

**Learners' Satisfaction with Work Based Learning 2005**

Research Report

prepared for

**Learning and Skills Council Devon and Cornwall**

by

**IFF Research Ltd**

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## Learners' satisfaction with Work Based Learning 2005

Research report prepared for **LSC Devon and Cornwall** by **IFF Research Ltd**

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### **1 Introduction**

- 1.1 The national office of the LSC has carried out three annual learner satisfaction surveys, each including a sample of work-based learners (WBLs) as well as those in Further Education (FE). For the latest national study in 2003/4<sup>1</sup> a sample of 6,111 work-based learners were interviewed. While providing for a high degree of reliability at national and regional level, this does not allow reliable disaggregation at local level.
- 1.2 To enable more reliable local level analysis for Devon and Cornwall to be undertaken, IFF Research was commissioned by the Learning and Skills Council Devon and Cornwall (LSCDC) to carry out a quantitative survey of learners on Work Based Learning programmes to assess levels of satisfaction and to see ways in which satisfaction could be improved. This survey was the third such survey carried out by LSCDC.
- 1.3 The 2005 survey was almost identical in approach and method to that carried out by IFF in 2004 for LSCDC, and hence enables a good assessment of the extent to which progress has been made over time. The most significant change between the two surveys was the switch from a 5 to a 7-point satisfaction scale to bring the local survey in line with the national learner survey. The questionnaire for the current survey is appended.

#### **Research objectives**

- 1.4 The key objectives of the research were to establish satisfaction levels of learners on WBL programmes and to assess the extent of progress made since the last local survey carried out in 2004. The study also sought to identify possible areas for improvement, and to measure the extent to which the target set for providers of an 85% level of satisfaction among learners had been met.

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<sup>1</sup> National Learner Satisfaction Survey 2003-04, Learning and Skills Council March 2005

1.5 More specifically the research objectives were to:

- Determine the level of overall satisfaction amongst current WBL learners and recent leavers
- Establish satisfaction with various key elements within the programme at the pre-programme stage, during the learning and when leaving
- Identify any differences by such variables as:
  - level and programme type: Advanced Apprenticeships (formerly Advanced Modern Apprenticeships or AMAs), Apprenticeships (formerly Foundation Modern Apprenticeships or FMAs), NVQ training and Entry to Employment (E2E);
  - frameworked and non-frameworked options;
  - area of learning;
  - learner status ('employed' or 'trainee' status); and
  - demographic factors (age, sex etc).

### **Methodology**

1.6 A total of 1,250 interviews were conducted with learners who were studying on Work Based Learning programmes between July 2003 and July 2004. Fieldwork took place from March to early April 2005, with interviews being conducted by telephone using Computer Assisted Telephone Interviewing (CATI). At the time of interview, the majority were still on their learning programme, though those who had already completed and those who had left before completion were included in the study.

1.7 The sample for the survey was provided by LSCDC. Rather than interviewing a random cross-section of WBL learners, quotas were set to ensure good representation of key learner types. The quota variables used were as follows:

- Age
- Sex
- Employment status
- Area of learning (i.e. subject area)
- Programme type (Advanced Apprenticeship, Apprenticeship, NVQ training or Entry to Employment (E2E))
- Learning status (whether a current learner, Early Leaver or completer)

1.8 The profile of the 1,250 achieved interviews was as follows.

<b>Table 1.1: Profile of the achieved interviews</b>	
Apprenticeship	471
Advanced Apprenticeship	449
E2E	193
NVQ	137
Male	706
Female	544
16-18	807
19 plus	443
Employed status	836
Not employed status / not known	412
Left and completed	302
Left early	168
Still on programme	780
Engineering	223
Business admin	190
Health	159
Construction	119
Hair	100
Land based	93
Retailing	80
Hospitality	67
Other (IT arts, humanities) or not known	26
<i>NB subject breakdown does not include E2E</i>	

1.9 At the analysis stage, results were weighted (grossed up) to the full population of WBLs in Devon and Cornwall (a total of some 17,300 learners) by age and sex *within* programme type.

## 2 Management summary

2.1 Overall satisfaction with Work Based Learning (WBL) programmes is high. Nine in ten learners (91%) are / were satisfied with their learning programme. This is almost identical to the 2004 and 2002 results for Devon and Cornwall, and the 2003/4 National Learner Satisfaction Survey (which all showed 90% of WBLs satisfied). Hence the 85% benchmark satisfaction figure set by Devon and Cornwall LSC for its WBL providers has been exceeded.

### Overall satisfaction

2.2 Overall satisfaction varied little by programme type (90% to 92% on each programme type). There was more variation in the proportion *extremely* or *very* satisfied and on this measure, the following groups are more satisfied:

- NVQ learners (70% *extremely or very satisfied*)
- Female learners (70% versus 63% among men)
- Those whose area of learning was Business (76%; it was lowest for those on Construction (58%) and Engineering (59%)).

2.3 In 2004, E2E learners were somewhat less satisfied than other WBLs; this was not the case in 2005, and suggests the experiences and views of this group now match those of WBLs as a whole.

2.4 Among those who said the training programme generally ran behind schedule (11% of all learners) or that all elements were behind schedule (6% of all learners), as many as one in five were dissatisfied overall (22%, a figure which compares to 6% among all learners). This relationship between the programme running to schedule and overall satisfaction illustrates the importance of adherence to this element.

2.5 The vast majority (89%) said they would recommend the programme to a friend, no significant change from 2004 and 2002 (each 90%). The figure was lower among E2E learners (83%), as it was in 2004, though clearly still the majority are positive about their experience. Even among Early Leavers, 70% would recommend the programme, indicating that non-completion is often not to do with dissatisfaction. Again the importance of things running to schedule can be seen in the fact that of those who felt all elements of training were behind schedule (6% of learners) only slightly over half (55%) said they would recommend the programme.

- 2.6 Overwhelmingly, the part of the training learners enjoyed most was that taking place at the workplace (67%), and aspects described as contributing to their satisfaction often concentrated on the practical elements of the programme and gaining new skills.
- 2.7 The majority of learners (52%) were unable spontaneously to think of any aspect that had dissatisfied them about the programme. The following aspects were each mentioned by between 3% and 5% of respondents: poor organisation of the programme, pay, the training provider or college, too little contact with the training provider / college, too much written work (and not enough practical work), travel problems in getting to college / workplace, a lack of resources at the college / provider and the programme being too slow / not challenging enough.

### **Pre and start of programme**

- 2.8 The majority of those interviewed (64%) felt they had the right amount of information to make a balanced decision about joining the programme. Most of the remainder replied that they did not need any such information as they already knew what they wanted to do (25% overall), so relatively few felt they had too much information (3%) or too little (8%). E2E learners were the most likely to feel they got either too much (5%) or too little information (10%), though still clearly the vast majority felt they got the right amount of information or did not feel they needed any.
- 2.9 One positive change since 2004 in the provision of information for learners pre-programme has occurred among NVQ learners. In 2004, 12% of NVQ learners felt they got too little information before the programme started; in the 2005 survey this had fallen to 4%.
- 2.10 Overall, results on information pre-programme were little changed from 2004, and consistent with 2004 the balance of opinion was towards needing more rather than less information.
- 2.11 The vast majority of learners got onto their first choice of training programme (91%, exactly the proportion found in the 2004 DCLSC study).
- 2.12 Four in five (79%) learners underwent an initial assessment examining their existing skills by testing them or talking with them about their skills and ambitions. This was slightly higher among E2E learners (87%).



- 2.13 Nearly all (89%) felt they had a full or very good understanding of what their training would entail. The key area where more or better explanation about the programme was felt to be needed centred on assignments and coursework; indeed almost half of those who said they had less than full understanding (representing over a fifth of all learners) felt information about this area of their training could have been improved.
- 2.14 Over nine in ten (92%) were satisfied overall with the initial process at the outset of the programme, exactly the same proportion satisfied as in 2004.

### **Views of the workplace and supervisor**

- 2.15 Overall, 89% of learners spent part of their training with an employer. Even among E2E learners more than half (57%) spent time with an employer.
- 2.16 Learners were very positive about the time spent with an employer: the vast majority (95% plus) of learners were made to feel welcome in the workplace, learnt during their training during their time with the employer, were comfortable asking advice of others when their supervisor was absent and had the opportunity to put into practice skills learnt in training in the workplace.
- 2.17 Overall satisfaction with workplace supervisors is high, with 92% satisfied (compared with 89% in 2004) and almost three in five (68%) *extremely or very* satisfied.
- 2.18 Nearly all learners (90% plus) could easily get hold of their supervisors when they needed to and if the supervisor was absent nearly everyone felt able to speak to others in the workplace. It is also very encouraging that supervisors were felt to be approachable, and that they took an interest in the trainees. Although one in twenty (6%) did not have a discussion with their supervisor about their learning plan to assess their progress, there has been a marked improvement since 2004 when 15% said this had not happened.
- 2.19 A possible area for improvement is liaison between the supervisor and the provider. Close to one in ten (9%) feel that their supervisor does / did not liaise with the training provider contact (10% in 2004).

2.20 With such positive views of workplace experiences overall, there was little scope for variation by programme type. There were some differences by area of learning on some measures (though base sizes mean these should be treated as indicative). In particular:

- Those training in Hair were less successfully integrated with other members of staff: 11% did not feel they were treated like other members of staff (comparative figures in Retailing and Hospitality were 3% and 2%). This was also an issue in Hair in 2004.
- Those studying Retail were less likely to feel that they got the opportunity to use the skills they learnt during their training while at work (9% disagreed that they had this opportunity versus 4% overall). Retail learners also felt they had less opportunity to develop new skills (7% disagreed that they had this opportunity against 4% overall).

2.21 Over four in five were happy with the frequency of informal and formal feedback from supervisors. For example, 82% were happy with the amount of formal feedback they received, an improvement compared with 2004 (77%). This reflects the fact that more were getting formal feedback weekly or more often (33% versus 25% in 2004). Overall, 17% would have liked more formal feedback from their supervisors and 11% would have liked informal feedback more frequently.

### **Training provider contact**

2.22 Satisfaction with their training provider contact has stayed consistent with 2004 and remains high with nine in ten (90%) satisfied with this aspect of their programme.

2.23 That said, one in six (16%) had made a complaint to their training provider contact, a very similar proportion to the 18% who had made a complaint to their supervisor. This was higher among some areas of learning than others, most notably in Hair (28%), Engineering (24%) and Construction (20%). By comparison, in Retailing only 7% had made a complaint to their training provider contact. Almost two in five of those who complained to their training providers felt that their complaint had not been resolved satisfactorily (39%), a higher figure than that for workplace supervisors (31%). Last year's report highlighted this as an area requiring some attention and this is still the case.

2.24 Around four in five were happy with the frequency of training provider visits in the first 3 months and then subsequently, a similar though slightly higher proportion than in 2004. Training provider contacts were generally viewed very positively, with most feeling that they offered useful advice and support (90%), that they were sympathetic and understood their concerns (89%) and that they were easy to get hold of (86%). Nevertheless, one in eight (12%) thought the provider contact was not easy to get hold of (a significant increase from the 2004 figure of 9%).

### **Completion & Early Leaving**

2.25 For most leavers (ie completers and early leavers) the outcome was positive, most commonly an employment option. Half stayed with their workplace employer having finished their programme (50%, up from 38% in 2004), a further quarter (27%) got a full-time job elsewhere and a relatively small proportion took a part-time job with another employer (5%). Around one in twelve stayed in education or undertook further learning / training (8%). Fewer left to become unemployed in 2005 than 2004 (7% versus 13%).

2.26 There were very large differences by programme among leavers. Advanced Apprentices were particularly likely to stay on with the employer (75%), though the figure was also relatively high for those leaving NVQ and Apprenticeship programmes (62% and 50% respectively). Overall, approximately 90% of NVQ and Advanced Apprenticeship leavers stayed on with their employer or took a full-time job elsewhere. Among Apprenticeship learners the figure was 80%.

2.27 E2E learners were the most likely to enter further learning (19% of E2E leavers did so), though the most common outcomes among these learners were getting a full-time job with a new employer (33%) or becoming unemployed (24%).

2.28 Three in five completers (63%) discussed their future options with their provider or employer. Even so, many completers did not get the advice they needed or wanted on leaving their programme. Of those that did not have such a talk a third said they would have liked to have discussed their options with someone, a figure representing 13% of all completers.

2.29 The majority of completers (77%) received some form of recognition for completing their programme. Moreover, this year there were no wide variations by programme type in this respect, which was not the case in 2004 when over three in five (62%) of E2E completers had **not** received

any recognition at all since finishing. This time only 20% had **not** received any recognition.

- 2.30 Overall, 13% of our sample of learners left their programme before completing it. This varied widely by programme type and was as high as 35% on E2E provision and as low as 5% among NVQ learners. Put another way:
- 57% of E2E *leavers* were Early Leavers
  - 29% of Apprenticeship leavers were Early Leavers
  - 28% of Advanced Apprenticeship leavers were Early Leavers
  - Only 14% of NVQ leavers were Early Leavers (some caution is needed because of low base sizes)
- 2.31 Clearly, consideration should be given to actions for reducing early leaving from E2E programmes.
- 2.32 Most early leaving was the decision of the learner, based on not liking the programme (19%), not feeling suited to it (18%) or getting (another) job (14%), though a fair proportion were laid off or sacked (9%). Half (46%) did not think anything could have been done to prevent their non-completion. Most of these factors are outside the direct control of DCLSC (better pay, their not being sacked or made redundant and learners having health problems).
- 2.33 As in 2004, half of Early Leavers (53%) would go back on the programme given the opportunity, which indicates that they have not been 'lost' to learning, and that contact should be kept up with Early Leavers to see what can be done to get them back into learning.

### 3 The profile of learners

- 3.1 This short section looks at the profile of the WBLs interviewed. Results here and throughout the report are based on weighted data, although the tables and charts show unweighted base sizes in order to indicate the number of interviews on which the responses are based.
- 3.2 By programme type learners on Apprenticeships make up exactly half the total number of WBLs across Devon and Cornwall. Almost a third (29%) are / were undertaking Advanced Apprenticeships. The remainder split relatively evenly between E2E learners (12%) and those on NVQ training (10%). The pattern is similar to that found in 2004, though at that time more were doing NVQ training than E2E.

	2005	2004
<i>Base: all</i>	1,250 %	1,250 %
Apprenticeship	50	50
Advanced Apprenticeship	29	29
E2E	12	8
NVQ training	10	14

- 3.3 Most learners (61%) were still on their programme at the time of the interview. A quarter (26%) had completed their programme. The remaining 13% were Early Leavers, a slightly lower figure than that of 2004 (15%), though the difference is not statistically significant. As in 2004, and reflecting the shorter typical length of this provision, E2E learners were less likely than other learners to still be on provision (38%), indeed as many as a third of the E2E learners we spoke to (35%) had left their learning without completing. It is relatively encouraging, though, that the ratio of Early Leavers to completers is slightly lower in 2005 than it was in 2004 (1.3 Early Leavers for every completer on E2E in 2005 compared with 1.5 in 2004).
- 3.4 Overall, more than two thirds of learners (70%) had employed status. This ranged from almost all doing Advanced Apprenticeships (99%), to 84% of NVQ learners, 68% of those doing Apprenticeships and virtually no E2Es (1%).

- 3.5 Broadly speaking, the sample splits roughly evenly by sex and between those under 19 and 19 plus, with a slight bias towards men and those aged 19 plus. There are quite marked differences by programme type as shown below. NVQ learners show a male bias (62%), while Advanced Apprentices are more likely to be male than female (63% v 37%).

<b>Table 3.2: Sex, age and ethnicity of learners</b>					
	Total	Advanced Apprenticeship	Apprenticeship	NVQ	E2E
<i>Base: all</i>	1,250	449	471	137	193
	%	%	%	%	%
Male	55	63	46	62	66
Female	45	37	54	38	34
16-18	44	20	48	33	94
19 plus	56	80	52	67	6
White	99	99	100	99	99

## 4 Pre-programme

4.1 In this section, we examine:

- Where WBLs heard about the programme
- Whether they got advice about careers, who provided this advice and how they rated it
- Whether WBLs had enough information to make a balanced decision
- Whether the programme was their first choice.

### How heard about the programme

4.2 The following table shows how WBLs heard about their training programme, listing those sources mentioned by 5% or more of the sample.

