) than among those whose course was delivered by another type of institution (41 per cent), which indicates that the infrastructure to support this form of provision may be poorer in the FE sector. The mode of study and level of prior qualifications in the early years sector were also found to be associated with use of online lecture notes. Part-time students were more likely to use these materials than full-time students (33 per cent compared with 22 per cent) while those who had a prior early years qualification at Levels 1 to 3 were more likely to use them than those who had a prior qualification at levels 4 or 5 (33 per cent compared with 23 per cent).

Although only a minority of students were able to access lecture notes online, the majority considered that provision of this option was important. About three quarters (76 per cent) of students at each wave said that this was 'very' or 'quite' important[6]. This suggests that there remains significant unmet demand for this form of e-learning in the delivery of EYSEFD.

3.2.2   *Availability of library materials online and perceived importance of this*

The majority of Wave 2 students reported in the first survey that library materials such as journals were available to them online. Availability appears to have increased slightly in the intervening year, from 56 per cent to 61 per

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[5] Based on 593 current students at Wave 2.
[6] Based on 593 current students at Wave 2.

cent, although this may just reflect a fall in the proportion who said that they did not know whether they were available (from 21 per cent at Wave 1 to 14 per cent at Wave 2; Figure 3.3). A further 5 per cent at Wave 1 and 7 per cent at Wave 2 said that such materials were available but they had technical difficulties in accessing them.

Figure 3.3 Availability of library materials online at Waves 1 and 2
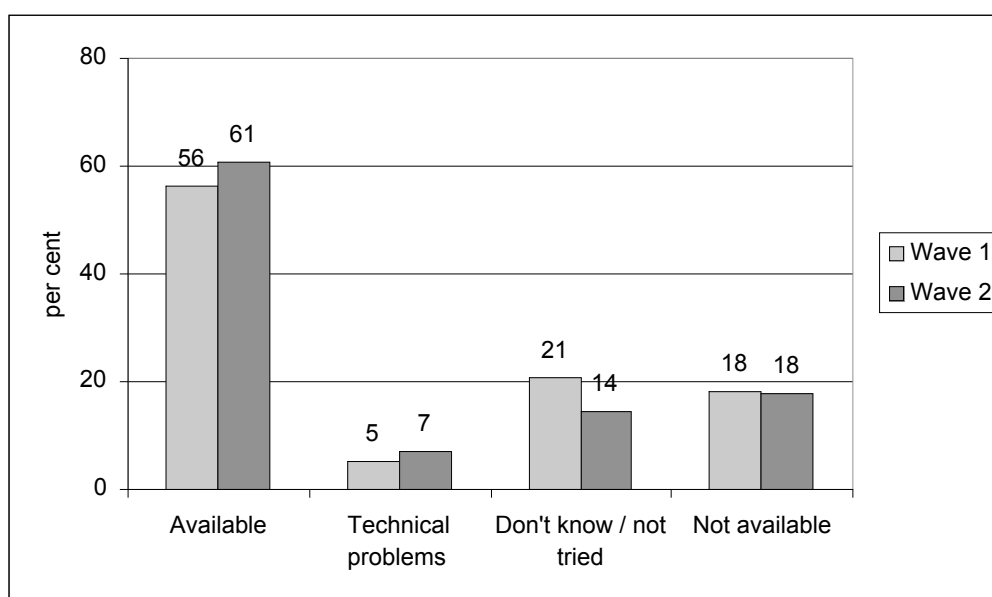
Base for Wave 1 and Wave 2: Current students at Wave 2 (593)

The first survey found that 41 per cent of students could access library materials online, which compared with 56 per cent who knew that they were available[7]. Access was slightly less common among students who attended a college of further education compared with other students (40 per cent compared with 46 per cent), although the difference was not statistically significant. Younger students were more likely to access library materials online (46 per cent of those aged 35 or younger did so compared with 38 per cent of older students).

Students at Wave 2 continued to consider online library materials to be an important resource. Ninety per cent of students at Wave 2 said that it was very or quite important to have this facility and this was virtually the same as the proportion at Wave 1 (88 per cent)[8]. As was the case for lecture notes, there was also unmet demand for online access to library materials.

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[7] Based on 742 Wave 1 students. Access to library materials online is analysed using Wave 1 data because the corresponding question at Wave 2 was affected by a routing error in the questionnaire which led to some respondents being wrongly omitted from the question. Judging from responses to the equivalent questions about lecture notes, this analysis could tend to understate slightly the proportion of students who could access library materials on-line at Wave 2.

[8] Based on 593 current students at Wave 2.

3.3 Arrangements for and satisfaction with personal and academic support

This section looks at the types of personal and academic support that were available to students. As a number of questions from Wave 1 were repeated at Wave 2, it is possible to see how levels of support have changed since the course began.

3.3.1 Support from and satisfaction with tutors

Eighty-two per cent of students at Wave 1 reported that they had been assigned a personal tutor whose role it was to provide personal and academic support. This proportion was virtually the same at Wave 2 (83 per cent). Despite this consistency in the overall level of provision, a number of students reported changes in the provision of support. This is shown by Figure 3.4 which compares the answers given at each Wave. It can be seen that only 8 per cent of students did not have a tutor at either Wave while similar proportions had a tutor at Wave 1 only (9 per cent) or Wave 2 only (12 per cent). Just 44 per cent of students had the same tutor at each wave while 28 per cent had a different tutor at Wave 2 compared with Wave 1.

Figure 3.4 Provision of personal tutors at each wave
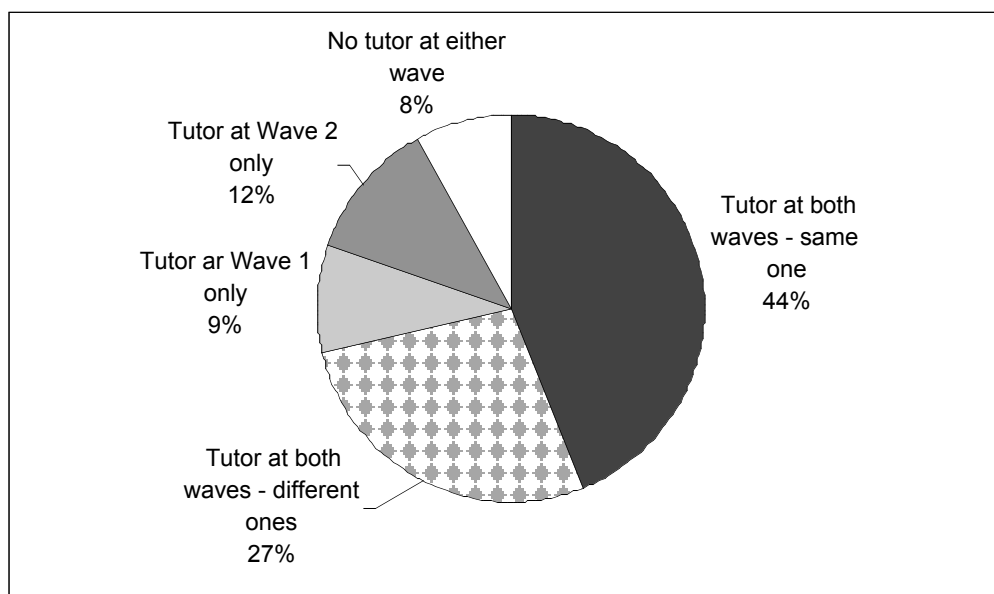
Base: Current students at Wave 2 (593)

Students were asked at each wave how satisfied they were with the academic and personal support that they received from their personal tutor. The findings show that views about tutors were consistently positive with more than 80 per cent of students saying that they were satisfied with their tutor at each measure and in each survey (Figure 3.5[9]). Behind this apparently stable picture of satisfaction there were a number of changes, with some students

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[9] The data for each type of support shown excludes a small proportion of students who said that they had not sought that form of support from their tutor.

reporting increased or decreased satisfaction at Wave 2 compared with Wave 1, but there is no indication of any net change in the level of student satisfaction with personal tutors since the start of the course.

Figure 3.5 Satisfaction with personal tutors at Waves 1 and 2
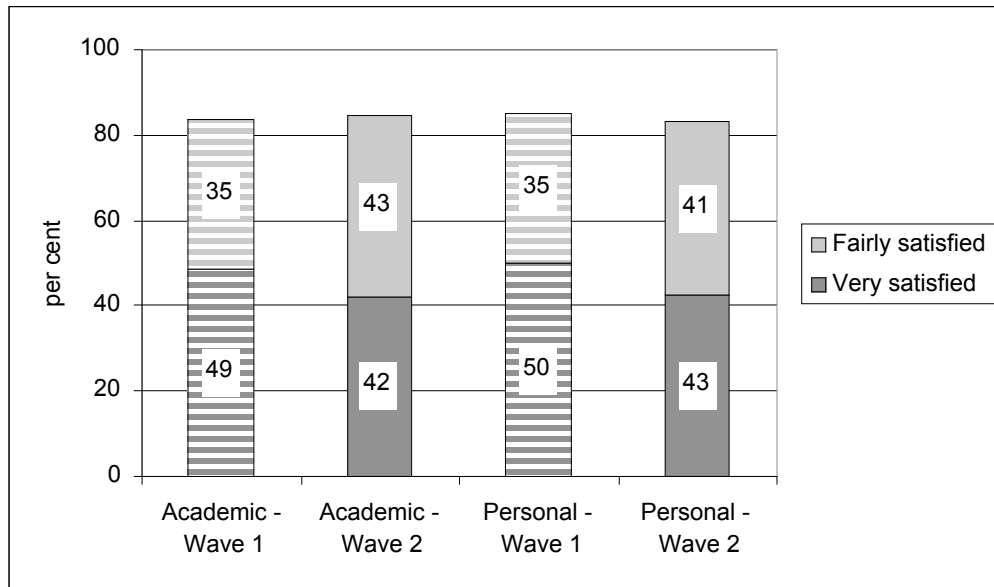
Base: Current students who had a tutor at both waves and who sought this type of support from the tutor (403, 406, 385, 395)

No differences were observed in the satisfaction levels reported by students in FE colleges compared with other institutions or between part-time and full-time students. Levels of satisfaction were lower amongst students who had changed tutors between the first and second interviews compared to those who had kept the same tutor, particularly in terms of personal support (on this aspect, nearly three-quarters who had changed tutors were satisfied, compared to nearly nine-in-ten with the same tutor). It is possible that this dissatisfaction is explained by the discontinuity arising from a change in tutor or from problems with the first tutor which prompted a change.

3.3.2   Support from and satisfaction with mentors

Eighty-seven per cent of students at Wave 1 reported that they had been assigned a mentor for the work experience component of their course. This proportion was virtually unchanged at Wave 2, at 86 per cent of current students. Students whose work status was that of a manager or supervisor were much less likely to have a mentor than those who were more junior employees (78 per cent compared with 92 per cent)[10].

Most mentors were located at the student's workplace – this was the case of 82 per cent of students who had mentors. Mentored students whose work status was that of a manager or supervisor were less likely to have a mentor who was located at their own workplace than those who were more junior employees (69 per cent compared with 88 per cent)[11].

Students were asked at each wave how satisfied they were with the support they had received from their mentor. Levels of satisfaction were very high at both waves with more than 80 per cent of students saying that they were very or quite satisfied (Figure 3.6). Satisfaction with mentors appeared to be higher than that with tutors as students were much more likely to choose the 'very satisfied' option compared with the 'quite satisfied' option when rating their mentors.

Figure 3.6 Satisfaction with mentors at Waves 1 and 2
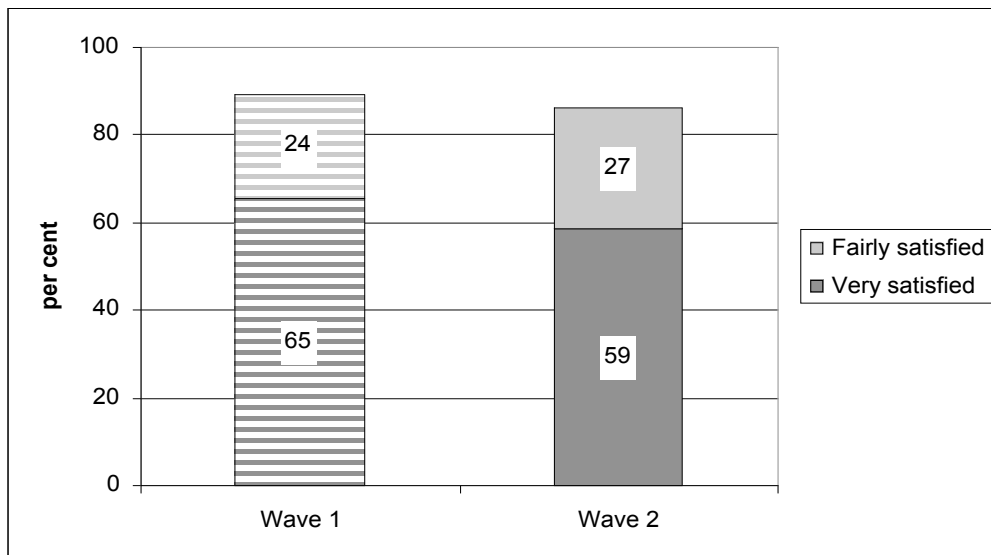
Base: Current students who had a mentor at both waves and who answered the question (469 at Wave 1, 473 at Wave 2)

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[10] Based on 236 managers or supervisors and 331 other employees.
[11] Based on 185 managers or supervisors and 303 other employees who had mentors.

Respondents who had been assigned both a tutor and a mentor were also asked at each wave about contact between their mentor and their tutor or college. At Wave 1 50 per cent of students said that their mentor had been visited by their tutor. At Wave 2, in response to a slightly different question, 69 per cent[12] of students said that their mentor had been given advice or guidance about their role by someone at the student's college. These results suggest that there had been greater contact between colleges and mentors by Wave 2 than by Wave 1, although we cannot be sure of this because of the change in question wording. Moreover, we would expect more students to report that their mentor had been contacted by Wave 2 simply due to the greater amount of elapsed time, so this result should not be interpreted as necessarily implying improved communication.

3.4   Views about the work-based learning component of the course

This section looks at students' views about the relevance of the work-based learning component of their course and their satisfaction with it. Since the same questions were asked at each wave, it is possible to see whether students' views about this aspect of their study have changed since the course began.

Students gave the work-based component very high ratings for relevance to their job (Figure 3.7). At Wave 2 three quarters (75 per cent) rated it as very relevant while a further fifth (20 per cent) rated it as quite relevant and only 5 per cent rated it not very or not at all relevant. These ratings were virtually the same as those given at Wave 1.

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[12] Based on 430 current students who had a tutor and a mentor at Wave 2.

Figure 3.7 Perceived relevance of the work-based training to respondent's job at Waves 1 and 2
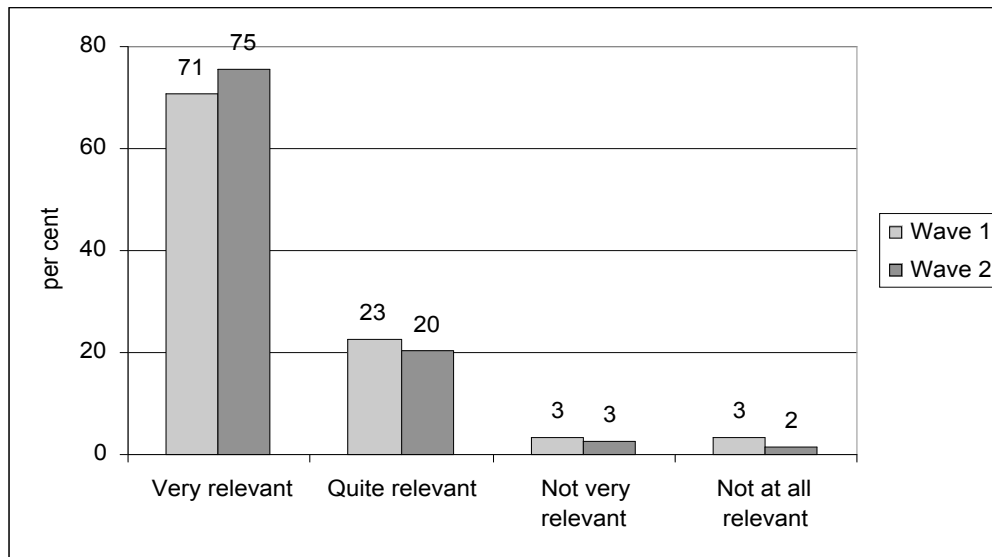
Base: Current students at Wave 2 who answered the question (585 for Wave 1, 593 for Wave 2)

Reported satisfaction with the work-based component was similarly high at each wave, with more than 90 per cent of students selecting either the very satisfied or the quite satisfied option (Figure 3.8).

