



Department
for Education

Learner Satisfaction Survey 2018 to 2019

Technical Report

This report was undertaken by Ipsos MORI and RCU on behalf of the Education and Skills Funding Agency.

August 2019

Of interest to colleges, other training organisations and the general public interested in the research, analysis and calculation phases of the 2018 to 2019 Learner Satisfaction Survey.

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1. Introduction

Purpose of this Report

- 1.1 The purpose of this report is to give the Department for Education (DfE) and other interested parties detailed descriptions, analysis and explanations of all phases of the research, analysis and calculation stages of the 2018 to 2019 Learner Satisfaction Survey.
- 1.2 This report should enable the DfE and others to replicate precisely the approach adopted. As a result, it contains necessarily technical information but, wherever possible, we provide explanations to assist non-specialist readers.

2. Methodology

Overview of the survey

- 2.1 The main survey mechanism was an online survey, available 24 hours a day from 26 November 2018 to 3 May 2019. The survey started several weeks later compared to previous years which was due to the management of the survey being transferred to DfE. Learners accessed the online survey using a link to a dedicated survey page. Colleges and other training organisations could either distribute the link separately or embed it in their intranet. The DfE provided guidance notes on the GOV.UK website to help colleges and other training organisations set up and administer the survey.
- 2.2 To complete the survey learners needed their provider code (UKPRN). They also needed their individual learner number (LearnRefNumber field of the individualised learner record (ILR) or unique learner number (ULN)). The UKPRN was validated in real time using an online database and respondents were only able to continue with the survey if they entered a valid UKPRN. However UKPRNs are issued consecutively, which means that learners mistyping the number could easily submit a

valid but incorrect identifier. This potential error was detected and corrected for during the validation phase using ILR details (see Section 5).

2.3 As colleges and other training organisations submit full learner records retrospectively, we cannot validate learner codes in real time. Therefore learners were asked to provide personal details that were later matched into the ILR during the extensive post-survey validation and checking phase (see Section 5).

2.4 Colleges and other training organisations with learners for whom it was impossible to complete online surveys (for example, those based in locations without internet access) were able to apply to use paper questionnaires. These were provided as a printable template with embedded, scannable, provider codes. Colleges and other training organisations applied to use this approach through the FE Choices Information pages on the GOV.UK website or through the Provider Extranet. The closing date for the paper survey was set at 5 April 2019 to allow for the longer processing period required for paper surveys.

2.5 Learners completing the survey online were invited to select the type of learning they were undertaking:

- An apprenticeship;
- Other education and training course or activity.

They were then routed to the relevant set of survey questions depending on their selection. For the learning providers that were approved for paper-based surveys, two versions of the questionnaire template in PDF format were sent to staff coordinating the survey. These coordinators were instructed to select the most appropriate version for their learners.

Direct email contact

2.6 Direct email invitations were sent to eligible learners who had given permission on the ILR for their email address to be used for research. The aim was to boost the number of providers meeting their minimum number of completed responses. Direct email invitations were sent to 121,944 learners at 847 providers. These learners were identified (from the 1.7 million eligible learner population) as having a valid email address, gave permission to be contacted for research purposes and had not taken part in the survey between November 2018 and March 2019. The initial email invites were sent on 29 March 2019 and were followed by two reminder emails sent to those who had still not taken part. The first reminder was sent a week after the initial invite and the final one on 15 April 2019. A total of 7,472 learners completed the online survey after receiving the initial email, 10,671 after the receiving the first reminder and a further 86 after the second reminder. 15% of those who were invited to take part via the email invitation submitted an online response.

The questionnaire

2.7 Prior to 2018 to 2019 the learner satisfaction survey questionnaire had a single set of questions but with slight wording variations depending on the learning environment. This year there were three sets of the survey questions: one which was specifically designed for learners taking apprenticeships, another for apprenticeships administered by their employer and one for learners taking other education and training courses or activities.

Learners on **other education and training courses and activities** were asked about their satisfaction with:

- the teaching on their course or activity
- the way staff treat them
- the support they get on this course or activity
- how staff respond to the views of learners

- the college or organisation that provides their learning
- the course or activity is meeting their expectations
- the course or activity is preparing you for what they want to do next

Learners on **apprenticeships** were asked about their satisfaction with:

- the teaching on their course or activity
- the way staff treat them
- the support they get on this course or activity
- how staff respond to the views of learners
- that the course or activity is meeting their expectations
- the course or activity is preparing you for what they want to do next
- the level of knowledge and expertise of training staff
- that the training is relevant to their career or job
- the training provided by their employer
- the way their employer supports them in their training

The response scale ranged from 0 = very dissatisfied to 10 = very satisfied. Sad and happy faces at either end of the scale reinforced the direction of the response scale from negative to positive.

2.8 A further question for all learners asked respondents if they would recommend their learning provider to friends or family. This was unchanged from the 2017 to 2018 questionnaire. The question had six response options: extremely likely, likely, neither likely nor unlikely, unlikely, extremely unlikely and does not apply. The response to this question was analysed to produce the overall score which was a combined percentage of those answering extremely likely and likely.

2.9 The survey also included questions about the likely outcomes for the learner of taking the apprenticeship, course or activity.

2.10 All versions of the survey contained clear data protection statements developed as a result of long-term dialogue with the DfE legal team.

These are evident in the explanatory copy at the start of the survey (refer to Annex 7 for details). Legal and ethical issues are discussed further in Section 6.

Technical aspects of the online survey

2.11 Extensive technical testing of the online survey was undertaken with learners during the development phase of the first Learner Satisfaction Survey. Specifically, technical testing on colleges and other training organisations' premises included:

- testing the survey web link and questionnaire accessibility from different provider locations and checking successful transmission to Ipsos MORI's survey analysis system;
- testing the in-built validation checks and checking arrangements to ensure that learners could enter provider codes and individual learner numbers;
- matching learner details from test submissions using dummy learner numbers and provider codes;
- monitoring the live online survey navigation and completion process;
- discussing, where applicable, the testing of the questionnaire from multiple sites and/or remote access to the survey for off-site learners;
- testing user navigation through the survey and any technical issues relating to this;
- testing completion of the questionnaire using different input devices and screen resolutions, including desktop and laptop computers and other devices.

2.12 The testing process confirmed the full technical functionality of the survey and the ability of learners to transmit responses from a wide range of devices in a range of settings. In addition, at the start of each year's Learner Satisfaction Survey, colleges and other training organisations are asked to test the accessibility, functionality and

compatibility of the online survey with their own IT infrastructure (refer to paragraph 2.25).

Technical aspects of the paper survey

2.13 A paper questionnaire was available for those learners for whom it would be impossible to complete the online survey. This option was only available with the prior agreement of the DfE project manager.

2.14 The paper questionnaire templates were sent in PDF format to staff coordinating the survey. The coordinators decided which version/s of the questionnaire were most appropriate for their learners. Survey coordinators were also sent a set of guidelines on how to reproduce the questionnaires and how to conduct the survey with learners.

2.15 To ensure compliance with minimum type size guidelines, we designed all three versions for printing in landscape format on double-sided A3-sized paper. RCU staff liaised directly with survey coordinators in colleges and other training organisations. Those using paper questionnaires collated the completed surveys in sealed envelopes or boxes and arranged with RCU for couriers to collect them.

2.16 At the end of the survey process, RCU arranged for a courier collection of completed questionnaires. On receiving the questionnaires RCU carried out an initial checking process to assess the suitability of questionnaires for scanning. Where scanned entry was not possible (for example because colleges or training organisations had photocopied the questionnaire in A4 or used staples), RCU entered the responses manually and quality assured 5% using re-entry validation.

Provider communications

Extranet guidance and daily updates

2.17 In November 2018 the DfE sent a letter to the principals/chief executives of all colleges and other training organisations. The letter set out the details of the 2018 to 2019 survey and included a reminder of the provider's UKPRN and personalised password (new colleges and other training organisations were supplied with a password for the first time). This information allowed each in-scope provider to access the FE Choices Provider Extranet site containing survey information specific to their organisation. Ipsos MORI hosted the site, which included updates for both FE Choices satisfaction surveys: Learner Satisfaction and Employer Satisfaction.

2.18 For the Learner Satisfaction Survey, the Provider Extranet also hosted guidance to help colleges and other training organisations meet their minimum sample requirements. This included a sample size calculator set at the 3% confidence interval test for a 80% satisfaction score for them to calculate the overall minimum target responses to aim for in the survey to help achieve a score representative of the whole learner population.

2.19 The Provider Extranet also included an information sheet in Excel that contained daily response rate information. The sheet was updated daily and informed colleges and other training organisations of how many of their learners had submitted survey responses successfully by the end of the previous day. This response rate report also recorded the breakdown of responses between the 12 learner subgroups, which are detailed in paragraph 4.9. This level of detail was supplied to help colleges and other training organisations monitor the representativeness of their sample.

Technical and policy-related assistance

2.20 Colleges and other training organisations had three main routes to gain assistance during the survey:

- i. Contacting the DfE Service Desk directly.
- ii. Visiting the Contact Us website page for the Learner Satisfaction and Employer Satisfaction surveys (<http://fechoices.ipsos-mori.com/contactus.aspx>).
- iii. Visiting the [FE Choices Information pages](#) on the GOV.UK website.

2.21 The Contact Us website page was part of the Provider Extranet but colleges, other training organisations and learners could access it. Visitors were presented with answers to a series of frequently asked questions and were able to submit a query to Ipsos MORI if they required further information. They then forwarded any queries relating to policy issues to the DfE.

2.22 It is not possible to present figures for the number of people who accessed the site. However, detail on the number of queries about the Learner Satisfaction Survey submitted to the dedicated Ipsos MORI email address (learnersatisfaction@ipsos.com), is detailed below. The mailbox for this address was staffed during office hours by the Ipsos MORI research team.

2.23 There were 833 queries from learners, colleges and other training organisations to Ipsos MORI compared to 590 in the previous year. This increase was due to the larger sample used for the direct email invitations this year. A total of 297 queries were received from learners, ranging from questions about their eligibility, requests for more information on what course or provider the email was referring to and requests for information on how their contact details were obtained. The most common types of queries from providers were requests for their password to the Provider Extranet (121), queries regarding technical difficulties with the extranet or survey (59), and requests for further

information about the survey (41). Answers to these queries were available in the Frequently Asked Questions (FAQs).