<b>Table 4.1: How heard about their training programme (prompted)</b>		
	<i>2005</i>	<i>2004</i>
<i>Base: all learners</i>	<i>1.250</i>	<i>1.250</i>
	%	%
Employer / work	43	36
Word of mouth	22	27
Connexions	21	29
Training provider	12	13
Careers teacher at school / college	11	15
Job centres / Employment service	8	7
Talk at school / college	8	11
Local press	6	9
Leaflets	6	9
Subject teacher at school / college	5	6
Form teacher	5	7

- 4.3 Learners heard about their training through a wide variety of means. As in 2004, the three most common ways were through their employer or work (43%), word of mouth (22%) or through Connexions (21%). Less common, though still a source for over one in ten, were careers teachers at school or college and training providers. Compared with 2004, more in 2005 mentioned employers, and fewer word of mouth or the Connexions Service.
- 4.4 There were some significant differences by programme type, and to a lesser extent by age. For E2E learners by far the key means of hearing about their programme was through the Connexions Service (62%). Connexions was also the most common source for young learners generally (35% among those aged 16-18). For older learners, employed-status learners and those on apprenticeship or NVQ programmes, employers / work played a much greater role, with around half of these learners having heard about their programme in this way.
- 4.5 The LSC was a source of information for 3% of learners (the figure was 4% in 2004).

#### **Advice and guidance about careers**

- 4.6 When the learners were questioned about people or organisations from whom they had received careers advice or guidance prior to starting their training, the range of their responses was similar to that elicited by the question asking how they heard about their training programme. The main difference was a greater role for family and friends (parents in particular). Almost two in five (38%) discussed their career with their parents before going on the programme; only employers were consulted more frequently (by 45%). Around one in ten (11%) said that on deciding on their future career they did not receive any advice/guidance, but made the decision completely on their own.
- 4.7 Results are summarised in the second column of Table 4.2. The general conclusions are:
- That most young people have discussions about their careers before starting their WBL
  - This advice and guidance comes from a mix of formal and informal sources
  - Most receive advice and guidance from a number of sources.



- 4.8 Looking at differences by programme type and age, learners' responses concerning careers advice again mirrored the means by which they first heard of their training programme: younger learners and E2E learners were more likely to receive careers advice from Connexions (45% and 72% respectively), while older learners and those doing NVQs were more likely to get such advice from their employer.
- 4.9 Respondents were asked to rate the careers advice given on a scale of 1 to 10, with 10 being excellent and 1 being very poor. Ratings for all sources were high, with mean scores generally between 7 and 8 out of a possible 10. Results are summarised in the following table, which shows the proportion of WBLs having careers advice and guidance with each source, the mean score rating out of 10 and in the final column the proportion using each source who gave a score of 8, 9 or 10 out of a possible 10. 2004 results are given in brackets.

<b>Table 4.2: Sources used for careers advice and guidance pre-training and rating of the quality of this advice (2004 results in brackets)</b>			
	% using that source	Mean score rating among users 1-10 (10 excellent)	% using each source giving a rating of 8–10 / 10
Employer	45% (48%)	8.0 (7.9)	70% (68%)
Parents	38% (49%)	8.0 (7.7)	68% (62%)
Connexions Advisor	29% (39%)	8.0 (7.7)	67% (62%)
Training provider	24% (32%)	7.9 (7.9)	66% (68%)
Friends	21% (31%)	7.0 (6.8)	45% (39%)
Careers teacher	21% (30%)	7.4 (7.3)	53% (50%)
Subject teacher	12% (20%)	7.0 (7.0)	43% (44%)
Form teacher	12% (18%)	6.8 (6.9)	43% (43%)
Brothers / sisters	10% (13%)	7.3 (7.2)	50% (49%)
None	11% (9%)	n/a	n/a

4.10 It is clearly encouraging that the most frequently used sources of careers assistance are the ones viewed most positively, namely employers, parents, Connexions and training providers. Given that all the sources are rated highly, the general conclusion must be that learners should be encouraged to discuss their careers with as wide a range of people and organisations as possible. From the schools' perspective, one source of encouragement is that careers teachers are rated more positively than subject or form teachers, indicating that their specialist knowledge is recognised and valued.

4.11 Two points stand out when comparing 2005 with 2004 results:

- Fewer learners had used each source for advice compared with 2004
- Ratings for the usefulness of each source used for careers advice or guidance are almost unchanged from 2004.

### **Decisions about their programme**

4.12 The majority of those interviewed (64%) felt they had the right amount of information to make a balanced decision about joining the programme. Most of the remainder replied that they did not need any such information as they already knew what they wanted to do (25% overall), so relatively few felt they had too much information (3%) or too little (8%). Results are little changed from 2004 when 2% felt they had too much information and 9% too little. Consistent with 2004, the balance of opinion was towards needing more rather than less information.

4.13 Differences by programme type were relatively slight. Results are summarised in the following table – horizontal percentages are shown and these should be read across the page.

<b>Table 4.3: Whether had right amount of information pre-programme</b>				
<i>Base: all (1,250)</i>		Right amount or information not needed	Too little	Too much
<i>Horizontal %s</i>				
Total	%	89	8	3
Apprenticeship	%	88	8	3
Advanced Apprenticeship	%	89	9	2
NVQ	%	94	4	3
E2E	%	85	10	5
Early leaver	%	79	15	6

4.14 E2E learners were the most likely to feel they got either too much (5%) or too little information (10%), though still clearly the vast majority felt they got the right amount of information or did not feel they needed any (85%). Early Leavers were more likely than average to feel extra information pre-programme would have helped (15% - a slight fall from the 18% figure in both the 2004 and 2002 studies).

4.15 One positive change since 2004 in the provision of information for learners pre-programme has occurred among NVQ learners. In 2004 12% of NVQ learners felt they got too little information before the programme started. In the 2005 survey this had fallen to 4%.

4.16 The vast majority of learners got onto their first choice of training programme (91%, exactly the proportion found in the 2004 DCLSC study). As in 2004, the following groups were all more likely than average to say they did not get their first choice: E2E learners (14% compared with 9% overall), Early Leavers (13%) and those doing programmes in hair (13%).

- 4.17 For a quarter (26%), the reason why their first choice had not been possible was because they could not get onto their preferred option (with 7% adding they did not get the required grades); a further 16% said their first choice simply was not available and one in five had tried their first choice and switched because they had not enjoyed it. Some learners who did not get their first choice, particularly E2E learners, wanted to get a job rather than start a training programme (8% overall, 13% among E2E learners).
- 4.18 As to what their first preferences had been, base sizes are insufficient to draw definitive conclusions. There are indications though that a fairly large proportion of Apprentice learners would rather have done 'straight' NVQ training (40% of the 44 respondents). Among E2E learners not getting their first choice (28 respondents), a quarter would have preferred NVQ training, a fifth an apprenticeship and around one in seven full-time employment.

## 5 The start of the programme

5.1 This section covers:

- Whether the training was undertaken through an employer, a private training provider or an FE college
- Whether they had received an initial assessment and whether this was used to shape their training programme
- How much they understood what was to be involved in the training
- Which areas, if any, needed better explanation
- Overall satisfaction with the way the initial phase of the programme was handled.

### How the training is / was undertaken

5.2 Most learners (61%) undertook their training through an employer. A third (34%) did it through an FE college and a fifth (20%) through a private training provider. (Some respondents operated through more than one channel.) Results vary very widely by programme type, which is illustrated in the following table, with 2004 figures in brackets.

<b>Table 5.1: Whether training undertaken through employer, private provider or FE college</b>					
	Total	Apprenticeship	Advanced Apprenticeship	NVQ	E2E
<i>Base: all</i>	1,250 %	471 %	449 %	137 %	193 %
Employer	61 (60)	67 (63)	67 (64)	55 (60)	25 (22)
FE College	34 (31)	30 (30)	33 (30)	37 (32)	52 (44)
Private training provider	20 (20)	19 (17)	18 (23)	22 (13)	32 (37)

5.3 The majority of Apprenticeship, Advanced Apprenticeship and NVQ learners undertook their training through an employer. Of the three, NVQ learners were relatively more likely to be training through an FE college.

5.4 Compared with the other WBL programmes, E2E clearly has a very different mode of learning. The majority of E2E learners undertook their learning through an FE college (52%) and as many as a third (32%) did so through a private training provider.

- 5.5 Broadly, the situation in 2005 is close to that reported in 2004, though there has been a relative move towards NVQ learning through private training providers and FE colleges, and away from employers; and more E2E learning undertaken with FE colleges.

### Satisfaction with the initial assessment and process

- 5.6 Four in five (79%) learners underwent an initial assessment examining their existing skills by testing them or talking with them about their skills and ambitions.
- 5.7 The wording of the question changed between 2004 and 2005, hence direct comparisons are not possible. In 2002 and 2004 learners were asked whether they had an initial assessment to find out what they needed in their training programme: in both years just under two in three (64%) indicated that they had such an initial assessment.

<b>Table 5.2: Whether had initial assessment to find out their skills and ambitions</b>	
<i>Base: all learners</i>	1,250
	%
Advanced Apprenticeships	80
Apprenticeships	77
E2E	87
NVQ training	80
<i>Training undertaken through:</i>	
Employer	74
FE college	87
Private training provider	93

- 5.8 The likelihood of having an initial assessment varied relatively little by programme type, though was highest for E2E (87%) and lowest among those doing Apprenticeships (77%). The results presented on Table 5.2 indicate that those receiving their training through an employer are less likely than average to be having an initial assessment (74% in contrast to 93% of learners studying through a private training provider).
- 5.9 There was some variation by area of learning. Learners doing Engineering or Hair were more likely than average to undergo an initial assessment (89% in both cases) whilst those doing Retail were the least likely (71%).
- 5.10 In most cases where an initial assessment took place, learners felt the information was used to shape their training programme (75%). Hence overall 60% of all trainees had an assessment which they felt was used to shape their training programme.
- 5.11 It is very encouraging that the vast majority of learners (94%) were happy with their learning plan. Given this high level of contentment with their learning plans it is no surprise that the vast majority of learners appeared to have a clear understanding of what would be involved in their training, indeed over half (55%) felt they understood it fully. Only 1% felt they had not really understood it at all.
- 5.12 The following table shows findings by programme type with 2004 figures in brackets.

<b>Table 5.3: Degree of understanding about what the training would involve</b>					
	Total	Apprenticeship	Advanced Apprenticeship	NVQ	E2E
<i>Base: all</i>	1,250 %	471 %	449 %	137 %	193 %
Full understanding	55 (54)	53 (55)	55 (56)	61 (47)	61 (60)
Broad understanding: 1 or 2 areas not clear	39 (40)	40 (39)	38 (39)	38 (44)	36 (32)
Broad understanding but many areas unclear	5 (5)	6 (4)	6 (4)	2 (7)	2 (5)
I did not understand any of it	1 (1)	1 (1)	2 (1)	* (1)	1 (3)

- 5.13 There was relatively little difference by programme type, though E2E and NVQ learners were slightly more likely than average to say they fully understood what would be involved (each 61%).

5.14 In last year's report it was noted that:

*"NVQ learners were relatively the least likely to understand fully what they were letting themselves in for, and perhaps more work is required with these learners."*

Clearly results this year indicate that improvements have been made in this area: this year 61% of NVQ learners said they fully understood what their training would involve compared to 47% in 2004.

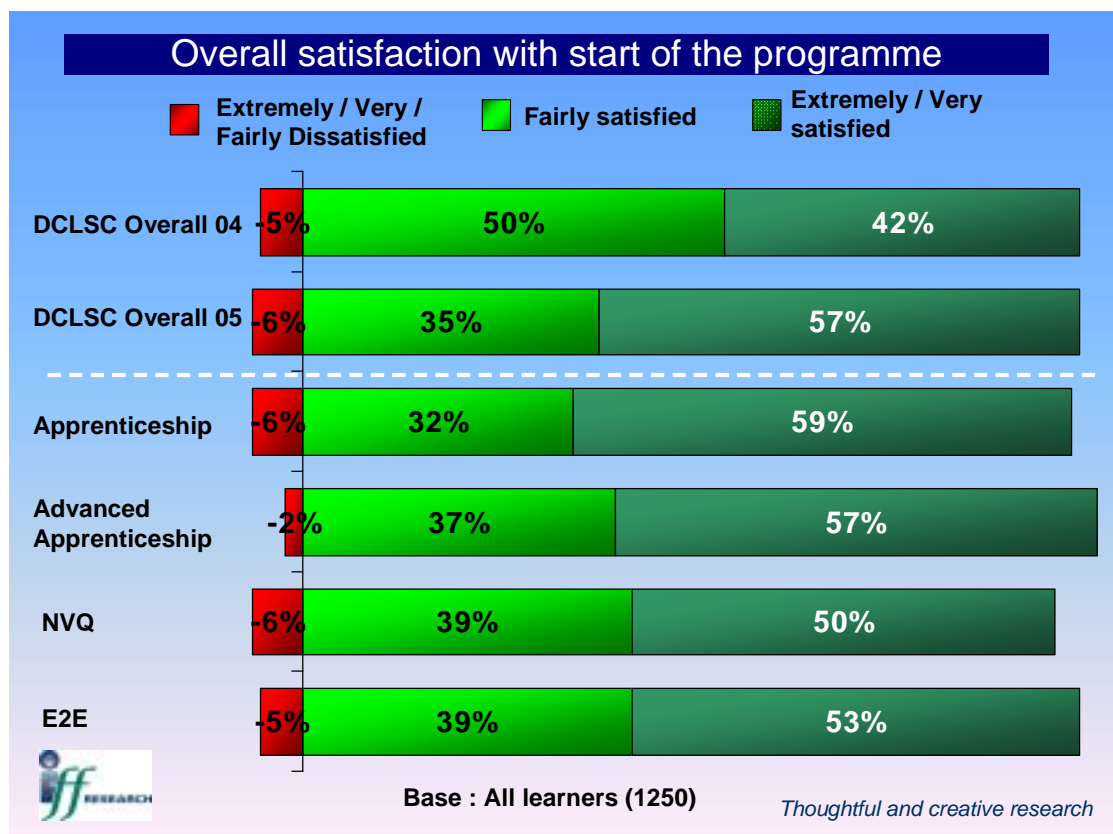
5.15 The key area where more or better explanation about the programme was felt to be needed centred on assignments and coursework, indeed almost half of those who said they had less than full understanding (representing over a fifth of all learners) felt information about this area of their training could have been improved. The main areas mentioned were as follows (figures based on the percentage this represents of all learners):

- More on assignments and coursework (22% of all learners, though much lower among E2E learners, at 10%), especially the amount and nature of this aspect of their programme
- More on the programme structure (5%). One specific area of interest is the balance between theoretical and practical aspects (something which 2% of all learners felt could have been better explained). Others also felt more could have been said about Key Skills (2% of all learners)
- More on what to do when the programme is completed (4%, this an issue for 8% of all E2E learners)
- The amount and nature of the theoretical work (2%)
- Employee rights (1%, something of most importance to Apprenticeship learners, among whom 2.4% felt a better explanation was required)

5.16 Notwithstanding the existence of areas where information could have been better communicated, overall the vast majority of learners (92%) were satisfied with the initial process for the start of their programme. This exactly matches the proportion satisfied in 2004, as shown in the following chart.



5.17 The chart shows the proportion *extremely* and *very* satisfied, those *fairly* satisfied, and then the dissatisfied. We do not show those neither satisfied nor dissatisfied (3% of all learners) or those unsure how they rate the initial process (less than half a per cent). We also show 2004 comparisons. While a 7-point scale was used in 2005, in 2004 a five-point scale was used, with positive satisfaction measured by 'very' and 'quite' satisfied. For this reason, while the overall proportion satisfied in 2004 and 2005 can be compared, the split between the relative level of satisfaction cannot strictly be made.



5.18 Only 6% were dissatisfied with the initial process in 2005, no significant change from 2004 (5%)<sup>2</sup>. Dissatisfaction was noticeably higher among Early Leavers (10%) and those for whom their training programme was not their first choice (10%).

<sup>2</sup> In 2002 and 2004 this satisfaction question was asked on a 5-point scale. In 2005, matching the national learner survey, it was asked on a 7-point scale. While comparisons can be made between satisfied or dissatisfied, the actual degree of satisfaction or dissatisfaction cannot strictly be compared.

- 5.19 By programme, those on E2E and NVQs were slightly less likely to be *extremely* or *very* satisfied compared with those doing Apprenticeships and Advanced Apprenticeships, though dissatisfaction levels were broadly similar. There was relatively little difference by whether the training was undertaken through an employer, FE college or private provider.