Figure 3.8 Overall satisfaction with the work-based learning component at Waves 1 and 2
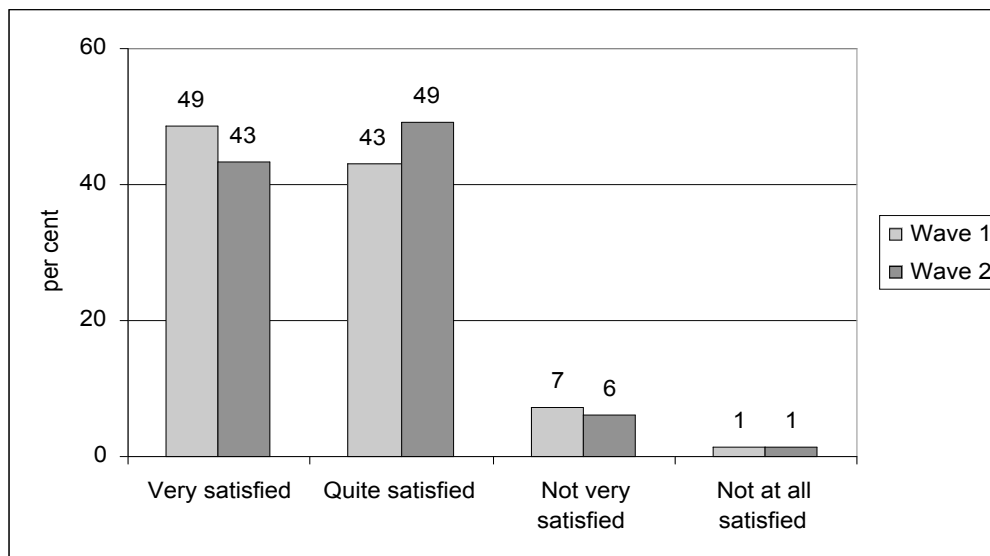
Base: Current students at Wave 2 respondents who answered the question (581 for Wave 1, 585 for Wave 2)

3.5   Perceptions of teaching quality and help with study skills

This section covers students' views about the overall quality of teaching on the course and about particular aspects of teaching quality and the support they received in developing study skills.

3.5.1   Views about key aspects of teaching quality

The Wave 2 interview included a new series of attitudinal questions about different aspects of teaching quality on their course. The results, which are summarised on Table 3.1, show that students viewed their tutors and their teaching very positively.

Two statements covered the experience of tutors:

- 89 per cent of students agreed with the statements that *"Most tutors were very knowledgeable about their subject areas"*.
- 78 per cent agreed that *"Most tutors were experienced practitioners in the early years sector"*.

The quality of lessons was also rated positively:

- 83 per cent agreed that *"Most lessons were well organised"*.

Finally, most students felt that assignments were clearly explained and that they had enough help and support from tutors and enough time to enable them to complete them:

- 67 per cent agreed that *"Assignments were usually clearly explained to students"*.
- 67 per cent disagreed that *"Tutors did not give students enough help and support with assignments"*.
- 61 per cent disagreed that *"Students were often not given enough time to complete assignments"*.

The answers given to this last group of questions were slightly less positive than those for the earlier statements. This probably reflects the difficulties experienced by many students who had returned to learning in developing study skills and may also be a reflection of the time constraints these students face.

Table 3.1 Views about key aspects of teaching quality

	Most tutors very knowle-dgeable about their subject area	Most course tutors experienced practitioners in the EY sector	Most lessons well organ-ised	Assign-ments usually clearly explained to students	Not enough help/ support with assignments from tutors	Students often not given enough time to complete assignments
	%	%	%	%	%	%
Agree strongly	56	46	33	25	11	16
Just agree	33	33	51	42	18	22
Just disagree	5	11	9	19	36	39
Disagree strongly	3	6	4	9	31	22
Don't know /not stated	3	4	3	4	4	2
Base	593	593	593	593	593	593

Base: Current students at Wave 2

3.5.2 Overall views of the quality of teaching on the course

A question about overall student satisfaction with the quality of teaching on the course was included at each wave and the results are shown on Figure 3.9. At each wave more than 80 per cent of students said that they were very or quite satisfied with the quality of their teaching. This positive result supports the evidence of the new attitudinal questions that are reported in the previous section. A slightly higher proportion of students expressed satisfaction with their teachers at Wave 2 compared with Wave 1 (88 per cent compared with 82 per cent). However, when the reduction in the proportion of students who felt unable to answer the question (from 8 per cent to 3 per cent) is taken into account, the level of satisfaction may be regarded as very stable between the two waves.

Figure 3.9 Overall satisfaction with the quality of teaching on the course at Wave 1 and Wave 2
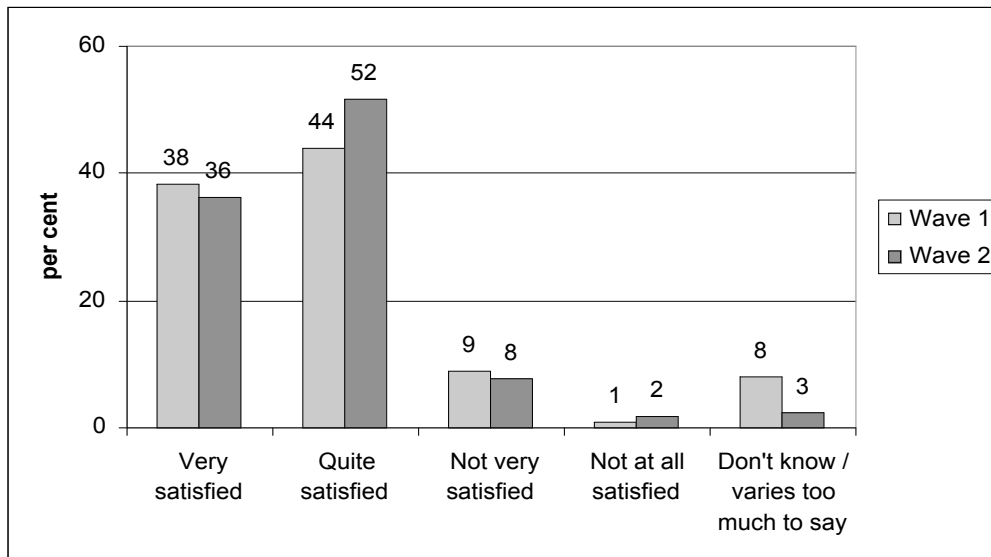
Base: Current students at Wave 2 who answered the question (593)

3.5.3 Support with study skills and learning support

At each wave, students were asked whether they had received any help with developing study skills from staff at their university or college. About two-thirds of current students at Wave 2 (67 per cent) said that they had received such help. Curiously, this proportion was lower than that recorded for the same respondents at Wave 1 (75 per cent). It is possible that support with study skills was most common in the early stages of the course and so some respondents did not recall this help when asked the same question a year later.

Students who had received help with study skills were generally satisfied with it. As Figure 3.10 shows, at each wave a little under 90 per cent of students receiving this help said that they were satisfied with it. The proportion of 'very satisfied' answers was slightly higher at Wave 1 than Wave 2, which again suggests that this form of help might have been better and more favourably recalled early in the course.

Figure 3.10 Satisfaction with help with developing study skills at Waves 1 and 2
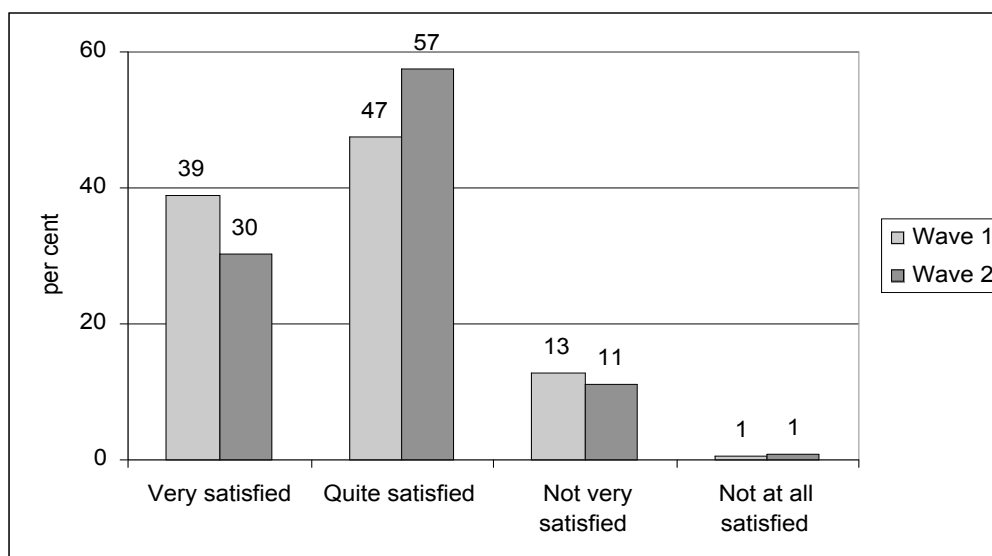
Base: Current students at Wave 2 who had help with study skills (546 at Wave 1, 395 at Wave 2)

3.5.4 Whether required and received any special support because of a disability

When asked whether they had needed special support because of a disability, health condition or learning difficulty (such as dyslexia), 3 per cent of current students at Wave 2 said that they had. Just under half of these students (8 out of 20 cases) said that they had received the support they needed and they

all said that they were satisfied with it. These results were virtually the same as those reported at Wave 1.

3.6   Summary

The main findings about students' experiences at Wave 2 were:

Student's perceptions of individually-paced learning
- As for Wave 1, the second survey showed a similar, moderate amount of flexibility available to students in the timing of classes and pacing of the course. However, a much higher proportion of students at Wave 2 (59 per cent compared with 28 per cent at Wave 1) reported that it was possible to take a break from their studies. This could reflect increasing awareness of course policies, rather than any change in them.

Students' experiences of ICT and e-learning
- The proportions of students reporting on-line availability of lecture notes and library materials had increased from the first interview, although this may have been because of increasing awareness about these resources (i.e. there was a reduction in the proportion of students who did not know about availability).
- At Wave 2, around three in 10 could access lecture notes on-line and four in ten[13] could access library materials in this way.
- Far more students said this type of on-line access was important than actually had access to it, indicating under-provision of these forms of e-learning.

Arrangements for and satisfaction with personal and academic support
- Over eight in 10 students had been assigned a personal tutor and slightly more had been assigned a mentor, very similar levels to those found at Wave 1.
- Only 44 per cent of students had the same tutor at Wave 2 and at Wave 1. Twenty-eight per cent had changed tutors, while around one-in-ten had only had a tutor at Wave 1, and a similar figure only at Wave 2.
- Levels of satisfaction with tutors and mentors remained high, particularly for the latter. Satisfaction with tutors was lower among those who had changed tutors.
- Most mentors were based at students' workplaces. By Wave 2, 69 per cent of students with a tutor and mentor said their tutor had visited their mentor to give information and advice about their work-based learning.

Views about work-based learning component of the course

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[13] Based on Wave 1 findings.

- Most students continued to rate the work-based component of the course as relevant for their job. At Wave 2, 75 per cent said it was very relevant, while a further fifth rated it as quite relevant.
- Reported satisfaction with the work-based component was similarly high at each wave, with 90 per cent of students selecting either the very satisfied or the quite satisfied option.

Perceptions of teaching quality and help with study skills
- The Wave 2 interview included new attitudinal questions about different aspects of teaching quality on the courses. Most students (around eight-in-ten or more) thought of their tutors as knowledgeable and experienced in the subject area, and agreed that most lessons were well-organised. Assignments were viewed less positively. A smaller majority (around two-thirds) thought that assignments were well explained, that tutors gave enough help and support with assignments and that they were given enough time to complete assignments.
- Overall student satisfaction with the quality of teaching on the course remained high between the waves, with over eight-in-ten saying they were very or quite satisfied.
- Two-thirds 67 per cent of students at Wave 2 said they had received help with developing study skills from staff at their university or college. This was a lower proportion than was reported at Wave 1 (75 per cent). It may be that such support was more common in the early stages of the course and was not recalled at the second interview a year later.
- Nearly ninety per cent of students who had received help with study skills were satisfied with it.
- A small proportion (3 per cent) of students needed special support because of a disability, health condition or learning difficulty, very similar to the level reported at Wave 1. Just under half of these students said that they had received the support they needed and they all said that they were satisfied with it. These results were virtually the same as those reported at Wave 1.

4 IMPACT OF THE COURSE AND BARRIERS TO COMPLETION

This chapter explores respondents' perceptions of the impact of the course on their lives and what potential obstacles might prevent them completing it. By repeating a number of measures used in the first survey, it has been possible to examine whether respondents' views became more or less positive during their second year of study.

4.1 Perceived benefits and problems with the course

4.1.1 Work-related benefits of the course

The first survey showed that most respondents perceived that their course had some notable work related benefits. More than three quarters of them agreed that it had made them more enthusiastic about their work, or more confident in their work or that the course had given them a deeper understanding of their work (see lighter bars on Figure 4.1[14]). A year on, the pattern of answers was very similar but with slightly higher proportions of students perceiving these positive benefits (see darker bars on Figure 4.1).

Figure 4.1 How perceptions of work-related benefits have changed over time
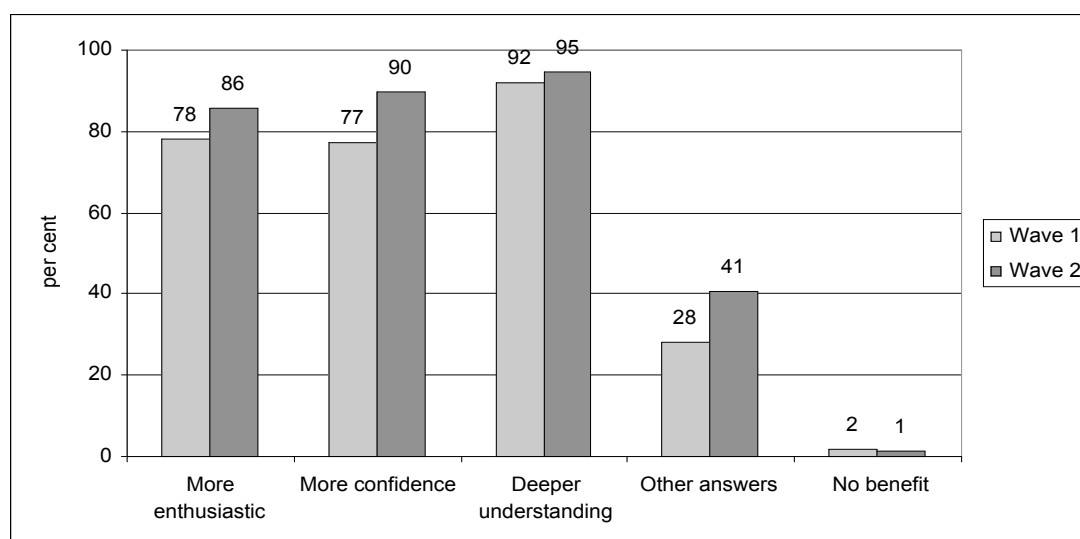
Base: Current students at Wave 2 who were in paid work at both waves (550)
Note: percentages add up to more than 100 because respondents could give more than one reply

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[14] The figures shown are based on Wave 1 respondents who were re-interviewed at Wave 2 and consequently differ slightly from those presented in the Wave 1 report.

The extent to which students viewed their course in a positive light was related to their mode of study, their progress with the course and what career benefits they expected it to bring. Those students who expected that they would get a higher level of job after they completed their course were also more likely to report that it had made them enthusiastic about their work; 90 per cent of this group said this compared with only 77 per cent of those who did not expect their level of job to improve.

4.1.2   Problems resulting from the course

A question in the first survey about problems arising from the course was also repeated in the second survey and the results for both surveys are summarised on Figure 4.2. By far the most commonly recognised of the three prompted categories of problem was that to do with planning time, for example in arranging work and study sessions, which the majority of students at each wave said applied to them. In contrast, problems finding substitute cover while doing coursework or difficulties in their relationships with work colleagues were only reported by small proportions of students. The proportions reporting these problems at Wave 2 were similar to or slightly higher than at Wave 1.

Figure 4.2 How perceptions of problems resulting from course have changed over time
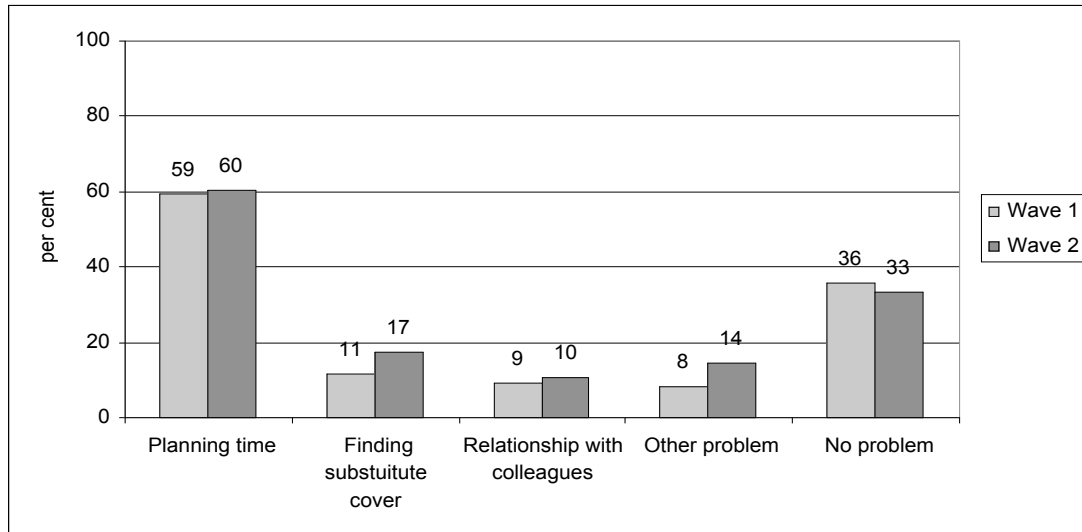
Base: Current students at Wave 2 (593)
Note: percentages add up to more than 100 because respondents could give more than one reply

Problems planning time were more commonly reported by students who were parents than by non-parents (63 per cent compared with 50 per cent).

4.1.3 Impact of the course on the financial situation of respondents

The first survey found that more than four-fifths of students had experienced no change in their income since they started the course, with just over a tenth saying that their income had decreased and only 3 per cent said that it had increased. The question was repeated in the second survey and the results were fairly similar (Figure 4.3). The proportion of students who reported increased income had risen to 12 per cent. As at Wave 1, possibility of financial benefits from taking the course still lay in the future for most students. Eight out of ten (79 per cent) had seen no change while nearly one-in-ten (9 per cent) had seen their income fall.