2.24 The Provider Extranet also presented colleges and other training organisations with the opportunity to register their contact details to receive updates on issues relating to the Learner Satisfaction Survey. A total of 2,936 members of staff from 1,197 organisations provided their details.

Technical operation of the online survey

Testing the online survey

2.25 The online survey was made available to colleges and other training organisations for testing between 16 and 25 November 2018. During this window colleges and other training organisations were able to test accessibility, functionality and compatibility of the online survey with their own IT infrastructure. Colleges and other training organisations were able to fully simulate the respondents' experience and were allowed to submit responses containing 'test data'. This was deleted from the response database before the survey went live on 26 November 2018. There were 425 test records submitted during the testing phase.

Delivering the online survey

2.26 The online survey was available for 24 hours each day, every day of the week from midday on 26 November 2018 to midnight on 3 May 2019.

2.27 There were no reported technical difficulties with the online surveys.

Table 1 shows the number of visits to the Learner Satisfaction Survey during the survey window. The survey website received 506,230 visits, 347,357 (69%) of which resulted in a successful submission of a survey response.

Table 1: Visits to the Learner Satisfaction Survey 2018 to 2019 web page

	Learner Satisfaction Survey	
	Number	%
Total Visits	506,230	
Complete responses (pre-validation)	347,357	69%
Incomplete responses	158,264	31%
Did not visit log-in screen	103,152	20%
Failed log-in	17,238	3%
Successful log-in but incomplete response	34,103	7%
Unsubscribe	609	0.1%

2.28 A total of 158,264 (31%) of visits to the survey web page are classed as incomplete responses, which accounts for all occasions where the website was visited but no final response was submitted. However, on most of these occasions respondents did not progress to the log-in stage of the survey, which suggests that some visitors did not intend to submit a response.

A total of 17,238 incomplete responses were failed attempts to log in to the survey (a process that required the provider UKPRN and their own unique learner number). These incomplete responses could indicate that some learners were trying to start the survey without the necessary information. It is likely that some of these learners returned to the site subsequently and made successful responses. The final category of incomplete responses were from learners who successfully logged in but did not complete the survey. These incomplete responses could have resulted from learners opting out of the survey, losing their internet connection while completing the survey or failing to select “submit” at the end of the process.

2.29 As shown in Table 2 below, 87% of the responses were submitted between January and April 2019, whilst 9% were submitted before Christmas. This is a decrease compared to the proportion of responses submitted before Christmas last year (17%). This is due to the survey starting slightly later this year.

Table 2: Monthly breakdown of online responses (excluding direct email responses) to Learner Satisfaction Survey 2018 to 2019

Month	Number of responses	% total	Cumulative %
November 2018	4,159	1%	1%
December 2018	25,409	8%	9%
January 2019	49,918	15%	24%
February 2019	69,274	21%	45%
March 2019	107,970	33%	78%
April 2019	58,918	18%	96%
May 2019	13,566	4%	100%
Total	329,214	100%	

Data storage and file transfer

2.30 The raw survey data was stored securely through the Dimensions (IBM SPSS Data Collection) research software.

2.31 The SQL server in Dimensions is only available through the Interviewer Server Administration portal and this greatly increases security. Any code within surveys is contained on the server side, so it is not susceptible to common attacks such as SQL injection attack vectors. Access to the Interviewer Server portal is password controlled. Only staff assigned to the project have access to the password.

2.32 The survey database was hosted by the Internet Service provider Rackspace with the following security measures:

- Strictly monitored access to all data centres, using keycard protocols, biometric scanning protocols and continuous interior and exterior surveillance;
- Access limited to data centre personnel only, without exception;
- All data centre employees undergo thorough background security checks before being employed.

2.33 Having been extracted into a password-protected SPSS file, 'raw data' was transferred to RCU from Ipsos MORI using a secure File Transfer Protocol website.

3. Sample design

- 3.1 Sampling for the Learner Satisfaction Survey rests entirely with colleges and other training organisations to generate a sufficient and representative sample, although they are expected to take account of guidance, which was shared on the Learner Satisfaction pages of the GOV.UK website. All eligible learners attending an eligible college or other training organisation within the survey window (26 November 2018 to 3 May 2019) were potential participants (the “population”).
- 3.2 The DfE’s guidance notes for colleges and other training organisations (Annex 8) encouraged organisations to communicate the benefits of the survey so that learners understood its importance and saw it as “part of their entitlement as a learner”. Organisations were also advised to consider the best ways of publicising the survey so that learners would see it as an “opportunity to share their views, rather than an obligation”. The guidance included an explanation for colleges and other training organisations of how to use the online sample size calculator (available on the GOV.UK website) to identify the minimum expected sample. Organisations entered the number of eligible learners they expected to have in the survey period and the calculator showed the minimum expected sample. The guide encouraged exceeding this minimum because some responses might prove to be duplicates or from ineligible learners.
- 3.3 The sample size calculator presents a minimum sample size colleges and other training organisations need to achieve to gain a valid score. This target is based on the number of responses that would allow 95% certainty that the result that emerged would be within 3% of the result of a score of 80% or 70% of their total eligible learners, where that resulted in a smaller value. The calculator reflected the standard market research formula for calculating minimum sample sizes for a proportional outcome. This is composed of four main elements:

- i. The population (in this case the total number of eligible learners).
 - ii. The confidence level (how certain you want the result to be).
 - iii. The confidence interval (the margin for error you are willing to accept).
 - iv. The estimated true level of the figure you are trying to measure (in this case the satisfaction level of learners). The figure of 80% was used as an estimate of satisfaction levels based on the previous results from the survey.
- 3.4 This approach is based on the assumption that all members of the population have an equal chance of being selected to take part in the survey. When the pattern of responses differs clearly from the make-up of the population, the sample is said to be biased or “skewed”.
- 3.5 We asked colleges and other training organisations to aim for a sample size that would give a margin for error or “confidence interval test” of 3%. Following the approach agreed with the DfE, samples with fewer responses (based on tests of 5% using an estimated satisfaction score of 85%) were accepted, provided they were not badly skewed.
- 3.6 The Provider Extranet is a secure online website that allowed colleges and other training organisations to monitor the absolute number of responses as the survey progressed.
- 3.7 In the guidance notes, colleges and other training organisations were advised to “ensure that the balance of responses is broadly representative of your learners in terms of age, gender and level of study.” It also encouraged a “random sample”.

4. Post-survey data preparation and quality checks

Data preparation

4.1 In 2018 to 2019, 347,357 learners (95%) completed the online survey and a further 18,656 (5%) completed paper questionnaires. After validation checks were completed and duplicates removed, there were 345,174 responses by eligible learners attending 1,606 eligible colleges and other training organisations.

4.2 The validation work used the ILR return R06 2018 to 2019, which covered the period of learning from the start of the academic year to the ILR collection date in February 2019. The validation process ensured:

- the removal of duplicate responses (the last response was retained);
- the reallocation of learners who had completed the UKPRN incorrectly;
- the removal of responses from ineligible learners.

As in previous years, the small percentage of unmatched learners was assumed to be from valid respondents. This was based on the premise that colleges and other training organisations would only ask eligible learners to participate.

4.3 Data from the paper questionnaires was entered using either electronic scanning or manual data entry. We used the Formic Survey Design and Data Capture System for scanning questionnaires and then used a 100% manual verification and editing procedure. The questionnaires that were not scanned were entered manually using Snap software. Snap has built-in data validity checks that ensure all entered data is within set parameters, which are predefined when setting up the survey. In addition, all the manually entered data were subject to a 5% re-entry and verification check by a supervisor.

4.4 We combined the two datasets from the electronic and manual data capture processing and carried out a further verification check to ensure consistency between the two sets of data.

4.5 Annex 4 describes the process of matching responses to the ILR and gives the fields used to match them. We applied all 108 automatic matching combinations. A final manual matching process followed, in which we checked “near-misses” in aspects such as surname or date of birth. Following these processes, we matched 86% of all respondents to the ILR.

4.6 Within the dataset there were a substantial number of duplicate responses which needed to be removed. These were identified and removed using the following two-stage process:

- i. For respondents who had been matched to the ILR and therefore had an accurate unique learner reference, the dataset was flagged to identify any repeated learner references. Following the identification, the response which was entered last was taken to be the valid response and all other responses were removed.
- ii. For the responses which were not matched into the ILR, duplicates were identified by tracing instances where respondents had input exactly the same information for the surname, forename, date of birth, learner reference and UKPRN. Again the last instance of duplicate records was kept and all other responses were removed.

The following invalid response types were flagged in the dataset:

- Where the word `Test` appeared in any name field (except if the forename was entered correctly, for example a respondent named 'Richard Test').
- Any response using a clearly obscene or spurious name.
- Responses using UKPRN 99999999 (the ESFA Test code).

4.7 The next process identified whether respondents were eligible during the survey window. See Annex 2.

4.8 All matched responses had their key characteristics updated from the ILR to ensure accurate comparison of response levels to the 12 learner groups used for the weighting and skew calculations. Respondents not linked to the ILR were presumed to be eligible and their entered data correct.

4.9 The 12 learner groups were:

1. 16 to 18 year old females with a highest level at Level 1, Entry Level, no level or unknown
2. 16 to 18 year old females with a highest level at Level 2
3. 16 to 18 year old females with a highest level at Level 3 and above
4. 16 to 18 year old males with a highest level at Level 1, Entry Level, no level or unknown
5. 16 to 18 year old males with a highest level at Level 2
6. 16 to 18 year old males with a highest level at Level 3 and above
7. 19+ females with a highest level at Level 1, Entry Level, no level or unknown
8. 19+ females with a highest level at Level 2
9. 19+ females with a highest level at Level 3 and above
10. 19+ males with a highest level at Level 1, Entry Level, no level or unknown
11. 19+ males with a highest level at Level 2
12. 19+ males with a highest level at Level 3 and above

4.10 The final calculation of eligible learners and provider profiles was based on the ILR R06 2018 to 2019, which the DfE provided. The calculation took into account the number of eligible learners who attended the college or training organisation during the survey window. The final

element of this process was to calculate the college or training organisation learner profiles. Each learner was assigned into one of the 12 categories.

Data quality checks

4.11 Ipsos MORI carried out the following quality checks on the raw learner response data:

- Checked all questions were present;
- Ran frequency counts for each question to check that
 - (i) all codes were included;
 - (ii) the correct number of people had answered the question;
- Checked the total number of responses for each college or training organisation matched the daily updates;
- Sense-checked the distribution of responses against the previous year's data.