## 6 During the programme: views on the place of work and the supervisor

6.1 Learners were asked questions seeking to establish their reactions to that part of the programme spent with an employer and examining their views about their relationship with their work supervisor. This applied to the vast majority of learners. Overall, 89% of learners spent part of their training with an employer. For Apprenticeships, Advanced Apprenticeships and NVQ training, the figure was over 90%. For E2E the figure was much lower, though still over half (57%) of these learners spent time with an employer.

### Evaluation of time spent at employers

6.2 Learners were asked to what extent they agreed or disagreed with a number of statements about their time with the employer. The following table summarises the results (2004 comparisons are in brackets). We show the proportion agreeing strongly, agreeing slightly and disagreeing (for simplicity don't knows and those answering neither agreeing nor disagreeing are not shown). Statements have been ranked in descending order of agreeing strongly.

<b>Table 6.1: Evaluation of the time spent with the employer (2004 in brackets)</b>				
<i>Base: all spending time with an employer (1,111)</i>		Agree strongly	Agree slightly	Disagree
<i>Horizontal %s</i>				
I was made to feel welcome	%	87 (87)	10 (10)	2 (2)
I learnt during my training while at work	%	87 (82)	9 (14)	2 (2)
My supervisor was approachable	%	84 (79)	10 (14)	4 (5)
I had the opportunity to use the skills I learnt during my training while at work	%	84 (78)	11 (17)	3 (3)
I was treated like any other member of staff	%	84 (78)	10 (13)	5 (7)
I felt able to ask for advice from others when my supervisor was absent	%	84 (82)	11 (13)	3 (3)
I could easily get hold of my supervisor to speak to	%	83 (82)	11 (12)	5 (4)
I had the opportunity to develop new skills	%	83 (80)	11 (15)	4 (3)
The work I did reflects what was set out in my learning plan	%	67 (64)	24 (28)	5 (4)
My supervisor and I looked at my learning plan to see how I was getting on	%	64 (59)	22 (22)	6 (15)
My supervisor liaised with my training provider contact about my progress	%	62 (57)	23 (28)	9 (10)

- 6.3 The vast majority (97%) of learners were made to feel welcome in the workplace and were treated like any other member of staff (94%).
- 6.4 In terms of learning, it is clearly encouraging that nearly all (96%) felt they were learning during their time with the employer, that they felt they learnt new skills during this time (94%) and that they had the opportunity to put into practice in a real environment the skills learnt while training (95%).
- 6.5 Issues to do with supervisors at work are very positive too. Nearly all (94%) could easily get hold of their supervisors when they needed to and felt their supervisor was approachable (94%), and if the supervisor was absent nearly everyone (95%) felt able to ask others at the workplace for advice.
- 6.6 The two areas where disagreement with the statements was highest were the same two areas as in the last two studies in 2002 and 2004. Close to one in ten (9%) still feel that their supervisor does / did not liaise with the training provider contact (10% in 2004). It is not the case that this figure can attributed to people having left the programme early, ahead of completion of procedures, since the figure is also 9% for Early Leavers. One in twenty (6%) did not have a discussion with their supervisor about their learning plan to assess their progress. Here however, there has been a marked improvement compared with 2004 when as many as 15% said this had not happened.
- 6.7 Comparisons with 2004 more generally reveal a very positive picture. For all these aspects covering time spent with the employer at least as many learners in 2005 agreed strongly with each statement as had done in 2004, and for a number of statements 5% to 6% more in 2005 agreed strongly. This included supervisors liaising with the training provider (62% versus 57% in 2004) and the supervisor looking at the learning plan to assess their progress (64% versus 59% in 2004).
- 6.8 As in 2004, Early Leavers were less likely than average to agree that each of the things had happened, and the general conclusion is that their negative experiences influenced their perception of all aspects of the training. That said, their level of disagreement was particularly high relative to the average for two statements: that the work they did reflected what was set out in their learning plan (17% disagreed) and their having the opportunity to develop new skills (12% disagreed).

- 6.9 With such positive views of workplace experiences overall, there was little scope for variation by programme type. There were some differences by area of learning on some measures (though base sizes mean these should be treated as indicative). In particular:
- Those training in Hair were less successfully integrated with other members of staff (11% did not feel they were treated like other members of staff – comparative figures in Retailing and Hospitality were 3% and 2%). This was also the case in 2004.
  - Those studying Retail were less likely to feel that they got the opportunity to use the skills they learnt during their training while at work (9% disagreed that they had this opportunity against 4% overall). Retail learners also felt they had less opportunity to develop new skills (7% disagreed that they had this opportunity against 4% overall).

### **Trainees' relationships with supervisors**

- 6.10 We have already touched upon a number of issues concerning trainees' relationships with work supervisors. In this section we cover this in more detail.
- 6.11 One very positive finding is the high levels of interest trainees felt supervisors showed in what they were doing: 91% felt their supervisors were interested, indeed over half (57%) said their supervisor was *very* interested. Those who felt their supervisor was uninterested (a base of 85 respondents) would have liked the supervisor to have talked to them more (26%), to have asked them more questions (25%), to have spent more time with them (23%), to have explained things better (17%) and to see more of their work (14%).
- 6.12 Respondents were asked how often they received formal (defined as a meeting to discuss how they were getting on with their learning plan) and informal feedback from their supervisor, and whether they thought this frequency was about right.

6.13 Results are summarised on the following table, which also shows 2004 comparisons.

<b>Table 6.2: Frequency of formal and informal feedback</b>				
	<b>Formal feedback</b>		<b>Informal feedback</b>	
	2004	2005	2004	2005
Base: all spending time with an employer	1,088	1,111	1,088	1,111
	%	%	%	%
Weekly or more often	25	33	65	65
Fortnightly	16	15	11	13
Monthly	30	28	13	12
Less often than monthly	20	17	7	6
Never	9	8	4	4
About right	77	82	84	87

### **Formal feedback**

6.14 There was a very wide range of responses on the frequency with which supervisors provided *formal* feedback. A third of learners said this happened once a week or more often (33%), while at the other end of the scale just under a fifth (17%) said this happened less than once a month and 8% said this never happened. In comparison with 2004, these figures constitute a small improvement to the extent that those receiving formal feedback less than once a month (or never) has fallen from 29% to 25%.

- 6.15 Frequent feedback was most likely to be provided for E2E learners, with almost a half (47%) saying they got formal feedback weekly or more often. This compares with 29% among Advanced Apprenticeship learners. There were some indications of differences by the area of learning. Although base sizes were relatively low (less than 100), in Hospitality and Land formal feedback was very frequent, with approaching half (49% in both cases) of learners saying they were getting this at least weekly, compared with 20% in Business and 24% in Retailing.
- 6.16 For most (82%) the frequency of this formal feedback was about right. This figure has continued to rise since the previous two studies; it was 77% in 2004 which itself constituted an improvement on 2002, when figures ranged from 71% for those on NVQ training to 76% for those on Apprenticeship (then FMA) programmes.
- 6.17 It should be noted that learners in Business and Retail (who are the least likely to get frequent formal feedback), are very similar to the norm in terms of feeling the frequency of formal feedback has been about right (82% and 79%), hence there is no suggestion from these learners' perspective that more frequent formal feedback is required.
- 6.18 A smaller proportion than 2004, but nonetheless 17% of those spending time with an employer, felt the formal feedback they received was not frequent enough. This compares with only 1% saying it was too often, indicating that the balance of opinion is towards more frequent formal feedback. Results vary by the frequency of receiving formal feedback, as follows:
- Where it is/was at least weekly 4% feel this is/was not often enough
  - Where it is fortnightly 10% think this is not often enough
  - Where it is monthly 11% think this is not often enough
  - Where it is provided less than monthly 41% think this is not often
  - Where none had (yet) been given, 58% said this was not frequent enough.

Clearly, the implication is that formal feedback should be given at least monthly (and preferably fortnightly); less frequent than this and the proportions thinking it insufficient rise steeply.

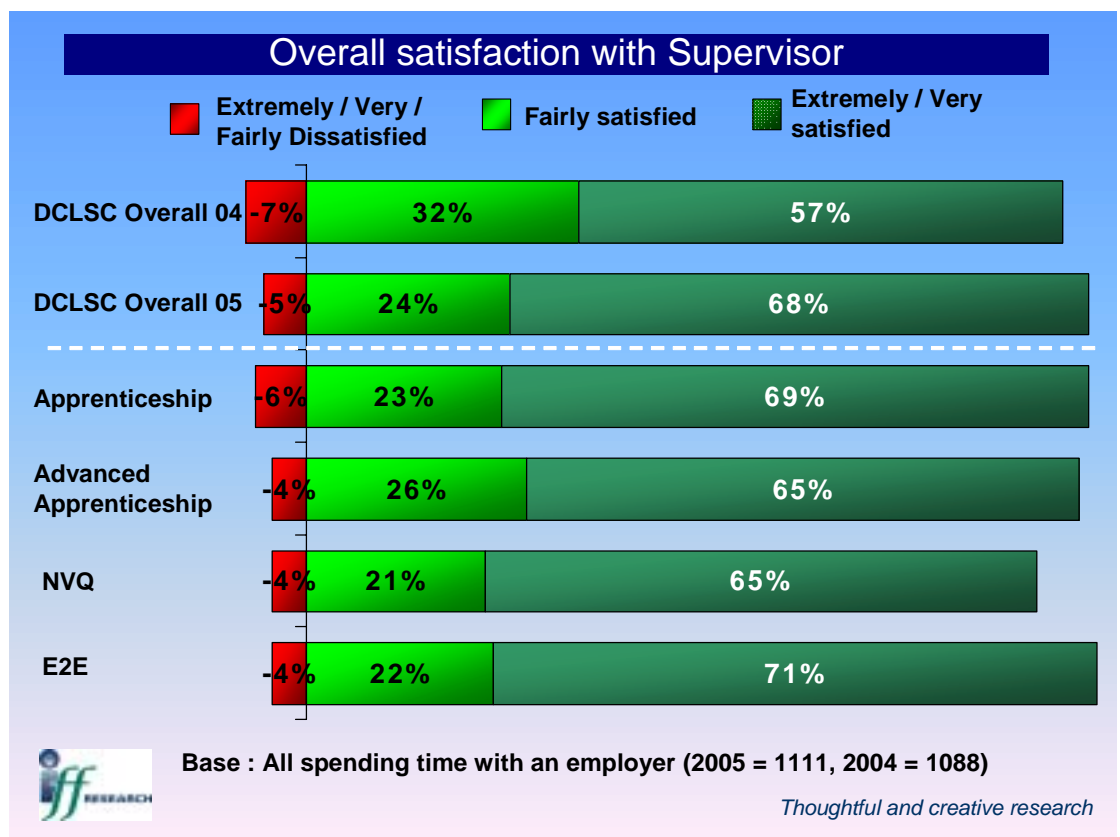
**Informal feedback**

- 6.19 As shown in table 6.2, informal feedback was much more frequent than formal feedback. Two thirds (65%) of learners spending time with an employer received informal feedback at least weekly (rising to 78% among E2E learners spending time with an employer), and only 6% said this was provided less frequently than once a month (in addition 4% had never had such feedback). Overall, well over four in five (87%) judged this frequency to be about right. This continues to be an area of improvement; in 2002 around three in four felt the frequency of informal feedback was about right and in 2004, the proportion rose to 84%.
- 6.20 Overall, 11% felt they did not get this informal feedback often enough (compared with 17% for formal feedback). Results vary by the frequency of receiving informal feedback, as follows:
- Where it is/was at least weekly 5% feel this is/was not often enough
  - Where it is fortnightly 17% think this is not often enough
  - Where it is monthly 17% think this is not often enough
  - Where it is provided less than monthly 48% think this is not often
  - Where none had (yet) been given, 70% said this was not frequent enough.
- 6.21 The expected frequency is more than for formal feedback, and the recommendation is for informal feedback to be at least monthly, and preferably weekly (it is interesting that there appears to be little benefit from this being provided fortnightly over monthly – the big change comes when it is provided at least weekly).



**Overall satisfaction with workplace supervisors**

- 6.22 Reflecting the positive findings that have been reported in this chapter, overall satisfaction with work supervisors is high, with 91% of learners satisfied and over two thirds (68%) extremely or very satisfied.
- 6.23 The following chart compares 2004 with 2005, as well as by programme type for 2005. Because of the change from a 5-point to a 7-point scale 2004 to 2005, while the overall proportion satisfied in 2004 and 2005 can be compared, the split between the relative level of satisfaction cannot strictly be made.



- 6.24 Slightly more were satisfied with their supervisors in 2005 than 2004 (92% versus 89% respectively), though clearly satisfaction was high in both years. NVQ learners were somewhat less positive than average and E2E the most positive, though actual levels of dissatisfaction varied relatively little.

- 6.25 Approaching one in five (18%) trainees who spent time with an employer said they had made a complaint to their supervisor. This was much lower among NVQ (7%) and E2E learners (10%), than for learners on Apprenticeships (21%) or Advanced Apprenticeships (18%). It was also higher in some areas of learning, in particular among learners on Hair and Health programmes (27% and 24% respectively). A third (31%) of those who had complained did not feel their complaint had been resolved satisfactorily. This represents 5% of all learners who spent time with an employer, and suggests that looking at the nature of complaints and the complaint handling process remain areas for further investigation.

## 7 During the programme: satisfaction with training provider contact

7.1 A set of questions similar to those asked on the subject of work supervisors was asked for training provider contacts. This covered:

- The frequency of visits from their training provider, in the first 3 months and subsequently
- Views on the contact they had with the training provider contact
- Their satisfaction with level of contact they had with the training provider
- Overall satisfaction with their training provider contact
- If they had made a complaint and whether they felt it was resolved satisfactorily

### Frequency of visits from a training provider in the first 3 months and subsequently

7.2 Table 7.1 shows the frequency of visits from their training provider contact during the first 3 months, and subsequently. We also show the proportion thinking this frequency was about right. 2004 results are in brackets.

<b>Table 7.1: Frequency of training provider visits (2004 in brackets)</b>		
	<b>During first 3 months</b>	<b>Subsequently</b>
<i>Base: all</i>	<i>All (1,250)</i>	<i>All completers and those on course more than 3 months (1182)</i>
	%	%
Weekly or more often	16 (16)	10 (11)
Fortnightly	22 (21)	16 (15)
Monthly	34 (36)	39 (41)
Less often than monthly	22 (21)	31 (27)
Never	6 (6)	4 (6)
About right	78 (76)	82 (80)

- 7.3 In the first three months, almost two in five (38%) were visited at least fortnightly, and seven in ten (73%) were visited monthly or more often by their training provider contact. There was little difference between those on Apprenticeships, Advanced Apprenticeships and NVQ learners, but those on E2E were much more likely than other learners to be visited very frequently (33% saying it was weekly or more often).
- 7.4 Visits after the first three months were undertaken with slightly less frequency than those during the initial months, but even so, a quarter were seen fortnightly.
- 7.5 Around four in five felt the frequency of training provider visits was about right, whether during the first three months or subsequently. Nearly all the remainder thought they were not seen often enough as opposed to too regularly (for example, for visits in the first 3 months 20% felt they were too infrequent but only 2% thought they happened too often).
- 7.6 As was the case in 2004, the divide comes at the one month point. Among those getting visits fortnightly or more often in the first 3 months, 91% felt this was about right and 5% felt this was not often enough. Where visits were monthly, the figure for those who felt that this was about right drops slightly (to 86%), and for those thinking this too infrequent the figure rises sharply (to 14%). However, where visits were less often than monthly approaching half (42%) thought more were needed.
- 7.7 As can be seen in table 7.1, the frequency of training provider visits is little changed from 2004, though slightly more in 2005 say the frequency has been about right.

### Views on contact with training provider

7.8 The following table summarises results on views of training provider contacts. For simplicity, we have excluded those answering neither agree nor disagree, and those answering don't know (around 5% or less in each case). Row percentages are shown and should be read across the page.