Figure 4.3 Change in income since start of course
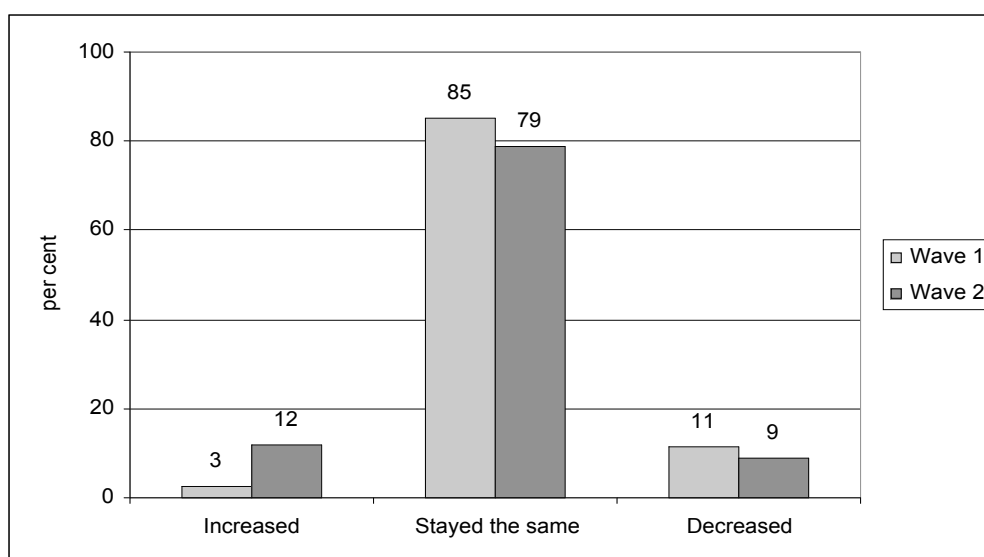
Base: Current students at Wave 2 (593)

Where students reported that their income had changed they were asked to explain why this had happened. Most of those who had seen their income fall said that this was because they had reduced their working hours (Figure 4.4), which they may have done in order to give themselves more time to study. One-in-five of those with reduced income said that this was because they had taken a less well-paid job while a similar proportion said that this was because they had stopped work.

About half of those students who had seen their income rise attributed this change to getting a better paid job (Figure 4.5). About one-in-three of this group explained their increased income in terms of a pay rise in an existing job while the remainder (about one-in-seven) said that it was due to them increasing their working hours.

Figure 4.4 Reasons for reduction in income
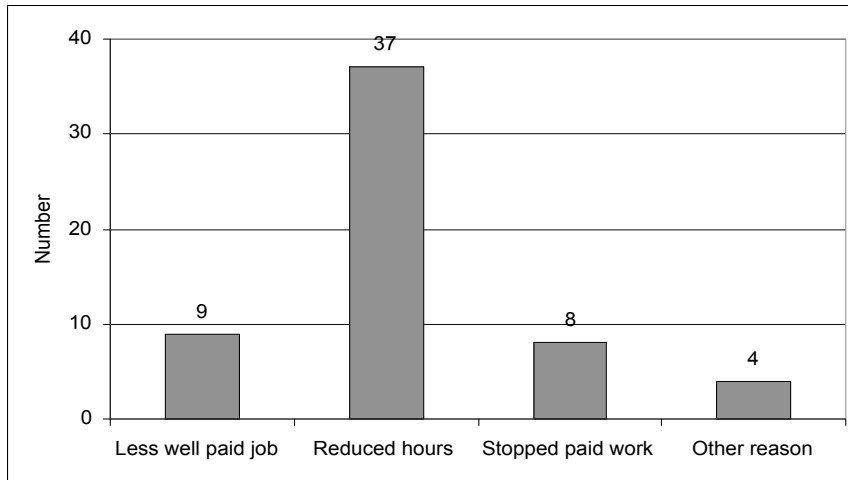
Base: Current students at Wave 2 who said that their income had decreased (53)
Note: answers add up to more than the base because respondents could give more than one reply.

Figure 4.5 Reasons for an increase in income
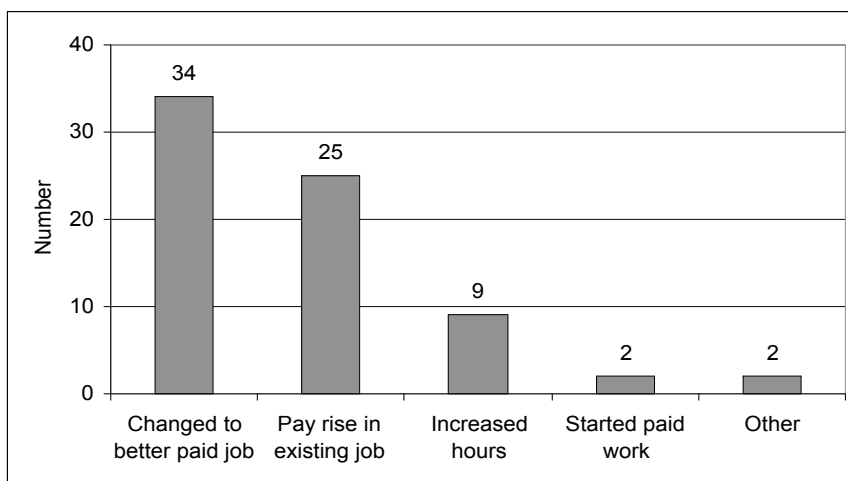
Base: Current students at Wave 2 who said that their income had increased (71)
Note: answers add up to more than the base because respondents could give more than one reply.

4.1.4 Impact of the course on the employment situations of respondents

To gauge the impact of the course on students' employment situations, those who had continued in their current job were asked how the course had changed their level of responsibility (see Figure 4.6) while those who had changed jobs were asked how the level of their new job compared with that of the old (see Figure 4.7).

A quarter of students (25 per cent) who had not changed their jobs said that the level of responsibility they held in their job had increased (Figure 4.6). Nearly all the rest of students (74 per cent) had the same level of responsibility at Wave 2 as before they started their course. Very few students (1 per cent) reported that their level of responsibility had decreased since they started their course.

Eighty students had changed jobs since they started their course and just under half of them (38 out of 80) said that their new job was at a higher level than their old one. About a third (25 out of 80) had made a sideways move to a job with the same level of responsibility. Only seven students had moved to a lower level job. Ten further students felt unable to compare the level of their new job with that of their old.

Figure 4.6 Change in level of responsibility in existing job

Figure 4.7 Level of new job compared with the old
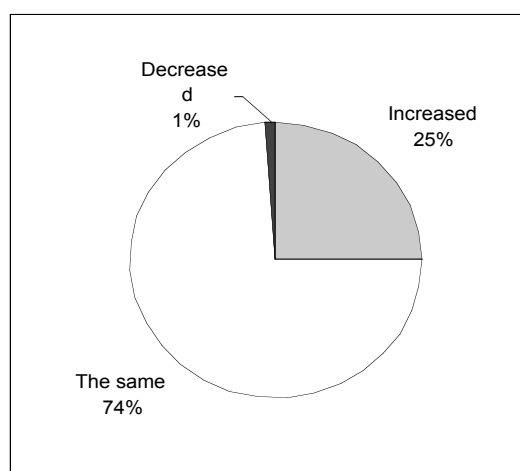
Base: Current students at Wave 2 who had not changed their job since the first interview (470)
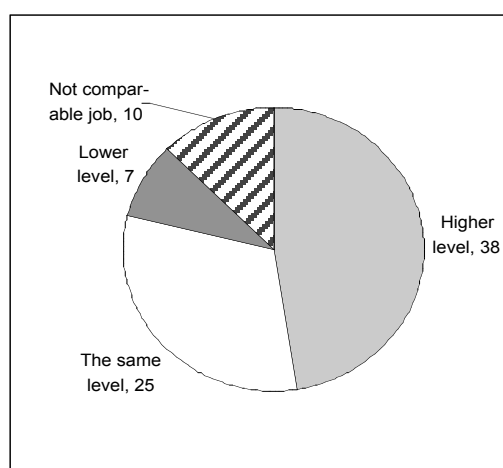
Base: Current students at Wave 2 who had changed their job since the first interview (80)

Taken together, these findings show that more than a quarter of students overall had progressed in their careers since starting their degree, either through taking on more responsibility or moving to a higher level job. This would appear to be a greater rate of progress than might be expected in a year's work and indicates that the EYSEFD might have had appreciable

benefits for students' careers while they were studying for it. The Wave 3 survey will show whether this progress was sustained in the remainder of the course and what impact achievement of the qualification had on their career.

4.2   Possible barriers to completion of the course

The second interview repeated some questions about perceived barriers to completion of the course from the first survey. Separate questions were asked about financial concerns and non-financial concerns. The results at each survey are compared to see whether by the time of the second survey these barriers were perceived to be greater or less than a year previously.

4.2.1   Financial worries

The financial concerns that respondents mentioned at the Wave 2 survey (from a list that was read out to them) were very similar to those mentioned a year previously (Figure 4.8). Overall, the proportion of respondents who reported financial worries rose slightly, from 43 per cent at Wave 1 to 50 per cent at Wave 2. The most common concerns were course fees, which were mentioned by a third of Wave 2 students, and other course costs, mentioned by a quarter. Smaller proportions (about one-in-seven) were worried about the reduction in their income that followed from their studying or about getting into debt.

Figure 4.8 Financial concerns that might prevent completion of course for both waves
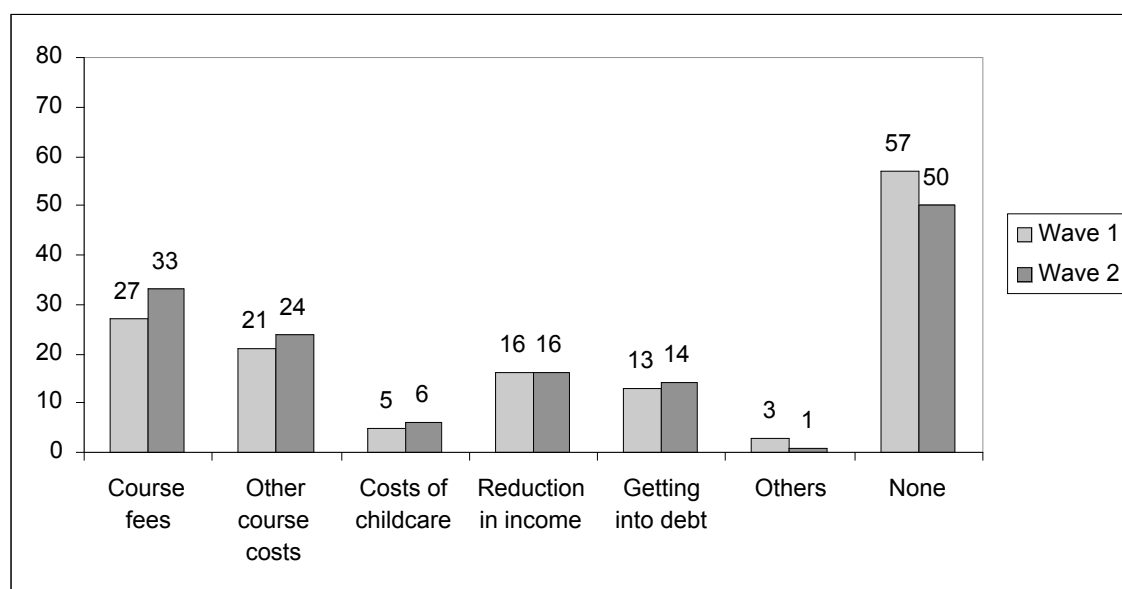
Base: Current students at Wave 2 (593)
Note: percentages add up to more than 100 because respondents could give more than one reply

4.2.2 Non-financial concerns about completion

The non-financial concerns that respondents mentioned at Wave 2 from a list that was read out to them are shown in descending order of mentions on Figure 4.9. The pressures of combining work and study were the most common problem and more than two-thirds of students mentioned this. Similarly, the time commitments of the course were also mentioned as a problem by more than half of students. The next most common concern of students was how their studies would affect their partner or family. Unsurprisingly, students who had partners or children and older students cited these three concerns more frequently. Clearly, these were overlapping groups and show an underlying pattern whereby pressures associated with family life formed the most significant barriers to completion of the course.

Two concerns about the difficulty of the course were mentioned by more than a third of respondents at Wave 2. These were difficulties keeping up with the pace of the course (37 per cent) and with its academic requirements (35 per cent). About one-in-five students said that lack of support for students on the course was a problem.

Miscellaneous other concerns about travelling, their health and how relevant the course was to their work were only mentioned by a small proportion of students and were clearly much less significant.

Figure 4.9 Non-financial concerns that might prevent completion of course for Wave 2
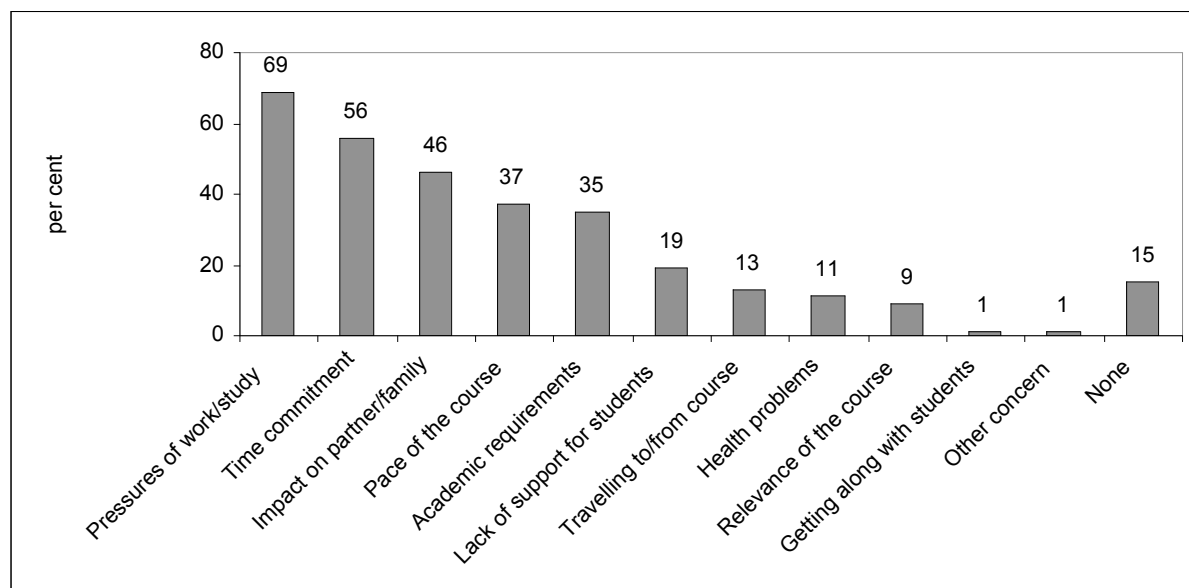
Base: Current students at Wave 2 (593)
Note: percentages add up to more than 100 because respondents could give more than one reply

A comparison of the answers given to this question at Wave 2 with those given at Wave 1 shows that these concerns have been present from the start of the course (Figure 4.10). Although concerns about the pressures of time, work, family life and the difficulty of the course remained strong, it is encouraging that they did not become more prevalent during the second year of the course.

Figure 4.10 Main non-financial concerns that might prevent completion of course for both waves
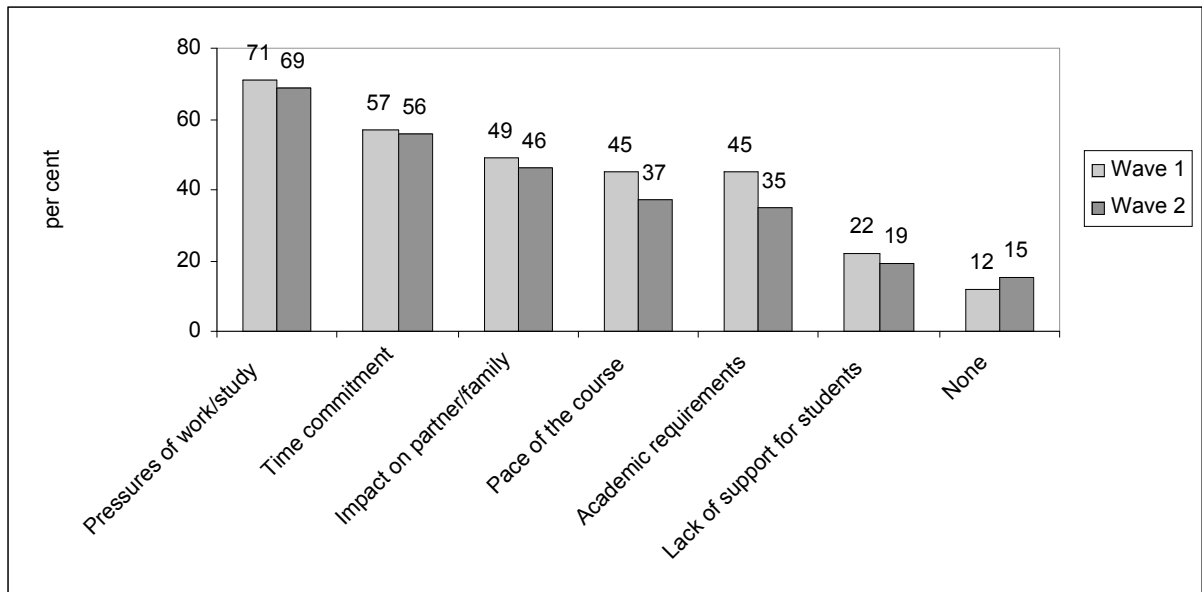
Base for Wave1 and Wave 2: Current students at Wave 2 (593)
Note: percentages add up to more than 100 because respondents could give more than one reply

4.3   Summary

The main findings of this chapter were:

Perceived benefits and problems with the course
- Most students agreed that their participation on the course was beneficial to their work. More than three-quarters agreed it had made them more enthusiastic about their work, given them more confidence at work, or given them a deeper understanding of their work. The proportions citing each of these benefits rose slightly from the first interview.
- Those who expected to get a higher level job after they completed their course were more likely to report that the course had made them more enthusiastic about their work (90% of those who expected to get a higher level job said they were more enthusiastic about their work compared to 77% of those who did not expect to get a higher level job).

