

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

## July 2006

Of interest to everyone involved in sustaining and improving levels of learner satisfaction across the adult and community learning sector

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The 2004/05 National Learner Satisfaction Survey: Adult and Community Learning was managed by the research team at the Learning and Skills Council National Office.

In partnership with GfK NOP.

 **For information**

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# Executive Summary

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The Learning and Skills Council (LSC) 2004/05 National Learner Satisfaction Survey (NLSS) was carried out between February and June 2005. Interviews were conducted with learners on a range of programmes, namely further education (FE), work-based learning (WBL) and adult and community learning (ACL). Interviews were primarily over the telephone, but those with disabilities or learning difficulties were given the option of face-to-face interviews if required.

A total of 43,671 learners were interviewed during the course of the survey. Learners were interviewed about their perceptions of the delivery of education and training in England and their satisfaction levels in relation to different aspects of their learning experience; quality of teaching, management of learning, pre-entry advice and guidance, learner support, benefits and impacts of learning.

The results showed that the overall satisfaction levels of learners are the highest they have ever been since the NLSS began and that the majority of learners were likely to return to learning in the future.

This report analyses and summarises these findings in the ACL provision and makes available a wealth of information and data which can be used for longitudinal analysis on different sub-groups of learners.

# Introduction

**1** The National Learner Satisfaction Survey provides an overview of delivery and satisfaction with education and training in England among learners aged 16 and over. The survey also allows an analysis of key sub-groups within the learner base, for example, younger learners, learners from minority ethnic backgrounds and learners with disabilities or learning difficulties.

**2** The 2004/05 survey, the fourth year it has been conducted, involved interviews with over 43,000 learners from three different sectors, namely further education, work-based learning and adult and community learning (accredited and non-accredited).

**3** The survey was conducted during the first half of 2005 and consisted of three waves of interviews designed to include the following learner types:

- those in the further education sector, that is, those attending general further education colleges, sixth form colleges and other specialist further education institutions
- those in the FE sector undertaking **learndirect** courses
- those undertaking work-based learning
- those undertaking FE delivered by adult learning providers (accredited courses)
- those undertaking non-accredited adult and community learning courses.

**4** The results gave a valuable national picture and contain a wealth of information about different sub-groups of learners. For example, in further education provision, results can be analysed by different variables such as:

- age
- gender
- ethnicity
- area of learning
- level of qualification
- disability, learning difficulty
- prior attainment level.

## Methodology

**5** The NLSS sample was designed to ensure a minimum of 500 FE learners were interviewed per local LSC, thus allowing dissemination and robust longitudinal analysis of results at local LSC level.

**6** Apart from learners on non-accredited courses, the sample for the survey was selected from the database of learners called the ILR (Individualised Learner Record). Prior to sample selection the database was 'cleaned' by removing:

- under-16s
- learners known to be deceased
- learners with no telephone numbers.

**7** The database was then stratified by various criteria such as local LSC, age, gender and ethnicity to improve the quality of the sample size. From this, a systematic sample (one in  $n$ ) of learners was selected to achieve a specified number of learners. The sample of non-accredited learners was selected in a similar manner from lists of learners provided by Local Authorities and colleges upon request by the survey contractor.

	2004/05
	No. of Interviews
<b>Further Education (total)</b>	<b>31,648</b>
Of which:	
General FE	27,568
Sixth form college	2,254
Other/specialist	1,826
<b>learndirect</b>	<b>903</b>
<b>Work-based Learning</b>	<b>5,619</b>
<b>FE delivered by Adult Learning Providers</b>	<b>1,731</b>
<b>Non-accredited Adult and Community Learning</b>	<b>3,770</b>
<b>Total</b>	<b>43,671</b>

**8**

A total of 43,671 learners were interviewed for the 2004/05 survey. Of these, 1,731 were from FE delivered by adult learning providers while 3,770 were from non-accredited adult and community learning. The table above shows the number of interviews conducted with each learner type on a national level:

**9**

Three waves of interviews were conducted from February to June 2005. The interviews were conducted by telephone with an average interview length of about 10 minutes. Interviews consisted of a set of core questions which were asked on all three waves and covered the following areas:

- overall satisfaction with the learning experience
- overall satisfaction with the quality of teaching and management of learning
- likelihood to return to learning in the future.