As in the previous year, the 2018 to 2019 survey included additional quality checks. A quality assurance survey was administered to a sample of learners who had completed the online survey and given permission to be contacted by email for research. The objectives of this survey were:

- To confirm that the learner had completed the survey;
- To check that the learner was able to express their views (for those who completed the survey in the presence of the provider staff); and
- To gather suggestions on how the survey may be improved.

A total of 520 learners took part in the quality assurance survey out of 5,156 invites sent (10% response rate). Overall, the vast majority of learners reported that they were satisfied with how the survey was

administered. Three per cent of learners who took part in the quality assurance survey did not remember taking part; some of this is likely to be due to poor recall. The findings also revealed that of the learners who completed the survey with a teaching staff present, only 9 learners reported that they felt unable to provide honest answers. These learners' responses were excluded from the final analysis.

4.12 RCU also carried out the following quality checks before delivering the final Learner Satisfaction Survey dataset to the DfE:

- Created the data outputs using two different production processes and compared the data outputs for any differences. RCU only delivered data to the DfE when there was 100% agreement between the two independent production processes carried out by different personnel;
- Ensured that final outputs met validation rules (this meant that mean scores had to be between 0 and 10 and percentage score between 0 and 100);
- Experienced personnel manually sense-checked scores and missing score reason codes in comparison with previous years' results to identify any anomalies;
- Peer reviewed all syntax used for the production of outputs.

5. Data analysis following the preparation of the survey data

Introduction

5.1 The key quantitative elements of the data analysis phase were:

- calculating base sizes and minimum sample size targets
- applying corrective weightings for sample skew
- applying tests for sample validity
- calculating final scores

Validation

5.2 The latest available ILR dataset was used to calculate the number of eligible learners attending each college or training organisation in the survey period (26 November 2018 to 3 May 2019). This figure was used to calculate the minimum returned sample size that would generate 95% confidence that the measured results were within 5% of the estimated true value for an aspirational satisfaction score of 85%, providing the sample was broadly representative. During the course of the survey, Ipsos MORI hosted a Provider Extranet, giving daily updates on the total number of returned online surveys. These were broken down into the 12 learner categories to help colleges and other training organisations take action to ensure their sample was not skewed.

5.3 Following validation of the response data, ineligible learners and duplicate submissions were identified and removed. At this final stage 610¹ colleges and other training organisations passed the threshold of a sample that gave a 95% confidence level with a 5% inclusion test or the threshold of at least 70% of all eligible learners providing valid responses. Sample sizes with a confidence interval of 3% or less (as calculated using the method in paragraph 5.2) automatically passed the quality test. Those with confidence intervals between 3% and 5% were

¹ Prior to the update for Higher Education organisations.

checked for skew, together with those who had 70% of all eligible learners providing valid responses. The confidence interval test calculation used an aspirational recommendation proportion of 85% (see annex 5). This figure was based on the average recommendation level for all providers and is set to provide business rules for some consistency across providers that are included. Any college or other training organisation with fewer than 10 eligible learners assigned to the provider (note: the provider could have less than 10 learner respondents to the survey) was considered not to have met the quality tests.

Skew testing

- 5.4 A skew test was used to ensure that the degree of bias within the sample that colleges and other training organisations submitted was within acceptable parameters. Analysis of ILR data for the population (refer to paragraph 4.2) produced a profile of learners for each individual college or other training organisation, based on the 12 categories listed in paragraph 4.9.
- 5.5 The value for skew was derived from comparing the spread of a college's or other training organisation's returned sample across the 12 categories to its population profile based on the ILR. In a perfectly representative sample, the percentage of respondents within each of the 12 categories would be exactly the same as the percentage of learners within each category based on the ILR data. The skew value was defined as the sum of the percentage of respondents within each category that were above or below the required percentage for a perfectly representative sample (Annex 5 records the formula used). Skew values up to 40% were defined as correctable with the application of appropriate weighting. Skew factors above 40% were regarded as not correctable.
- 5.6 The exception was samples that were well in excess of the minimum required number of responses to generate a confidence interval of 5%.

In these cases skew resulted from over-sampling, where colleges and other training organisations appeared to have followed the guidelines to encourage as many learners as possible to take part in the survey but had had particular success with some groups (typically 16 to 18 year-olds). Where the returned sample was large enough to generate a confidence interval of 3% or less, the sample was considered valid regardless of its skew.

Corrective weighting

5.7 The sampling process was managed by colleges and other training organisations at the time of the survey, rather than being based on the ILR after the learning was completed. It was therefore inevitable that most samples would be skewed to a greater or lesser degree. To ensure that no organisation was advantaged or disadvantaged by the skew in their sample, weightings were applied to all returned samples. These ensured that samples were rebalanced to be representative in terms of age, gender and highest level of study before calculating a score. This allowed a fair comparison between colleges and other training organisations. The combinations of age, gender and level of study produced 12 different categories (paragraph 4.9) and returned samples were compared to population profiles for each college or training organisation using these categories.

Satisfaction rating questions and scoring

5.8 The satisfaction rating questions in the survey (10 for apprentices and 7 for other education and training learners) have 11-point response scales, from “0” representing “very dissatisfied” through to “10” representing “very satisfied.” No intervening points on the scale were labelled but the extreme ends of the scale are denoted by sad and happy faces. Responses of “does not apply” (or missed questions in the case of paper responses) were removed from the numerator and denominator before making any score calculations, ensuring they had no impact on the

calculation of the college's or other training organisation's score for each question.

5.9 For each of the satisfaction rating questions, we calculated each college's or other training organisation's weighted total of valid survey responses after any correction for skew (Annex 5), although this was typically neutral.

5.10 We divided the weighted points total from the scoring responses by the total number of weighted scoring responses to give a mean score out of 10 for each question. In addition, the percentage of weighted respondents giving a score of 8 to 10 was also calculated.

Overall score

5.11 The overall provider score was calculated from the learner response to the "recommendation" question. Learners were asked if they would recommend their college or other training organisation to friends or family. The question has six response options: extremely likely, likely, neither likely nor unlikely, unlikely, extremely unlikely and does not apply. The responses to this question were analysed to produce the overall score which was a combined percentage of those answering extremely likely and likely. Responses of "does not apply" (or non-responses in the case of paper questionnaires) were excluded before the score was calculated. Weightings were applied to correct for any skew within survey samples. Annex 6 provides a flow chart to explain this process.

Reporting of results

5.12 For each individual college or training organisation, RCU produced two tailored, detailed interactive reports that were downloadable from the Provider Extranet:

- February 2019 report was based on the first six weeks of survey responses;
- May 2019 report included all survey data.

5.13 These reports included a score for each survey question, with breakdowns by age, gender and level of study. RCU analysed the question on how likely learners were to recommend their learning provider to friends and family to show the percentage of learners that were extremely likely, likely, neither likely nor unlikely, unlikely or extremely unlikely to recommend their learning provider. From this we produced an overall score to show the proportion of learners that were likely or extremely likely to recommend their college or other training organisation.

The May report included further breakdowns by Subject Areas, Apprenticeships, Community Learning and Subcontractors and showed the college's or other training organisation's Interim Overall Learner Satisfaction Score, based on the percentage of learners who were likely or extremely likely to recommend their college or other training organisation.

5.14 The survey also included questions about what the learners felt the likely outcomes would be following completion of the learning activity. The results were presented in the reports as bar charts with response numbers.

6. Legal and ethical issues

Compliance issues

- 6.1 The contractors appointed to deliver the 2018 to 2019 Learner Satisfaction Survey, RCU Ltd. and Ipsos MORI, both adhere fully to the Market Research Society Code of Conduct and are accredited under the international market research industry standard ISO 20252. These both place a heavy emphasis on obtaining informed consent from survey respondents to their involvement in any survey and ensures that the uses of respondents' answers are made clear to them before they participate.
- 6.2 The Code of Conduct and ISO 20252 also require full compliance with data protection legislation, which ensures that the arrangements for holding and sharing of a respondent's answers are made clear to the individual before they consent to take part. In the case of public bodies such as the DfE, this requirement has to be taken into account alongside the requirements of the Freedom of Information Act 2000, under which an organisation can be asked to make data it holds available to a third party.
- 6.3 It was particularly important to make clear to learners that although the survey was confidential it was not anonymous (although neither colleges or other training providers would know who had responded). This is because the identification of learners was essential to allow validation and to support matching to ILR data in order to enhance the analysis (without asking a long series of cross-referencing questions).
- 6.4 The protections built into the survey were as follows:
- A statement on the opening page that "your answers will go directly to two survey companies – Ipsos MORI and RCU";

- A statement on the next page to reassure respondents that the survey analysis would produce aggregate results, not identifiable responses, and that “None of your lecturers, trainers or supervisors will be able to see your answers”;
- Explanation of the prime purpose of the survey, namely that the results would be used “to tell future learners what different colleges are like”;
- Confirmation at the end of the survey that the process had followed the rules of the Market Research Society and provision of a direct email address for Ipsos MORI that respondents could use if they had any concerns;
- Guidance on the proposed length of time for which we would retain the data and an opportunity to accelerate this: “Ipsos MORI and RCU will keep your answers for no more than 18 months”;
- A final check that learners were happy with their responses before they hit the submit button.

Undertakings given to learners

6.5 The FE Choices Learner Satisfaction Survey is a complex logistical and methodological exercise, with 1,606 colleges and other training organisations eligible for the 2018 to 2019 survey. To ensure that the results of the Learner Satisfaction Survey gave a fair and consistent assessment of the views of learners, the circumstances in which learners made their responses had to be as consistent as possible. Sections 2 and 3 of this report explain the approaches taken to ensure that the survey was as accessible as possible, undertaken at a standard time, towards the end of the learning period, and that there were no biases resulting from the selection of learners. However, to trust the robustness of the results it was important that the atmosphere in which we gathered learners’ views (such as the way staff introduced the survey to learners and how it was administered) was as consistent as possible.

6.6 The DfE made available guidance notes for colleges and other training organisations on the GOV.UK website (Annex 8).

Opt-out on data storage

6.7 The ability of learners to opt out of having their responses stored for 18 months is a standard approach in surveys. This allows respondents with any concern about the security and confidentiality of their responses to have them deleted. Normally this does not preclude the respondents' answers from contributing to the survey outcomes.