- Time-planning caused the most problems for students, particularly for students with children. The proportions of students overall who said they had different types of problems were similar to or slightly higher than at Wave 1.
- As for Wave 1, courses had brought little immediate financial benefit to students, with eight out of ten saying their income had stayed the same. Nearly one-in-ten said their income had gone down, mainly because they had reduced their working hours.
- About three-in-ten students who worked had experienced some improvement in their employment since they started the course, either through getting a better job or increased responsibility in an existing job.

.Possible barriers to completion of the course
- Overall, the proportion of respondents who reported financial worries rose slightly, from 43 per cent at Wave 1 to 50 per cent at Wave 2. The most common concerns were course fees and other course costs.
- The main non-financial concerns centred around the pressures associated with family life. The most commonly cited were the pressures of combining work and study (69 per cent), time commitments of the course (56 per cent) and the impact of the course on partners/families (46 per cent). The next most common group of concerns were about the course itself, namely difficulties keeping up with the pace of the course (37 per cent) and with its academic requirements (35 per cent).
- While such concerns were already present at the start of the course, it is encouraging that they have not increased during the second year of the course.

5 FUTURE PLANS OF STUDENTS

This chapter reports students' future plans after they had completed their EYSEFD. (As was seen in Table 2.7, virtually all the Wave 2 students said they expected to complete the course.) The chapter covers their expectations of the type of setting they would work at, the type of job they would do and its seniority, whether they would stay with a current employer or move and whether they would continue with further study. These questions were asked for the first time in the Wave 2 interview.

Findings are reported separately for those who were still students at Wave 2 ('current students') and former students. The latter group comprised 47 students; only two of whom had completed the EYSEFD while 45 had temporarily or permanently left the course without completing it.

5.1 Expected future work setting

Current students had a firm commitment to working in the early years and childcare sector once they had finished their EYSEFD. Ninety per cent said that they definitely would do this, 8 per cent said that they probably would and only 1 per cent said they would not (1 per cent did not know).

Former students did not appear to be much less committed than current students to continuing in the early years and childcare sector. Most of them stated that they definitely would (37 students) or probably would (4 students). Only five former students respondents said they did not intend to continue in this sector (one did not know).

When asked to mention which type of setting they would be most likely to work at, about half of current students (48 per cent) chose a primary school (Table 5.1). The next most common types of setting were a nursery school (chosen by 20 per cent) and a nursery (chosen by 14 per cent). Only 3 per cent of current students chose a playgroup and 3 per cent a children's centre, family centre or SureStart facility and fewer than 1 per cent planned to work as a nanny or childminder.

Since primary schools cover a wide age range, students who selected this setting were asked to specify which stage they would cover (lower part of Table 5.1). Students were allowed to give more than one answer and many chose to do so. The most common choices were reception class (mentioned by 26 per cent of current students who expected to have an early years or childcare job) and Key Stage 1 (mentioned by 21 per cent). A nursery within a primary school was mentioned by 14 per cent. Key stage 2 was mentioned by 10 per cent of current students and was the least popular choice of primary school setting.

Current students who planned to work in a primary school with children of reception class age, at Key Stage 1 or at Key Stage 2 were asked whether

they expected to take a teaching assistant role. Fewer than half of these students (16 per cent overall) expected to be a teaching assistant while most (24 per cent overall) expected to have a different type of role.

Table 5.1 Type of setting where student is most likely to work in future

Type of setting	%
Primary school *	48
Nursery school	20
Nursery	14
Playgroup	3
Children's centre, family centre or SureStart facility	3
In a social work or social services set	1
An out of school club or holiday club	1
A private home as a nanny or a childminder	*
In a therapeutic setting (e.g. speech, language therapy, nursing or health-related work)	1
Other type of setting	8
Don't know	1
* Type of setting within a primary school	
[Note: students could mention more than one option]	
- Nursery	14
- Reception class #	26
- Key Stage 1 #	21
- Key Stage 2 #	10
# Role in reception class or Key Stages 1 or 2	
Teaching assistant	16
Other role	24
Base	584

Base: Current students at Wave 2 who expected to have an early years or childcare job after completing their EYSEFD
Settings are ranked in descending order of mentions

Former students gave broadly similar answers to current students to this question about the type of setting they expected to work in. The most common answers were a primary school, mentioned by nearly half of former students (21 out of 47 students), a nursery (8) and a nursery school (5). Less common answers were work in a private home as a nanny or childminder (3 former students), a playgroup (2), an out of school or holiday club (1) and 'another setting' (1).

Sixteen per cent of current students said that they expected to take a teaching assistant role in future[15]. A similar proportion of former students (nine out of 47) gave the same answer.

5.2   Expected future role

When asked to specify the level of role they expected to play in their early years or childcare setting, half of the current students (50 per cent) chose the category of 'employee' from the list that was read out to them while nearly all the remainder chose a more senior role (Table 5.2). The most senior role of 'manager, head or early years co-ordinator' was the most popular of the other options and was chosen by just under a third (30 per cent) of current students. The less senior role of supervisor was selected by 12 per cent of current students. Only 3 per cent of current students expected to be self-employed, running their own business.

Former students were slightly less likely than current students to state that they expected to take a senior role in future. The majority (25 out of 47) said that they expected to be an employee in their future early years job. However, 15 former students did expect to have a more senior role. These included nine who expected to be a manager, head or early years co-ordinator, three who expected to be a supervisor, two who expected to be self-employed with no employees and one who expected to be an owner or partner in their own business.

Table 5.2 Expected role in future early years job

	%
Employee	50
Manager, head or early years co-ordinator	30
Supervisor	12
Owner or partner in own business (with employees)	2
Self-employed person (with no employees)	1
Other role	4
Base	584

Base: Current students at Wave 2 who expected to have an early years or childcare job in future
Roles are ranked in descending order of mentions

As these answers imply, most current students who already worked in an early years job were looking for their future role to have greater seniority. Nearly two-thirds (66 per cent) said that the job they were hoping for would be

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[15] This question was asked of students who expected to work in a reception class or with Key Stage 1 or Key Stage 2 children in a primary school.

at a higher level while a third (32 per cent) said that it would be at the same level and fewer than 1 per cent expected it to be at a lower level (the remaining 2 per cent said that their likely future job could not be compared in terms of level)[16-]

Former students were less likely than current students to expect a more senior role in a future early years job. Only six out of 47 former students expected that they would have a more senior role in future while 24 expected to have a job at the same level, one expected to have a lower-level job and one felt unable to answer the question (the remaining 15 students did not expect to have an early years job in future).

Although a little over half (54 per cent) of students who currently worked in the early years sector expected to stay with their current employer, a substantial minority expected to change jobs[17]. Thirty-nine per cent of students in early years jobs said that they expected to move to a new employer while a further 4 per cent expected to be self-employed or to start their own business. Low incidence answers to this included carrying on in education (1 per cent), stopping work (1 per cent) and doing a different type of job (2 per cent).

Although these findings imply a high level of job mobility among graduates of the EYSEFD, we might expect that fewer job changes would result as some students would be unsuccessful in obtaining new posts while others would be persuaded to remain with their existing employers by the offer of an enhanced role. Interestingly, students who were currently employees (rather than managers or supervisors) were more likely to say that they expected to stay with their current employees (57 per cent compared with 45 per cent). Part-time students were also more likely to say that they expected to stay with their current employer – 54 per cent said this compared with 38 per cent of full-time students.

5.3   Students' expectations about future courses

Current students who expected to complete their EYSEFD were asked how likely it was that they would do another course which built on it in future. More than half of these students (53 per cent) said that they were very likely to do so, while a further 30 per cent said that they were quite likely to do so (Table 5.2).

Ninety per cent of those who said they were likely to do another course said that it would also be in the field of early years and childcare (Table 5.3). Social work was the next most common choice, mentioned by 3 per cent.

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[16] Based on 542 respondents who currently worked in an early years job who gave an answer to this question.
[17] Based on 560 respondents who answered this question.

Table 5.2 How likely to go on another course

	%
Very likely,	53
Fairly likely,	30
Not very likely,	9
Not at all likely	4
Not stated	4
Base	593

Base: Current students at Wave 2 who expected to complete their EYSEFD

Table 5.3 Likely subject of further course

	%
Early years education or childcare	90
Social work	3
Health	1
Youth and community work	*
Something else	4
Not stated	1
Base	492

Base: Current students at Wave 2 who expected to go on a further course after EYSEFD

Fewer than half of the former students (20 out of 47) thought that it was likely that they would do another early years course in the next two years. These 20 included five who had either already completed the EYSEFD or still expected to complete it after taking a break and 15 who had abandoned it without completing it.

5.4 Summary

The main findings of this chapter were:

Expected future work setting
- Nearly all current students said they definitely (90 per cent) or probably (8 per cent) would work in the early years and childcare sector once they had finished their EYSEFD. Most former students (who had left the course without completing it) were also quite committed to continuing to work in the sector.
- Most commonly, students expected to work in a primary school (48 per cent), nursery school (20 per cent) or nursery (14 per cent). Among those students who expected to work in primary schools, reception class and Key Stage 1 were the most commonly mentioned settings. Sixteen per cent of students said that they were likely to have a teaching assistant role.
- In terms of their expected role after finishing the course, half of the current students thought they would be an employee while a third chose the more senior role of 'manager, head or early years co-ordinator' and about one-in-ten thought they would be a supervisor. Fewer former students than current students expected to get a senior role.
- Most current students (64 per cent) who already worked in an early years job were expecting that their future role to have greater seniority, and more than a third thought they would move to a new employer.

Students' expectations about future courses
- Current students who expected to complete their EYSEFD were asked how likely it was that they would do another course which built on it in future. About half the students (53 per cent) who expected to complete the course said that they were very likely to do so, and a further 30 per cent that they were quite likely. Nearly all these respondents thought this would be another course in the field of early years and childcare. Fewer than half of the former students expected to do another course.

6 SUMMARY AND CONCLUSIONS

What are the characteristics of the student survey respondents?

This report has looked at the characteristics of 593 current students at the time of the Wave 2 survey and a smaller group of 49 former students. Despite attrition of 19 per cent to the sample of the first survey, the profile of respondents changed little and remained comparable to that of Wave 1 respondents and the profile of students found in the Wave 1 administrative database[18]. Consequently, it has not been necessary to weight the data.

Current students at Wave 2 remained overwhelmingly female – only 1 per cent of respondents were men. Approximately two-thirds were aged 36 or older. Seven per cent belonged to a minority ethnic group, including 2 per cent who were Asian and 3 per cent who were Black. Two per cent had a disability or limiting health condition. Students' prior educational qualifications were quite varied - 36 per cent had a highest qualification of level 4 or 5, 43 per cent of level 3 and 15 per cent of level 1 or 2. Eighty-two per cent already had some form of early years or childcare qualification.

Most current students comfortably exceeded the minimum of two years' full or part-time work experience in early years or childcare settings that was the pre-requisite of participation in an EYSEFD course. All but 6 per cent of them were currently working. Among those who worked, 97 per cent worked in an early years or childcare setting and 85 per cent were working in the same place as at Wave 1. They worked an average of 31 hours per week.

All but two former students reported that they had left the course without completing it and most reported that they had left it for good, although about one-in-three thought that they would return at some point. Former students had generally very similar characteristics to current students in terms of gender, age, ethnicity and educational attainment. Differences were observed in their employment: whereas nearly all current students worked in an early years or childcare setting, a quarter of former students did not. This suggested some association between absence from that sector and leaving of the course.

What are the key features of students' participation in the degree?

Patterns of student participation in the EYSEFD had changed little between Waves 1 and 2. As at Wave 1, the majority of current students at Wave 2 were based at Further Education Colleges (70 per cent) and just under a fifth (19 per cent) were based at universities.

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[18] Data relating to changes over time in the composition of the Autumn 2003 intake are not yet available from this year's administrative database survey and so it is not yet possible to compare the current profile of the Autumn 2003 intake with the profile of respondents to this year's student survey.

Nearly all students (97 per cent) remained at the same institution where they had studied at Wave 1. As was the case at Wave 1, they were most commonly studying on a part-time basis (79 per cent); very few respondents reported that they had changed their mode of study. The amount of time that students reported spending on study was unchanged compared with Wave 1, an average of about six hours per week on supervised study and 11 hours per week on unsupervised study.

As at Wave 1, current students generally received their work-based learning at a place where they worked. This was the case for 90 per cent of students overall and most of the others who obtained this through some other arrangement such as a work placement were students either who did not work or did not work at an early years or childcare setting. The amount of time that students reported spending on work-based learning increased from a reported average of just over four hours at Wave 1 to just under eight hours at Wave 2.

The time that students expected to take to complete their course varied quite considerably, especially for part-time students. Although all the part-time students surveyed had begun their course in the autumn of 2003, the expected completion time ranged from under a year to three years. Although most full-time students expected to complete their course in a year or less, 5 per cent expected to take two years and one per cent to take three years. It is unclear whether this diversity in expected completion times indicates that institutions are allowing students to complete the course at their own pace and students are taking advantage of this or whether courses are simply designed and delivered over differing time scales. Earlier qualitative work done as part of the EYSEFD evaluation program found that institutions had quite different expectations about the duration of the course from the outset, with some expecting the course to take 2 years and others expecting it to take up to 4 years (see Mowlam, Murphy and Arthur, 2003, p.16).

However, other qualitative work focusing on delivery strategies suggested that individually paced learning was possible and occurring in some institutions (see Mowlam and Snape, 2003, pp. 16-17). This happened in various ways including students joining a different cohort of students to cover the modules more quickly or taking modules at different institutions within a consortium in order to cover the module before it was offered at their own institution. Obtaining accreditation of prior learning was also a potential means of shortening the duration of the course thereby completing it in less time. On the other hand, students could also slow their progress through the course by temporarily withdrawing from it.

The student survey evidence shows that 4 per cent of current students at Wave 2 had taken a break from their studies and subsequently returned to it and 2 per cent of all respondents at Wave 2 are currently taking a break from the course but expect to return to the course later. Additionally, a much higher proportion of current students felt this option was available to them at Wave 2 than at Wave 1 (59 per cent compared to 28 per cent, respectively). However, it could be argued that the ability to take a break from the course

and return to it subsequently is not a particular feature of flexibility associated with the EYSEFD. Indeed, most courses probably make allowances for students to leave and return to the course if necessary.

Additionally, although slightly higher proportions felt they could complete the course at their own pace at Wave 2 than at Wave 1 (21 per cent compared to 18 per cent) and that they could complete modules at their own pace (24 per cent at Wave 2 compared to 19 per cent at Wave 1), the levels of the increase in awareness were quite small. It is therefore difficult to say whether this represents a real increase in awareness linked to greater promotion of these types of flexibility by institutions or whether indeed respondents may just have remembered these questions from the previous survey and therefore expected that these types of flexibility might exist at their institutions.

Receipt of APL credit was also found to have an impact on the expected duration of the course. Those who have received APL credit were significantly more likely than others to expect to complete the course within a year.

Are students satisfied with the course so far and is it meeting their needs?

- **E-learning**

The design of the EYSEFD course envisaged e-learning as an important way to introduce greater flexibility into course delivery as well as providing a means to increase accessibility of course materials to students. The DfES-funded loan of laptop computers to EYSEFD students was seen as an important means of facilitating e-learning. Indeed, between the two waves of the student survey, the proportion of respondents who had been loaned a laptop computer increased from 95 per cent to nearly 100 per cent, thus indicating that access to a computer among students is virtually universal.

However, although students have the basic means with which to participate in e-learning, over half of current students (56 per cent) reported that lecture notes are not available online at their institution or that they are unaware whether they are available. This has not changed much since the last survey where 61 per cent of students reported that they were unavailable or that they were unaware of their availability. The biggest change during this period was in the proportion of students who said that they did not know whether lecture notes were available online- this fell from 19 per cent to 10 per cent. The proportion of students who said that lecture notes were available for some or all of their courses had increased by only 4 per cent between the two surveys (up from 35 per cent to 39 per cent) and similarly, the proportion reporting that this facility was available but there were technical problems accessing the lecture notes remained virtually unchanged (4 per cent at Wave 1 compared to 5 per cent at Wave 2).

The picture for availability of library materials online was also fairly static between the two waves of the survey. Although there was a slight increase in the proportion of students who said that this facility was available to them (56 per cent at Wave 1 compared to 61 per cent at Wave 2), this could possibly be explained with reference to the 7 per cent decline in the proportion of students who said that they did not know whether this facility existed at Wave 1. This means that more students may now be aware of this facility at their institution which does represent positive progress, but it is not a clear indication that more institutions are now offering this facility. Indeed, a quarter (25 per cent) of students at Wave 2 reported that library materials were not available online at their institution or that there were technical difficulties accessing them (compared to 23 per cent giving these responses at Wave 1).