**10**

In addition to the core questions, each wave of interviews also consisted of a particular set of modular questions covering the following areas:

- wave 1: pre-entry advice and guidance
- wave 2: support for learners
- wave 3: impact of learning.

**11**

The questionnaire remained largely unchanged from the 2003/04 survey although some additional questions were added to the modular sections to allow for further in-depth analysis of learner responses.

**12**

Given the different nature of **learndirect** courses, the 2004/05 questionnaire also included alternative versions of some core and modular questions to make them more relevant and reflect the different style of learning at **learndirect**. This is the first time this has taken place.

**13**

Learners unable to participate in the telephone survey because of a disability or learning difficulty were offered the option of completing the survey face-to-face. A total of 139 interviews were conducted face-to-face and the data from these interviews was combined with the results of the telephone interviews.

**14**

All interviews were conducted by trained interviewers working on behalf of GfK NOP and all interviews were conducted in compliance to the Market Research Society Code of Conduct.

**15**

More information on the National Learner Satisfaction Survey methodology and questionnaire can be found in the updated document *NLSS: Guidance on the core methodology and core questionnaire*. This document has been updated to include the 2004/05 questionnaire.

**16**

This document, and the complete 2004/05 dataset, is available from the website <http://researchtools.lsc.gov.uk>.

## Abbreviations used

**17**

At times the following abbreviations are used in the reporting of the NLSS results:

- further education – **FE**
- work-based learning – **WBL**
- further education delivered by adult learning providers – **FE delivered by adult learning providers (ALP)**

- non-accredited adult and community learning (ACL) – **non-accredited ACL**.

**18**

Where there is discussion of data presented in figures and tables in this report, data subsequently mentioned and/or described is directly derived from the figures and tables.

**19**

The base size for non-accredited adult and community learning in 2001/02 is too small to use as a comparison with other years. Therefore three years' longitudinal data is presented for this sample of learners.

## Presentation of findings

**20**

Percentages: for clarity and brevity, and in accordance with normal practice, percentages in the figures are rounded to whole numbers. This means, where appropriate, they do not always add up to 100 per cent.

**21**

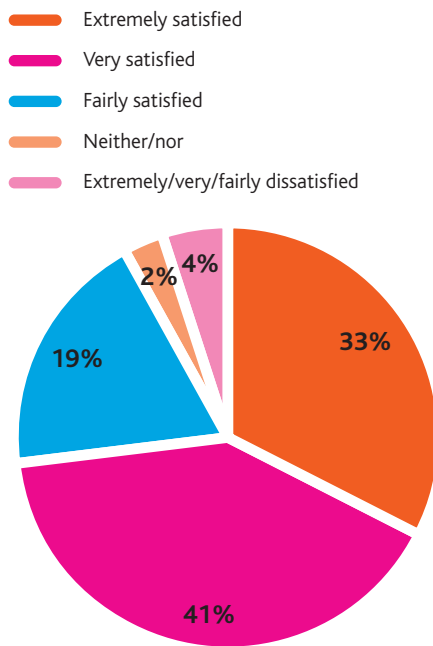
For some questions in this survey, as in earlier surveys, learners are offered a range of options where they can select as many or as few as they choose. Resulting percentages expressed, for example course choice, reflect learners' multiple response options and thus will usually add up to far more than 100 per cent.

**22**

In order to compare percentage results across different years of the survey we use the notation of change in 'percentage points'.

# Overall Satisfaction with the Learning Experience

**Figure 1: Overall satisfaction with learning experience, FE delivered by adult learning providers (2004/05 data)**



**Base:** All respondents for all waves (core question) 1,731  
This question allowed a single response

## 23

In the National Learner Satisfaction Survey a number of core questions are asked of all respondents in every wave. These questions have been prioritised by the Learning and Skills Council as key measures of satisfaction. This section explores overall satisfaction with the learning experience for learners in FE delivered by adult learning providers and those learners on non-accredited courses. It also examines reasons why learners left their course or programme early. It should be emphasised that the early leavers in the National Learner Satisfaction Survey are not representative of *all* early leavers in this sector. To be in the sample for this survey they would have left their course or programme at some time between the sample being provided and the interview itself.