6.8 Incoming data from the online survey was subject to daily encrypted backups, which we stored off-site in-line with the RCU Information Security Policy. All the responses from the survey have been stored in password-protected areas of secure data-servers, with limited access rights for authorised personnel. Paper surveys are stored securely at RCU. They will be shredded 18 months after the survey closed and electronic copies deleted.

7. Equality, diversity and accessibility issues

Compliance with web accessibility standards

7.1 The questionnaire was designed to be user-friendly. In-survey navigation buttons allowed respondents to return to questions and review their answers before submitting their final responses. Additionally, a progress bar appeared at the top of each screen to provide respondents with a continuous update on how many questions remained. The survey testing undertaken confirmed that the navigation was fully accessible to users that do not use a computer mouse.

7.2 The survey was compatible with handheld computers, such as tablets and smartphones.

- 7.3 Learners were also able to change the background colour (particularly important for learners with visual impairment or dyslexia) and size of the font using prominently placed 'accessibility buttons'. This aspect was informed by guidance on the Royal National Institute for the Blind website.
- 7.4 The online questionnaire was developed to minimise respondent error and increase its accessibility for all ability levels. Where possible, we put in place checks to make sure that respondents were not inputting incorrect data (for example, the date of birth format was illustrated and the program corrected for minor deviations from this). Respondents were also informed automatically if they had failed to complete an essential field. When such errors were made, prompt screens appeared to inform respondents of the necessary corrective action to continue with the survey.
- 7.5 The guidance notes made clear that colleges and other training organisations were to use discretion when deciding whether or not to include individual learners with learning difficulties and/or disabilities in their sample. Where the application of such discretion would significantly impact on the potential population (total number of eligible learners) for the survey, colleges and other training organisations were advised to notify the DfE. Organisations also had the option of applying to use paper questionnaires for learners for whom online completion would be impossible (Section 2).

8. Timescales

- 8.1 The survey took place from 26 November 2018 to 3 May 2019.
- 8.2 Paper surveys were collected following the survey closing on 5 April 2019.

9. Summary of key methodological aspects

- **Population base:** all eligible learners (see annex 2).
- **Required confidence level:** 95%.
- **Required confidence interval test:** 5%.
- **Estimated satisfaction level used in sample calculator:** 80%.
- **Aspirational satisfaction level used for confidence interval calculation:** 85%.
- **Small provider concession:** sample over 70% deemed sufficient.
- **Acceptable skew level:** up to 40%, providing the achieved confidence interval is 5% or lower (or 70% sampled for small colleges and other training organisations). Any college or other training organisation with a confidence interval of 3% or less is not tested for skew.
- **Basis for corrective weightings:** 12 categories (two genders, two age bands, three levels).
- **Rating scales:** 0 to 10 for the satisfaction rating questions, five-point likelihood scale for provider recommendation question.
- **Approach to non-validated respondents:** allow those not matched to the Individual Learner Record (ILR).
- **Inclusion of learners with learning difficulties and/or disabilities:** provider discretion based on guidance provided to encourage participation where appropriate.

Annex 1: Identification of eligible colleges and other training organisations

The DfE produced the list of eligible colleges and other training organisations and updated it at different points during the survey window. The DfE used the list to inform colleges (excluding sixth form colleges) and other training organisations that they were required to take part in the Learner Satisfaction Survey.

After the survey window closed a final provider list was produced which was used to calculate the final results.

Annex 2: Identification of eligible learners

The criteria that determined which learners were eligible for the survey were set out in the Learner Satisfaction Survey provider guidance 2018 to 2019. Learners attending eligible colleges and other training organisations and their subcontractors between 26 November 2018 and 3 May 2019 were eligible for the survey if they met any one of the following criteria:

- Community Learning
- 16 to 19 funding
- Adult Education Budget funding,
- Apprenticeships
- Other ESFA funding
- Other funding
- 24+ Advanced Learning Loans

The only exceptions were: -

- learners under 16
- learners on Offenders' Learning and Skills Service (OLASS) provision

While all eligible learners were entitled to take part in the Learner Satisfaction Survey, colleges and other training organisations were free to decide whether to attempt a census of all such learners or to attempt to achieve a representative sample.

Annex 3: Dataset used in sample verification

Single ILR (R06) 2018 to 2019.

Annex 4: ILR fields used to match and validate survey responses

RCU used a two-stage process to link the survey responses through to the ILR for 2018 to 2019. In Stage 1, RCU designed a methodology to link the survey responses to the ILR using key fields in each dataset. The fields used were surname, forename, initial (derived from forename), date of birth, gender, age band, learner reference, unique learner number and provider reference number (UKPRN). To allow for this process fields were recoded to enable a direct match between the datasets (for example, in the survey data gender was coded 1 for Female and 2 for Male, while in the ILR these are coded F and M).

RCU then designed a process hierarchy, which used the most robust matching first, with all the possible fields for matching, then removed fields in order of least impact. This resulted in 108 different matching combinations which linked the survey data and the ILR. Following the automated matching, a further manual process was undertaken to match responses that could not be done automatically. Once a match was established, the survey data was then updated to include the learner identifier from the ILR and the process used to match.

In each process the UKPRN was used to filter by college or other training organisation. However, in some later processes this was excluded to catch any respondent who had entered the UKPRN incorrectly but other check list information correctly.

Table 3: ILR fields used to match and validate survey responses

Order	UKPRN	Learner Ref	Unique Learner Number	Surname	Date of Birth	Forename	Initial	Ageband	Gender
1	✓	✓	✗	✓	✓	✓	✓	✓	✓
2	✓	✗	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✗	✓	✓	✓	✓	✓	✗
4	✓	✗	✓	✓	✓	✓	✓	✓	✗
5	✓	✓	✗	✓	✓	✓	✓	✗	✓
6	✓	✗	✓	✓	✓	✓	✓	✗	✓
7	✓	✓	✗	✓	✓	✗	✓	✓	✓
8	✓	✗	✓	✓	✓	✗	✓	✓	✓
9	✓	✓	✗	✓	✓	✗	✗	✓	✓
10	✓	✗	✓	✓	✓	✗	✗	✓	✓
11	✓	✓	✗	✓	✓	✓	✓	✗	✗
12	✓	✗	✓	✓	✓	✓	✓	✗	✗
13	✓	✓	✗	✓	✓	✗	✓	✓	✗
14	✓	✗	✓	✓	✓	✗	✓	✓	✗
15	✓	✓	✗	✓	✓	✗	✗	✓	✗
16	✓	✗	✓	✓	✓	✗	✗	✓	✗
17	✓	✓	✗	✓	✓	✗	✓	✗	✓
18	✓	✗	✓	✓	✓	✗	✓	✗	✓
19	✓	✓	✗	✓	✓	✗	✗	✗	✓
20	✓	✗	✓	✓	✓	✗	✗	✗	✓
21	✓	✓	✗	✓	✓	✗	✓	✗	✗
22	✓	✗	✓	✓	✓	✗	✓	✗	✗
23	✓	✓	✗	✓	✓	✗	✗	✗	✗
24	✓	✗	✓	✓	✓	✗	✗	✗	✗
25	✓	✓	✗	✓	✗	✓	✓	✓	✓
26	✓	✗	✓	✓	✗	✓	✓	✓	✓
27	✓	✓	✗	✓	✗	✓	✓	✓	✗
28	✓	✗	✓	✓	✗	✓	✓	✓	✗
29	✓	✓	✗	✓	✗	✓	✓	✗	✓
30	✓	✗	✓	✓	✗	✓	✓	✗	✓
31	✓	✓	✗	✓	✗	✗	✓	✓	✓
32	✓	✗	✓	✓	✗	✗	✓	✓	✓
33	✓	✓	✗	✓	✗	✗	✗	✓	✓
34	✓	✗	✓	✓	✗	✗	✗	✓	✓
35	✓	✓	✗	✓	✗	✓	✓	✗	✗
36	✓	✗	✓	✓	✗	✓	✓	✗	✗
37	✓	✓	✗	✓	✗	✗	✓	✓	✗
38	✓	✗	✓	✓	✗	✗	✓	✓	✗
39	✓	✓	✗	✓	✗	✗	✗	✓	✗
40	✓	✗	✓	✓	✗	✗	✗	✓	✗
41	✓	✓	✗	✓	✗	✗	✓	✗	✓
42	✓	✗	✓	✓	✗	✗	✓	✗	✓
43	✓	✓	✗	✓	✗	✗	✗	✗	✓
44	✓	✗	✓	✓	✗	✗	✗	✗	✓
45	✓	✓	✗	✓	✗	✗	✓	✗	✗
46	✓	✗	✓	✓	✗	✗	✓	✗	✗
47	✓	✓	✗	✓	✗	✗	✗	✗	✗
48	✓	✗	✓	✓	✗	✗	✗	✗	✗
49	✓	✓	✗	✗	✓	✓	✓	✓	✓
50	✓	✗	✓	✗	✓	✓	✓	✓	✓
51	✓	✓	✗	✗	✓	✓	✓	✓	✗
52	✓	✗	✓	✗	✓	✓	✓	✓	✗
53	✓	✓	✗	✗	✓	✓	✓	✗	✓
54	✓	✗	✓	✗	✓	✓	✓	✗	✓
55	✓	✓	✗	Forename	✓	Surname	✓	✓	✓
56	✓	✗	✓	Forename	✓	Surname	✓	✓	✓
57	✓	✓	✗	Forename	✓	Surname	✓	✓	✗
58	✓	✗	✓	Forename	✓	Surname	✓	✓	✗
59	✓	✓	✗	Forename	✓	Surname	✓	✗	✓
60	✓	✗	✓	Forename	✓	Surname	✓	✗	✓
61	✓	✓	✗	Forename	✓	Surname	✓	✗	✗
62	✓	✗	✓	Forename	✓	Surname	✓	✗	✗