Overall, therefore, students did not report much change in their access to e-learning between their first and second year of the course. This continues to be an area where students' needs are perhaps not being met fully. For example, while 39 per cent said they could access lecture notes online for some or all of their courses, 76 per cent said that it was important to them to have this type of access to lecture notes. Similarly, 90 per cent of students at Wave 2 said that it was important to have access to library materials online, but only 61 per cent actually said they had this facility available to them at their institution.

As was the case at Wave 1, students based at FE colleges were less likely to say that these types of e-learning facilities were available to them than those based at other types of institutions. This may suggest that the infrastructure for e-learning is less well developed among FE colleges.

- **Student support arrangements**

Most students had been assigned a tutor at some point in the course to provide personal and academic support (83 per cent) and this overall figure remained virtually unchanged since the first survey. However, there is a small minority (8 per cent) of current students who reported that they had not been assigned a tutor at both waves of the survey. This suggests that a small group of students has never been offered this type of support since they've been on the course. Although more than two-thirds (71 per cent) of current students at Wave 2 said they had been assigned a tutor (or tutors) throughout the course so far, another 21 per cent said they had been assigned a tutor only at Wave 1 or Wave 2, but not both. This suggests that 29 per cent of current students have either never had a tutor assigned to them or have only had a tutor for one of their two years on the course.

Overall, those who had been assigned a tutor at both waves of the survey and who had sought support from their tutor were generally satisfied with the support they had received. Approximately 80 per cent of these students said that they were fairly or very satisfied with the personal and academic support that they had received and this picture remained the same between the two

surveys. Those who had changed tutors between the first and second surveys were less satisfied particularly in terms of personal support (nearly three-quarters of those who had changed tutor were satisfied with the personal support they had received compared to nearly nine-in-ten of those whose tutor had remained he same throughout). The 29 per cent of current students who had a tutor at only one wave of the survey or who reported that they had never been assigned a tutor are not included in these figures which have been used to demonstrate changes over time. At the moment, no data exists on whether these students feel they have been adequately supported despite not having had a tutor for either or both years of the course. However, a question on this should perhaps be included in the final survey to explore whether students in this situation feel they were lacking an important source of support throughout some or all of the course.

Considering other forms of support, there was virtually no change in the proportion of students who said they had been assigned a mentor for the work-based learning component of the course. This remained high at 86 per cent of current students at Wave 2 (compared to 87 per cent at Wave 1). As with the assignment of tutors, this suggests that a minority of students (14 per cent) have not been offered this form of support. This was particularly the case for respondents in managerial or supervisory roles (92 per cent of those in more junior roles have a mentor compared to 78 per cent of those in managerial or supervisory roles). Looked at in another way, these figures show that more than one-in-ten of those in managerial or supervisory roles have not been assigned a mentor. This perhaps highlights another area of unmet need among students, as this form of support is apparently less widely available to those who are more highly experienced and in more senior positions within their organisations. This is likely to be linked to other Wave 2 survey findings that most mentors are based at the student's own workplace (82 per cent) and that those in managerial or supervisory roles are less likely than those in more junior roles to have a mentor located in the in own workplace (69 per cent compared with 88 per cent).

These findings suggest that institutions may find it more difficult to identify suitable mentors for those in more senior positions. This would coincide with findings from earlier qualitative work among staff at institutions offering the EYSEFD (see Mowlam, Murphy and Arthur, 2003, p. 67):

> *"While some employment settings lent themselves to having a mentor, there was a sense among HEI staff that it was difficult to find suitably qualified mentors (i.e. with relevant qualifications higher than the student) in others, particularly nursery settings. This was perhaps due to the fact that students in these settings were generally at a supervisory or managerial level, and were the most qualified in their workplace."*

The qualitative report went on to note that staff reported difficulties in arranging suitable external mentors for students, and the survey findings

clearly show that this type of arrangement is required by a higher proportion of students in managerial or supervisory roles.

- **Satisfaction with teaching and teaching arrangements**

During the Wave 1 student survey interviews, interviewers noted that students were sometimes dissatisfied about the quality of the teaching on the course. For example, some students said that they felt they had more experience in the early years sector than their lecturers. In order to explore perceptions of teaching quality more fully, new questions were included in the Wave 2 interview focusing on specific aspects of teaching quality. These were asked just before students were asked for their overall perceptions of the quality of teaching on the course (a question that was also included at Wave 1).

The findings from these new questions indicate that students generally felt that their tutors are very knowledgeable about their subject areas (89 per cent), and slightly over three-quarters felt that their tutors were experienced practitioners in early years (78 per cent). This suggests that even if students feel that tutors are not always experienced practitioners, they nonetheless perceive them to be knowledgeable about their subject area. They also agreed (83 per cent) that most lessons are well organised. This suggests that students are generally quite satisfied with the quality of teaching staff and the organisation of lessons. Indeed, 88 per cent said they were very or quite satisfied with the quality of teaching on the course overall. This suggests that any dissatisfaction with the quality of the teaching on the course affects a minority (approximately one tenth) of respondents.

A slightly less positive picture emerged in relation to the organisation and support available in relation to course assignments. Over a quarter (28 per cent)of respondents did not feel that assignments are usually clearly explained and a similar proportion (29 per cent) felt that students do not receive enough support with assignments from their tutors. Furthermore, 38 per cent said that students are often not given enough time to complete assignments.

The latter suggests that for a substantial minority of students, the time allowances made for completion of assignments is insufficient (particularly in the light of their other commitments). As over a third of respondents feel that they are not given enough time to complete assignments, this may also be viewed as further evidence of insufficient flexibility available to students to complete course modules at their own pace. These findings suggest that there is room for improvement in the amount of time students are given to complete assignments and the support they are given in understanding what is required of them and how best to approach it. These findings are perhaps not surprising given that students on the course tend to be mature returners to education who are juggling the course, work and domestic commitments and therefore may be expected to require extra, and perhaps ongoing, support in meeting the demands of a higher education course.

What impact has the course had on students so far?

Similar to the findings at Wave 1, respondents at Wave 2 were very positive that the course had already brought some positive impact(s). When asked about a number of possible work-related benefits, almost everyone cited at least one benefit and only 1 per cent said they had not had any benefit.

Respondents most frequently felt that the course had given them a deeper understanding of their work. A high proportion of respondents also reported that they were more enthusiastic about their work and more confident in doing their job (86 per cent and 90 per cent, respectively). This general picture has improved slightly since the first survey, suggesting a consistently positive appraisal of the benefits of the course to students' own approaches to and understanding of their work.

Perhaps unsurprisingly, those who expected to obtain a higher level job after completing the course were more likely than others to say that the course had made them more enthusiastic about their work (90 per cent of those who expected their job level to improve said they were more enthusiastic about their work compared with 77 per cent of those who did not expect their job level to improve). This suggests that for those who expect a positive return from the course in the form of a better job after completion, there appears to be a more immediate benefit in making students feel more enthusiastic about the work they are currently doing. It could be that this is linked to the commitment employers demonstrate to students by enabling them to take part in the Foundation Degree course and supporting this investment in the student's (their employee's) future career.

In terms of problems students reported as a result of their participation in the course, there have been small increases in the proportions of students reporting each of three types of problems they were asked about, but there were no notable increases in relation to any individual type of problem. Overall, a third of Wave 2 respondents said that they not had any of the problems listed (33 per cent).

The most commonly reported problem was to do with time planning, particularly arranging work and study schedules with the majority of respondents (60 per cent) reporting this as a problem at Wave 2 (compared to 59 per cent at Wave 1). This type of problem was more frequently reported by respondents who were parents, almost two-thirds of whom said that they found arranging work and study schedules problematic compared to half (50 per cent) of students who were not parents.

Given that the Wave 1 survey reported on students' very early experiences of the course, the finding that 59 per cent of students reported problems co-ordinating work and study schedules was presented as possibly related to the difficulties of organising work, study and family schedules at the beginning of term. That is, as a temporary issue that naturally arises when presented with

a new term timetable. This interpretation was made in the light of contrasting findings that while 59 per cent said that they had experienced problems in arranging work and study schedules, 92 per cent had also said that their current course schedule suited their needs.

The question about whether current course schedules suit their needs was not repeated at Wave 2, so it is not possible to compare the proportion reporting time difficulties with the overall assessment of the suitability of their current course schedule. The fact that the proportion reporting problems in organising work and study schedules has increased slightly and that this is an issue which affects parents more than non-parents may suggest that course schedules are not sufficiently flexible, particularly for those who have the greatest time pressures (i.e., those juggling work, study and family). Given that this group comprise a large proportion of those taking the course, this is potentially problematic.

The survey has also asked about how students' incomes have changed since starting the course. Although over four-fifths of current students said that their income remained unchanged (85 per cent), there was an increase in the proportion of those reporting an increase (up from 3 per cent to 12 per cent). By contrast, the proportion who said that their income had decreased remained quite static, decreasing by only 2 per cent between Waves 1 and 2 (down from 11 per cent to 9 per cent). Among those reporting an increase in income, the most common reasons for this were changing to a better paid job and receiving a pay rise in an existing job (reported by 34 students and 25 students, respectively). For a small minority of students, therefore, the course has been linked to financial rewards already.

The most frequently reported reason for a reduction in income among some students was a reduction in their working hours (reported by 37students). Eight students attributed the decrease in their income to having stopped paid work altogether and a similar number (9 students) said they had moved to a less well paid job.

Overall, a minority of 13 per cent of all Wave 2 current students had changed job since the Wave 1 interview (9-12 months previously). As students were not asked specifically why they had changed job, it is not possible to say the extent to which this was directly related to the course. This is something which should be addressed in the final wave of the survey.

Of those who had changed job, nearly half had moved to a job at a higher level (38 of the 80 students who had changed job-equivalent to 6 per cent of Wave 2 current students). Most of the remaining students said they had moved to another job at the same level (25 students), while less than one-in-ten said that they had moved to a job at a lower level (7 students).

These findings, taken together, show that more than a quarter of current students had progressed in their career since starting the course and have either increased their responsibility in an existing job (25 per cent) or

increased their seniority in a new job (38 of 80 who had changed jobs). This latter point is particularly interesting when considered in conjunction with findings note above in relation to the number of students whose income has increased during this period. Specifically, although 25 per cent of current students at Wave 2 had been given more responsibility in their jobs, only 4 per cent of Wave 2 current students reported an increase in pay during this period. This suggests that employers may be benefiting from students' participation on the course without necessarily having to pay for it in the form of increased wages. The qualitative work with employers may be able to shed further light on this issue (report due autumn 2005).

What might keep students from being able to complete the course?

The proportion of current students reporting at least one potential barrier to completing the course rose slightly between the first and second waves of the survey, with half of students (50 per cent) noting at least one possible financial barrier to completion at Wave 2 (compared to 43 per cent at Wave 1). The most common of these was a concern about course fees (33 per cent), followed by concerns about other costs associated with the course (24 per cent).

In terms of other non-financial barriers to completing the course, most students had at least one type of concern which they felt might prevent them from completing the course (85 per cent). The difficulty of combining work and study and the pressure associated with this on students' lives were issues affecting the majority of students. More than two-thirds of students mentioned the difficulty of managing the pressures of work and study (69 per cent) and the related issue of the time commitment required by the course was mentioned by over half of students (56 per cent). Just under half of students (46 per cent) worried about the impact of the course on their partner and/ or family.

There were also other issues of a more academic nature which affected over a third of students. These related to the pace of the course (37 per cent) and the academic requirements of the course (35 per cent). This probably reflects the fact that a high proportion of students taking the EYSEFD course are returners to education and for many, this may be their first course at higher education level. Possibly linked to the difficulty some experience with meeting the academic demands of the course is the finding that nearly a fifth (19 per cent) of students felt that there is a lack of support for students on the course. This should perhaps be considered in the light of earlier findings that 14 per cent do not have a mentor and 29 per cent have either never had a tutor or have only had a tutor for one of their two years on the course so far. Generally, these issues have not changed much between the two waves of the survey, suggesting that they are enduring concerns for students.

What are students future aspirations?

In terms of future aspirations, almost all current students (98 per cent) expected to continue to work in early years education or childcare after completing the EYSEFD course (90 per cent definitely and 8 per cent probably).

Most commonly, students described education-related career aspirations, with over two-thirds (68 per cent) saying they planned to work in a school setting (48 per cent in primary schools, 20 per cent in nursery schools). Smaller proportions expected to work in childcare settings, and those that did most commonly expected to work in a nursery (14 per cent). A combined total of 17 per cent expected to work in variety of other types of settings including playgroups (3 per cent), Children's or Family Centres or SureStart facilities (3 per cent), Social work or Social Services settings (1 per cent) among others. Less than 1 per cent of current students expected to work as a childminder or nanny after completing the course.

In keeping with other similar findings throughout the evaluation, these findings suggest that the course has not attracted people entering or continuing careers as nannies or childminders. Indeed, the value of the course may not be particularly clear to them given that a higher level of qualification may not necessarily lead to greater rewards in their employment settings. Given that a significant proportion of the early years workforce is comprised of people working as childminders or nannies, this may suggest that modifications may be required to make the course more suited to their needs and situations. Unfortunately, it was not possible to include nannies and childminders in the qualitative work with employers and mentors as an insufficient number of students in this situation could be found. The survey findings suggest that if this group is of particular interest, qualitative work may be required among people in these occupations to determine why the course is not particularly appealing to them and what would make it more so.

Given that the majority of students are planning to go onto careers in educational settings, it is interesting to note that 10 per cent of students planning to work in primary schools expected to work at Key Stage 2 level. This level of the National Curriculum is not catered for by the EYSEFD, and it is unclear why people wishing to focus on Key Stage 2 would take this course to prepare them for that career

As might be expected, most students (66 per cent) who were working in the early years sector hoped that after completion of the course they would work in a job at a greater level of seniority than their current job. Most others expected to work at a similar level to their current job (32 per cent). The question then is whether students' desires for greater seniority can be accommodated within their current employment settings. While over half (54 per cent) of students who are currently employed in the early years sector do expect to remain with their employer after completion of the EYSEFD, approximately 43 per cent expected that they would leave their current work setting. This included 39 per cent who expected to move to a new employer

and 4 per cent who expected to start their own business or become self-employed. For many, therefore, obtaining the level of job they want may necessitate leaving their current employer.

Those who expect to complete the EYSEFD were asked whether they expected to undertake continuing education which would build on this course in future. A high proportion (83 per cent) said they were very or fairly likely to do so (53 per cent and 30 per cent, respectively) and most of these expected to continue with an early years education or childcare subject (90 per cent). These findings, similar to those reported in the baseline survey report suggest that these students are very committed to education and to continuing along a path to higher levels of qualification and seniority within the early years education and childcare fields.

What are the key issues to consider?

In terms of key issues on the horizon, these may be summarised as follows:

- Students expressed high levels of satisfaction with the course and most could cite at least one work-related benefit they had from their participation on the course.

- E-learning is not as well developed and widely implemented as students would like it to be. This is particularly so at Further Education institutions.

- The majority of students reported problems with managing work and study schedules and time pressures were very commonly reported. This particularly affected students who were parents and suggests that greater flexibility over the timing of course schedules, completion of modules and completion of the whole course may be required. Improved e-learning facilities might also help these students to access learning remotely at times which suit their work and home schedules better.

- A substantial minority of students have not had the support of a tutor or mentor for some or all of the course. Students who are more senior in their organisations were more likely than others to report that they had not been assigned a mentor.

- Course participants have experienced progress in their careers already, but more students are being given added responsibility at work than are being paid more.

- Students are largely focused on careers in early years education, with a much smaller proportion planning a career in childcare. The course does not appear to be attracting people who are currently working as childminders or nannies and few current students expect to be working in these roles in future.

- After completing the course, students generally hope to obtain jobs at higher levels of seniority within the early years and childcare sector. A substantial minority of students expect to move to a different employer or to start their own business. The expected change of employer may be due to a perceived inability to move up within their existing organisation. Given that the course is intended to produce a more highly qualified early years workforce and to recognise individuals as 'senior practitioners', there may be higher levels of staff turnover and greater levels of turbulence among staff in early years settings as these more qualified students move on to search for more senior positions.

- A high proportion of students also anticipate building on their Foundation Degree by taking another course in early years education or childcare. This suggests that EYSEFD students are highly motivated and interested in pursuing further qualifications.

APPENDIX A   ADVANCE LETTER AND QUESTIONNAIRE

Advance Letter

Dear …

Re: Evaluation of the Early Years Sector Endorsed Foundation Degree

As you may recall, last spring you very kindly helped with an important study to evaluate the course you were taking at that time, the Early Years Sector-Endorsed Foundation Degree. You took part in a telephone interview about your views and experiences of the course and your participation was very helpful. At that time you said you would be willing to be contacted again and this is why we are writing now.

We are now preparing for the final follow-up student survey asking students about their views of the course . Similar to last time, this will involve a telephone interview that will take approximately 25 minutes. We would be very grateful if you would be willing to speak to us about your experiences again this year, as your responses will help us to understand students' progress through the course and immediately afterwards. We are interested in speaking both to students who are still on the course as well as to those who have left early or completed the course.

Like the first survey, this follow-up study has been commissioned by the Department for Education and Skills (DfES) and is being carried out by the National Centre for Social Research (NatCen), an independent research organisation. It forms part of a wider evaluation of the Early Years Foundation Degree course and provides important information on students' views which is used by course leaders and policy-makers to plan future course developments.

Please be assured that all the information you provide will be treated in strict confidence in accordance with the Data Protection Act 1998. Your personal information will not be used for any purpose except the purpose that you have been told about and agreed to. You will not be personally identified in any reports written as a result of the research and staff involved in the course will not know what you've told us.

An interviewer will be contacting you soon to arrange a convenient time for an interview. If you have any further questions about the study, please contact Eileen Hovell on 01277 235200. Alternatively, send us an e-mail message at eyfd@natcen.ac.uk.