## Key messages

### FE delivered by adult learning providers

## 24

In 2004/05, a third of learners (33 per cent) were 'extremely' satisfied with their overall learning experience. A further two in five (41 per cent) were 'very' satisfied. Almost a fifth (19 per cent) are 'fairly' satisfied.

## 25

Year-on-year, overall satisfaction has increased. The proportion of learners rating themselves as 'extremely' satisfied with the overall experience has increased by 5 percentage points since 2003/04. However the proportion of learners saying they are 'very' satisfied showed no change year-on-year (both 41 per cent), while the proportion saying they are 'fairly' satisfied decreased by -3 per cent.

## 26

When exploring the 2004/05 data by sub-groups, male learners were more satisfied than female learners. The younger learners and learners from minority ethnic groups all displayed lower levels of satisfaction. Learners with disabilities were more satisfied overall than those without.

## 27

The most common reasons given for leaving the course early were health reasons, excess workload, wrong course and problems with the quality of teaching.

### Non-accredited adult and community learning

## 28

Levels of satisfaction in this sector are generally very high and 2004/05 was no exception. Overall 94 per cent of learners expressed some degree of satisfaction with their learning experience overall, with almost two in five (39 per cent) saying they were 'extremely' satisfied.

## 29

Year-on-year, satisfaction levels in this sector have increased. The proportion of learners who gave an 'extremely' satisfied rating increased by +6 percentage points from the 2003/04 survey. This increase seems to result from learners moving from the 'very' and 'fairly' satisfied ratings rather than any discernible reduction in levels of dissatisfaction.

## 30

By sub-groups, females learners and older learners were considerably more satisfied than male learners, and younger learners. White learners also showed higher levels of satisfaction than those from minority ethnic backgrounds.

## High level of overall satisfaction

### FE delivered by adult learning providers

#### 31

Learners in this sector showed a very high level of overall satisfaction with their learning experience. Ninety-three per cent of learners in FE delivered by adult learning providers were 'extremely', 'very' or 'fairly' satisfied with their overall learning experience (see Figure 1). One third of learners were 'extremely' satisfied with their overall learning experience.

#### 32

In contrast, only four per cent of learners are dissatisfied, and just two per cent neither satisfied/nor dissatisfied.

#### 33

Table 1 shows that satisfaction levels have increased year-on-year in FE delivered by adult learning providers. The proportion of learners who give the highest satisfaction rating (extremely satisfied) has increased by +5 percentage points. This increase seems to be the result of learners moving from the 'fairly' satisfied level rather than any discernable decrease in dissatisfaction. However, the move towards more positive satisfaction ratings is very encouraging.

### Differences by gender and age

#### 34

In the 2003/04 survey it was noted that female learners were more likely to give an 'extremely' satisfied rating to their learning experience than male learners. In contrast, in the 2004/05 survey, male learners were slightly more likely to give the higher satisfaction ratings for their learning experience (78 per cent of males were 'extremely' or 'very' satisfied compared with 73 per cent of females). Levels of dissatisfaction were also slightly higher among females in 2004/05 with five per cent of females dissatisfied to some degree compared with three per cent of male learners. These results are shown in Table 2.

#### 35

Older learners in this sector generally appeared to be more satisfied with their overall learning experience; for example, 37 per cent of the 35–54 plus age group were 'extremely' satisfied compared with 25 per cent of the 16–24 age group and 27 per cent of the 25–34 age group. Moreover, some 76 per cent of the 55 plus age group gave a rating of either 'very' or 'extremely' satisfied compared with just 66 per cent of the 16–24, age group, a difference of +10 percentage points. There were only minor differences in the neither satisfied nor dissatisfied and the dissatisfied categories. These results are shown in Table 2.

### Differences by other variables

#### 36

Learners with disabilities appeared to have slightly higher satisfaction levels with their overall learning experience compared with learners without disabilities; 41 per cent of learners with disabilities were 'extremely' satisfied with their overall learning experience compared with 33 per cent of learners without disabilities.