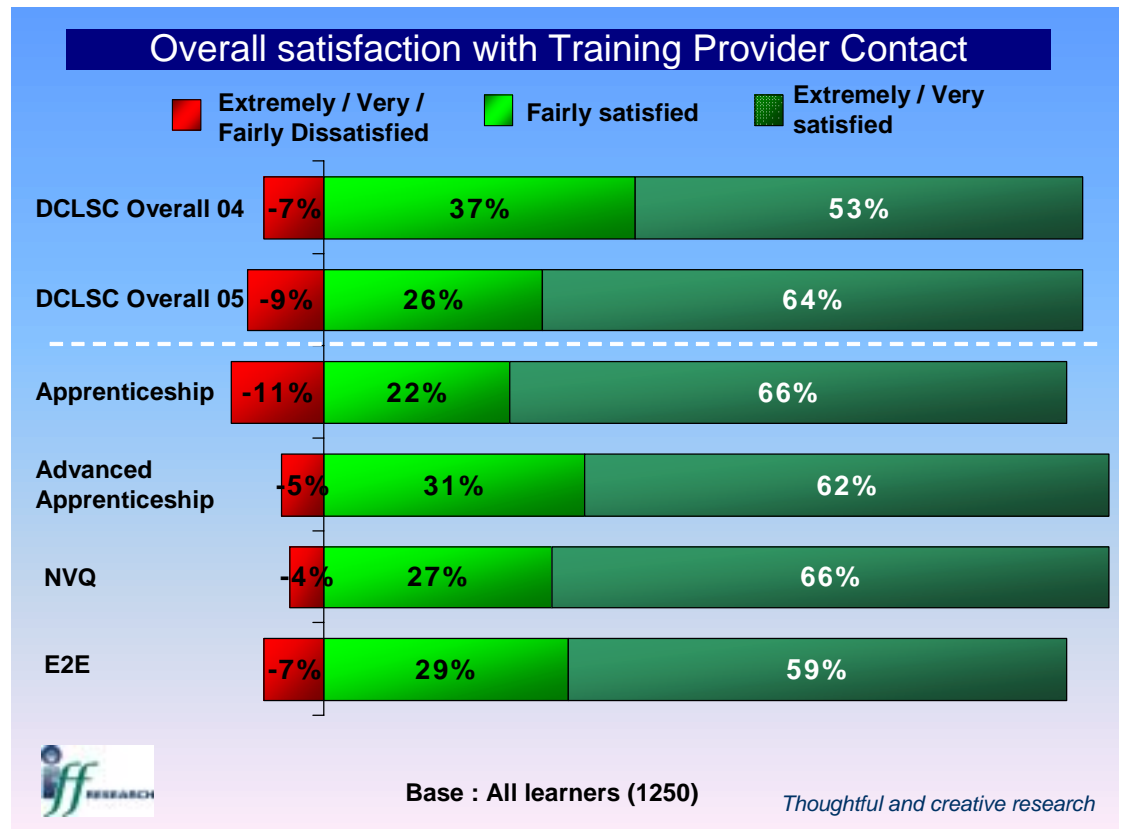
<b>Table 7.2: Evaluation of training provider contact (2004 results in brackets)</b>				
<i>Base: all (1,250)</i>		Agree strongly	Agree slightly	Disagree
<i>Horizontal %s</i>				
My training provider contact offered me useful advice and support	%	67 (66)	24 (24)	8 (8)
I could get hold of my training provider to speak to easily	%	66 (67)	20 (22)	12 (9)
My training provider contact understood my concerns	%	63 (61)	26 (29)	8 (7)
My training provider contact liaised with my employer about my progress	%	57 (53)	26 (31)	12 (11)
My training provider contact helped increase my self confidence	%	48 (48)	30 (31)	16 (15)

7.9 Training provider contacts are generally viewed very positively, with most feeling that they offered useful advice and support (90%), that they were sympathetic and understood their concerns (89%) and that they were easy to get hold of (86%). Nonetheless, one in eight thought the provider contact was not easy to get hold of (a significant increase from the 2004 figure of 9%).

7.10 Just over three in four (78%) felt their training provider contact had helped them increase their confidence, although 16% of learners felt this had not been the case. This aspect of training provider contacts' interaction with WBLs remains (as in 2004) the statement least likely to gain assent from learners.

7.11 There was relatively little difference on any of these measures by programme type. E2E learners were somewhat more likely to say they could easily get hold of their training provider contact to speak to (92% versus 86% overall).

7.12 Overall satisfaction with their training provider contact is shown in the following chart. Again, 2004 and 2005 comparisons can be made for the overall proportion satisfied but not by the level of satisfaction (because of the change from a 5-point to a 7-point scale). Satisfaction levels are high. Differences by programme type are relatively slight, though those on Apprenticeships are more likely to be dissatisfied.



7.13 Satisfaction on this measure has stayed consistent with 2004, when nine out of ten learners were satisfied, and 7% were dissatisfied.

7.14 This overall level of satisfaction with the training provider contact (90%) is almost identical to that for workplace supervisors (91% overall).

7.15 One in six (16%) had made a complaint to their training provider contact. This was higher among some areas of learning than others, most notably in Hair (28%), Engineering (24%) and Construction (20%). By comparison, in Retailing only 7% had made a complaint to their training provider contact. The overall proportion making a complaint about their provider contact was very similar to the proportion that had made a complaint to their supervisors (18%).

- 7.16 Almost two in five of those who had complained to their training providers felt that their complaint had not been resolved satisfactorily (39%). This figure is higher than found for workplace supervisors (31%). Last year's report highlighted this as an area requiring some attention, and this is still the case.

## 8 Completion of the programme

- 8.1 This section looks at issues broadly relating to completion of the programme, including whether learners felt they had chosen the right programme, whether the programme ran to schedule, and, for Early Leavers, why they left, what they were now doing and what advice they had received before leaving.

### Whether felt chose the right programme

- 8.2 The vast majority (92%) of completers felt the programme had been the right choice for them. This is very similar to the level found in 2004 (94%).
- 8.3 Although a relatively low base (51 respondents), the proportion of E2E completers who felt that the programme had *not* been the right choice for them (12%) was higher than on the other programmes (and was twice the level than among Advanced Apprenticeship and NVQ learners). This was also the case in 2004, though then the figure among E2E learners was slightly higher, at 15%.
- 8.4 Base sizes are too low to allow definitive comparisons by area of learning.



### Whether the programme ran to schedule

- 8.5 The vast majority of learners felt the programme ran to the timetable set out in their learning plan. Over half (55%) indicated that all elements ran to schedule and over a quarter (28%) said elements generally ran to the initial timetable. This is summarised in the following table, which shows 2004 comparisons.

<b>Table 8.1: Whether the training ran to schedule as laid out in learning plan</b>		
	2005	2004
<i>Base: all learners</i>	1.250	1.250
	%	%
All elements ran to schedule	63	55
Generally ran to schedule	22	28
Generally ran behind schedule	10	11
All elements behind schedule	5	6

- 8.6 Compared to 2004 slightly fewer in 2005 indicated that all elements ran to schedule, but overall there was no change in the proportion saying things generally or were always behind schedule.
- 8.7 There was some variation by programme with E2E learners being much more likely to say things ran to schedule (91%). It was also some variation by area of learning. Construction and Health were more likely than average to run behind schedule. In both areas just over a quarter said things generally or always ran behind schedule.
- 8.8 The importance of things running to schedule is shown by the close correlation with overall satisfaction, suggesting that late-running is a major cause of dissatisfaction. Among those extremely or very satisfied only 8% said things generally or always ran behind schedule. Among those dissatisfied the equivalent figure was 61%.
- 8.9 Reasons for things running behind the schedule laid out in the learning plan were usually though not always blamed on the provider. The following lists the main factors explaining why things ran behind schedule (a base of 200 respondents):

- Poor organisation of college / provider (36%)
- My own fault (16%)
- The trainers kept changing (15%)
- Not enough guidance and support (12%)
- I struggled with the workload / fell behind (10%)
- Personal circumstances (illness / pregnancy etc - 6%)

### **Portfolio of evidence**

- 8.10 The vast majority of leavers felt that they received sufficient guidance on presenting a portfolio of evidence towards the end of their training (84%, with an additional 9% saying they left before this became an issue). Overall 7% of leavers felt sufficient guidance had not been provided, a slight fall from 2004 (9%).
- 8.11 Although a relatively low base (28 respondents) many more of those whose area of learning was Hair felt sufficient support had not been provided (19%).
- 8.12 It is very encouraging that the level of those who felt that their portfolio of evidence had been marked or judged fairly was very high, at 97%, a significant increase compared with 2004 (90%).

### Work / learning status on leaving

8.13 The following table summarises what leavers went on to straight after leaving their learning.

<b>Table 8.2: What did on leaving – main responses</b>				
	<b>2004</b>	<b>2005</b>		
<i>Base: all leavers</i>	<i>All leavers (425) %</i>	<i>All leavers (470) %</i>	<i>Completers (302) %</i>	<i>Early Leavers (168) %</i>
Stayed with workplace employer	38	50	61	27
Got a full-time job elsewhere	30	27	23	34
More education / learning	10	8	7	10
Unemployed	13	7	4	13
Got a part-time job elsewhere	4	5	3	11

8.14 The majority of leavers left their learning to start an employment option. Half (50%) stayed with their workplace employer having finished their programme, a further quarter (27%) got a full-time job elsewhere and a relatively small proportion took a part-time job with another employer (5%). Around one in twelve stayed in education or undertook further learning / training (8%).

8.15 There were very large differences by programme. Advanced Apprentices were particularly likely to stay on with the employer (75%), though the figure was also relatively high for those leaving NVQ and Apprenticeship programmes (62% and 50% respectively). The remainder were most likely to have taken a full-time job with another employer. Overall, approximately 90% of NVQ and Advanced Apprenticeship leavers stayed on with their

employer or took a full-time job elsewhere. Among Apprenticeship learners the figure was 80%.

- 8.16 E2E learners were the most likely to enter further learning (19% of E2E leavers did so), though the most common outcomes among these learners were getting a full-time job with a new employer (33%) or becoming unemployed (24%).

### **Completers**

- 8.17 In 2004, less than a third (30%) of completers sought advice before they left, with those doing AMAs the least likely to seek advice (22%). This was an area of some concern and so the 2005 questionnaire wording was amended slightly to get a more accurate picture. In 2005, instead of being asked *"Before leaving, did you seek advice about your future?"* learners were asked *"Before leaving, did you talk about you future and your options with your Employer / A Private Training Provider / FE College"*. Three in five completers (63%) indicated that this took place. Given this scale of change is more likely to have arisen due to the wording change than it being a 'real' change, this suggests that the 2004 results may have overstated the degree of the problem.
- 8.18 That said, many completers still did not get the advice they needed or wanted on leaving their programme. A supplementary question was asked in 2005 of completers who said they did not get to talk about their future (37% of completers). Of this group, a third said they would have liked a discussion with someone, a figure representing 13% of all completers.
- 8.19 Just over three quarters (77%) of completers received some form of recognition for completing their programme, for example a certificate, bonus, pay rise or gift. This was more usually from the training provider (67%) than from the supervisor (21%) – evidently some received recognition from both. The proportion receiving recognition was higher in 2005 than 2004 (73%), though the increase is not statistically significant.
- 8.20 The likelihood of completers receiving recognition varied by programme type and other variables. Apprenticeship completers were less likely than those completing NVQ programmes to receive recognition (26% versus 17% respectively). Although a low base (24 respondents, hence some caution is needed) it appears as if those leaving Health programmes were much less likely than average to receive any recognition (46% got no recognition).

- 8.21 The nature of this recognition was typically a certificate (87%), although a quarter did get a pay rise (26%). One in twenty also reported a one-off bonus for completing the programme (5%), something which appears more common for E2E completers (14% - though low base sizes mean some caution is needed).
- 8.22 The likelihood of pay rises being received on completion varied by sector. Even accounting for low base sizes those in Health were significantly more likely to report receiving a pay rise (53% on a base of 30 respondents) than those in Retail (12% on a base of 24 respondents).
- 8.23 In 2004, fewer E2E completers (62%) had received recognition than other learners. In 2005, as many as 80% received recognition, clearly a very positive finding.

### **Early Leavers**

- 8.24 Overall, 13% of our sample of learners left their programme before completing it. This varied widely by programme type and was as high as 35% on E2E provision and as low as 5% among NVQ learners. (In 2004 the proportion of Early Leavers was similar at 15%, but the variation by programme was not so pronounced in 2004, the equivalent figures for E2E and NVQ learners being 22% and 12% respectively).
- 8.25 Because the overall proportion of the sample defined as Early Leavers depends to a large degree on the proportion still on programme, perhaps a better measure of early leaving is the ratio of Early Leavers to completers. In 2005, 33% of all those interviewed who had left their programme were Early Leavers. This varied hugely by programme as follows:
- 57% of E2E leavers were Early Leavers
  - 29% of Apprenticeship leavers were Early Leavers
  - 28% of Advanced Apprenticeship leavers were Early Leavers
  - Only 14% of NVQ leavers were Early Leavers (some caution is needed because of low base sizes)
- 8.26 Clearly the general point is that early leaving from E2E programmes is a significant issue requiring attention. Moreover, there has been no improvement on 2004 when the figure for E2E leavers who were Early Leavers was almost at the same level (60%).

- 8.27 We have seen that over three in five completers talked about their future options before leaving the programme. Predictably among Early Leavers this proportion was lower, though still half (51%) did have these discussions. Around a quarter of these respondents would have liked such discussions. Hence overall 11% of Early Leavers did not talk about their future and their options with their provider / employer / FE college before leaving but would have liked to have done so.
- 8.28 When asked why they had left early, a wide variety of reasons were given, with no one particular reason standing out. As the figures in brackets for 2004 show, reasons given were consistent across the two studies, though pregnancy / parenting issues affected learners more in 2005. Listed are the reasons given by 5% or more in 2005.
- Not enjoying the programme: 19% (20%)
  - Not suited to the programme: 18% (13%)
  - Got a job: 14% (15%)
  - Laid off / the company going bankrupt / sacked: 9% (12%)
  - Health problems: 5% (7%)
  - Pregnancy / parenting issues: 5% (less than 0.5%).
- 8.29 Reasons varied relatively little by programme type, although Apprenticeship learners were more likely than others to leave because they were not enjoying the programme (23%), or because they felt they weren't suited to it (23%) whereas the most common reason for E2E Early Leavers to leave was because they got a job (24%).
- 8.30 Clearly a key issue for LSC Devon and Cornwall is the extent to which there may be ways to reduce non-completion. As in 2004, when asked if anything might have stopped them leaving early, approaching half (46%) felt there was nothing that could have prevented this, these people saying 'nothing' or 'don't know'. If there had been more support or help (13%) was the single most common factor mentioned, followed by 'better pay' (12%, this much more of an issue for men and those aged 16-18), a better relationship with their boss or other staff (8%) and not being sacked or made redundant (5%). Bearing in mind that these top reasons are exactly the same across the studies in 2004 and 2005, we can only point out again that other than increased support, relatively few of these factors are within the control of DCLSC.

- 8.31 Early Leavers split roughly equally as to whether, if given the opportunity, they would go back on the programme. As in 2004, a slight majority, 53%, said that they would. Almost half (48%) of E2E Early Leavers said they would return to their programme if the opportunity arose. Although this figure is slightly lower than for the other programmes, it is a large improvement on 2004, when only a third (34%) would have gone back to E2E learning.
- 8.32 We have already presented data in this chapter on Early Leavers' destinations. The encouraging finding is that most left for employment, usually a full-time job with a new employer (34%), although some stayed with the same employer (27%) and others took part-time work (11%), and fewer than in 2004 went into unemployment straight after leaving their programme (13% versus 21%).