We hope that you will be willing to share your views of the course with us and please accept our thanks for the help you have already given.

Yours sincerely,

Dawn Snape, Research Director

EYSEFD: First Follow-up Student Survey Questionnaire

This questionnaire is designed to be administered to students on the Early Years Sector Endorsed Foundation Degree course, who started the course between 1st September 2003 and 30th November 2003. The questionnaire is programmed into BLAISE for the Computer Assisted Telephone Interview. Particular conventions of this are outlined below.

Question Features

Question routing
Instructions in {curly brackets} just above the question name show the routing of questions, if no instructions are given it means the previous question's routing applies.

Question names
In CATI question names are used instead of numbers and these appear in bold in the line above the question text.

Question text
The question text to be read out by the interviewer appears in lower case on the line immediately below the question name.

Interviewer instructions
Some questions may require instruction to the interviewer, for example giving special details on how to code responses or to give a particular definition. These are not read out to the respondent and appear in UPPER CASE (pre-fixed INTERVIEWER:) underneath the question text.

Variable text
Varying text in particular questions is referred to as 'textfill' and is indicated with a '^', for example, respondent's name '^respname' indicates that the respondent's name will appear in the final programme.

General note
For students who have left the course by the time of the interview a textfills that contain question wording in past tense have been created in the computer version of the questionnaire. For reasons of simplification these textfills are not included in this paper version. The past-tense option of the questionnaire does not contain any sections on possible barriers to the course.

Answer/ Response Formats

Single or multi-coded answers
Only one answer code is allowed at each question unless specified otherwise and in an interviewer instruction.

Don't Know and Refusal responses

Don't know and refusal are allowed at every question unless indicated otherwise and appear as NODK, NORF

Numeric answers

Where a number is required, the range for responses is indicated after the question text (e.g. 10…99 shows that the response must be in between 10 and 99 inclusive)

Open answers

The word OPEN or STRING after the question text indicates that a verbatim response from the respondent is required.

INTERVIEW STRUCTURE

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                    ┌─────────────────────────┐
                    │      Introduction       │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │      Course details     │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │ Experience with the course │
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │  Impact of the course so far │
                    └─────────────────────────┘
                          ╱            ╲
                         ▼              ▼
        ┌──────────────────────┐  ┌──────────────────────┐
        │  Reasons for leaving │  │ Potential barriers to │
        │                      │  │ completion            │
        └──────────────────────┘  └──────────────────────┘
                         ╲              ╱
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                    ┌─────────────────────────┐
                    │      Future plans?      │
                    └─────────────────────────┘
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                    │  Update demographics?   │
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                    │      Re-contact         │
                    └─────────────────────────┘
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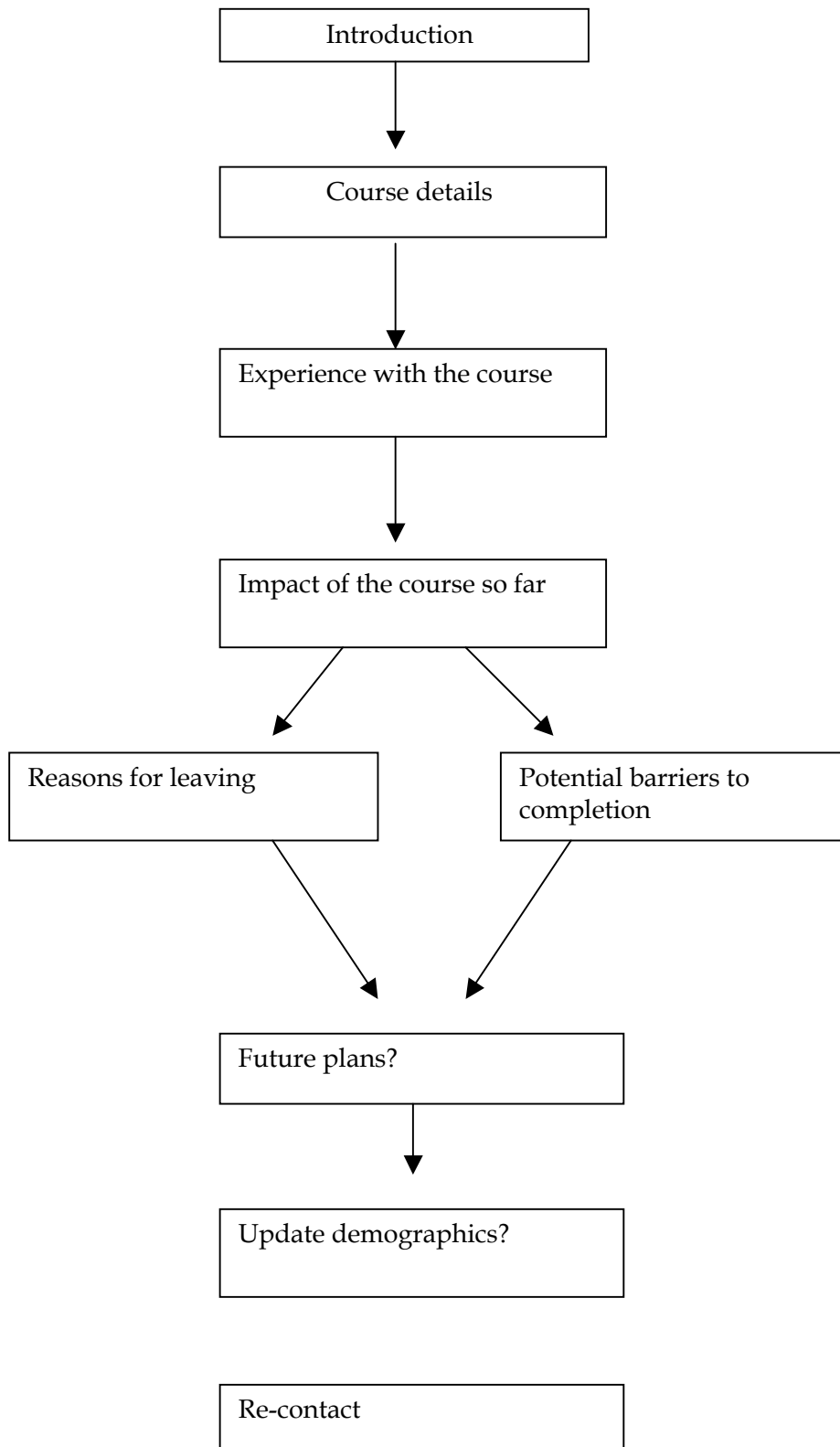
INTRODUCTION

{All}
Int1WB
Good morning/afternoon/evening, could I speak to ^respname please?

Cont   Student is at this address and available to speak now
Avail   Student is at this address but not available now
Left   Student is not at this address
DKN   Don't know

{If Int1WB= Left- Student is not at this address}
NwNumWB
May I have the telephone number at the place where ^respname is living now?
IF NO FIXED LINE, TAKE MOBILE NUMBER IF AVAILABLE. COLLECT UP TO
THREE NUMBERS.

1. New numbers given
2. Number not available

{If NwNumWB = New numbers given, ask for up to 3 numbers}
NwNo1WB, NwNo2WB, NwNo3WB
RECORD FIRST/SECOND/THRID NEW TELEPHONE NUMBER

{If NwNumWB = NewNum}
NwTP1WB, NwTp2WB, NwTp3WB
Can I check, is this a fixed line number or a mobile number?

1. Fixed line
2. Mobile
3. No more numbers to enter

{If NwTP1WB, NwTP2WB, NwTP3WB= fixed}
NwLo1WB, NwLo2WB, NwLo3WB
RECORD LOCATION OF THIS PHONE NUMBER, E.G., WORK, HOME, HALLS
OF RESIDENCE

{If NwNo1WB= available}
NewConWB
MAKE CONTACT AT NEW NUMBER AND RE-START INTERVIEW AT Int1WB

{If NwNumWB= Number not available}
RetrnWB

Are you expecting ^respname to return to this address at all in the next few weeks?

1. Yes
2. No

Introduction to named student

{If Int1WB = Student available to speak now}
Int2WB
Good morning/afternoon/evening, my name is .... from the National Centre for Social Research. We recently sent you a letter about a study we're doing on the Early Years Foundation Degree for the Department for Education and Skills.

LetWB
Did you receive our letter?

1. Yes
2. No

{If LetWB=no}
LetNWB
I am ringing in connection with a research study about student's experiences of the Early Years Foundation Degree course. The research is being undertaken on behalf of the Department for Education and Skills and will help to determine how well the course is working according to students. You may remember taking part in this study last year and you kindly said we could contact you again this year to see how you are progressing.

{If Let2WB=yes}
LetYWB
I'm ringing now to follow up the letter and to thank you for kindly agreeing to help us with the research.

{All}
ConTWB
I'd like to ask you about your experiences of the Foundation Degree so far. Everything you say will be treated in strict confidence in accordance with the Data Protection Act and will be used only for the purposes of this research. Would now be a convenient time?

1. Yes
2. No

{If ContWB=yes}
DateWB
INTERVIEWER PLEASE ENTER TODAY'S DATE.

{All}
CnciseWB
Before we begin, I'd just like to explain that there will be an opportunity to add any additional comments you'd like to make about the course at the end of the interview. I'll therefore try to ask each question as succinctly as possible so we can complete the interview within twenty-five minutes, as promised.

{All}
StudWB
Can I just check, are you currently a student on the Early Years Foundation Degree course?

1. Yes
2. No

{If StudWB=Yes}
HEINamWB
And are you still doing the course at ^HEINAME?

1. Yes
2. No

{If HEINamWB= no}
HEINm2WB
Could you please tell me the name of the institution where you are doing the course?
INTERVIEWER: PRESS <SPACE BAR> TO SEE THE EXPECTED INSTITUTIONS FROM THE LOOKUP TABLE.

• String

HEINamO
SPECIFY 'OTHER' INSTITUTION.

Open

{If StudWB=yes}
BreakWB
Can I just check, have you ever taken a break from your studies and returned to them again?

Yes

74

No

{If StudWB=No}
StopWB
Can I just check, have you …READ OUT ?

CompC Completed the course
FinC   Finished the course without completing it
StudB   Taken a temporary break from your studies on the course

{If StopWB=Completed the course, CompC}
StpWhMWB
And in what month and year did you complete the course?
INTERVIEWER ENTER MONTH. (2 digits)

StpWhYWB
And in what month and year did you complete the course?
INTERVIEWER ENTER YEAR.

2003
2004

{If StopWB=CompC, FinC or StudB}
HEINm3WB
And did you do the course at ^HEINAM?

Yes
No

{If HEINm3WB=no}
HEINm4WB
Could you please tell me the name of the institution where you did the course?
INTERVIEWER PRESS <SPACEBAR> TO SEE THE EXPECTED INSTITUTIONS
FROM THE LOOKUP TABLE."

String

HEINm4O
Specify 'other' institution.
Open
{If StopWB=CompC, FinC, or StudB}
LngWB
How long were you a student on the course? PROMPT IF NECESSARY

ThreeM More than 3 months but less than 6 months
SixM   More than 6 months but less than 9 months
NineM   More than 9 months but less than 12 months
TwelvM   More than 12 months

{If StopWB=FinC or StudB}
RetWA

Do you expect to return to the course in the future? PROBE FOR HOW DEFINITE
ANY POSSIBLE RETURN TO THE COURSE IS.

YesDef   Yes, definitely
YesPr   Yes, probably
No   No

COURSE DETAILS

{All}
IntCrsWB
I'd like to just confirm a few details about your studies on the course since we last spoke to you, that is since ^P2281Date.

ModWB
Can I just check that you ^arewere a ^modWA (part-time/ full-time) student?

Correct
Incorrect

{If ModWB=incorrect}
ModiWB
Did you change the mode of your studies or ^wereUhaveUever ^modWA?

Never   Have never been ^modWA (a full-time/ part-time student)
Change Chaged mode of study

{All}
TTimWB
Roughly how many hours would you say you ^spendspent each week in classes, lectures or tutorials at ^InstNam?
INTERVIEWER: INCLUDE DIRECT CONTACT TIME WITH LECTURERS OR RECEIVING TUITION ON SITE AT THE UNIVERSITY OR COLLEGE

- 0..97

STimWB
And how many hours ^dodid you roughly spend each week doing unsupervised personal study, coursework and research?
INTERVIEWER: INCLUDE TIME SPENT IN THE LIBRARY, STUDYING, READING OR WORKING ON ASSIGNMENTS AT HOME. DO NOT INCLUDE WORK-BASED LEARNING.

- 0..97

EcStWB
^Apartfrom of these best describes what you were doing last week, that is in the 7 days ending Sunday? Were you ... READ OUT ...
INTERVIEWER: CODE ONE RESPONSE ONLY, PRIORITY ORDER. CODE SELF-EMPLOYMENT AS PAID WORK.

Paid   In paid work,
Unempl   Unemployed and looking for work,

Home	Looking after the home or family,
Volun	Doing voluntary work
Sick	Long-term sick/disabled (not able to work),
Retired	Retired,
SomeE	(93) Something else,
None	(94) Or none of these?

{IF EcStWB = something else}
OEcStWB
INTERVIEWER: ENTER DETAILS OF 'OTHER' ACTIVITY

• Open

{If EcStWB= paid and EcStWB=paid}
ChgJbWB
And has your main job changed since we last spoke to you, that is since ^P2281Date?

Yes
No

{If EcStWB=paid}
EYNowWB
And is your current work related to early years education or childcare or not? CODE ONE ONLY. IF QUERIED: EARLY YEARS EDUCATION OR CHILDCARE INCLUDES A WIDE RANGE OF JOBS SUCH AS TEACHING ASSISTANTS, NURSERY NURSES, CHILDMINDERS, CHILDMINDERS, NANNIES, OUT-OF-SCHOOL CLUBS, ETC.

| YesRel | Yes- related to early years education or childcare |
| NoRel | No- work is not related to early years education or childcare |

{If StudWB=yes and EcStWB=paid}
WbeWB
Are you currently employed at the place where you do your work-based practice. By 'employed' I mean do you receive a salary or wages for your work there?

1. Yes
2. No

{If StudWB=yes and EcStWB<>paid or if WbewWB=no}
WbepWB
Do you currently do your work-based practice as a work placement. By this I mean that you do not receive a salary or wages for your work there?

Yes
No

{If WbewWB=no and WbepWB=no}
WbenOWB
Where do you currently do your work-based practice?

Open

{If WbewWB=yes or WbepWB=yes}
WkExWB
Thinking of where you do your work-based learning, is it…READ OUT…

Sch	…a school
Presc	…a pre-school
Nurs	…a nursery
PrivH	…a private home
SomeE	…or somewhere else?

{If WkExWB=Sch or Presc or Nurs or SomeE}
WOwnWB
And is the setting where you do your work-based practice…READ OUT…

PubO	…publicly owned
PivO	…privately owned
CharO	…or, owned by a charity or not-for-profit organisation?

{If WbeWB=yes or if StudWB=no and WbeWA=yes}
WbeTWB
And on average, how many hours ^dodid you spend each week doing work-based learning for the course. Please do not include time spent on activities you would normally ^havedonedo for your job anyway?
INTERVIEWER: WE ARE INTERESTED IN THE AMOUNT OF TIME THEY ARE SPENDING ON COURSE REQUIREMENTS WHILE AT WORK.
PLEASE INCLUDE TIME SPENT FILLING IN PRACTICE LOGS AND IN THE WORKPLACE DOING ACTIVITIES SPECIFICALLY REQUIRED BY THE COURSE.
IF RESPONDENTS DOES NOT DO ANY WORK-BASED LEARNING CODE '0'

- 0..97

{If WbepWB= yes or if StudWB=no and WbeWA=no}
WbpTWB
How many hours ^dodid you spend each week doing work-based learning for the course. Please include all the time you ^spendspent at your work placement and

time spent on any other work-based learning activities such as filling in practice logs?

- 0..97

{If StudWB=yes}
FinYWB
And how much longer do you expect it will take you to complete the course?
INTERVIEWER: PLEASE ROUND UP TO WHOLE YEARS.

LoneY   less than 1 year
OneY   one year
TwoY   two years
ThreY   three years
FourY   four years
MfourY more than four years
NotCom   doesn't expect to complete the course at all

{if FinYWB = NotCom, doesn't expect to complete the course at all}
FinYnWA
Why do you not expect to complete the course?

- Open

{If FinYWB= LoneY or OneY or TwoY or ThreY or FourY or MFourY}
YChkWA
Can I just check, that means you expect to complete the course ^FINDATE?

Yes
No

{All}

1. Yes
2. No

{If StudWB=yes}
RtWB
Would you describe the main focus of your studies as ...READ OUT...?
INTERVIEWER: CODE ONE ONLY. MAKE SURE THAT THE RESPONDENT REFERS TO THE FOCUS OF HER/HIS STUDIES AND NOT HER/HIS WORK.

Chld8	children from birth to 8 years,
Chld3	children from birth to 3 years,
ChldF	Foundation stage children,
ChldPl	children from 4- 8 years in playwork settings,
TeachA	teaching assistant,
OtherF	or some other focus,
SpecF	or have you not yet specified your focus?

{If RtWB=OtherF}

RtOWB

Could you please describe the focus of your studies? INTERVIEWER: PLEASE RECORD VERBATIM

- Open

EXPERIENCE WITH THE COURSE

{If a current student on the course, StudWB=yes}
FIntroWB
I'd now like to move on to think about your experiences of the course this year. We asked about several aspects of the course when we spoke to you last year and we'd like to update this information now to reflect any changes that may have occurred since that time. So thinking about your experiences of the course this year…

Flx1WB
Would you say that you can choose to attend classes at different times of the day or evening that best suit your needs?