#### 37

Learners in the survey from minority ethnic groups were slightly less satisfied with their overall learning experience than White learners. Of the minority ethnic learners, 32 per cent were 'extremely' satisfied and 35 per cent were 'very' satisfied with their overall learning experience (compared with 34 per cent and 42 per cent respectively for White learners).

**Table 1: Comparison of overall satisfaction with experience year-on-year (comparison of all those showing some degree of satisfaction)**

	2003/4	2004/5	+/- % year on year
Base: All respondents for all waves (core question)	1,652	1,731	
	%	%	%
Extremely satisfied	28	33	+5
Very satisfied	41	41	0
Fairly satisfied	22	19	-3

This question allowed a single response. Rating scale for dissatisfaction not shown.

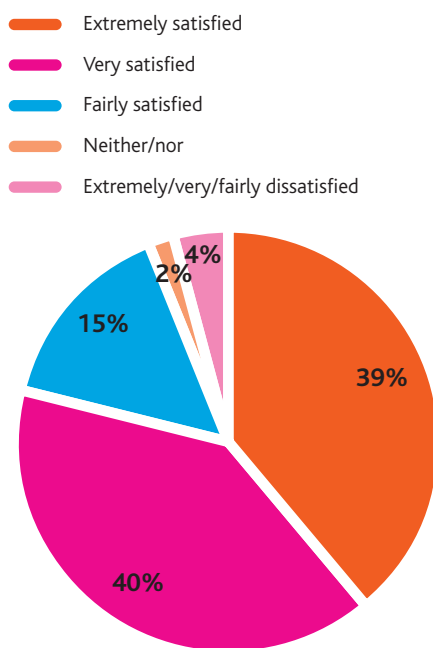


**Table 2: Overall satisfaction with learning experience in FE delivered by adult learning providers, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	1,731	447	1,284	132	245	840	514
	%	%	%	%	%	%	%
Extremely satisfied	33	34	33	25	27	37	32
Very satisfied	41	44	40	41	46	38	44
Fairly satisfied	19	16	20	26	19	17	20
Neither/nor	2	2	2	3	4	2	1
Fairly/very/extremely dissatisfied	4	3	5	5	4	5	3

This question allowed a single response. Learners who responded 'don't know' not shown.

**Figure 2: Overall satisfaction with learning experience, non-accredited ACL.**



Base: All respondents for all waves (core question) 3,770  
This question allowed a single response

### Non-accredited adult and community learning

#### 38

Satisfaction levels were similarly very high among learners undertaking non-accredited adult and community learning courses:

- some 94 per cent of learners were 'extremely', 'very' or 'fairly' satisfied with their overall learning experience (Fig.2)
- about two-fifths (39 per cent) of learners were 'extremely' satisfied
- only small minorities were dissatisfied (four per cent) or unable to state their level of satisfaction (two per cent were neither satisfied nor dissatisfied).

#### 39

Table 3 shows that satisfaction levels have increased year-on-year in non-accredited adult and community learning. The proportion of learners who gave the highest satisfaction rating ('extremely' satisfied) has increased by +6 percentage points respectively among non-accredited adult and community learners. This increase again seems to be the result of learners moving from the 'very' and 'fairly' satisfied levels rather than any discernable

decrease in dissatisfaction. However, the move towards more positive satisfaction ratings is very encouraging.

### Differences by gender and age

#### 40

Differences in satisfaction by gender were very marked. While 41 per cent of females claimed to be 'extremely' satisfied with their learning experience, 10 per cent fewer males (31 per cent) used this rating. Interestingly, there were only slight differences with levels of dissatisfaction with learners' overall learning experience by gender.

#### 41

As shown in Table 4, older learners appeared to be more satisfied with their overall learning experience compared with younger learners; those aged over 45 were more likely to be 'extremely' satisfied with their learning experience than those aged less than 45.

**Differences by other variables****42**

Learners from minority ethnic groups were less satisfied with their overall learning experience than White learners. Forty per cent of White learners were 'extremely' satisfied with their overall learning experience compared with 27 per cent expressing this degree of satisfaction among minority ethnic learners.