## 9 Overall Satisfaction

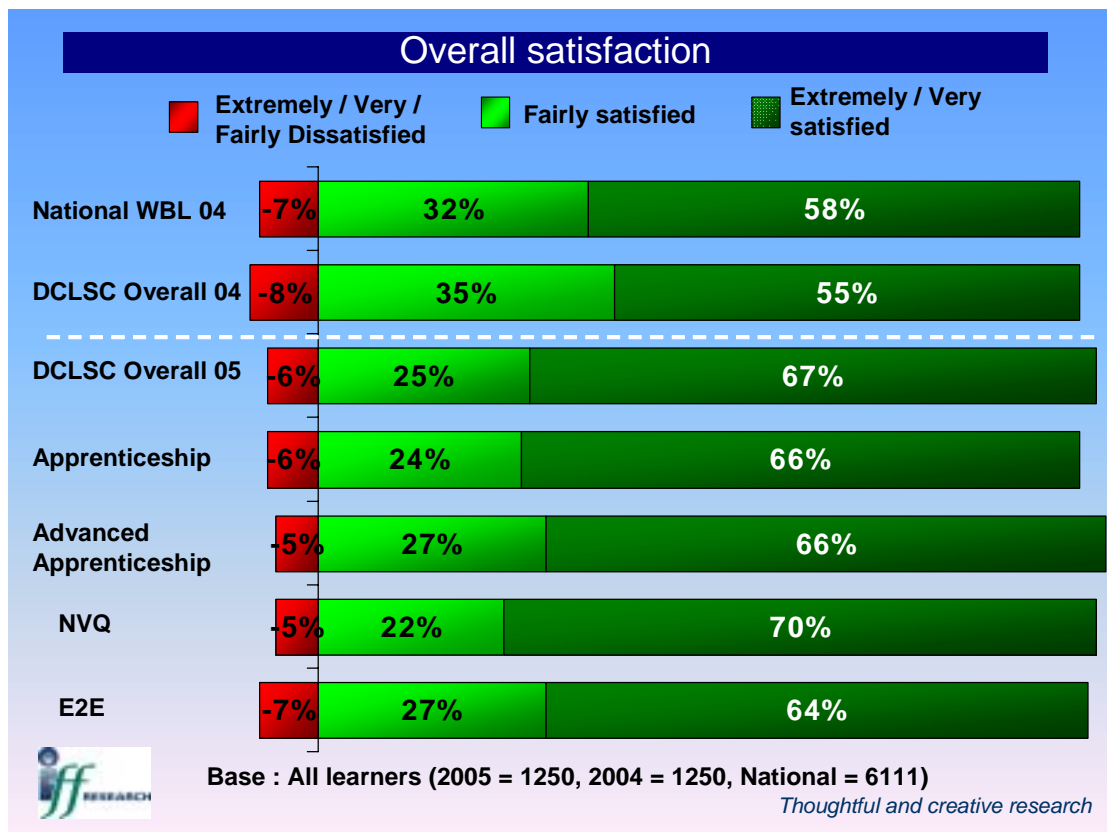
9.1 This section looks at a number of issues in regard to overall satisfaction with the programme as well as detailing briefly how many thought they had been discriminated against. Trainees were asked:

- How satisfied they were with the programme
- Which part of the training they enjoyed most
- What they thought were the most satisfying and the most dissatisfying things about their programme
- How the programme compared to expectations
- What one thing they would improve if they could
- Whether they had any problems any whether resolved satisfactorily
- Whether they would recommend the programme to a friend.

### Overall satisfaction

9.2 Nine in ten learners (91%) are / were satisfied with their learning programme. This is not a significant change on the 90% figure from 2004 (and 2002), so again results exceed the 85% benchmark satisfaction figure for training providers. The figure in Devon and Cornwall is on a par with the national figure for WBLs in the 2003/4 National Learner Satisfaction Survey (90%). The chart below shows results overall and by programme type.





9.3 Overall satisfaction varied little by programme type (90%-92% on each programme type were satisfied). Because overall levels of satisfaction are so high, looking at those extremely or very satisfied (i.e. ignoring those fairly satisfied) is better at illustrating variations in satisfaction, and on this measure, the following groups are more satisfied:

- NVQ learners (70% *extremely or very satisfied*)
- Female learners (70% v 63% among men)
- Those whose area of learning was Business (76%; it was lowest for those on Construction (58%) and Engineering (59%)).

9.4 Overall 6% were dissatisfied with their programme. This is down from 8% in 2004. Another comparator is the latest national picture: the 2003/4 figures reported in March 2005 show that 7% of WBLs were dissatisfied, suggesting that Devon and Cornwall is very much in line with the rest of the country.

- 9.5 By learning status, unsurprisingly, Early Leavers were far more likely to be dissatisfied overall (17%). This compared with 5% and 4% for completers and current learners. That three quarters of Early Leavers were actually satisfied with the training indicates that it is usually circumstances that cause the early leaving as opposed to their walking away from training that they are not enjoying.
- 9.6 Among those who said the training programme generally ran behind schedule (11% of all learners) or that all elements were behind schedule (6% of all learners), as many as one in five (22%) were dissatisfied overall. This relationship between the programme running to schedule and overall satisfaction illustrates the importance of this element being adhered to.

### **Aspects satisfied and dissatisfied with**

- 9.7 Overwhelmingly, the part of the training learners enjoyed most was that taking place at the workplace (67%, similar to the 2004 figure of 72%). This is hardly surprising given that this represents much of the appeal of work-based learning to these learners. This compares with 11% saying they enjoyed the college aspects most, and 6% saying other training away from the workplace.
- 9.8 When asked to spontaneously name the thing they were most satisfied with, a variety of responses were given, covering both the practical elements and the workplace, but also for others the more formal training aspects and the fact that it led or will lead to a qualification. The following lists those aspects mentioned by more than 5% of respondents as either one of the two best parts of their training experience:
- The practical side of the programme (12%)
  - The training / assignments / college work (11%)
  - Learning new skills / experience gained (11%)
  - The work / the job (9%)
  - Getting a qualification (9%)
  - The teacher / trainer / assessor / supervisor (9%)
  - The support / help (7%)
  - The workplace / the work experience (6%)
  - Programme structure / organisation / flexibility (6%)

- 9.9 The majority (52%) were unable spontaneously to think of any aspect that had dissatisfied them about the programme. Among the remainder no one element dominated aspects causing dissatisfaction. Between 3% and 5% of all learners mentioned each of the following:
- Poor organisation
  - The training provider or college (no details specified)
  - Too little contact with the training provider / college
  - Poor organisation/communication on the part of the provider / college
  - Too much written work (and not enough practical work)
  - Pay
  - The programme being too slow / not challenging enough
  - Travel problems in getting to college / workplace.
  - Poor resources (including a lack of staff)
  - Issues with the boss / employer.
- 9.10 A host of other things were mentioned, each one by small proportions of respondents; for example the Key Skills component of the programme (2%), feeling like cheap labour (2%) and a lack of help from trainers (2%).
- 9.11 The variety of causes of dissatisfaction, and the fact that no individual cause was particularly common, suggests that there is no one area on which action is likely to lead to 'quick wins'. And clearly it needs to be borne in mind that the vast majority are satisfied with their learning overall.

### **The programme compared to expectations**

- 9.12 It is encouraging that for two in five (38%) the training programme surpassed their expectations, and for half (52%) it closely matched their expectations. These results are almost identical to those found in 2004 (39% and 51%).
- 9.13 Those on E2E training were the most likely to say things surpassed expectations (47%). The level was also higher among those studying Retail (46%) a turnaround from 2004 when these learners were among the least likely to have their expectations surpassed. Younger trainees were also more likely to find the programme to be better than expected (43%, versus 34% among those aged 19 years or older).

- 9.14 One in ten (10%) felt the programme was worse than expected. Again this is very similar to the 2004 level (9%). Interestingly, slightly more E2E learners than average (13%) said it had been worse than expected which suggests these learners' expectations were more likely than average to be confounded or exceeded but less likely to be matched. Other learners more likely to say the programme was worse than expected were: learners with a disability or learning difficulty (19%) and those on construction programmes (16% - only 27% felt it had exceeded their expectation).
- 9.15 When asked what had been worse than expected, two reasons stood out. Half of these learners (49% - representing 5% of all learners) put this down to the programme being badly organised and a quarter (26% - 3% of all learners) felt the teaching they received was poor. Besides this, one in ten or more (each representing 1% of all learners) felt: they did not receive enough help or guidance; there was poor co-ordination between the employer and the training provider and that the programme taught them nothing new or was just easy.

### **What one thing they would change about the programme**

- 9.16 In an open-ended question requiring a spontaneous reply, respondents were asked to name one thing about their programme they would improve. Approaching half (44%) could not think of anything specific. Among the remainder a fairly wide range of responses were given, none by more than 7% of the total sample. The following were those mentioned by more than 2% of respondents. These echo themes discussed already in the report, for example the interest and enjoyment in the practical, work-based side of the training and also a need for better organisation.
- Less theory / more practical work (7%)
  - Better organisation and scheduling (4%)
  - More time at college to complete programme (4%)
  - More contact with training provider including more visits and feedback (3%)
  - Shorter programme (3%)
  - Better training (3%)
  - Better communication (e.g. between the college / provider and the employer (3%)
- 9.17 Other aspects, each raised by 2% of the total sample, included increasing pay levels, better and more accurate information about the programme, improving college facilities and better tutors / teachers.

### **Problems and knowing how to deal with them**

9.18 It is encouraging that the vast majority (94%) of WBLs indicated that if a problem were to have arisen on the programme they felt they knew how to deal with it. E2E learners were least confident in this regard, and 15% of this group admitted they would not have known how to deal with any problems that may have arisen.

9.19 Overall 14% of WBLs indicated that they had a problem with the programme. This was higher among:

- NVQ and Apprenticeship learners (17% and 16% respectively compared with 10% among E2Es)
- Those on Construction programmes (24%: the figure for those whose areas of learning was Land, Business, Retailing or Hospitality was 10-11%)

(It was interesting that it was no higher among Early Leavers than completers or those still on their programmes).

9.20 In only just over half (55%) of cases the issue was resolved satisfactorily, though it is not known how often the problems which arose were communicated and formalised.

### **Recommending the programme to friends**

9.21 The vast majority (89%) said they would recommend the programme to a friend, no significant change from 2004 and 2002 (each 90%).

9.22 The figure was lower among E2E learners (83%), as it was in 2004; nevertheless, the majority are positive about their experience. Even among Early Leavers, 70% would recommend the programme. There was no difference by age or sex but other learners more likely to recommend include those doing Retail (96%) and Business (93%), indicating high levels of satisfaction. Of those who felt all elements of training were behind schedule (admittedly only 6% of learners) only slightly over half (55%) said they would recommend the programme, something which indicates the potentially adverse effect of bad organisation.

### **Discrimination**

- 9.23 Overall 5% felt discriminated against during their training (the figure in 2004 was 4%). The figure varied relatively little by demographic factors, by programme or by whether the learner had a learning difficulty/ disability or not. That said, learners aged 16-18 were significantly more likely to feel discriminated against than those aged 19 plus (6% versus 3%).
- 9.24 When asked why they felt discriminated against, the main reasons cited were the fact that they were trainees (35%) and because of age (24%). One in ten felt discriminated against because they just were not skilled or qualified enough; a clash of personalities was also cited by a similar proportion (9%). Only one in twenty of those experiencing discrimination saw it as rooted in either sex or disability bias (6% and 5% respectively).

## TECHNICAL APPENDICES

### Appendix A: Questionnaire used in fieldwork

**PRIVATE & CONFIDENTIAL**  
Version 2

**Learner Satisfaction 2005**

March 2005

Name (Mr/Mrs/Miss/Ms): .....

Address: .....

.....

Postcode: .....

SAMPLE INFO:

Programme				Gender		
Advanced apprenticeship	1	check quotas		Male	1	check QUOTAS
Apprenticeship	2			Female	2	
NVQ	3					
E2E	4					
<b>Learner Status</b>				<b>Age</b>		
Leaver – left early	1	check QUOTAS		16	1	check QUOTAS
Leaver – completed	2			17	2	
Current Learner	3			18	3	
				19	4	
<b>Area of learning</b> (write in)				20	5	
				22	7	
<b>Employment Status at start</b>				23	8	
Employed	1	check QUOTAS		24	9	
Not Employed	2			25	10	
Not known	3			Over 25	11	
						<b>CLOSE</b>
				Name of Training Provider (from sample)		



Ask to speak to named contact from sample sheet

Good afternoon/evening, my name is.....and I'm calling from IFF Research, a specialist research agency in London. We are working on behalf of Devon and Cornwall Learning and Skills Council, talking to a selection of people who have taken part in training in this area. The research concerns the experience you have had and how you feel about the training. It is very important that we gain these views, as they help to improve training available in the area. Could you spare me a short while to answer a few questions? **INTERVIEWER NOTE: RESPONDENTS MAY NOT BE AWARE OF DCLSC AS THEIR TRAINING WAS ORGANISED THROUGH A TRAINING PROVIDER.**

## REASSURANCES

Everything you say will be in strict confidence. We report the results back to the Learning and Skills Council aggregated across all the respondents we are interviewing.

If you have any queries about this, you can contact Eoin O'Donnell at IFF Research on 0207 250 3035 or Elizabeth Scott at the Devon & Cornwall LSC on 01752 754 177

If you would like to confirm that IFF Research is a bona fide Market Research company, you can call the Market Research society, free of charge, on 0500 39 69 99.

### SECTION 1 -BACKGROUND INFORMATION-

I would like to discuss the training you are or were recently doing.

Q2 From the information I have this [TEXT SUBSTITUTION: IF CODE 3 AT Q1: is IF CODES 1 OR 2 was] a [INSERT TRAINING PROGRAMME FROM SAMPLE]. Is this correct?  
**DO NOT READ OUT SINGLE CODE**

**INTERVIEWER NOTE: IF NOT CORRECT PROGRAMME PROMPT FOR WHAT WAS AND CODE ACCORDINGLY**

- |  |                          |   |               |
|--|--------------------------|---|---------------|
| Advanced Apprenticeship (you may know this as an Advanced Modern Apprenticeship) | <input type="checkbox"/> | 1 |               |
| Apprenticeship (these were formerly known as Foundation Modern Apprenticeships)  | <input type="checkbox"/> | 2 |               |
| E2E (Entry to Employment)  | <input type="checkbox"/> | 3 | CONTINUE      |
| NVQ training   | <input type="checkbox"/> | 4 |               |
| Other ( <b>WRITE IN</b> )  | <input type="checkbox"/> | 5 | THANK & CLOSE |
| Don't know   | <input type="checkbox"/> | 6 | CONTINUE      |
| (DO NOT READ OUT) No recollection of it  | <input type="checkbox"/> | 7 | THANK & CLOSE |

**ASK ALL WITH >1 AREA OF LEARNING ON SAMPLE**

Q2new Is [INSERT AREA OF LEARNING FROM SAMPLE] your main area of learning?  
**INTERVIEWER NOTE: IF NOT CORRECT AREA OF LEARNING PROMPT FOR WHAT WAS AND CODE ACCORDINGLY**

- |  |                          |    |
|--|--------------------------|----|
| Science and Maths                                    | <input type="checkbox"/> | 1  |
| Land based Provision                                 | <input type="checkbox"/> | 2  |
| Construction   | <input type="checkbox"/> | 3  |
| Engineering, Technology, Manufacture                 | <input type="checkbox"/> | 4  |
| Business Administration, Management and Professional | <input type="checkbox"/> | 5  |
| Information, Communication and Technology            | <input type="checkbox"/> | 6  |
| Retail, Customer Service and Transportation          | <input type="checkbox"/> | 7  |
| Hospitality, Sports, Leisure and Travel              | <input type="checkbox"/> | 8  |
| Hairdressing and Beauty Therapy                      | <input type="checkbox"/> | 9  |
| Health, Social Care and Public Service               | <input type="checkbox"/> | 10 |
| Visual and Performing Arts and Media                 | <input type="checkbox"/> | 11 |
| Humanities   | <input type="checkbox"/> | 12 |
| English and Communication                            | <input type="checkbox"/> | 13 |

**ASK ALL WITH >1 PROVIDER ON SAMPLE**

Q2new2 Can I just check, is / was [INSERT PROVIDER FROM SAMPLE] your training provider?

- |     |   |
|-----|---|
| Yes | 1 |
| No  | 2 |

**IF NO CODE CORRECT TRAINING PROVIDER FROM LIST**

- |   |    |
|---|----|
| A & P Falmouth Ltd (Falmouth)                             | 1  |
| Academy for Training and Development                      | 2  |
| Academy of Training                                       | 3  |
| Accountancy Plus (Training) Ltd                           | 4  |
| Achievement Training Ltd                                  | 5  |
| Bicton College  | 6  |
| Bude Holsworthy Training Services                         | 7  |
| CC Training a Subsidiary of Prosper Group                 | 8  |
| Centrax Ltd   | 9  |
| City of Plymouth Training & Employment                    | 10 |
| Commando Training Centre Royal Marines                    | 11 |
| Cornwall College  | 12 |
| Cornwall Enterprise (Joblink Training)                    | 13 |
| Dartington Tech   | 14 |
| Devon & Cornwall Electrical Training                      | 15 |
| Devon Training Alliance                                   | 16 |
| Devonport Royal Dockyard Ltd t/a Devonport Management Ltd | 17 |
| DMT Business Services Ltd                                 | 18 |
| DMT Business Services Ltd                                 | 19 |
| Drake Training (South West) Ltd                           | 20 |
| Duchy College   | 21 |
| Engineering Training Services (SW) Ltd                    | 22 |
| Ethos Personnel Training Consultancy Ltd                  | 23 |
| Exeter College  | 24 |
| Focus Training  | 25 |

Footballers Further Education & Vocational Training Society Ltd (Bishopsgate)	26
Group Training & Development Ltd	27
HCTC Limited	28
Hepco Slide Systems Ltd	29
HETS Limited	30
HMS Raleigh (Royal Navy)	31
Locomotivation Ltd	32
Metso Minerals	33
MI Technologies Ltd	34
North Devon College	35
North Devon Pathfinder Trust Limited	36
Octagon Training Plymouth Ltd	37
Organization Development & Learning Ltd (Pitman Training)	38
Paignton Secretarial Information Technology Training Centre	39
Plymouth College of Art and Design	40
Plymouth College of Further Education	41
Protocol Skills Limited	42
PSC Training and Development Limited	43
Puffins of Exeter	44
Retail Motor Industry Training Ltd	45
Roxywood Ltd	46
South West Highways Limited	47
The Glenbeigh Group	48
Torrige Training Services Ltd (Bideford - Heywood Road)	49
Trackrail UK Limited	50
Truro College	51
Ultra Training Ltd	52
VT Plus Training PLC	53
Western Power Training	54
	55
	56
	57
	58

Q1 And can I just check, which of these statements best describes your training situation?