1. Yes
2. No

Flx2WB
And can you, if necessary, complete course modules at your own pace by taking a longer or shorter time than is usually expected?

1. Yes
2. No

Flx3WA
And can you , if necessary, complete the entire course at your own pace by taking a longer or shorter time than is usually expected?

1. Yes
2. No

Flx4WB

And can you start the course, take a break from your studies if necessary and then return to it again?

1. Yes
2. No

{CLn2WA=no, not loaned a laptop and printer at Wave 1}
CLn2WB

Last year you said that you had not been loaned a laptop computer and printer to use during the course. Have you been loaned a laptop computer and printer since that time?

1. Yes
2. No

{If HelpWA <>3 and Cln2WB= no}
CWhrWB

And do you currently have access to a computer that you can use for work related to the course, such as assignments, research, completing practice logs or typing up lecture notes?

1. Yes
2. No

Access to Course Materials/ supporting documents, etc.

Com2WB

And now, please think about arrangements at ^InstNam for making course materials available to students on your course. Are lecture notes available to you online (i.e., on the university or college intranet) t his year? INTERVIEWER CODE ONE ONLY.

YesMo   Yes, available for most or all courses
YesSo   Yes, available for some courses
YesDif   Yes, they are available, but there are technical difficulties
                 accessing them
DontK   Don't know / I haven't tried yet
No
NODK

{if Com2WB = YesMo or YesSo or YesDif and CwhrWA=yes or helpWA=lap or ExpWWA=lap} (for all or some courses or with difficulties) and the student has access to a computer}
Com2AWB

And can you access the lecture notes from the computer you normally use?

1. Yes
2. Yes, they are available, but there are technical difficulties accessing them
3. Not sure / Don't know / I haven't tried yet
4. No

{All}
Com1WB
How important do you think it is to have the lecture notes available online? Is it
...READ OUT...

1. very important
2. quite important
3. not very important
4. or not at all important

Com3WB
Does ^InstNam make library materials such as journals available to you online
(i.e. on the university or college intranet)?

1. Yes
2. Yes, they are available, but there are technical difficulties accessing them
3. Don't know / I haven't tried yet
4. No

{if Com3WB = yes (with or without difficulties) and the student has access to a
computer}
Com3AWB
Can you access these libraries and/or journals from the computer you normally use?

1. Yes
2. Yes, they are available, but there are technical difficulties accessing them,
3. Not sure / Don't know / I haven't tried yet,
4. No

{All}
Com3BWA
How important do you think it is to have library materials available online. Is it
...READ OUT...

1. very important
2. quite important
3. not very important
4. or not at all important

Personal and academic support arrangements

{All}
IntPSWB
And now a few questions about arrangements at ^InstNam for providing personal
and academic support to students on your course.

TutoWB
^HaveyoubeenWereyou assigned a personal tutor on the course? By personal tutor I
mean a person, whose role it is to provide individual personal and academic
support.

INTERVIEWER: CODE 'YES' IF RESPONDENT HAS A CLASS TUTOR RATHER
THAN A PERSONAL TUTOR.

1. Yes
2. No

{If TutoWB=yes}
TutChWB
^HaveDid the same tutor throughout the course or not? CODE ONE ONLY.

Yes   Same tutor throughout
No   Tutor changed

{If a current or former student with a tutor, StudWB=yes and TutoWB=yes or
StudWB=no and TutoWA=yes}
IntTutWB
I'd like to ask you now about your ^CurrentRec tutor.

{If TutoWB= yes}
Tut4WB
How satisfied ^arewere you with the academic support that you ^receivereceived
from your tutor. ^Are_Were you …READ OUT…

Very   very satisfied

Quite	quite satisfied
Notvery	not very satisfied
Notatall	or not at all satisfied?
Notyet	(respondent hasn't sought any academic support from her/his tutor ^yet)

{If TutoWB= yes}
Tut5WB
How satisfied ^arewere you with the personal support that you ^receivereceived from your tutor. ^Are_Were you …READ OUT…

Very	very satisfied
Quite	quite satisfied
Notvery	not very satisfied
Notatall	or not at all satisfied?
Notyet	(respondent hasn't sought any personal support from her/his tutor ^yet)

{All}
MentWB
^Do_Did you have a mentor for the work-experience component of your course?

1. Yes
2. No

{If MentWB = yes and WbeWB = yes}
MenYWB
And ^iswas your mentor someone from your own workplace?

1. Yes
2. No

{If MentWB = yes}
MenSWB
How satisfied ^arewere you with the support that you ^receivereceived from your mentor. ^Are_Were you … READ OUT…

Very	very satisfied,
Quite	quite satisfied,
Notvery	not very satisfied,
Notatall	or not at all satisfied?

{If MentWB = yes and TutoWB = yes}
MeTuWB
And as far as you know, ^haswas your mentor ^beengiven advice and guidance about their mentoring role by someone at ^InstNam?

Yes

No
DontK   Don't know
NODK

WkReWB
How relevant would you say your work-based learning ^iswas to your
^jobattimecurjob? ... READ OUT ...

Very   very relevant,
Quite   quite relevant,
Notvery not very relevant,
Notatall or not at all relevant?

{If WkReWB= not very or not at all relevant}
WkPrWB
Would you describe this as a problem or not a problem?

Prob   A problem,
NotProb Not a problem

{All}
WkSaWB
And overall, how satisfied ^arewere you with the work-based learning aspect of the
course. ^Are_were you… READ OUT …

Very   very satisfied,
Quite   quite satisfied,
Notvery not very satisfied,
Notatall or not at all satisfied?

{All}
IntTQWB
I'd now like to ask you about your experiences of the teaching on the course. I'll
read out a number of statements people might make about the teaching. Please say
the extent to which you agree or disagree with each statement...

{All}
TQlessWB
Most lessons ^arewere well organised. Do you agree or disagree?…INTERVIEWER
PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE
ONE ONLY…
StrgAg strongly agree,
Agree   just agree,
Disag   just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

TQTutWB

Tutors ^dodid not give students enough help and support with assignments. Do you agree or disagree? …INTERVIEWER PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE ONE ONLY…

StrgAg   strongly agree,
Agree   just agree,
Disag   just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

TQAssWB

Assignments ^arewere usually clearly explained to students. Do you agree or disagree? …INTERVIEWER PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE ONE ONLY…

StrgAg   strongly agree,
Agree   just agree,
Disag   just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

TQTExpWB

Most course tutors ^arewere experienced practitioners in the early years sector. Do you agree or disagree? …INTERVIEWER PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE ONE ONLY…

StrgAg   strongly agree,
Agree   just agree,
Disag   just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

TQTimWB

Students were often not given enough time to complete assignments. Do you agree or disagree?… INTERVIEWER PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE ONE ONLY…

StrgAg strongly agree,
Agree just agree,
Disag just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

TQTKnwWB

Most tutors were very knowledgeable about their subject area. Do you agree or disagree?… INTERVIEWER PROBE FOR STRENGTH OF AGREEMENT OR DISAGREEMENT AND CODE ONE ONLY…

StrgAg strongly agree,
Agree just agree,
Disag just disagree,
StrgDis or strongly disagree?
Neither (respondent can't choose/ varies too much to say)

{All}
QualWB

And overall how satisfied ^arewere you with the quality of the teaching you ^havehad on the course ^sofar. ^Arewere you … READ OUT …

Very very satisfied,
Quite quite satisfied,
Notvery not very satisfied,
Notatall or not at all satisfied?
Varies (SPONTANEOUS: ^variesvaried too much to say)

{All}
IntSupWB

Thinking now about other types of support you may have received while at ^InstNam…

StSkWB

^Haveyoureceived_Didyoureceive any help with developing study skills ^whileon (the course)? INTERVIEWER: WE ARE INTERESTED ONLY IN HELP RECEIVED FROM STAFF AT THEIR UNIVERSITY OR COLLEGE.

1. Yes
2. No
{If StSkWB=no}
SklPrbWB

And would you say this ^hascaused a problem for you in doing your coursework or not?

1. Yes
2. No

{If StSkWB= yes}
StSatWB
And how satisfied ^arewere you with the help you've received with this.
^Are_Were you …READ OUT …

Very	very satisfied,
Quite	quite satisfied,
Notvery	not very satisfied,
Notatall	or not at all satisfied?

{All}
DisSWB
^Do_Did you need any special support with the course because of a disability, health condition or learning difficulty (such as dyslexia)?

1. Yes
2. No

{If DisSWB=yes}
DisRWB
And ^haveyoureceiveddidyoureceive any special support?

1. Yes
2. No

{If DisRWB=yes}
DisSAWB
And how satisfied ^arewere you with the support that you've received. ^Are_Were you …READ OUT…

Very	very satisfied,
Quite	quite satisfied,
Notvery	not very satisfied,
Notatall	or not at all satisfied?

{If DisRWB= no}
DisRNWB
And would you say this ^hascaused you a problem in doing your coursework or not?

1. Yes
2. No

3.   IMPACT OF THE COURSE

{All}
IntroImp
I would now like to ask you about any changes you may have experienced in your life ^whenyouweresince undertaking the Foundation Degree course. Some of these are issues we discussed when we last spoke, but we'd like to be sure we have your current views.

{All those in paid work}
WhbenWB
Thinking firstly about whether you feel your involvement in the course ^hashad any wider benefits at work. Please say which, if any, of the following benefits your involvement in the course may have had. I will pause after each, leaving you time to say whether it applies to you or not. ^Has_Did …READ OUT… CODE ALL THAT APPLY

Enthus   …^makemade you more enthusiastic about your work,
MoreCo   …^makemade you more confident in your work,
DeepUn   …^givegiven you a deeper understanding of your work,
OthBen or ^hasdid it benefit you in some other way not already mentioned?
NotBen (or ^hasdid it not ^benefit you in any way at work?)

{All}
WPWhWB
^Have_Did any of the following problems ^resultedresult from your participation on the course. ^Have_Did you ^hadhave difficulties…READ OUT… CODE ALL THAT APPLY.

PlanT   …in planning your time, for example in arranging work and study
                    schedules,
Subst   …in finding substitute cover for you while you ^dodid coursework,
RelCol   …in your relationships with work colleagues,
OtherW…in some other way not already mentioned?,
NotProb   (or ^hasdid it not ^causedcause any problems at work?)

IncWB
And has you income increased, decreased or stayed the same ^IncChng?
INTERVIEWER: INCLUDE PERSONAL INCOME FROM ALL SOURCES INCLUDING BENEFITS. CODE ONE ONLY.

Inc   Increased,
Dec   Decreased,
Same   Stayed the same

{If IncWB= decreased}
IncWhDWB

Why has it decreased. Have you…READ OUT…CODE ALL THAT APPLY…

ChJob   …changed to a less well paid job,
Red   …reduced your working hours,
Stop   …stopped paid work,
Oth   or has it decreased for some other reason?

{If IncWhDWB= 'other'}
IncOtDWB
What was the other reason why your income decreased?
INTERVIEWER: PROBE FULLY AND RECORD RESPONSE. OPEN.

{If IncWhIWB='other'}
IncWhIWB
And why has it increased. Have you…READ OUT…CODE ALL THAT APPLY.

ChJob   …changed to a better paid job,
Inc   …increased your working hours,
Work   …started paid work (after not working previously),
Rise   …received a pay rise in your existing job,
Oth   …or has it increased for some other reason?

{If IncWhIWB= 'other'}
IncOtIWB
What was the other reason why your income increased?
INTERVIEWER: PROBE FULLY AND RECORD RESPONSE. OPEN.

{If ChgJbWB= yes, if changed job since they were last interviewed}
ImpLvWB
And compared to what you were doing when you started the course, would you say
that your current job is…READ OUT…AND CODE ONE ONLY.

HiLev   …at a higher level than your previous job,
LowLev   …at a lower level than your previous job,
SameLev   …at the same level as your previous job,
Differ   …or not directly comparable to your previous job/ in a different
             type of work?

{If ChgJbWB= no, if they have not changed job since they were last interviewed}
ImpLv2WB
And how does the level of responsibility you have in your job now compare to the
level of responsibility you had when you started the course. Would you say it
has…READ OUT…AND CODE ONE ONLY…
 Inc   …increased,
Dec   …decreased,
Same   …or remained the same?

{If StopWB = CompC and EcStWB= paid, all those currently in paid work who have completed the course}
ImpEm2WB
And again thinking about your employment situation since completing the course, have you…READ OUT…AND CODE ONE ONLY…

Stayed   …stayed with the same employer,
Moved   …moved to a new employer,
SelfEmp   …or become self-employed/ started your own business?
SomeE   (something else) SPONTANEOUS RESPONSE

BARRIERS

{StudWB=yes, Current students}
IntBarWB
There may be a number of reasons why people feel they may not be able to complete a course. Now that you've had a bit more experience of the course, I'd like to ask about any concerns you may have about completing it.

{If StudWB=yes, current students}
WorWB
Which, if any, of the following financial concerns might prevent you from completing the course? Are you worried about… READ OUT… CODE ALL THAT APPLY

Fees   …affording the course fees,
Costs   …affording other costs related to the course,
ChldC   …affording the costs of childcare,
Income   …coping with a reduction in income while on the course,
Debt   …getting into debt while on the course,
Other   …or some other financial concern?
None   (or no financial concerns?) SPONTANEOUS RESPONSE)

{If WorWB= some other financial concern}
WorFWB
And could you please briefly describe the other financial concern you mentioned?
INTERVIEWER PROBE FULLY. RECORD VERBATIM.
OPEN

{If StudWB=yes, current students}
Wor2WB
And apart from financial concerns, students may have other types of concerns about completing the course. Please say which, if any, of these apply to you. Are you concerned about…READ OUT… CODE ALL THAT APPLY

Time   …the time commitment required by the course,
WrokSt …coping with the pressures of work and study,
RelaV   …the relevance on the course to your work,
Health   …health problems that might affect your ability to attend the course
in
                  the future,
LackS   …a lack of support for students on the course,
PartF   …how your studies will affect your partner or family,
Travel   …travelling to and from college/ university,
Acad   …meeting the academic requirements of the course,
Stud   …getting along with the other students on the course,
Pace   …keeping up with the pace of the course,
SomeE   …or something else?
None   (or no concerns?) SPONTANEOUS RESPONSE)

{If Wor2WB= SomeE, something else}

WorOWB

Could you please briefly describe the other concern you mentioned that might keep you from completing the course? INTERVIEWER PROBE FULLY. RECORD VERBATIM.

OPEN

{If StudWB=yes, current students}

OWorWB

And is there anything else you'd like to say about things that could prevent you from completing the course? INTERVIEWER PROBE FULLY. RECORD VERBATIM.

OPEN

{If StopWB=FinC or StudB, respondents who finished the course without completing it or who are taking a 'temporary break' from the course}

ReasIWB

There may be a number of reasons why people feel unable to complete a course. I'd like to ask you now about your reasons for stopping the course.

{If StopWb=FinC or StopWB=StudB}

WhyGo1WB

Did you leave the course for any of the following financial reasons

..READ OUT... CODE ALL THAT APPLY

Fees   ...affording the course fees,

Costs   ...affording other costs related to the course,

Child   ...affording the costs of childcare,

Income   ...coping with a reduction in income while on the course,

Dept   ...getting into debt while on the course,

Other   …or some other financial reason?

None   (or none of these?) SPONTANEOUS RESPONSE

{If WhyGo1WB= other}

WhGoFWB

 And could you please briefly describe the other financial reason that made you
 leave the course?
  INTERVIEWER PROBE FULLY. RECORD VERBATIM.OPEN

{If StopWb=FinC or StopWB=StudB}
WhyGo2WB
And apart from financial concerns, students may leave a course for other types of reasons. Again, please say which, if any, of these apply to you. Did you leave the course because of difficulties to do with ...READ OUT... CODE ALL THAT APPLY:

Time   ...the time commitment required by the course,
WorkSt   ...coping with the pressures of work and study,
RelaV   ...the relevance of the course to your work,
Health   ...personal health problems,
LackS   ...a lack of support for students on the course,
PartF   ...how your studies affected your partner or family,
Travel   ...travelling to and from college/ university,
Acad   ...meeting the academic requirements of the course,
Stud   ...getting along with the other students on the course,
Pace   ...keeping up with the pace of the course,
Access   ...difficulty accessing course materials (e.g. library materials, etc.),
Timing   ...time of course attendance was inconvenient/unsuitable,

{If WhyGo2WB= other}
WhyGoOWB
 Could you please briefly describe the other reason you mentioned for leaving the course? INTERVIEWER PROBE FULLY. RECORD VERBATIM. OPEN

{Hard check so it's not possible to leave this section without giving at least one reason for leaving the course atWhyGo1B, WhGoFWB, WhyGo2WB or WhyGoOWB. (ie, can't have 'none of these at both WhyGo1B andWhyGo2B and also not have answered at either WhGoFWB and WhyGoOWB)}

{If StopWb=FinC or StopWB=StudB}
OthGoWB
And is there anything else you'd like to say about your reasons for leaving the course? OPEN

Future Plans

{This block is to be asked of all respondents (including those who have left the course)}

FuturIWB

I'd now like to ask you a bit about your plans for the future.

{All}

WrkExWB

Do you intend ^tocontinue to work in a job related to early years education or childcare ^next2years? INTERVIEWER PROBE FOR HOW DEFINITE THEIR PLANS ARE AND CODE ONE ONLY.

 YesDef   Yes- definitely,

 YesPrb   Yes- probably,

 No   No,

 DontK   (Don't know) SPONTANEOUS RESPONSE),

NODK

{If WrkExWB = YesDef, YesPrb}

WhWrkWB

And in which, if any, of the following settings is it most likely that you will work. Will you work in ...READ OUT... CODE ONE ONLY.