Order	UKPRN	Learner Ref	Unique Learner Number	Surname	Date of Birth	Forename	Initial	Ageband	Gender
63	✓	✓	✗	✗	✓	✗	✓	✓	✓
64	✓	✗	✓	✗	✓	✗	✓	✓	✓
65	✓	✓	✗	✗	✓	✗	✗	✓	✓
66	✓	✗	✓	✗	✓	✗	✗	✓	✓
67	✓	✓	✗	✗	✓	✓	✓	✗	✗
68	✓	✗	✓	✗	✓	✓	✓	✗	✗
69	✓	✓	✗	✗	✓	✗	✓	✓	✗
70	✓	✗	✓	✗	✓	✗	✓	✓	✗
71	✓	✓	✗	✗	✓	✗	✗	✓	✗
72	✓	✗	✓	✗	✓	✗	✗	✓	✗
73	✓	✓	✗	✗	✓	✗	✓	✗	✓
74	✓	✗	✓	✗	✓	✗	✓	✗	✓
75	✓	✓	✗	✗	✓	✗	✗	✗	✓
76	✓	✗	✓	✗	✓	✗	✗	✗	✓
77	✓	✓	✗	✗	✓	✗	✓	✗	✗
78	✓	✗	✓	✗	✓	✗	✓	✗	✗
79	✓	✓	✗	✗	✓	✗	✗	✗	✗
80	✓	✗	✓	✗	✓	✗	✗	✗	✗
81	✓	✗	✗	✓	✓	✓	✓	✓	✓
82	✓	✗	✗	✓	✓	✓	✓	✓	✗
83	✓	✗	✗	✓	✓	✓	✓	✗	✓
84	✓	✗	✗	✓	✓	✗	✓	✓	✓
85	✓	✗	✗	✓	✓	✗	✗	✓	✓
86	✓	✗	✗	✓	✓	✓	✓	✗	✗
87	✓	✗	✗	✓	✓	✗	✓	✓	✗
88	✓	✗	✗	✓	✓	✗	✗	✓	✗
89	✓	✗	✗	✓	✓	✗	✓	✗	✓
90	✓	✗	✗	✓	✓	✗	✗	✗	✓
91	✓	✗	✗	✓	✓	✗	✓	✗	✗
92	✓	✗	✗	✓	✓	✗	✗	✗	✗
93	✓	✗	✗	Forename	✓	Surname	✓	✓	✓
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99	✗	✓	✗	✓	✓	✓	✓	✗	✓
100	✗	✓	✗	✓	✓	✗	✓	✓	✓
101	✗	✓	✗	✓	✓	✗	✗	✓	✓
102	✗	✓	✗	✓	✓	✓	✓	✗	✗
103	✗	✓	✗	✓	✓	✗	✓	✓	✗
104	✗	✓	✗	✓	✓	✗	✗	✓	✗
105	✗	✓	✗	✓	✓	✗	✓	✗	✓
106	✗	✓	✗	✓	✓	✗	✗	✗	✓
107	✗	✓	✗	✓	✓	✗	✓	✗	✗
108	✗	✓	✗	✓	✓	✗	✗	✗	✗
999	Manually Matched								
Null	Not Matched								

Annex 5: Formulas used to calculate confidence interval tests and skew

Confidence interval and minimum sample size

Sample Size Calculation

$$\text{Sample Size} = \frac{Z^2 \times p \times (1-p)}{c^2}$$

Correction for Finite Population (as used in the sample size calculator):

$$\text{Adjusted sample size} = \frac{\text{Sample Size}}{1 + \frac{\text{Sample Size} - 1}{N}}$$

Confidence interval of a returned sample:

$$\text{Confidence Interval} = Z \times \sqrt{\frac{px(1-p)}{n}} \times \sqrt{\frac{N-n}{N-1}}$$

Where:

Z = Z value (1.96 for 95% confidence level).

p = Aspirational/Estimated % of 85% expressed as a decimal (85% = 0.85). Note: the minimum sample calculator used 80%

c = Confidence interval, expressed as decimal (for example, $\pm 5\%$ = 0.05). Note: the minimum sample calculator used 3%=0.03

N = Number of eligible Learners on provider's ILR.

n = Number of valid responses.

Skew formulas

Skew calculation:

$$Skew = \frac{\sum_{i=1}^{12} |r_i - s_i|}{2}$$

Where:

i = Each individual learner category, ranging from 1 to 12.

r = Percentage of learners on the provider's ILR in the i^{th} category.

s = Percentage of learners in the sample in the i^{th} category.

$| |$ = Absolute value.

Weighting

The first stage of producing a weighting factor was to calculate a quotient for each of the 12 categories. We calculated this by taking the percentage of learners in the sample and dividing by the percentage of learners on the provider's ILR. A value greater than one would mean that the college or other training organisation had over-sampled in that particular learner category and a value of less than one would mean that they had under-sampled.

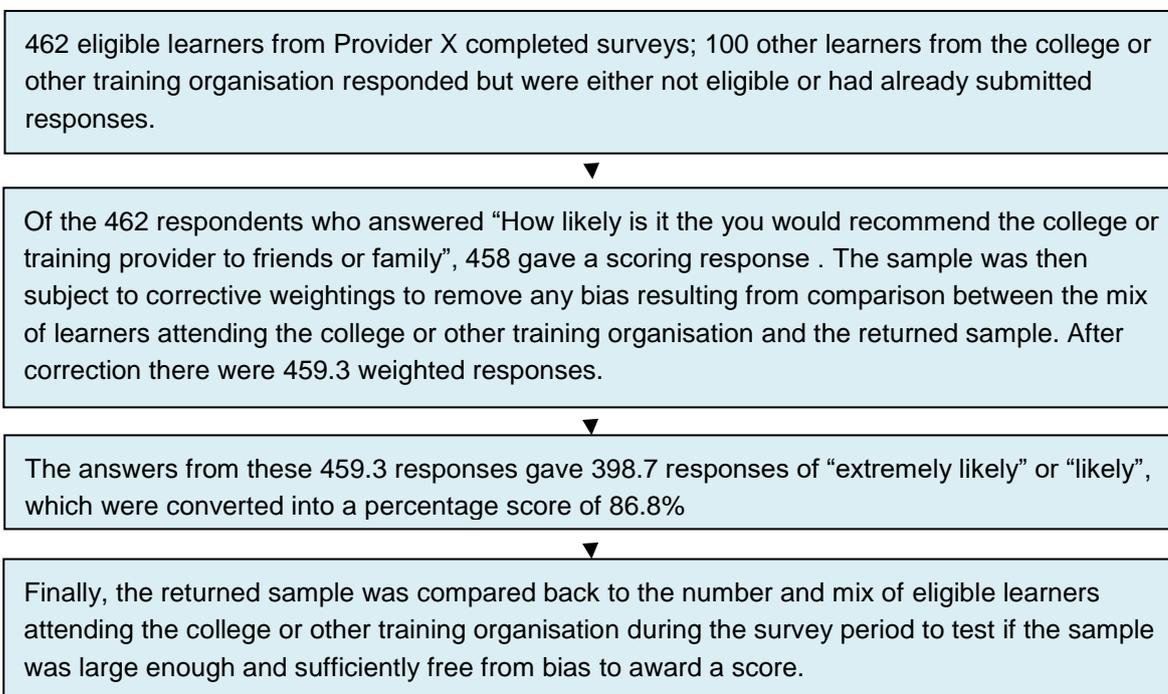
RCU then calculated the inverse of this quotient to produce the weighting factor for each of the 12 categories. Every individual learner in the sample was then assigned a weighting factor depending on the category to which they belonged according to their age, gender and level of study. The assigned weighting factor was applied to the individual's score.

In effect, the scores of individual learners in under-represented categories had a slightly greater impact on the overall provider score than the scores of individual learners from over-represented categories. However, because this is a neutral weighting system the overall net effect on sample base size is zero where all learners could be assigned to one of the 12 categories. In

practice, not all learners could be matched to a category and so these were assigned a weighting factor of one, producing slight variations in sample base sizes when weightings were applied.

Annex 6: Formulas used to calculate scores for valid samples

How an example provider's score was calculated:



Colleges and other training organisations that were not awarded a score were allocated a Missing Score Reason Code (MSRC) to describe the reason why they did not receive a valid score. These are shown in Table 4 below, along with the number of colleges and other training organisations receiving each MSRC:

Table 4: Missing Score Reason Code (MSRC) to describe why providers did not receive a valid score (excluding Higher Education Organisations).

Missing Score Reason Code	Description	Providers
NULL	Score is robust and can be shown	610
66	No ILR available to assess sample reliability of responses to the survey	74
67	Provider did not participate in the survey	387
68	Only invalid responses to the survey were received	0
69	The Skew % test was not passed	3
70	The Confidence Interval % test was not passed	401
71	There were fewer than 10 eligible learners on the ILR	55

Annex 7: Copies of each questionnaire

Online Learner Satisfaction Survey

Click here to change the background colour 

Department for Education

Welcome to this short Learner Satisfaction Survey. Your answers will go directly to two survey companies – Ipsos MORI and RCU.

Choose 'Next' to carry on.

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Click here to change the background colour 

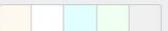
 

Department for Education

Ipsos MORI and RCU will add your answers to the answers from other learners. They will send us, the Department for Education, the results. None of your lecturers, trainers or supervisors will see your answers.

If you want to go back at any time choose 'Back'.

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What is the number for your college or learning provider?

Please ask your college or learning provider if you do not know.

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What is the number for your college or learning provider?

Please ask your college or learning provider if you do not know.

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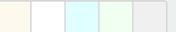
What is your personal learner number?

Please ask your college or learning provider if you do not know.

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Please give the details below to help us find your learner number.

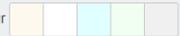
First name	<input type="text"/>
Surname or family name	<input type="text"/>
Date of birth (dd/mm/yyyy for example 15/02/1982)	<input type="text"/>

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Department
for Education



Are you taking an Apprenticeship?

- Yes
- No

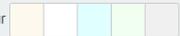
Please ask your college, learning provider or training staff if you do not know.

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Department
for Education



Learners all over England are answering these questions. Your answers are very important. The Department for Education will use your answers to tell future learners what different colleges are like.

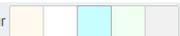
In the questions that follow we use the word 'college' to mean a further education college, adult learning provider or university.

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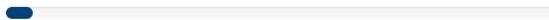
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Department
for Education



Progress



Are you putting in the answers yourself?

- Yes
- Yes, with someone helping me
- No, someone is putting in my answers for me

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Progress



The questions start on the next screen. We ask you to give a score out of 10, where 0 is very dissatisfied and 10 is very satisfied.

Try to answer every question. If a question does not apply to you at all, choose the 'Does not apply' option. (Some questions do not have this option.)

Choose 'Next' below to continue.