**READ OUT SINGLE CODE**

[INTERVIEWER NOTE: If on Advanced apprenticeship or Apprenticeship and achieve NVQ but not full framework this counts as a completer]

- I left the training programme early without completing it  1
- I completed the full training programme  2
- I am currently still on this training programme  3

**ASK ALL**

Q2a **IF EARLY LEAVER AT Q1:** WAS THE COURSE OR PROGRAMME THAT YOU LEFT BEFORE COMPLETING THE ONE YOU STARTED ON OR DID YOU EVER SWITCH SUBJECT OR PROGRAMME?

**IF COMPLETER AT Q1:** Was the course you completed the one you started on or did you ever switch subject or programme?

**IF CURRENTLY ON PROGRAMME AT Q1:** Is the programme that you are currently on the one you started out on, or have you switched subject or programme?

- One started on  1
- Switched  2
- Don't know  3

**IF NO AT Q2A (SWITCHED) OTHERS ASK Q3A**

Q2B WHY DID YOU SWITCH COURSE OR PROGRAMME? PROBE: WHAT OTHER REASONS WERE THERE? DO NOT READ OUT

I didn't like the course / not right for me	1
Not my decision (e.g. course was closed down)	2
I was struggling with the course / falling behind	3
Got a (better) job	4
I didn't like the people (e.g. other learners, people working with)	5
Other (SPECIFY)	7

**ASK ALL LEAVERS (CODES 1 OR 2 AT Q1). OTHERS GO TO Q4**

Q3a When did you finish your training? **READ OUT**

Less than 1 month ago

1

1 month ago

2

2 months ago

3

3 months ago

4

continue

4 months ago

5

5 months ago

6

6 months ago

7

7 months ago

8

8 months ago

9

More than 8 months ago (THAT IS June 2004 or before)

10

**CLOSE**

---

**ASK ALL THOSE WHO LEFT EARLY (CODE 1 AT Q1). OTHERS GO TO Q4**

Q3b How long had you been on the programme before leaving? **WRITE IN NUMBER OF MONTHS. ALLOW DON'T KNOW**

Months

**ASK ALL CURRENT LEARNERS. OTHERS GO TO Q5**

Q4 How long have you been on this training programme? **WRITE IN NUMBER MONTHS.. ALLOW DON'T KNOW.**

Months

**IF LESS THAN 3 MONTHS CLOSE**

**ASK ALL**

Q5 What [TEXT SUBSTITUTION: IF CODE 3 AT Q1:is IF CODES 1 OR 2 was] the total length of your training course **WRITE IN NUMBER OF MONTHS. ALLOW DON'T KNOW.**

Months

**SECTION 2  
-PRE PROGRAMME-**

**INTERVIEWER:** I'd now like you to think about when you were making your choices, prior to joining the programme

Q6a Through which of the following did you hear about your training programme?

**READ OUT LIST AND ROTATE. MULTI CODE POSSIBLE**

- |                          |   |                          |    |                 |
|--------------------------|---|--------------------------|----|-----------------|
| <input type="checkbox"/> | Job vacancy adverts                                 | <input type="checkbox"/> | 1  |                 |
| <input type="checkbox"/> | Connexions (The Careers Service)                    | <input type="checkbox"/> | 2  |                 |
| <input type="checkbox"/> | Training Provider                                   | <input type="checkbox"/> | 3  |                 |
| <input type="checkbox"/> | Form Teacher  | <input type="checkbox"/> | 4  |                 |
| <input type="checkbox"/> | Careers Teacher at school/college                   | <input type="checkbox"/> | 5  |                 |
| <input type="checkbox"/> | Subject Teacher at school/college                   | <input type="checkbox"/> | 6  |                 |
| <input type="checkbox"/> | Leaflets  | <input type="checkbox"/> | 7  |                 |
| <input type="checkbox"/> | Word of mouth                                       | <input type="checkbox"/> | 8  |                 |
| <input type="checkbox"/> | Talk at your school/college                         | <input type="checkbox"/> | 9  | <b>GO TO Q7</b> |
| <input type="checkbox"/> | Careers event/parents evening                       | <input type="checkbox"/> | 10 |                 |
| <input type="checkbox"/> | Advertisements on bus shelters                      | <input type="checkbox"/> | 11 |                 |
| <input type="checkbox"/> | The LSC (your local Learning and Skills Council)    | <input type="checkbox"/> | 12 |                 |
| <input type="checkbox"/> | Job Centres/Employment Service                      | <input type="checkbox"/> | 13 |                 |
| <input type="checkbox"/> | Internet  | <input type="checkbox"/> | 14 |                 |
| <input type="checkbox"/> | Employer/Work                                       | <input type="checkbox"/> | 15 |                 |
| <input type="checkbox"/> | TV  | <input type="checkbox"/> | 16 | <b>ASK Q6B</b>  |
| <input type="checkbox"/> | Radio (specify which radio station)                 | <input type="checkbox"/> | 17 | <b>ASK Q6B</b>  |
| <input type="checkbox"/> | National Press (specify which national publication) | <input type="checkbox"/> | 18 | <b>ASK Q6B</b>  |
| <input type="checkbox"/> | Local Press (specify which local publication)       | <input type="checkbox"/> | 19 | <b>ASK Q6B</b>  |
|                          | Other (specify)                                     |                          |    |                 |
|                          | None  |                          |    | <b>GO TO Q7</b> |
|                          | Don't know  |                          |    |                 |

**IF CODED TV, RADIO, NATIONAL PRESS OR LOCAL PRESS ASK Q6B. OTHERS GO TO Q7**

Q6b What did you think of the advertising you saw/heard for your training programme?

.....

.....

..... ( - )

**ASK ALL**

**Q7a** When deciding on your future career, from which of the following did you receive advice/guidance ? **READ OUT LIST BELOW AND ROTATE. MULTICODE ALLOWED**

**Q7b** I'm now going to ask you to rate each of the sources you have just mentioned out of 10, where 10 means they gave excellent advice and 1 means it was very poor. So starting with.... **READ OUT THOSE CODED AT Q7A EXCEPT DK/NONE AND MARK OUT OF 10**

		<b>Q7a</b>	
<input type="checkbox"/>	Subject Teacher	<input type="checkbox"/>	1 _____
<input type="checkbox"/>	Form Teacher	<input type="checkbox"/>	2 _____
<input type="checkbox"/>	Careers Teacher	<input type="checkbox"/>	3 _____
<input type="checkbox"/>	Connexions Advisor (Careers Service Advisor)	<input type="checkbox"/>	4 _____
<input type="checkbox"/>	Training Provider Contact	<input type="checkbox"/>	5 _____
<input type="checkbox"/>	Employer	<input type="checkbox"/>	6 _____
<input type="checkbox"/>	Parents	<input type="checkbox"/>	7 _____
<input type="checkbox"/>	Brothers/sisters	<input type="checkbox"/>	8 _____
<input type="checkbox"/>	Friends	<input type="checkbox"/>	9 _____
<input type="checkbox"/>	Other ( <b>WRITE IN</b> )	<input type="checkbox"/>	10 _____
<input type="checkbox"/>	<b>Do not read out:</b> None	<input type="checkbox"/>	11 _____
<input type="checkbox"/>	Don't know	<input type="checkbox"/>	12 _____

**Q8** Thinking about all the information you received (both verbal and written), prior to joining the training programme, which of the following phrases best describes how you felt?

**READ OUT SINGLE CODE**

I had too much information	<input type="checkbox"/>	1
I had the right amount to make a balanced decision	<input type="checkbox"/>	2
I didn't have enough to make an informed decision	<input type="checkbox"/>	3
I didn't need any information as I already knew what I wanted to do	<input type="checkbox"/>	4

**Q9a** Was the training programme you [TEXT SUBSTITUTION: IF CODE 3 AT Q1:are IF CODES 1 or 2 were] on your first choice? **DO NOT PROMPT**

Yes	<input type="checkbox"/>	1	<b>GO TO Q11</b>
No	<input type="checkbox"/>	2	<b>ASK Q9B</b>

**IF NOT FIRST CHOICE AT Q9A ASK Q9B. OTHERS GO TO Q11**

**Q9b** Why not? **DO NOT READ OUT MULTICODE ALLOWED**

First choice was not available	1
Didn't enjoy first choice	2
Was not able to get on first choice	3
Didn't get required grades	4
I wanted to get a job	5
Other (SPECIFY)	6

Q10b What was your first choice? **DO NOT PROMPT SINGLE CODE ONLY**

- |                           |                          |   |
|---------------------------|--------------------------|---|
| A Levels                  | <input type="checkbox"/> | 1 |
| AS Levels                 | <input type="checkbox"/> | 2 |
| GCSEs                     | <input type="checkbox"/> | 3 |
| Full-time Employment      | <input type="checkbox"/> | 4 |
| University / degree       | <input type="checkbox"/> | 5 |
| NVQ                       | <input type="checkbox"/> | 6 |
| Apprenticeship            | <input type="checkbox"/> | 7 |
| Other ( <b>WRITE IN</b> ) | <input type="checkbox"/> | 8 |
-



**SECTION 3  
-START OF THE PROGRAMME-**

**INTERVIEWER:** I'd now like you to think about when you first started your training programme

**ASK ALL**

Q11 Was your training undertaken through an...**READ OUT. MULTI-CODE POSSIBLE**

- Employer  1
- A Private Training Provider  2
- FE College  3

Q12 Did your [SUBSTITUTE ANSWER(S) FROM Q11] assess your existing skills by testing you or talking with you about your skills and your ambitions?

- Yes  1 ASK Q13
- No  2 Go to Q14
- Don't know  3

**IF HAD AN INITIAL ASSESSMENT AT Q12 ASK Q13. OTHERS GO TO Q14**

Q13 Were the results of the initial assessment used to shape your training programme?

9.25

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

**ASK ALL**

Q14a [TEXT SUBSTITUTION: IF CODE 3 AT Q1:Are IF CODES 1 or 2 Were] you happy with your learning plan?

- Yes  1
- No  2

Q14b Was there anything about your programme that you needed more information on, or would have liked explained better? **DO NOT READ OUT**

No, nothing, can't think of anything	1
Just better overall explanation	2
The amount of theory / the balance between theory and practical work	3
Key skills	4
Portfolio work (what would be involved)	5
Workplace training	6
Other (please specify)	7

Q15a How well did you feel you understood what was to be involved in your training?  
**READ OUT SINGLE CODE ONLY**

- I had a full understanding  1 **GO TO Q16**
- I had a broad understanding with just one or two areas where I needed further explanation  2
- I had a broad understanding with many areas where I needed further explanation  3 **ASK Q15B**
- I did not understand any of it  4

**IF FELT EXTRA EXPLANATION WAS NEEDED ASK Q15B. OTHERS GO TO Q16**

Q15b Which areas did you feel you needed more explanation of? **DO NOT READ OUT**

Assignments / coursework	1
What to do when training completed / job and careers	2
Employee's rights / employee legislation	3
Other (please specify)	7

**ASK ALL**

Q16 Overall, how satisfied were you with the initial process (start of the programme) we have just discussed?

**READ OUT. ALLOW DK**

- Extremely satisfied  1
- Very satisfied  2
- Fairly satisfied  3
- Neither satisfied nor dissatisfied  4
- Fairly dissatisfied  5
- Very dissatisfied  6
- Extremely dissatisfied  7

**SECTION 4**  
**- DURING THE PROGRAMME - (PLACE OF WORK AND SUPERVISOR)**

**ASK ALL**

Q17pre:

**IF CURRENT LEARNER (CODE 3 AT Q1):** While on your current training, have you spent any time with an employer?

**IF LEAVER (CODES 1 OR 2 AT Q1):** While on your recent training, did you spend any time with an employer?

Yes  1 **CONTINUE**

No  2 **GO TO SECTION 5**

**INTERVIEWER:** I would now like to ask you about the time you have spent at your employers on the learning plan

**ASK ALL WHO SPENT TIME WITH AN EMPLOYER AT Q17PRE**

Q17

	Disagree Strongly	Disagree Slightly	Neither/ Nor	Agree Slightly	Agree Strongly
At work I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: am IF CODES 1 or 2 was] treated like any other member of staff	1	2	3	4	5
At work I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: feel IF CODES 1 or 2 felt] able to ask for advice from others when my supervisor was not there	1	2	3	4	5
I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: have the opportunity to use the skills I am learning IF CODES 1 or 2 had the opportunity to use the skills I learnt during my training] while at work.	1	2	3	4	5
I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: am learning IF CODES 1 or 2 learnt] during my training while at work	1	2	3	4	5
I have / had the opportunity to develop new skills	1	2	3	4	5
The work I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: do IF CODES 1 or 2 did] reflects what was set out in my learning plan	1	2	3	4	5
My supervisor [TEXT SUBSTITUTION: IF CODE 3 AT Q1: is IF CODES 1 or 2 was] approachable	1	2	3	4	5
My supervisor and I looked at my learning plan to see how I was getting on	1	2	3	4	5
I was made to feel welcome	1	2	3	4	5
I [TEXT SUBSTITUTION: IF CODE 3 AT Q1: can IF CODES 1 or 2 could] easily get hold of my Supervisor to speak to	1	2	3	4	5
My supervisor liaised with my training provider contact about my progress	1	2	3	4	5

Q18a How interested was your work supervisor in what you were doing?  
**READ OUT**

- |                       |                          |   |                  |
|-----------------------|--------------------------|---|------------------|
| Very interested       | <input type="checkbox"/> | 1 | <b>GO TO 19A</b> |
| Quite interested      | <input type="checkbox"/> | 2 |                  |
| Not very interested   | <input type="checkbox"/> | 3 | <b>ASK 18B</b>   |
| Not at all interested | <input type="checkbox"/> | 4 |                  |

**IF SUPERVISOR NOT INTERESTED ASK Q18B. OTHERS GO TO Q19A**

Q18b What could your supervisor have done to appear more interested in you?  
**DO NOT READ OUT. PROBE FULLY: WHAT ELSE?**

- |                         |                          |   |
|-------------------------|--------------------------|---|
| Asked more questions    | <input type="checkbox"/> | 1 |
| Talked to me more       | <input type="checkbox"/> | 2 |
| Spent more time with me | <input type="checkbox"/> | 3 |
| Explained things better | <input type="checkbox"/> | 4 |
| Seen more of my work    | <input type="checkbox"/> | 5 |
| Other <b>(WRITE IN)</b> | <input type="checkbox"/> | 6 |
| Don't know              | <input type="checkbox"/> | 7 |

**ASK ALL IN THIS SECTION (Q17PRE/1)**

Q19a How often did you receive formal feedback from your supervisor at work. By this I mean a meeting to discuss how you were getting on with your learning plan? Would you say...  
**READ OUT SINGLE CODE ALLOW DK**

- |                         |                          |   |
|-------------------------|--------------------------|---|
| More than once a week   | <input type="checkbox"/> | 1 |
| Weekly                  | <input type="checkbox"/> | 2 |
| Fortnightly             | <input type="checkbox"/> | 3 |
| Monthly                 | <input type="checkbox"/> | 4 |
| Less often than monthly | <input type="checkbox"/> | 5 |
| Never                   | <input type="checkbox"/> | 6 |
| Don't know              | <input type="checkbox"/> | 7 |

Q19b And was this too often, about right or not enough?