 IF RESPONDENT THINKS THEY MAY WORK IN MORE THAN ONE SETTING, ASK THEM TO CHOOSE THE ONE IN WHICH THEY ARE MOST LIKELY TO WORK.

Nursery   ...a nursery,

Playgroup   ...a playgroup,

School   ...an out of school or holiday club,

Private   ...a private home as a nanny or a childminder,

NursSch   ...a nursery school,

PriSch   ...a primary school

Children   ...a children's centre, family centre or SureStart facility,

Social   ...in a social work/ social services setting,

Therapy   ...in a therapeutic setting (e.g., speech/ language therapy, nursing or health related work focusing on young children)

{If WhWrkWB= SomeE}

OthWrkWB

Where else are you hoping to work?

 INTERVIEWER: PLEASE PROBE FULLY AND RECORD VERBATIM. OPEN

{If WhWrkWB= PriSch}

PSWrkWB

You mentioned that you intend to work in a primary school. Would that be in
...READ OUT...INTERVIEWER: IF CLARIFICATION IS REQUIRED:-
NURSERY/RECEPTION IS AGED 3 TO 5 YEARS OLD, KEY STAGE 1 IS IN YEAR 1
AND YEAR 2 (PRIMARY), AGES 5-7 /KEY STAGE 2 IS YEARS 3-6 (JUNIOR), AGES
7-11.

NursP   ...a nursery within a primary school,
RecP   ...a reception class within a primary school,
Pri1   ...in a primary school working with children at Key Stage 1,
Pri2   …or in a primary school working with children at Key Stage 2 or above?)

{If PSWrkWB=RecP, Pri1 or Pri2}

TAWB

And do you plan to work as a teaching assistant or in another type of job?
INTERVIEWER: CODE ONE ONLY

YesTA   Yes- a teaching assistant,
NoOth   No- in some other type of job

WhRolWB

And in this setting, do you expect your role to be as ...READ OUT... AND CODE
THE FIRST THAT APPLIES. CODE ONE ONLY.

Manage   ...a Manager, Head or Early Years Co-ordinator,
SuperV   ...a supervisor,
OwnBus   ...an owner or partner in your own business (with employees),
SelfEm   ...a self-employed person (with no employees),
Emply   or an employee?
SomeE   (Something else) SPONTANEOUS RESPONSE

{If WhRolWB= someE}

RolOWB

In what other type of role do you expect to work?
INTERVIEWER: PROBE FULLY AND RECORD VERBATIM. OPEN

{If EyNowWb=YesRel}

LevelWB

And compared to what you're doing now, would you say the type of work you've
just described would be ...READ OUT... AND CODE ONE ONLY.

Higher   ...at a higher level than your current job,
Lower   ...at a lower level than your current job,
Same   ...at the same level as your current job,
NotCom   …or not directly comparable as it would be a different type of work?

{Current students or those that expect to return to the course}
EmplWB
And again thinking about your employment situation within two years after completing the course, do you expect to ...READ OUT... AND CODE ONE ONLY. INTERVIEWER: BY EMPLOYER, WE MEAN THE FIRM OR ORGANISATION THAT PAYS THE RESPONDENT'S WAGES OR SALARY.

Current   ...stay with your current employer,
MoveEm   ...move to a new employer,
SelfEm   ...become self-employed/ start your own business

{If EmplWB= someE}
EmpOWB
Could you please tell me what you expect your employment situation will be? INTERVIEWER: PROBE FULLY AND RECORD VERBATIM. OPEN

{If BIntr.inc StudWB= yes or if BIntro.inc StopWB=Studb or if BIntro.inc StopWB=CompC}
CrsWB
And some people may wish to go on to another course after completing this one. How likely is it that you will do another course which builds on your Foundation Degree ^FrthEd. Is it ...READ OUT... CODE ONE ONLY.

VeryL   ...very likely,
FairL   ...fairly likely,
NotVL ...not very likely,
NotL   or not at all likely?

{If CrsWB= VeryL OR FairL}
CrsWhWB
And would you expect the subject of that course to be ...READ OUT... CODE ONE ONLY. INTERVIEWER: If they are interested in more than one area, ask them to choose the subject in which they are most interested.

EarlE   ...early years education or childcare,
SocWk   ...social work,
Health   ...health,
YouthW   ...youth and community work, or
SomeE   something else?

{If BIntro.inc RetWB=no}
EycrsWB
How likely is it that you will do another course in early years education or childcare within the next 2 years? ...READ OUT... CODE ONE ONLY.

VeryL   …very likely,
FairL   ...fairly likely,
NotVL   ...not very likely,
NotL   …or not at all likely?

{If RetWB=YesDef or YesPr}
WhnRtWB
You said earlier that you expect to return to the course in future.
 Would that be within ...READ OUT... AND CODE ONE ONLY.

NextY   ...the next year,
TwoY   ...two years from now,
ThreeY ...three years from now,
 MoreY   or more than three years from now?

DEMOGRAPHIC INFORMATION

{Ask All}
IntEcWB
And now I'd like to briefly update some of the information you gave us last year about your ^Workhousehold situation.

{If EcStWB=paid, if in paid work}
JobNoWB
You said earlier that you are in paid work. How many different paid jobs are you doing at the moment? 1..10
{SOFT CHECK: JobNoWB expected to be 4 or less.}

HrsWB
Overall, how many hours do you currently work a week, including overtime?
INTERVIEWER: IF NOT KNOWN, TRY TO OBTAIN AN AVERAGE. IF MORE THAN ONE JOB, TRY TO GET A TOTAL NUMBER OF HOURS FOR ALL JOBS. CODE 997 IF HOURS PER WEEK VARIES TOO MUCH TO SAY."
  : 0..997
{HARD check on HrsWB to ensure no one can enter 169 to 996. Number of hours in a week is 168.}

{If respondent has more than one job and their main job has changed or
if they have more than one job and were not in paid work at wave 1.
If (JobNoWB> 1 AND (ChgJbWB=yes OR EcStWA<>paid)) }
P1J1WB
Please answer the next few questions about your main job, that is the one with the most hours.

{If ChgJbWB=yes or (EcStWA<>paid and EcStWB=paid)}
{SIC and SOC Coding questions for respondents who have changed job or
who are now working but were not working at wave 1}
PSICWB
What does the firm/organisation mainly make or do at the place where you work?
INTERVIEWER: DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC." : OPEN

P1JNWB
What is the name or title of your job? PROBE FULLY
  : OPEN

P1JDWB
What kind of work do you do most of the time?
IF RELEVANT, PROBE: What materials or equipment do you use? PROBE FULLY"
  : OPEN

P1JEWB
In that job are you an employee or self-employed?

Employee,
 self   Self-employed

{If P1JEWB = Employee}
P1JMWB
Do you have any managerial duties or do you supervise other employees at all?
INTERVIEWER: CODE ALL THAT APPLY": SET [2] OF

Yesman   Yes, managerial duties,
Yessup   Yes, supervisory duties,
None   No, neither

P1JNoWB
Including yourself, how many people work at the place where you work?
INTERVIEWER: PROMPT IF NECESSARY: PLEASE INCLUDE THE TOTAL
NUMBER EMPLOYED BY THE FIRM OR ORGANISATION OVERALL.

Few   1-24,
middle   25-499,
many   500+

{If currently in paid work, If EcStWB=paid}
IntHMEWB
And thinking now about your household...

{All}
MErnNwWB
Last year you said that ^YouMEarner ^werewas the main earner in your household.
By that I mean the person with the highest personal income from all sources. Is that
still correct?
YN

{If the main earner is still the same, If MErnNwWB= yes}
MEChJBWB
And has ^YEarner main job changed since we last spoke to you, that is since
^P2281Date?
YN

{If the main earner has changed, If MErnNwWB=no}
MnErnWB
Who is currently the main earner in your household. (By that I mean the person with
the highest personal income from all sources)?
INTERVIEWER: COUNT BENEFITS AS INCOME. IF TWO PEOPLE WITH EQUAL
INCOME, CODE THE ELDEST AS THE MAIN INCOME EARNER.
[Household grid appears and respondent is read out names of people in the
household last year. They select one of these names as the main earner or 'someone
else' who was not in the household last year]

{If the main earner has changed, and they are not on last year's household grid, MnErnWB = someone else (code 31)}

RErnWB

What is your relationship to the main earner in your household?

MENamWB

INTERVIEWER: PLEASE ASK FOR THE FIRST NAME OF THE MAIN EARNER AND TYPE IT HERE.   STRING [40]

{If the main earner has changed jobs MEChJbWB=yes or if there is a new main earner who is not the respondent MnErnWB<>code 1}

MENJWB

How many different paid jobs ^doesEarner have at the moment? 0..6

{If MENJWB>1, if the main earner has more than one job}

MEJ1WB

Please answer the next few questions about ^Earner main job, that is the one with the most hours.

{If the main earner has changed jobs MEChJbWB=yes or if there is a new main earner who is not the respondent MnErnWB<>code 1}

MSICWB

What does the firm/organisation mainly make or do at the place where ^YouMEarner ^workworks?

INTERVIEWER: DESCRIBE FULLY - PROBE MANUFACTURING or PROCESSING or DISTRIBUTING ETC. AND MAIN GOODS PRODUCED, MATERIALS USED, WHOLESALE or RETAIL ETC.   OPEN

MEJNWB

What is the name or title of ^Earner job? PROBE FULLY.   OPEN

MEJDWB

What kind of work ^dodoes ^YouMEarner do most of the time?

IF RELEVANT, PROBE: What materials or equipment ^doesheshe use?

PROBE FULLY.   OPEN

MEJEWB

In that job ^areis ^YouMEarner an employee or self-employed?

Employee,

Self   Self-employed

MEFPWB

Is that job full-time, that is 30 or more hours a week, or part-time, that is less than 30 hours a week?

Full   Full-time

Part   Part-time

{If MEJEWB = Employee}
MEJMWBx
^CDoDoes ^YouMEarner have any managerial duties or ^doesheshe supervise other employees at all?   CODE ALL THAT APPLY [UP TO 2]

Yesman   Yes, managerial duties,
Yessup   Yes, supervisory duties,
None   No, neither

MENMWB
Including ^YEarner, how many people work at the place where ^heshewk?.
INTERVIEWER: PROMPT IF NECESSARY AND PLEASE INCLUDE THE TOTAL NUMBER EMPLOYED BY THE FIRM OR
ORGANISATION OVERALL.

Small   1-24,
Middle   25-499,
Large   500+

{All}
BensWB
I am now going to read out various benefits. Please say which, if any, of these are received by you individually or for your family as a whole? ... READ OUT… SET OF

JSA   ...Jobseeker's Allowance,
IS   ...Income Support,
ICB   ...Incapacity Benefit,
IVCA   ...Invalid Care Allowance,
SMP   ...Statutory Maternity Pay,
WTC   ...Working Tax Credit,
CTC   ...Child Tax Credit,
HB   ...Housing Benefit,
CTB   ...Council Tax Benefit,
SDA   ...Severe Disablement Allowance,
DLA   ...Disability Living Allowance,
CB   ...Child Benefit,
Pension ...a pension,
Other   ...Other taxable state benefits or allowances
None   (94) "(or, none of these)"

{If BensWB=other}
BenOWB
Please specify other taxable state benefits or allowances: OPEN

{All}
OthQWB

Finally, is there anything else you'd like to tell me about the course that I have not asked about yet? : YN

{If OthQWB=yes}
OInfWB
What is that?: OPEN

ADMINISTRATION / RECONTACT

{All}
NChkWB
Can I just check that I have your name down correctly?

Corr   Name correct
Wrong   Name NOT correct (PLEASE AMEND AT NEXT QUESTION,
                STARTING WITH SURNAME)

{If NChkWB=Wrong}
CSurWB
PLEASE ENTER CORRECT SURNAME (FORENAMES AT NEXT QUESTION):
String

CForeWA
PLEASE ENTER CORRECT FORENAMES: String

{All}
PermTeWB
And can I check, is the place where you are living now a permanent address or is it
just a term time address or another temporary address?

Perm   Permanent
Temp   Term-time/temporary

{If PermTeWB=Permanent}
ConfAWB
Is this still the address of the place where you are living now? READ OUT
ADDRESS.

1. Yes
2. No

{If ConfAWB=no}
Interviewer to edit existing address information, line by line.

ConAdd
INTERVIEWER: DOUBLE CHECK ADDRESS (READ OUT)

Correct Address correct
NotCorr   Address not correct
NODK, NORF

AgainWB

We would like to contact you again for a last survey in about eighteen months' time to find out what you are doing then. Would you be willing to have another interview? Your replies will be treated in strict confidence?

Yes
Yesqual Yes - qualified
No

{If MoveWA=refused, i.e., respondents who refused to give a stable contact at Wave 1}
Move1WB
In case you move in the next few months, could you give me the name and telephone number of someone who will know where we can contact you?

Yes,
Ref   Refused/ not going to move

{If MoveWA=yes, students who gave a stable contact at wave 1}
Move2WB
When we last spoke you said that ^StNamWA (name from wave 1) would know where we can contact you in case you move over the next 18 months. Is this still the best person for us to contact?

Yes
NoD   No, different stable contact,
NoIn   No, information refused/ not going to move

{If Move1WB=yes or Move2WB= NoD}
StNamWB
PLEASE ENTER NAME OF CLOSE RELATIVE/ FRIEND: string

StRelWB
And could you please tell me this person's relationship to you?

1. Father
2. Mother
3. Brother
4. Sister
5. Uncle
6. Aunt
7. Grandfather
8. Grandmother
9. Friend
10. Other

StAd1WB / StAd2WB/ StAd3WB/ StAd4WB/ STAd5WB/ STPCWB
PLEASE ENTER STABLE CONTACT ADDRESS. 6 lines including postcode
JUST PRESS ENTER IF NO MORE TO ADD

{If Move2WB=yes}
ConstWB
Can I just check that the name and address that I have is correct? READ OUT LINE
BY LINE.

Correct Address correct
NotCorr   Address not correct. GO BACK AND CHANGE IF NOT CORRECT

{If Move2WB= yes}
ConfSTel
And can I just check that the phone number that I have of ^StNamWB is correct? YN

{If ConfSTel= no}
PLEASE ENTER STABLE CONTACT TELEPHONE NUMER INCLUDING
STANDARD CODE. IF TELEPONE NUMBER NOT KNOWN THEN CODE AS
DON'T KNOW. String.

{If EmailWA= yes}
EmailWB
Last time you gave me your email address in case we had problems contacting you
again. Can I check that this is still the correct email address?…READ OUT…

1. Yes,
2. Refused/No email address

{If EmailWA=Yes}
EAddWB
PLEASE ENTER E-MAIL ADDRESS AND READ BACK TO RESPONDENT TO
VERIFY.

{All}
EmpConWB
And finally, as part of the DfES evaluation of the Early Years Foundation Degree
course, we are hoping to speak to some employers who have been involved in the
@Iwork-based practice@I element of the course.   We are interested in hearing their
views of the course from an employer's perspective, but will not be asking about any
individual employees who may be on the course. We would like to send them a letter
explaining about the evaluation and inviting them to take part. Any information they
provide would be covered by the Data Protection Act and would not be used for any
purpose other than the one we've just described. Would you be willing to give us
contact details for the employer where you ^dodid your @Iwork-based practice@I so
we can invite them to take part?   YN

{If EmpConWB= yes}
EmpOrgWB
PLEASE ENTER @iName of Employing Firm/ Organisation@i.":STRING
EmpNamWB "PLEASE ENTER @iContact name of manager@i.":STRING
EmpTitWB "PLEASE ENTER @iContact person's title@i.":STRING
EmpAd1WB "PLEASE ENTER @iFIRST@i LINE OF EMPLOYER CONTACT ADDRESS.":STRING
EmpAd2WB "PLEASE ENTER @iSECOND@i LINE OF EMPLOYER CONTACT ADDRESS.":STRING
EmpAd3WB "PLEASE ENTER @iTHIRD@i LINE OF EMPLOYER CONTACT ADDRESS. JUST PRESS ENTER IF NO MORE TO ADD": STRING ,EMPTY
EmpAd4WB "PLEASE ENTER @iFOURTH@i LINE OF EMPLOYER CONTACT ADDRESS. JUST PRESS ENTER IF NO MORE TO ADD": STRING ,EMPTY
EmpAd5WB "PLEASE ENTER @iFIFTH@i LINE OF EMPLOYER CONTACT ADDRESS. JUST PRESS ENTER IF NO MORE TO ADD": STRING ,EMPTY
EmpPCWB "PLEASE ENTER THE POSTCODE OF EMPLOYER CONTACT ADDRESS":STRING

ConEmWB
Can I just check that the name & address that I have are correct?
READ IYT AND GO BACK AND CHANGE IF NOT CORRECT.

CORRECT   Name & Address correct,
NOTCorr   Name & Address not correct"), NODK, NORF

EmpTLWB
And can you provide a telephone number (for the employer where you ^dodid your work-based practice)? YN

EmpTelWB
PLEASE ENTER EMPLOYER CONTACT TELEPHONE NUMBER INCLUDING STANDARD CODE. IF PHONE NUMBER NOT KNOWN THEN CODE AS DON'T KNOW: STRING

EmpEMWB
And can you provide an email address (for the employer where you ^dodid your work-based practice)? YN

EmpEAdWB
PLEASE ENTER E-MAIL ADDRESS AND READ BACK TO RESPONDENT TO VERIFY.   STRING

{All}
Thank
Those are all the questions I have for you today. Just to reassure you, your answers will be treated in strict confidence in accordance with the Data Protection Act. Thank you very much for your help.