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Progress



How satisfied or dissatisfied are you with the teaching on your course or activity?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

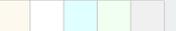
How satisfied or dissatisfied are you with the way staff treat you?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

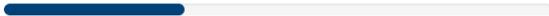
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Progress 

How satisfied or dissatisfied are you with the support you get on this course or activity?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10	<i>Does not apply</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress



How satisfied or dissatisfied are you that staff respond to the views of learners?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10	<i>Does not apply</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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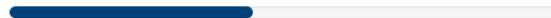
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Progress



Overall, how satisfied or dissatisfied are you with the college or organisation that provides your learning?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How satisfied or dissatisfied are you that the course or activity is meeting your expectations?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How satisfied or dissatisfied are you that the course or activity is preparing you for what you want to do next?

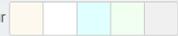
 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress



How likely is it that you would recommend the college or organisation that provides your learning to friends or family?

- Extremely likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Extremely unlikely
- Does not apply

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Progress



Which of the following do you think will apply when you have finished your course or activity?

Select all that apply.

- I will be more likely to get the job I want
- I will be better at my job
- I will progress to another course or training programme
- I will benefit in other ways
- I do not think the course or activity will have helped me at all

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Progress



The last few questions are about you. They will help us to understand your answers.

How old are you?

- Under 19
- 19 to 24
- 25 or older

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Progress

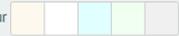


What is your sex?

- Female
- Male
- Other
- Prefer not to say

Back

Next



Progress



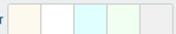
Are you on a community learning course or activity?

Please choose one option only.

- Yes
- No
- Don't know

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Yes



Progress



Read the list of qualifications below and tick the relevant box to tell us the highest level of qualification you are taking now.

If you are not sure, ask a member of staff.

Please choose one option.

- Entry Level 1, Entry Level 2 or Entry Level 3
(For example: Entry Level Award, Entry Level Certificate, Entry Level Diploma)
- Level 1
(For example: Level 1 Award, Level 1 Certificate, Level 1 Diploma)
- Level 2
(For example: Level 2 Award, Level 2 Certificate, Level 2 Diploma, Technical Certificate, Intermediate Apprenticeship, GCSE)
- Level 3
(For example: Level 3 Award, Level 3 Certificate, Level 3 Diploma, Advanced Apprenticeship, Access to Higher Education, A level, AS level)
- Level 4
(For example: Award, Certificate or Diploma at Level 4 or above, Higher Apprenticeships)
- Level 5
(For example: Award, Certificate, Diploma or NVQ at Level 5, Foundation Degree, Higher National Diploma (HND), Diploma of Higher Education (DipHE), Level 5 Apprenticeships)
- Level 6
(For example: Award, Certificate, Diploma or NVQ at Level 6, Degree Apprenticeship, Bachelor's degrees (BA or BSc), Graduate Certificate or Diploma)
- Level 7
(For example: Award, Certificate, Diploma or NVQ at Level 7, Integrated Master's Degree (MEng), Master's Degree (MA), Postgraduate Certificate and diplomas, Postgraduate Certificate in Education (PGCE) or Professional Graduate Diploma in Education (PGDE))
- Not taking a qualification, no level
- I don't know

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Department
for Education



Progress



If you are happy with your answers, and how the Department for Education will use them, please choose 'Submit' below.

If you want to change any of your answers, please choose 'Back' below.

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Submit

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Department
for Education



Your answers have been sent to us. Please note that we may contact you for quality assurance purposes.

Thank you very much for your time.

The survey follows the rules of the Market Research Society. If you have any worries about the survey, you can contact the research company Ipsos MORI at <http://fechoices.ipsos-mori.com/contactus>

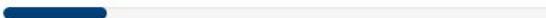
Ipsos MORI and RCU will keep your answers for no more than 18 months. If you want us to destroy your answers before then, please email us at SDE.SERVICEDESK@education.gov.uk

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Progress



How satisfied or dissatisfied are you with the teaching or training provided by your training provider?

Very dissatisfied 0	1	2	3	4	5	6	7	8	9	Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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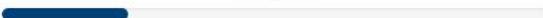
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Progress



How satisfied or dissatisfied are you with the level of knowledge and expertise of training staff?

Very dissatisfied 0	1	2	3	4	5	6	7	8	9	Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

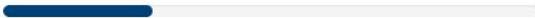
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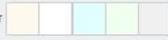
Progress 

How satisfied or dissatisfied are you with the way training staff treat you?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How satisfied or dissatisfied are you with the support provided by training staff?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10	<i>Does not apply</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress



How satisfied or dissatisfied are you that training staff respond to the views of learners?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10	Does not apply
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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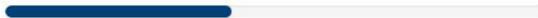
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Progress



How satisfied or dissatisfied are you that the training is relevant to your career or job?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress



How satisfied or dissatisfied are you with the training provided by your employer?

Very dissatisfied 0	1	2	3	4	5	6	7	8	9	Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress



How satisfied or dissatisfied are you with the way your employer supports you in your training?

Very dissatisfied 0	1	2	3	4	5	6	7	8	9	Very satisfied 10	Does not apply
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How satisfied or dissatisfied are you that the apprenticeship is meeting your expectations?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How satisfied or dissatisfied are you that the apprenticeship is preparing you for what you want to do next?

 Very dissatisfied 0	1	2	3	4	5	6	7	8	9	 Very satisfied 10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Progress 

How likely is it that you would recommend the company's training programme to friends or family?

- Extremely likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Extremely unlikely
- Does not apply

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Progress 

Which of the following do you think will apply when you have finished your apprenticeship?
Select all that apply.

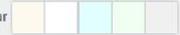
- I will be more likely to get the job I want
- I will progress at work
- I will be better at my job
- I will progress to another course or training programme
- I will benefit in other ways
- I do not think the apprenticeship will have helped me at all

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Progress



The last few questions are about you. They will help us to understand your answers.

How old are you?

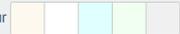
- Under 19
- 19 to 24
- 25 or older

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What is your sex?

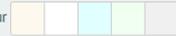
- Female
- Male
- Other
- Prefer not to say

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Progress

Are you on a community learning course or activity?

Please choose one option only.

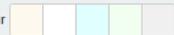
- Yes
- No
- Don't know

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Progress

Read the list of qualifications below and tick the relevant box to tell us the highest level of qualification you are taking now.

If you are not sure, ask a member of staff.

Please choose one option.

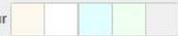
- Entry Level 1, Entry Level 2 or Entry Level 3
(For example: Entry Level Award, Entry Level Certificate, Entry Level Diploma)
- Level 1
(For example: Level 1 Award, Level 1 Certificate, Level 1 Diploma)
- Level 2
(For example: Level 2 Award, Level 2 Certificate, Level 2 Diploma, Technical Certificate, Intermediate Apprenticeship, GCSE)
- Level 3
(For example: Level 3 Award, Level 3 Certificate, Level 3 Diploma, Advanced Apprenticeship, Access to Higher Education, A level, AS level)
- Level 4
(For example: Award, Certificate or Diploma at Level 4 or above, Higher Apprenticeships)
- Level 5
(For example: Award, Certificate, Diploma or NVQ at Level 5, Foundation Degree, Higher National Diploma (HND), Diploma of Higher Education (DipHE), Level 5 Apprenticeships)
- Level 6
(For example: Award, Certificate, Diploma or NVQ at Level 6, Degree Apprenticeship, Bachelor's degrees (BA or BSc), Graduate Certificate or Diploma)
- Level 7
(For example: Award, Certificate, Diploma or NVQ at Level 7, Integrated Master's Degree (MEng), Master's Degree (MA), Postgraduate Certificate and diplomas, Postgraduate Certificate in Education (PGCE) or Professional Graduate Diploma in Education (PGDE))
- Not taking a qualification, no level
- I don't know

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Department
for Education



Progress



If you are happy with your answers, and how the Department for Education will use them, please choose 'Submit' below.

If you want to change any of your answers, please choose 'Back' below.

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Submit

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for Education



Your answers have been sent to us. Please note that we may contact you for quality assurance purposes.

Thank you very much for your time.

The survey follows the rules of the Market Research Society. If you have any worries about the survey, you can contact the research company Ipsos MORI at <http://fechoices.ipsos-mori.com/contactus>

Ipsos MORI and RCU will keep your answers for no more than 18 months. If you want us to destroy your answers before then, please email us at SDE.SERVICEDESK@education.gov.uk

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Paper-Based Learner Satisfaction Survey

Apprentices

Q13 What do you think will be the **main** outcome of taking the apprenticeship? (Tick **one** only)

- I will be more likely to get the job I want
- I will progress at work
- I will be better at my job
- I will progress to another course or training programme
- I will benefit in other ways
- I do not think the apprenticeship will have helped me at all

Q14 How old are you? Under 19 19 to 24 25 or older

Q15 What is your sex? Female Male Other Prefer not to say

Q16 What is the highest level of qualification you are taking now?

- Entry Level 1, Entry Level 2 or Entry Level 3** (For example: Entry Level Award, Entry Level Certificate, Entry Level Diploma)
- Level 1** (For example: Level 1 Award, Level 1 Certificate, Level 1 Diploma)
- Level 2** (For example: Level 2 Award, Level 2 Certificate, Level 2 Diploma, Technical Certificate, Intermediate Apprenticeship, GCSE)
- Level 3** (For example: Level 3 Award, Level 3 Certificate, Level 3 Diploma, Advanced Apprenticeship, Access to Higher Education, A level, AS level)
- Level 4** (For example: Award, Certificate or Diploma at Level 4, Higher Apprenticeship)
- Level 5** (For example: Award, Certificate, Diploma or NVQ at Level 5, Foundation Degree, Higher National Diploma (HND), Diploma of Higher Education (DipHE), Level 5 Apprenticeship)
- Level 6** (For example: Award, Certificate, Diploma or NVQ at Level 6, Degree Apprenticeship, Bachelor's Degree (BA or BSc), Graduate Certificate or Diploma)
- Level 7** (For example: Award, Certificate, Diploma or NVQ at Level 7, Integrated Master's Degree (MEng), Master's Degree (MA), Postgraduate Certificate and Diploma, Postgraduate Certificate in Education (PGCE) or Professional Graduate Diploma in Education (PGDE))
- Not taking a qualification, no level**
- I don't know**

Provider Code

Try to answer every question. If a question does not apply to you at all, choose the "Does not apply" option. (Some questions do not have this option.)

To answer the following questions please give each a score out of 10, where 0 is very dissatisfied and 10 is very satisfied.