**Early leavers****FE delivered by adult learning providers****43**

All learners in this sector who had left the course early were asked to give their reasons for doing so. The most common reasons given are shown in Table 5.

**44**

While health reasons and personal problems/pregnancy were two of the most frequently mentioned reasons for leaving early (10 per cent and seven per cent respectively), this is arguably a difficult area for providers to improve upon. Other frequently mentioned reasons were related

to the course, with nine per cent mentioning too much work, the same proportion citing the quality of teaching and eight per cent feeling it was the wrong course.

**45**

Sample sizes are too small to explore the results by age and gender and other variables.

**Table 3: Comparison of overall satisfaction with experience year-on-year (comparison of all those showing some degree of satisfaction)**

	2003/4	2004/5	+/- % year on year
Base: All respondents for all waves (core question)	3,767	3,770	
	%	%	%
Extremely satisfied	33	39	+6
Very satisfied	45	40	-5
Fairly satisfied	16	15	-1

This question allowed a single response. Rating scale for dissatisfaction not shown.

**Table 4: Overall satisfaction with learning experience, non-accredited ACL, by age and gender**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	3,770	689	3,081	650	769	682	1,660
	%	%	%	%	%	%	%
Extremely satisfied	39	31	41	33	36	42	42
Very satisfied	40	44	40	39	42	38	41
Fairly satisfied	15	17	14	20	15	14	13
Neither/nor	2	2	1	2	2	1	1
Fairly/very/extremely dissatisfied	4	5	4	6	5	5	3

This question allowed a single response. Learners who responded 'don't know' not shown.

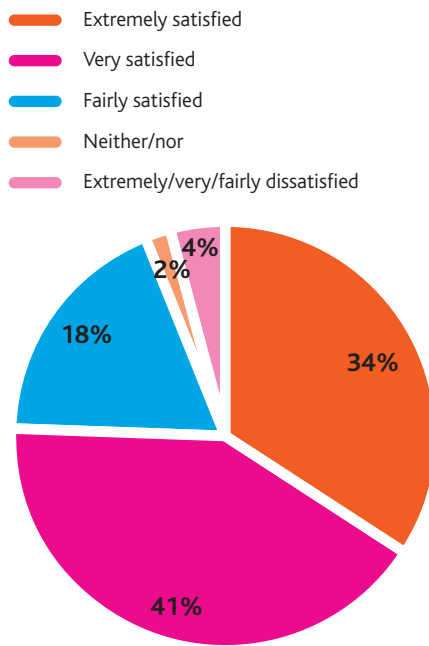
**Table 5: Reasons for leaving early – mentions over 2 per cent (2004/05 data)**

	2004/05
Base: All respondents for all waves who left course early (core question)	152
	per cent
Health reasons	10
Too much work	9
Tutor poor/problems with teaching quality	9
Wrong course for me	8
Personal problems/pregnancy	7
Got a job	6
Difficulties with childcare/family commitments	6
Lack of support from work/problems at work	5
Work too difficult	4
Travel difficulties (other than cost)	3
Changed jobs	3
College/provider badly run/organised	3
Lack of support from staff/tutor	3
<b>Summary codes:</b>	
Course/provider related	27
Employment related	11
Health related	10
Finance/travel	4



# Overall Satisfaction with the Quality of Teaching/Training

**Figure 3: Satisfaction with the quality of teaching in FE delivered by adult learning providers (2004/05 data)**



**Base:** All respondents for all waves who left course early (core question) 1,731  
This question allowed a single response

## 46

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

- a measure of overall satisfaction
- satisfaction with specific measures of teaching standards and also with quality of feedback.

## 47

The specific measures that were given to learners alongside a numeric rating scale were:

- knowledge of the subject
- how well they relate to you as a person
- making your subject interesting or enjoyable for you
- understanding you and how you like to learn
- the support they give you, for example, in improving your study techniques or time management
- planning their lessons
- the quality and availability of teaching materials they use
- setting clear targets or learning goals to help you improve
- providing prompt and regular feedback on progress
- managing the group of learners
- lesson time lost: learners estimate how much lesson time is lost/not put to good use
- learner's experiences': which problems or issues have occurred on a regular basis. These situations have been defined so that they reveal possible problems or issues in the way that teaching is managing in the classroom.