- |                  |                          |   |
|------------------|--------------------------|---|
| Too often        | <input type="checkbox"/> | 1 |
| About right      | <input type="checkbox"/> | 2 |
| Not often enough | <input type="checkbox"/> | 3 |

Q20a And how often would you say you received informal feedback from your supervisor? By this I could mean your supervisor saying 'well done' if you've done a good job, or explaining how you could have done something differently. Would you say... **READ OUT**

- More than once a week  1
- Weekly  2
- Fortnightly  3
- Monthly  4
- Less often than monthly  5
- Never  6
- Don't know  7

Q20b And was this too often, about right or not enough?

- Too often  1
- About right  2
- Not often enough  3

Q21 Thinking specifically about your supervisor, can you tell me overall how satisfied you are with him/her in relation to your programme? Would you say you [TEXT SUBSTITUTION: IF CODE 3 AT Q1: are IF CODES 1 or 2 were]....**READ OUT**

- Extremely satisfied  1
- Very satisfied  2
- Fairly satisfied  3
- Neither satisfied nor dissatisfied  4
- Fairly dissatisfied  5
- Very dissatisfied  6
- Extremely dissatisfied  7

Q22a Have you ever made a complaint to your supervisor?

- Yes  1 **ASK Q22B**
- No  2 **GO TO Q23A**

**IF YES**

Q22b Did you feel your complaint was resolved satisfactorily?

- Yes  1 **( )**
- No  2

**SECTION 5  
-DURING THE PROGRAMME-(TRAINING PROVIDER VISITS TO WORKPLACE)**

**ASK ALL**

Q23a How often were you visited by your training provider contact in the first 3 months of your training programme? Would you say...**READ OUT**

- More than once a week  1
- Weekly  2
- Fortnightly  3
- Monthly  4
- Less often than monthly  5
- Never  6

Q23b And was this too often, about right or not enough?

- Too often  1 **GO TO Q24**
- About right  2
- Not often enough  3 **ASK Q23C**

**IF NOT OFTEN ENOUGH AY Q23B ASK Q23C. OTHERS GO TO Q24**

Q23c How often would you have liked your training provider contact to have visited you in the first 3 months of your training programme? Would you say...**READ OUT**

- More than once a week  1
- Weekly  2
- Fortnightly  3
- Monthly  4
- Less often than monthly  5
- Never  6

**ASK ALL LEAVERS WHO HAVE COMPLETED THEIR COURSE AND OTHERS WHO HAVE / HAD BEEN ON COURSE MORE THAN 3 MONTHS (CODE 2 AT Q1 AND CODES 1 AND 3 AT Q1 IF >3 MONTHS AT Q3B OR AT Q4) OTHERS GO TO Q25**

Q24a How often were you visited by your training provider contact after 3 months of your training programme? Would you say...**READ OUT**

- More than once a week  1
- Weekly  2
- Fortnightly  3
- Monthly  4
- Less often than monthly  5
- Never  5

Q24b And was this too often, about right or not enough?

- |                  |                          |   |                  |
|------------------|--------------------------|---|------------------|
| Too often        | <input type="checkbox"/> | 1 | <b>GO TO Q25</b> |
| About right      | <input type="checkbox"/> | 2 |                  |
| Not often enough | <input type="checkbox"/> | 3 | <b>ASK Q24C</b>  |

**IF NOT OFTEN ENOUGH AT Q24B ASK Q24C. OTHERS GO TO Q25**

Q24c How often would you have liked your training provider contact to have visited you after 3 months of your training programme? Would you say...**READ OUT**

- |                         |                          |   |
|-------------------------|--------------------------|---|
| More than once a week   | <input type="checkbox"/> | 1 |
| Weekly                  | <input type="checkbox"/> | 2 |
| Fortnightly             | <input type="checkbox"/> | 3 |
| Monthly                 | <input type="checkbox"/> | 4 |
| Less often than monthly | <input type="checkbox"/> | 5 |
| Never                   | <input type="checkbox"/> | 5 |

**SECTION 6  
-DURING THE PROGRAMME- ( TRAINING PROVIDER CONTACT)**

**ASK ALL**

Q25 I'm now going to ask you a few questions relating to your Training Provider Contact. I am going to read out a number of statements about the way your training programme was organised and I would like you to tell me the extent to which you agree or disagree with each.

**READ OUT**

	Disagree Strongly	Disagree Slightly	Neither/ Nor	Agree Slightly	Agree Strongly
My training provider contact offered me useful advice and support	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
I could easily get hold of my training provider to speak to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My training provider contact liased with my employer about my progress	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My training provider contact helped increase my self confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My training provider contact understood my concerns	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Q26a How often did you meet your training provider to discuss your progress ...**READ OUT**

- More than once a week  1
- Weekly  2
- Fortnightly  3
- Monthly  4
- Less often than monthly  5
- Never  6

Q26b And was this too often, about right or not enough?

- Too often  1
- About right  2
- Not often enough  3

Q27a Thinking specifically about your training provider contact, can you tell me overall how satisfied you are with him/her in relation to your programme? Would you say you were....**READ OUT**

- Extremely satisfied  1
- Very satisfied  2
- Fairly satisfied  3
- Neither satisfied nor dissatisfied  4
- Fairly dissatisfied  5
- Very dissatisfied  6
- Extremely dissatisfied  7

Q27b Have you ever made a complaint to your training provider contact?

- Yes  1 **ASK Q27C**
- No  2 **GO TO Q27D**

**IF MADE A COMPLAINT AT Q27B ASK Q27C. OTHERS GO TO Q27D**

Q27c Did you feel your complaint was resolved satisfactorily?

- Yes  1
- No  2



**SECTION 6 II  
-DISCRIMINATION-**

**ASK ALL**

**Q27D IF CURRENT LEARNER (CODE 3) AT Q1:** Do you feel you have been discriminated against at any time while on the training programme?

**IF LEAVER (CODE 1 OR 2 AT Q1):** Did you feel you were discriminated against at any time while on the training programme?

Yes

 1

**ASK NEXT QUESTION**

No

 2

**GO TO NEXT SECTION**

**IF YES**

**Q27e WHY DO YOU FEEL YOU WERE DISCRIMINATED AGAINST?**

**PROMPT IF NECESSARY MULTICODE ALLOWED** Was it to do with age, gender, ethnicity or other issues?

Age	1
Because I am/was a trainee	2
Gender	3
Disability	4
Race / ethnicity	5
Other (SPECIFY)	6

**Q27F** And who do you feel discriminated against you – I mean who did they work for?

**PROMPT IF NECESSARY MULTICODE ALLOWED**

Training provider

 1

FE college

 2

Employer

 3

Other (SPECIFY)

 4

Don't know / refused

 5

**SECTION 7  
-COMPLETION OF THE PROGRAMME-**

**ASK IF LEAVER – COMPLETED (CODE 2 AT Q1)**

Q28a With what you know now do you feel that the programme was the right choice for you?

- |     |                          |   |                   |
|-----|--------------------------|---|-------------------|
| Yes | <input type="checkbox"/> | 1 | <b>GO TO Q28C</b> |
| No  | <input type="checkbox"/> | 2 | <b>ASK Q28B</b>   |

**IF NO AT Q28A ASK Q28B. OTHERS GO TO Q28C**

Q28b Was there any support available to provide the guidance you needed to resolve the issues?

- |            |                          |   |
|------------|--------------------------|---|
| Yes        | <input type="checkbox"/> | 1 |
| No         | <input type="checkbox"/> | 2 |
| Don't know | <input type="checkbox"/> | 3 |

**ASK ALL**

Q28c If a problem was to arise with the programme, would you know how to deal with it?

- |            |                          |   |
|------------|--------------------------|---|
| Yes        | <input type="checkbox"/> | 1 |
| No         | <input type="checkbox"/> | 2 |
| Don't know | <input type="checkbox"/> | 3 |

Q28d Have you ever had a problem with the programme in the past?

- |     |                          |   |                   |
|-----|--------------------------|---|-------------------|
| Yes | <input type="checkbox"/> | 1 | <b>ask q28e</b>   |
| No  | <input type="checkbox"/> | 2 | <b>GO TO Q29A</b> |

**ASK IF HAD A PROBLEM AT Q28D. OTHERS GO TO Q29A**

Q28e Was the problem resolved satisfactorily?

- |     |                          |   |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No  | <input type="checkbox"/> | 2 |

**ASK ALL**

Q29a Did your training run to the timetable set out in your learning plan? **PROMPT IF NECESSARY**

- All elements ran to schedule  1 **GO TO Q30**
- Generally, elements ran to schedule  2
- Generally, elements ran behind schedule  3 **ASK Q29B**
- All elements were behind schedule  4

**IF CODE 3 OR 4 AT Q29A, ASK Q29B. OTHERS GO TO Q30**

Q29b Why do you feel your training did not run to schedule? **DO NOT READ OUT**

Poor organisation from provider / college	1
The trainers kept changing	2
My own fault	3
I struggled with the workload / fell behind	4
Not enough guidance and support	5
Got made redundant (lost the job)	6
Other (please specify)	7

**ASK ALL LEAVERS (CODES 1 AND 2 AT Q1). CURRENT LEARNERS GO TO Q35**

Q30 Do you feel you received sufficient guidance on presenting a portfolio of evidence towards the end of your training?

- Yes  1 **ASK Q31A**
- No  2
- Left before did this  3 **SKIP TO Q31C**

**ASK IF PRESENTED A PORTFOLIO OF EVIDENCE AT Q30. OTHERS GO TO Q31C**

Q31a Do you feel your portfolio of evidence was marked/judged fairly?

- Yes  1 **GO TO Q31C**
- No  2 **ASK Q31B**

Q31b Why do you feel it was judged unfairly

.....

.....

.....

**ASK ALL LEAVERS (CODES 1 AND 2 AT Q1)**

Q31c What did you go on to do straight after leaving? **SINGLE CODE ONLY**  
**PROMPT IF NECESSARY**

- Stayed with workplace employer  1
- Got a full-time job elsewhere  2
- Got a part-time job elsewhere  3
- Was unemployed  4
- Other (**WRITE IN**)

**ASK LEAVERS WHO DID NOT COMPLETE I.E. CODE 1 AT Q1. OTHERS GO TO Q32B**

Q32a What were the main reasons for not completing your training programme? **DO NOT PROMPT .**  
**MULTI-CODE POSSIBLE**

- I got a job  1
- I was not suited to the programme  2
- I was not enjoying the programme  3
- I started a full-time course  4
- I suffered health problems  5
- I was laid off/the business went bankrupt  6
- Other (**WRITE IN**)  7

**ASK ALL LEAVERS (CODES 1 AND 2 AT Q1)**

Q32b Before leaving, did you talk about you future and your options with your [SUBSTITUTE ANSWER OR ANSWERS FROM Q11]?

- Yes  1 **ASKQ32c**
- No  2 **ASK Q32B1**

**ASK IF NO AT Q32B ASK Q32C**

Q32b1 Would you have liked to talk to your [SUBSTITUTE ANSWER OR ANSWERS FROM Q11] about your future and your options?

- Yes  1
- No  2

**IF YES AT Q32B. OTHERS GO TO FILTER BEFORE Q32D**

Q32c What advice were you given? **DO NOT READ OUT**

Discussed continuing this training to the next level	1
Discussed other training options	2
'do whatever you want'	3
Careers / jobs advice	4
Nothing very specific	5
Other (please specify)	6

**ASK LEAVERS WHO DID NOT COMPLETE I.E. CODE 1 AT Q1. OTHERS GO TO Q34A**

Q32d What, if anything, would have stopped you from leaving? DO NOT READ OUT

More pay / money	1
If hadn't been made redundant / lost job / sacked	2
If had better relationship with my boss / manager / employer	3
If had more support / help / advice	4
Nothing	5
Other (specify)	6

Q33 If you had the opportunity to go back on the programme, would you?

- Yes  1
- No  2

**ASK ALL COMPLETERS (CODE 2) AT Q1. OTHERS GO TO Q35**

Q34a Did you receive any form of recognition for completing your training programme such as a certificate, a bonus or pay rise from your employer, a gift from your training provider or some other form of recognition? **MULTI-CODE FOR FIRST 2 CODES POSSIBLE**

- Yes – Training provider  1
- Yes - Supervisor  2
- No – neither  3

**IF YES AT Q34A**

Q34b What did they do by way of celebration or recognition? PROMPT IF NECESSARY

- Received a certificate 1
- Pay rise 2
- One off bonus for completing the programme 3
- Gift from the training provider 4
- Other (PLEASE SPECIFY) 5
- Don't know / Can't remember 6

**SECTION 8  
-OVERALL SATISFACTION-**

**ASK ALL**

Q35a Now, taking everything into account, can you tell me overall, how satisfied you **TEXT SUBSTITUTION: IF CODE 3 AT Q1:are IF CODES 1 OR 2** were] with your training programme?

- |                                    |                          |   |
|------------------------------------|--------------------------|---|
| Extremely satisfied                | <input type="checkbox"/> | 1 |
| Very satisfied                     | <input type="checkbox"/> | 2 |
| Fairly satisfied                   | <input type="checkbox"/> | 3 |
| Neither satisfied nor dissatisfied | <input type="checkbox"/> | 4 |
| Fairly dissatisfied                | <input type="checkbox"/> | 5 |
| Very dissatisfied                  | <input type="checkbox"/> | 6 |
| Extremely dissatisfied             | <input type="checkbox"/> | 7 |

Q35b What part of your training **TEXT SUBSTITUTION: IF CODE 3 AT Q1:do IF CODES 1 OR 2** did] you enjoy most? **PROMPT IF NECESSARY SINGLE CODE ONLY**

- |                                  |                          |   |
|----------------------------------|--------------------------|---|
| Workplace                        | <input type="checkbox"/> | 1 |
| Training away from the workplace | <input type="checkbox"/> | 2 |
| College                          | <input type="checkbox"/> | 3 |
| Other ( <b>WRITE IN</b> )        | <input type="checkbox"/> | 4 |
| None                             | <input type="checkbox"/> | 5 |

Q36a What would you say were the 2 things you **TEXT SUBSTITUTION: IF CODE 3 AT Q1:are IF CODES 1 OR 2** were] most satisfied with? **ALLOW DK / NULL. IF DK / NULL GO TO q36b**

**INTERVIEWER CODE FIRST REASON**

1. \_\_\_\_\_
- ( - )
2. \_\_\_\_\_

Q36b **And what would you say were the 2 things you** **TEXT SUBSTITUTION: IF CODE 3 AT Q1:are IF CODES 1 OR 2** were]most dissatisfied with? **ALLOW DK / NULL. IF DK / NULL GO TO Q37A**

**INTERVIEWER CODE FIRST REASON**

1. \_\_\_\_\_
- ( - )
2. \_\_\_\_\_

Q37a How would you describe your experience of your training programme?

Better than expected

1

**GO TO Q38**

Just as expected

2

Worse than expected

3

**ASK Q37B**

---

**IF WORSE THAN EXPECTED ASK Q37B. OTHERS GO TO Q38**

Q37b Why **TEXT SUBSTITUTION: IF CODE 3 AT Q1:is IF CODES 1 OR 2** was] it worse than you had expected? **DO NOT READ OUT**

Badly organised	1
Learnt nothing new / too easy	2
Too hard / too much work	3
Learning not relevant to the job	4
Went on for too long	5
Poor co-ordination between employer and provider	6
Didn't like the work placement	7
Teaching / teachers poor	8
Other (please specify)	9

**ASK ALL**

Q38 If you could improve one thing about your training course, what would it be?  
**ALLOW NULL**

.....

.....

.....

..... ( - )

Q39 Would you recommend this type of training programme to a friend?

Yes

1

No

2

Maybe

3

**ASK CURRENT LEARNERS (CODE 3 AT Q1). OTHERS GO TO Q42**

Q40a Do you think you will complete the training course, or is there a chance you may leave early. By completing I mean gain the qualification at the end of the course?

Yes

1

**GO TO Q41**

No – may leave

2

**ASK Q40B**

---

Q40b Why do you think you might leave early? DO NOT READ OUT

Might get a job	1
Pay is too low	2
Not learning anything new	3
Falling behind / finding it difficult	4
Not really enjoying it	5
Other (please specify)	6

Q41 What would you like to do after the training programme?  
**MULTI-CODE POSSIBLE. DO NOT READ OUT / PROMPT**

- Continue in present job  1
  - Move to a new full-time job  2
  - Move to a new part-time job  3
  - Take some time out  4
  - Do another training programme  5
  - Continue learning  6
  - Other (**WRITE IN**)  7
- 

Q42 Can I check, excluding this survey, how many times within the last 12 months, have you taken part in a survey regarding your satisfaction with your training?