- Very Dissatisfied Very Satisfied
- Q1** How satisfied or dissatisfied are you with the teaching or training provided by your training provider? 0 1 2 3 4 5 6 7 8 9 10
- Q2** How satisfied or dissatisfied are you with the level of knowledge and expertise of staff at your training provider? 0 1 2 3 4 5 6 7 8 9 10
- Q3** How satisfied or dissatisfied are you with the way staff at your training provider treat you? 0 1 2 3 4 5 6 7 8 9 10
- Q4** How satisfied or dissatisfied are you with the support provided by the training provider? 0 1 2 3 4 5 6 7 8 9 10 Does not apply
- Q5** How satisfied or dissatisfied are you that staff at your training provider respond to the views of learners? 0 1 2 3 4 5 6 7 8 9 10 Does not apply
- Q6** How satisfied or dissatisfied are you that the training is relevant to your career or job? 0 1 2 3 4 5 6 7 8 9 10



Department for Education

Learner Satisfaction Survey 2018 to 2019

Welcome to this short Learner Satisfaction Survey. Apprentices all over England are answering these questions. Your answers are very important. The Department for Education will use your answers to help inform future learners about different colleges and training providers.

Your completed survey will go to two survey companies - Ipsos MORI and RCU. Ipsos MORI and RCU will add your answers to the answers from other learners. They will send us, the Department for Education, the results. None of your lecturers, trainers or supervisors will see your answers.

The survey follows the rules of the Market Research Society. If you have any worries about the survey, you can contact the research company, Ipsos MORI at <http://fechoices.ipsos-mori.com/contactus>.

Ipsos MORI and RCU will keep your answers for no more than 18 months. If you want us to destroy your answers before then, please email us at SDE.SERVICEDESK@education.gov.uk.

You can read Ipsos MORI's Privacy Policy for this survey at: <https://ipsos.uk/learnersatisfaction>

If you are happy to take part in the survey, please carry on.

(a) What is your personal learner number?

(Please ask your training provider if you do not know it)

(b) First name

(c) Surname or family name

(d) Date of birth

(dd/mm/yy for example, 15/02/92)

/ /

Please answer the following questions with a tick or by marking **X** in the box.

(e) Are you writing in the answers yourself?

- Yes
- Yes, with someone helping me
- No, someone is writing in my answers for me



Version B

Very Dissatisfied

Very Satisfied

Q7 How satisfied or dissatisfied are you with the training provided by your employer? 0 1 2 3 4 5 6 7 8 9 10

Q8 How satisfied or dissatisfied are you with the way your employer supports you in your training? 0 1 2 3 4 5 6 7 8 9 10

Q9 How satisfied or dissatisfied are you that the apprenticeship is meeting your expectations? 0 1 2 3 4 5 6 7 8 9 10

Q10 How satisfied or dissatisfied are you that the apprenticeship is preparing you for what you want to do next? 0 1 2 3 4 5 6 7 8 9 10

Q11 How likely is it that you would recommend the training provider to friends or family?

- Extremely likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Extremely unlikely
- Does not apply

Q12 Which of the following do you think will apply when you have finished your apprenticeship? (Tick **all** that apply)

- I will be more likely to get the job I want
- I will progress at work
- I will be better at my job
- I will progress to another course or training programme
- I will benefit in other ways
- I do not think the apprenticeship will have helped me at all



Education and Training

Please answer the following questions with a tick or by marking in the box.

- Q11** How old are you? Under 19 19 to 24 25 or older
- Q12** What is your sex? Female Male Other Prefer not to say
- Q13** What is the highest level of qualification you are taking now?
- Entry Level 1, Entry Level 2 or Entry Level 3** (For example: Entry Level Award, Entry Level Certificate, Entry Level Diploma)
- Level 1** (For example: Level 1 Award, Level 1 Certificate, Level 1 Diploma)
- Level 2** (For example: Level 2 Award, Level 2 Certificate, Level 2 Diploma, Technical Certificate, Intermediate Apprenticeship, GCSE)
- Level 3** (For example: Level 3 Award, Level 3 Certificate, Level 3 Diploma, Advanced Apprenticeship, Access to Higher Education, A level, AS level)
- Level 4** (For example: Award, Certificate or Diploma at Level 4, Higher Apprenticeship)
- Level 5** (For example: Award, Certificate, Diploma or NVQ at Level 5, Foundation Degree, Higher National Diploma (HND), Diploma of Higher Education (DipHE), Level 5 Apprenticeship)
- Level 6** (For example: Award, Certificate, Diploma or NVQ at Level 6, Degree Apprenticeship, Bachelor's Degree (BA or BSc), Graduate Certificate or Diploma)
- Level 7** (For example: Award, Certificate, Diploma or NVQ at Level 7, Integrated Master's Degree (MEng), Master's Degree (MA), Postgraduate Certificate and Diploma, Postgraduate Certificate in Education (PGCE) or Professional Graduate Diploma in Education (PGDE))
- Not taking a qualification, no level**
- I don't know**



Learner Satisfaction Survey 2018 to 2019

Welcome to this short Learner Satisfaction Survey. Learners all over England are answering these questions. Your answers are very important. The Department for Education will use your answers to help inform future learners about different colleges and training providers.

Your completed survey will go to two survey companies - Ipsos MORI and RCU. Ipsos MORI and RCU will add your answers to the answers from other learners. They will send us, the Department for Education, the results. None of your lecturers, trainers or supervisors will see your answers.

The survey follows the rules of the Market Research Society. If you have any worries about the survey, you can contact the research company, Ipsos MORI at <http://fechoices.ipsos-mori.com/contactus>.

Ipsos MORI and RCU will keep your answers for no more than 18 months. If you want us to destroy your answers before then, please email us at SDE.SERVICEDESK@education.gov.uk.

You can read Ipsos MORI's Privacy Policy for this survey at: <https://ipsos.uk/learnersatisfaction>

If you are happy to take part in the survey, please carry on.

(a) What is your personal learner number?

(Please ask your college or training provider if you do not know it.)

(b) First name

(c) Surname or family name

(d) Date of birth

(dd/mm/yy for example, 15/02/92)

Please answer the following questions with a tick or by marking in the box.

(e) Are you writing in the answers yourself?

- Yes Yes, with someone helping me
 No, someone is writing in my answers for me



Version A

Provider Code

Try to answer every question. If a question does not apply to you at all, choose the "Does not apply" option. (Some questions do not have this option.)

To answer the following questions please give each a score out of 10, where 0 is very dissatisfied and 10 is very satisfied.

- Q1** How satisfied or dissatisfied are you with the teaching on your course or activity?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Very Satisfied
- Q2** How satisfied or dissatisfied are you with the way staff treat you?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Very Satisfied
- Q3** How satisfied or dissatisfied are you with the support you get on this course or activity?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Does not apply
- Q4** How satisfied or dissatisfied are you that staff respond to the views of learners?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Does not apply
- Q5** Overall, how satisfied or dissatisfied are you with the college or organisation that provides your learning?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Very Satisfied
- Q6** How satisfied or dissatisfied are you that the course or activity is meeting your expectations?
- Very Dissatisfied 0 1 2 3 4 5 6 7 8 9 10 Very Satisfied

Very Dissatisfied

Very Satisfied



- Q7** How satisfied or dissatisfied are you that the course or activity is preparing you for what you want to do next?
- 0 1 2 3 4 5 6 7 8 9 10

Q8 How likely is it that you would recommend the college or organisation that provides your learning to friends or family?

- Extremely likely
 Likely
 Neither likely nor unlikely
 Unlikely
 Extremely unlikely
 Does not apply

Q9 Which of the following do you think will apply when you have finished your course or activity? (Tick **all** that apply)

- I will be more likely to get the job I want
 I will be better at my job
 I will progress to another course or training programme
 I will benefit in other ways
 I do not think the course or activity will have helped me at all

Q10 What do you think will be the **main** outcome of taking the course or activity? (Tick **one** only)

- I will be more likely to get the job I want
 I will be better at my job
 I will progress to another course or training programme
 I will benefit in other ways
 I do not think the course or activity will have helped me at all



Annex 8: Learner Satisfaction Survey Guidance



Learner satisfaction survey guidance

November 2018

1. Learner Satisfaction Survey Guidance

Introduction

The learner satisfaction survey will run from **26 November 2018 to 3 May 2019**. We will publish information and guidance on [the relevant information pages](#) on our website and related articles in [Update](#), the ESFA's newsletter, throughout the survey period.

Colleges and other training organisations participating in the survey will need to visit the [Provider Extranet](#) regularly. Here we will provide regular updates on all aspects of the surveys, including near-live feedback to individual colleges and other training organisations on their response rates. To access this site you will need your UK Provider Reference Number (UKPRN) and your unique password. We have sent this information to your Head of organisation.

Learners funded through the Adult Education Budget and apprenticeship funding including learners on community learning and those in receipt of an Advanced Learner Loan are eligible to take part.

If you have any questions, please:

- Refer to the FAQs on the [Provider Extranet](#)
- Go to the [FE Choices information pages](#) on .GOV.UK
- Email the [service desk](#)

As a college or other training organisation, what do you need to do to participate in the survey?

1. **Check whether you are in scope for the learner satisfaction survey by consulting the [information pages](#) on .GOV.UK**
2. **Ensure learners know how to log on with their UKPRN and their personal learner reference number.**

Your learners and those of your subcontracted colleges and other training organisations can log into the survey by entering your provider reference number (UKPRN) and their personal learner reference number/ unique learner number, as entered on the individualised learner record (ILR).

Provider reference number (UKPRN)

- Please ensure that your learners have access to this information. It is important learners enter this number because it ensures that their responses are attributed to your organisation correctly.
- Learners cannot access the survey without the UKPRN.
- If you do not know your UKPRN, please visit the [UK Register of Learning Providers \(UKRLP\)](#) website, where you can access details. In the survey we refer to this as the 'number for your college or learning provider'.
- Distribute the number to any subcontractors that deliver in-scope learning on your behalf and ask them in turn to communicate this to any of your learners who are with them. If this learning is part of your in-scope provision, we will include it when we calculate the number of eligible learners for your organisation.

Learner reference number/ unique learner number

- Accurate unique learner numbers or learner reference numbers will increase the value of response breakdowns provided at the end of the survey.
- We use the unique learner number or learner reference number to confirm that the learner is in scope for the survey.