## Key Messages

### FE delivered by adult learning providers

## 48

Satisfaction with the overall quality of teaching was high again in 2004/05. A third of learners (34 per cent) were 'extremely' satisfied, over two in five (41 per cent) were 'very' satisfied and a further 18 per cent 'fairly' satisfied. Year on-year, there was a six per cent increase in the proportion of learners giving the highest rating.

## 49

A similar profile of learners displays lower levels of satisfaction with teaching overall and also the specific measures as they did for overall satisfaction with the experience; namely males, younger learners, and minority ethnic groups.

## 50

In 2004/05, 58 per cent of learners said that all their lesson time was put to good use and none was wasted.

## 51

There has been a significant increase in the proportion of learners rating a 9 or 10 out of 10 for *all* specific measures for teaching, with the aspect 'knowledge of the subject' again receiving the highest rating (77 per cent gave a 9 or 10 out of 10 rating). Just over four-fifths (82 per cent) of learners said that feedback was motivating.

## Non-accredited adult and community learning

### 52

Overall satisfaction with the quality of teaching was at similar levels to overall satisfaction with the learning experience. In 2004/05, over two in five (41 per cent) learners were 'extremely' satisfied (+6 per cent year-on-year), just under two in five (39 per cent) were 'very' satisfied and 14 per cent 'fairly' satisfied.

### 53

In 2004/05, 70 per cent of learners said that all their lesson time was put to good use and none was wasted.

### 54

There has been a significant increase in the proportion of learners rating a 9 or 10 out of 10 for *all* specific measures for teaching, with the aspect 'knowledge of the subject' again receiving the highest rating (81 per cent gave a 9 or 10 out of 10 rating). More than four-fifths (83 per cent) of learners said that feedback was motivating.

## Overall satisfaction with teaching

### FE delivered by adult learning providers

#### 55

Overall satisfaction with the quality of teaching was high; 93 per cent of learners were satisfied with the overall quality of the teaching they received. Of these learners, 34 per cent were 'extremely' satisfied with the quality of the teaching they received and more than two fifths (41 per cent) were 'very' satisfied. Almost a fifth (18 per cent) were 'fairly' satisfied.

#### 56

Only a small percentage (four per cent) were dissatisfied with the overall quality of the teaching they received.

#### 57

Table 6 shows that satisfaction levels with the overall quality of teaching have moved in a positive direction year-on-year. It is encouraging that the proportion of learners giving the highest rating has moved from 28 per cent in 2003/04 to 34 per cent in 2004/05 for FE delivered by adult learning providers and that the proportion stating that they were 'fairly' satisfied has decreased (-7 percentage points).

## Differences by gender and age

### 58

Table 7 shows the satisfaction levels across gender and different age groups for learners in FE delivered by adult learning providers. The level of satisfaction among male and female learners was very similar, with 35 per cent of males 'extremely' satisfied with the quality of teaching compared with 34 per cent of females. Male learners were also more likely than female learners to say they were 'very' satisfied (43 per cent compared with 40 per cent) with the overall quality of teaching they received.

### 59

With respect to satisfaction levels across different age groups, older learners were generally more satisfied with the overall quality of teaching. Learners in the 35–54 and 55 plus age groups were most satisfied with the quality of teaching (39 and 32 per cent 'extremely' satisfied), compared with 29 per cent of those aged 25–34 and 27 per cent of those aged 16–24 expressing this level of satisfaction. Notably levels of dissatisfaction among the quality of teaching was highest among the 16–24 age group (eight per cent)

**Table 6: Comparison of overall satisfaction with teaching year-on-year (comparison of all those showing some degree of satisfaction) in FE delivered by adult learning providers**