- Once  1
- Twice  2
- Three times  3
- Four times  4
- Five times  5
- Six times  6



**SECTION 9  
-FINAL COMMENTS -**

**INTERVIEWER SAY:** In order that we can analyse our information by different types of customer, I would like to ask you a few further questions about yourself. This information will not be linked to you personally, but added together for all the people we interview.

**ONLY ASK IF L14 ON ILR CODED A 9 (OTHERS CHECK Q44)**

Q43 Can I just ask, do you have any long term illness which prevents you from working?

- |         |                          |   |
|---------|--------------------------|---|
| Yes     | <input type="checkbox"/> | 1 |
| No      | <input type="checkbox"/> | 2 |
| Refused | <input type="checkbox"/> | 3 |

**ONLY ASK IF L12 ON ILR CODED A 99 (OTHERS THANK AND CLOSE)**

Q44 And how would you describe your ethnic group?  
**Prompt as necessary:** as defined by the 2001 Census?

- |                                 |    |
|---------------------------------|----|
| White British                   | 1  |
| White Irish                     | 2  |
| Any other white background      | 3  |
| Black African                   | 4  |
| Black Caribbean                 | 5  |
| Any other Black background      | 6  |
| Chinese                         | 7  |
| Bangladeshi                     | 8  |
| Indian                          | 9  |
| Pakistani                       | 10 |
| Other Asian                     | 11 |
| Mixed White and Asian           | 12 |
| Mixed White and Black African   | 13 |
| Mixed White and Black Caribbean | 14 |
| Any other Mixed background      | 15 |
| Other (specify)                 | 16 |
| Refused                         | 17 |

THANK RESPONDENT AND CLOSE INTERVIEW

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	mins

**Appendix B: Key tables showing satisfaction**

# Q35a. Overall level of satisfaction

Base : All respondents

	Programme type from sample																				Learning Status				Area of Learning							Employment status				Gender		Age		
	Advanced app'ship		App'ship		E2E		NVQ Training		Early Leavers		Comp-leters		Current Learners		Engine-ering		Business		Retail Hospi-ting		Health		Hair		Land		ICT		Other		Employed		Not employed		Male Female		16-18		19+	
	TOTAL																																							
Unweighted Base	1250	449	471	193	137	168	302	780	119	223	190	80	67	159	100	93	21	5	836	412	706	544	807	443																
Weighted base	17320	4941	8648	2057	1674	2249	4574	10497	1690	2521	2870	1581	1110	2550	1293	1184	407	57	12206	5093	9502	7818	7634	9686																
Extremely satisfied (100.0)	3563 21%	809 16%	1985 23%	451 22%	318 19%	333 15%	963 21%	2267 22%	342 20%	429 17%	543 19%	459 29%	212 19%	573 22%	313 24%	139 12%	98 24%	5 8%	2320 19%	1222 24%	1690 18%	1874 24%	1563 20%	2000 21%																
Very satisfied (66.6)	7887 46%	2446 50%	3736 43%	857 42%	848 51%	572 25%	2243 49%	5072 48%	639 38%	1050 42%	1626 57%	638 40%	511 46%	1148 45%	608 47%	603 51%	154 38%	52 92%	5681 47%	2206 43%	4251 45%	3635 46%	3602 47%	4284 44%																
Fairly satisfied (33.3)	4315 25%	1314 27%	2079 24%	556 27%	366 22%	811 36%	1015 22%	2489 24%	492 29%	804 32%	488 17%	358 23%	264 24%	596 23%	276 21%	391 33%	90 22%	-	3097 25%	1218 24%	2680 28%	1634 21%	1790 23%	2524 26%																
Neither satisfied nor dissatisfied (0.0)	462 3%	121 2%	242 3%	46 2%	52 3%	139 6%	120 3%	203 2%	36 2%	56 2%	138 5%	55 3%	22 2%	59 2%	24 2%	10 1%	18 4%	-	332 3%	130 3%	236 2%	227 3%	199 3%	264 3%																
Fairly dissatisfied (-33.3)	509 3%	97 2%	285 3%	70 3%	56 3%	179 8%	86 2%	245 2%	73 4%	95 4%	37 1%	48 3%	21 2%	101 4%	36 3%	29 2%	-	-	353 3%	156 3%	313 3%	196 3%	268 4%	241 2%																
Very dissatisfied (-66.6)	333 2%	107 2%	181 2%	23 1%	22 1%	92 4%	87 2%	154 1%	110 6%	31 1%	26 1%	-	33 3%	38 1%	12 1%	13 1%	47 12%	-	249 2%	84 2%	217 2%	116 1%	93 1%	240 2%																
Extremely dissatisfied (-100.0)	239 1%	47 1%	127 1%	53 3%	12 1%	111 5%	59 1%	68 1%	-	56 2%	12 *	24 2%	47 4%	35 1%	12 1%	-	-	-	174 1%	65 1%	115 1%	124 2%	107 1%	132 1%																
Don't know/Not stated	12 *	-	12 *	-	-	12 1%	-	-	-	-	-	-	-	-	12 1%	-	-	-	-	12 *	-	12 *	12 *	-																
Mean	55.59	55.16	55.84	54.21	57.29	33.62	57.92	59.26	49.30	51.06	60.88	60.92	50.83	56.57	60.72	55.15	48.90	69.30	54.71	57.52	53.14	58.57	56.41	54.95																

**Q16. Level of satisfaction with initial process**

Base : All respondents

	Programme type from sample																			Learning Status					Area of Learning							Employment status		Gender		Age	
	TOTAL	Advanced app'ship			NVQ		Early Leavers	Comp- letters	Current Learners	Constr	Engine-ering	Business	Retail -ing	Hospi-tality	Health	Hair	Land	ICT	Other	Employed	Not employed	Male	Female	16-18	19+												
		App'ship	App'ship	E2E	Training	Leavers																				Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers	Leavers
Unweighted Base	1250	449	471	193	137	168	302	780	119	223	190	80	67	159	100	93	21	5	836	412	706	544	807	443													
Weighted base	17320	4941	8648	2057	1674	2249	4574	10497	1690	2521	2870	1581	1110	2550	1293	1184	407	57	12206	5093	9502	7818	7634	9686													
Extremely satisfied (100.0)	2402 14%	607 12%	1330 15%	274 13%	191 11%	232 10%	637 14%	1533 15%	209 12%	304 12%	339 12%	287 18%	190 17%	378 15%	234 18%	121 10%	56 14%	9 16%	1696 14%	706 14%	1179 12%	1222 16%	1039 14%	1362 14%													
Very satisfied (66.6)	7475 43%	2217 45%	3778 44%	825 40%	655 39%	711 32%	2053 45%	4711 45%	593 35%	1056 42%	1590 55%	711 45%	457 41%	1070 42%	582 45%	512 43%	79 19%	-	5230 43%	2236 44%	3840 40%	3635 46%	3558 47%	3917 40%													
Fairly satisfied (33.3)	5985 35%	1831 37%	2744 32%	764 37%	646 39%	881 39%	1536 34%	3568 34%	682 40%	925 37%	769 27%	465 29%	395 36%	835 33%	403 31%	500 42%	199 49%	48 84%	4250 35%	1723 34%	3633 38%	2352 30%	2391 31%	3594 37%													
Neither satisfied nor dissatisfied (0.0)	486 3%	151 3%	177 2%	93 5%	64 4%	189 8%	88 2%	209 2%	31 2%	97 4%	103 4%	31 2%	35 3%	57 2%	26 2%	-	13 3%	-	345 3%	141 3%	294 3%	192 2%	240 3%	246 3%													
Fairly dissatisfied (-33.3)	464 3%	68 1%	297 3%	35 2%	63 4%	100 4%	99 2%	266 3%	116 7%	70 3%	31 1%	-	33 3%	59 2%	24 2%	35 3%	60 15%	-	293 2%	171 3%	326 3%	138 2%	213 3%	251 3%													
Very dissatisfied (-66.6)	145 1%	14 *	89 1%	33 2%	10 1%	52 2%	45 1%	48 *	-	-	-	31 2%	-	59 2%	12 1%	10 1%	-	-	91 1%	54 1%	62 1%	83 1%	66 1%	79 1%													
Extremely dissatisfied (-100.0)	309 2%	51 1%	210 2%	23 1%	24 1%	72 3%	106 2%	130 1%	60 4%	68 3%	38 1%	55 3%	-	47 2%	12 1%	6 1%	-	-	267 2%	41 1%	137 1%	172 2%	93 1%	216 2%													
Don't know/Not stated	55 *	-	24 *	9 *	21 1%	12 1%	9 *	33 *	-	-	-	-	-	46 2%	-	-	-	-	33 *	21 *	31 *	24 *	33 *	21 *													
Mean	51.05	52.83	50.92	49.89	47.80	38.39	51.42	53.59	43.32	48.56	55.95	53.12	55.37	50.41	56.29	51.05	38.20	44.08	50.68	51.94	49.20	53.30	52.60	49.83													

**Q21. Satisfaction with work supervisor**

Base : All spending time with an employer

	Programme type from sample																			Learning Status					Area of Learning							Employment status		Gender		Age		
	Advanced		NVQ		Early		Comp-		Current		Engine-		Retail		Hospi-		Health		Hair		Land		ICT		Other		Employed		Not employed		Male		Female		16-18		19+	
	TOTAL	app'ship	App'ship	E2E	Training	Leavers	letters	Learners	Constr	Engineering	Business	ing	Business	ing	tality	Health	Hair	Land	ICT	Other	Employed	Not employed	Male	Female	16-18	19+												
Unweighted Base	1111	436	440	110	125	118	253	740	114	221	178	67	62	150	97	87	20	5	789	321	626	485	698	413														
Weighted base	15488	4783	7989	1167	1549	1672	3825	9991	1620	2511	2691	1307	1003	2357	1255	1124	394	57	11364	4112	8620	6868	6480	9007														
Extremely satisfied (100.0)	4028 26%	1010 21%	2422 30%	301 26%	295 19%	404 24%	869 23%	2755 28%	445 27%	526 21%	573 21%	405 31%	351 35%	708 30%	346 28%	257 23%	111 28%	5 8%	2928 26%	1099 27%	1982 23%	2046 30%	1765 27%	2263 25%														
Very satisfied (66.6)	6493 42%	2115 44%	3136 39%	527 45%	715 46%	588 35%	1731 45%	4175 42%	684 42%	1082 43%	1323 49%	484 37%	356 35%	885 38%	560 45%	437 39%	146 37%	9 16%	4667 41%	1827 44%	3623 42%	2870 42%	2851 44%	3642 40%														
Fairly satisfied (33.3)	3643 24%	1249 26%	1812 23%	257 22%	325 21%	480 29%	868 23%	2295 23%	370 23%	736 29%	547 20%	273 21%	242 24%	491 21%	238 19%	361 32%	86 22%	43 76%	2780 24%	863 21%	2293 27%	1350 20%	1423 22%	2220 25%														
Neither satisfied nor dissatisfied (0.0)	510 3%	182 4%	150 2%	38 3%	140 9%	112 7%	150 4%	248 2%	35 2%	95 4%	109 4%	59 5%	50 5%	26 1%	39 3%	23 2%	38 10%	-	364 3%	134 3%	357 4%	153 2%	140 2%	370 4%														
Fairly dissatisfied (-33.3)	337 2%	127 3%	132 2%	35 3%	42 3%	27 2%	95 2%	215 2%	53 3%	31 1%	57 2%	14 1%	5 *	83 4%	24 2%	23 2%	13 3%	-	218 2%	119 3%	172 2%	165 2%	164 3%	174 2%														
Very dissatisfied (-66.6)	175 1%	64 1%	102 1%	9 1%	-	26 2%	45 1%	104 1%	22 1%	33 1%	40 1%	13 1%	-	31 1%	12 1%	14 1%	-	-	141 1%	33 1%	78 1%	97 1%	47 1%	128 1%														
Extremely dissatisfied (-100.0)	234 2%	22 *	203 3%	-	10 1%	35 2%	67 2%	132 1%	13 1%	8 *	43 2%	59 5%	-	65 3%	36 3%	10 1%	-	-	198 2%	36 1%	94 1%	140 2%	91 1%	143 2%														
Don't know/Not stated	67 *	14 *	31 *	-	21 1%	-	-	67 1%	-	-	-	-	-	67 3%	-	-	-	-	67 1%	-	21 *	45 1%	-	67 1%														
Mean	59.03	57.20	60.31	61.68	56.04	53.48	57.04	60.73	60.35	57.80	57.50	57.01	66.49	58.88	59.43	57.09	58.97	44.07	58.40	60.93	57.63	60.79	61.12	57.51														

**Q27a. Overall satisfaction with training provider contact**

Base : All respondents

	Programme type from sample																							Learning Status					Area of Learning							Employment status			Gender		Age	
	TOTAL	Advanced app'ship	App'ship	E2E	NVQ Training	Early Leavers	Comp-leters	Current Learners	Constr	Engine-ering	Business	Retail	Hospi-tality	Health	Hair	Land	ICT	Other	Employed	Not employed	Male	Female	16-18	19+																		
Unweighted Base	1250	449	471	193	137	168	302	780	119	223	190	80	67	159	100	93	21	5	836	412	706	544	807	443																		
Weighted base	17320	4941	8648	2057	1674	2249	4574	10497	1690	2521	2870	1581	1110	2550	1293	1184	407	57	12206	5093	9502	7818	7634	9686																		
Extremely satisfied (100.0)	3902 23%	777 16%	2256 26%	503 24%	366 22%	421 19%	1087 24%	2394 23%	350 21%	359 14%	658 23%	551 35%	241 22%	668 26%	320 25%	211 18%	36 9%	5 8%	2642 22%	1248 25%	1799 19%	2103 27%	1737 23%	2164 22%																		
Very satisfied (66.6)	7146 41%	2265 46%	3429 40%	714 35%	738 44%	561 25%	1962 43%	4623 44%	764 45%	1056 42%	1386 48%	613 39%	495 45%	931 36%	478 37%	487 41%	197 48%	26 46%	5198 43%	1948 38%	4033 42%	3113 40%	3191 42%	3955 41%																		
Fairly satisfied (33.3)	4516 26%	1520 31%	1944 22%	602 29%	451 27%	788 35%	966 21%	2762 26%	440 26%	805 32%	603 21%	259 16%	186 17%	686 27%	313 24%	460 39%	136 33%	26 46%	3159 26%	1348 26%	2706 28%	1810 23%	1944 25%	2572 27%																		
Neither satisfied nor dissatisfied (0.0)	274 2%	107 2%	49 1%	65 3%	52 3%	102 5%	84 2%	88 1%	- -	49 2%	26 1%	31 2%	43 4%	- -	38 3%	17 1%	5 1%	- -	163 1%	110 2%	193 2%	81 1%	173 2%	100 1%																		
Fairly dissatisfied (-33.3)	857 5%	169 3%	539 6%	105 5%	44 3%	232 10%	326 7%	299 3%	35 2%	122 5%	141 5%	47 3%	78 7%	211 8%	109 8%	10 1%	- -	- -	632 5%	225 4%	418 4%	439 6%	328 4%	529 5%																		
Very dissatisfied (-66.6)	283 2%	100 2%	152 2%	32 2%	- -	79 4%	62 1%	142 1%	55 3%	56 2%	55 2%	12 1%	- -	27 1%	12 1%	- -	33 8%	- -	169 1%	114 2%	145 2%	139 2%	106 1%	177 2%																		
Extremely dissatisfied (-100.0)	269 2%	3 *	254 3%	- -	12 1%	27 1%	77 2%	165 2%	47 3%	73 3%	- -	55 3%	67 6%	3 *	24 2%	- -	- -	- -	218 2%	50 1%	186 2%	83 1%	92 1%	176 2%																		
Don't know/Not stated	74 *	- -	25 *	37 2%	12 1%	39 2%	9 *	25 *	- -	- -	- -	13 1%	- -	24 1%	- -	- -	- -	- -	25 *	49 1%	23 *	51 1%	62 1%	12 *																		
Mean	54.63	53.96	53.96	55.55	59.02	40.74	54.53	57.61	53.88	46.77	59.20	61.69	48.63	56.39	52.12	57.85	46.74	53.99	54.30	55.37	52.37	57.40	55.97	53.59																		