- It also protects you by ensuring that learners cannot enter duplicate submissions.
- If learners do not have their unique learner number easily available to them (for example, on their ID cards) please consider the best way to get this information to them in readiness for the survey.
- Some learners may not be familiar with the terminology or know that their unique learner number or personal learner reference number is their 'learner ID'. The unique learner number and personal reference number are both allocated to learners at enrolment, or shortly afterwards.
- Learners will still be able to complete the survey if they have lost or forgotten their learner reference number. However, if this happens for a high proportion of survey respondents, it will delay our ability to turn the survey results around quickly.
- Learners will complete the survey by following a link to the dedicated survey web page. You can distribute the link to them in emails, messages on your intranet, and letters or posters, depending on the approach that will get the best response.

3. To participate fully in the survey and ensure you gain a valid score, you need to visit the [Provider Extranet](#) regularly.

We send your Head of Organisation a web link, password and log-on. These details allow your organisation to check response rates to the online survey at any time during the survey period. We will update these figures daily, and inform you of your achieved responses and the extent to which your response pattern appears to represent your organisation.

The Provider Extranet also gives you the opportunity to provide contact details for staff that are involved in the survey. This will allow you to stay up-to-date with survey reporting.

Indicative reports and regular reporting

- We will share two indicative reports with you detailing your organisation's learner responses to the survey.
- These are based on all learners who take part in the survey and include separate feedback for learners taking apprenticeships and those in community learning.
- You will be able to see, for example, how different groups of learners are responding to each of the core questions, by age, gender and level of study.
- We ask learners to tell us the highest level of qualification they are taking. We use this information to give you near-live information on the profile of learners who have answered the survey. After the survey ends we check this information against the ILR and the Individual Student Record.
- The reports contain visually engaging charts and tables, which will allow you to easily identify key findings to help with planning your self-assessment.

We will issue the reports in late February to report the period up to 8 February 2019 and at the end of May to report right up to the end of the survey.

4. Consider the best way to give as many in-scope learners (ESFA-funded) as possible the opportunity to take part in the survey.

Plan to include all ESFA-funded learners, including those with learning difficulties and/or disabilities and those undertaking community learning programmes, including those taking English for Speakers of Other Languages (ESOL).

You will only get a score in the survey if the number of learners who respond is a sufficiently large and representative sample of all in-scope learners in your organisation during the entire survey period.

To determine your minimum sample size, estimate the number of in-scope learners you will have between **26 November 2018 and 3 May 2019** and use the online calculator, which is available on the [Provider Extranet](#).

Minimum sample size calculator

There will be a single sample size calculator, so all eligible learners, including your community learners, should be included in your 'learner population' to be entered into the calculator.

The minimum number needed to guarantee a valid score is based on the sample size required to give 95% confidence that the score is accurate to +/-3%. The calculator will help you to estimate this, but we encourage you to aim for a sample well above this minimum figure in case of invalid or duplicate responses. Enter the total number of in-scope learners you expect to have in the green box and the minimum required sample will appear in the yellow box.

To ensure that the minimum sample size is realistic for smaller colleges and other training organisations, we set a ceiling of 70% of in-scope learners and no training provider will need to exceed this percentage. Therefore, the minimum sample size generated by the calculator is based on either the 70% rule or 3% confidence interval, whichever is the smaller.

Census approach

We recommend that you aim for a census approach to the survey rather than a sampling approach and start the survey early to allow enough time.

By taking a census you will make sure that:

- You get enough valid responses to obtain a score
- Your responses are representative of your learner population with regard to age, gender and level of study

We will correct minor imbalances but reject samples if they are badly skewed (that is some learners' groupings are over- or under-represented). Only use the figure obtained through the calculator as a guide. We strongly encourage you to exceed this figure to ensure you achieve the minimum number of completed surveys.

We have devised a robust methodology for obtaining subject-level information using data recorded on the ILR and [learning aims search](#). This means that we will be able to identify a subject area for most respondents. Therefore, we encourage you to maximise the number of learners completing the survey. This will greatly increase your ability to analyse the survey findings at subject level.

5. Decide if it would be beneficial for some of your learners to complete the survey on smart phones, tables or other devices that have access to the internet.

- You can access the survey and complete it from any internet-enabled communication device.
- The survey will be available 24 hours a day from **26 November 2018 to 3 May 2019**
- Learners can complete it from any internet-linked computer, tablet or other smart phone.

- For more details, refer to the [learner satisfaction survey webpages](#) on .GOV.UK

6. Consider how you want to integrate the learner satisfaction survey with your own survey processes.

If you want learners to complete one of your own surveys after the learner satisfaction survey, you may want to use the 'hyper-link-embedded method'. For more details, read the 'Guidance on hyperlink-embedded method for linking the learner satisfaction survey with your college or provider survey' which is available on the [learner satisfaction webpages](#) of GOV.UK.

It is important that you follow this guidance. The advantage of the 'hyperlink-embedded method' is that it works from any starting point where you may want to embed the hyperlink – such a Word document, an email or your intranet homepage.

7. Decide when to administer the survey during the survey window of 26 November to 3 May 2019.

You can decide how you administer the survey throughout this period. It will be possible for learners to log on at any time of the day, and from any location and any internet-linked device, as long as they have their provider's UKPRN and personal learner reference number. All learners in learning during the survey period are entitled to take part, including those whose learning programmes end in or before December 2018.

8. Decide if you need to apply for permission to use some paper surveys.

In exceptional circumstances you can apply to use paper surveys. For example, some learners may find it impossible to complete the survey online during the survey period. If this is the case for some of your learners and you wish to apply for paper surveys, follow the link on the [Provider Extranet](#).

You have the option of receiving course-level feedback from online survey responses but we cannot offer this facility for paper surveys.

Please note the following:

- If you wish to use paper-based surveys you must apply by **10 December 2018**. We expect colleges and other training organisations that do not make an application by this date to use the online survey.
- The paper-based survey window ends earlier than the online survey and the final day is **5 April 2019**.
- All paper surveys must be completed by a learner or by someone with a learner support role if the learner have learning difficulties and/or disabilities.
- It is not acceptable for staff to interview learners or summarise views obtained in other ways.
- Couriers will collect all responses from colleges and other training organisations on **9 April 2019**.
- We will only include responses collected at that time in the response calculation.

9. Sell the benefits of the survey.

Evidence suggests that learners will respond better to the survey if they understand its importance and see it as part of their entitlement as a learner.

Consider the best way to publicise the survey at an early stage, so that learners see it as an opportunity to share their views, rather than an obligation.

We also recommend that you let learners know how easy it is to complete the survey. The survey is very short, taking only a few minutes for most learners to complete.

10. Providing help for learners to complete the survey.

- Wherever possible, we have designed the questions to apply to all learners in the learning context they have selected (that is, on a course, a learning programme or a training programme).
- If a learner feels that a particular question does not apply to them at all, they can select 'This does not apply to me' and then complete the rest of the survey. We expect these occurrences to be very rare.
- We have also made the questions as clear as possible.
- However, some learners will need help to complete the survey. Use your professional judgement to ensure that any help you provide has the most neutral effect possible on the answers the learners give. If you are helping learners to complete the survey on their behalf, the survey allows you to record the fact by indicating it in their responses.
- Some learners may ask what a question means. Learners across England complete the questionnaires in a wide variety of

learning contexts and we need to avoid any distortion that might result from different explanations. If learners do not understand a word or phrase in a question, please only give them dictionary definitions of terms. For example, if a learner asks what the word 'advice' means, it is acceptable to say 'advice means information and explanations given to help you decide about something'. However, it is unacceptable to give examples of specific advice sessions that the learners might have received from your organisation, since this could influence their response.

- Encouraging learners to reflect in their answers anything other than their genuine perception of their experiences is not acceptable. We will take seriously any allegations of inappropriate actions to influence the outcomes of the survey
- We have tested the questions with learners who undertake ESOL programmes and believe that most learners with a learning level of Entry 3 or above will be able to complete the online survey unaided

11. Provide support for learners with learning difficulties and/or disabilities and those undertaking programmes in ESOL.

Feedback from previous surveys has revealed a number of approaches that may help to support learners with learning difficulties or disabilities, and that will allow learners to give their views without you influencing those views. For example:

- Plan ahead and build discussion on the survey into curriculum discussions
- Discuss the views of learners with learning difficulties and/or disabilities daily or weekly, and log these in a diary
- Use learner support staff to help learners complete surveys

- Remind learners that they have access to a response scale, which features icons of 'smiley' and 'sad' faces to indicate satisfaction or dissatisfaction.

Participation in the survey is optional for learners, but you should make every attempt to ensure that learners have the opportunity to take part.

Use your discretion when deciding whether to survey learners with learning difficulties and/or disabilities and whether to include learners who would be distressed, or for whom the survey would be inappropriate.

You will need to make provision for learners to opt out any stage during the survey process and ensure that you do not contact these learners again about the survey.

If you expect your exclusion of learners to have a significant impact on the number of learners undertaking the survey and your ability to achieve sufficient sample size, please email the [Service Desk](#) mail box by **4 February 2019**. Let us know how many learners you are not including. This will ensure that we can take this into account when judging your minimum sample size. The version of the survey for learners in a classroom-based setting is shared below for reference.

How satisfied or dissatisfied are you with the teaching on your course or activity?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How satisfied or dissatisfied are you with the way staff treat you?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How satisfied or dissatisfied are you with the support you get on this course or activity?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How satisfied or dissatisfied are you that staff respond to the views of learners?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

Page 14

Overall, how satisfied or dissatisfied are you with the college or organisation that provides your learning?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How satisfied or dissatisfied are you that the course or activity is meeting your expectations?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How satisfied or dissatisfied are you that the course or activity is preparing you for what you want to do next?

Very dissatisfied

Very satisfied

0 1 2 3 4 5 6 7 8 9 10

How likely is it that you would recommend the college or organisation that provides your learning to friends or family?

Extremely likely

Likely

Neither likely nor unlikely

Unlikely

Extremely unlikely

Does not apply

Page 18

Which of the following do you think will apply when you have finished your course or activity?

(Tick **all** that apply.)

I will be more likely to get the job I want

I will be better at my job

I will progress to another course or training programme

I will benefit in other ways

I do not think the course or activity will have helped me at all

What do you think will be the main outcome of taking the course or activity?

(Tick **one** only.)

- I will be more likely to get the job I want
- I will be better at my job
- I will progress to another course or training programme
- I will benefit in other ways
- I do not think the course or activity will have helped me at all



Department
for Education

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