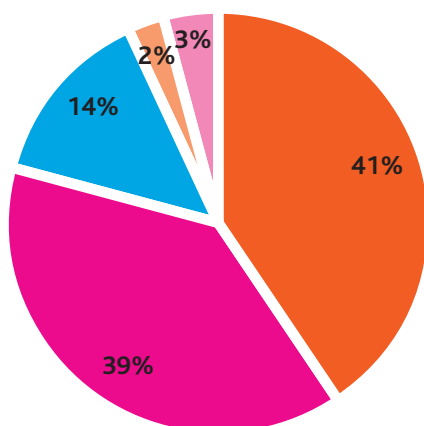
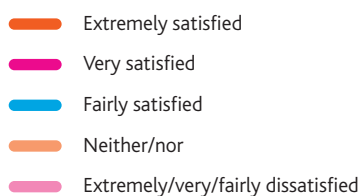
	2003/4	2004/5	+/- % year on year
Base: All respondents for all waves (core question)	1,652	1,731	
	%	%	%
Extremely satisfied	28	34	+6
Very satisfied	39	41	+2
Fairly satisfied	25	18	-7

This question allowed a single response. Rating scale for dissatisfaction not shown.

**Table 7: Overall satisfaction with the quality of teaching in FE delivered by adult learning providers, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	1,731	447	1,284	132	245	840	514
	%	%	%	%	%	%	%
Extremely satisfied	34	35	34	27	29	39	32
Very satisfied	41	43	40	42	47	36	44
Fairly satisfied	18	17	19	20	18	17	20
Neither/nor	2	1	2	3	2	2	2
Fairly/very/extremely dissatisfied	4	3	5	8	5	5	2

**Figure 4: Satisfaction with the quality of teaching in non accredited ACL (2004/05 data)**



Base: All respondents for all waves (core question) 3,770  
This question allowed a single response.

#### Differences by other variables

**60** Learners with disabilities were more likely to be 'extremely' satisfied with the quality of teaching than those without disabilities (39 per cent 'extremely' satisfied compared with 34 per cent). It is interesting to note, however, that the level of dissatisfaction was marginally higher (six per cent) among those with disabilities compared with those without (four per cent).

**61** By ethnicity, while 95 per cent of minority ethnic learners said they were satisfied to some degree with the quality of teaching (compared with 93 per cent of White learners), just 27 per cent felt they were 'extremely' satisfied with the quality of teaching compared with 35 per cent of White learners.

#### Non-accredited adult and community learning

**62** Figure 4 shows the satisfaction levels with the overall quality of teaching in non-accredited adult and community learning; more than two fifths (41 per cent) of learners are 'extremely' satisfied and a further two-fifths (39 per cent) are 'very' satisfied. Overall, almost 19 out of 20 learners (94 per cent) were 'extremely', 'very' or 'fairly' satisfied with the overall quality of teaching they received.

**63** Only a small percentage (three per cent) of learners were dissatisfied with the overall quality of the teaching/training they received.

**64** Table 8 shows that satisfaction levels with the overall quality of teaching have moved in a positive direction year-on-year in this sector also. The level of 'extremely' satisfied learners increased from 35 per cent in 2003/04 to 41 per cent in 2004/05 for non-accredited learners. There was no real change in levels of dissatisfaction year-on-year.

**Table 8: Comparison of overall satisfaction with teaching year-on-year (comparison of all those showing some degree of satisfaction)**

	2003/4	2004/5	+/- % year on year
Base: All respondents for all waves (core question)	3,767	3,770	
	%	%	%
Extremely satisfied	35	41	+6
Very satisfied	43	39	-4
Fairly satisfied	17	14	-3

This question allowed a single response. Rating scale for dissatisfaction not shown.

#### Differences by gender and age

##### 65

Female learners appeared to be more satisfied with the overall quality of the teaching they received, compared with male learners. More than two-fifths (43 per cent) of female learners were 'extremely' satisfied with the quality of teaching compared with a third of male learners (34 per cent). However, male learners were equally more likely to have been 'very' satisfied than female learners (43 per cent compared with 38 per cent) and there were only nominal differences between male and female learners with dissatisfaction levels (four and three per cent respectively).

##### 66

Older learners tended to be more satisfied with the quality of teaching than their younger counterparts. For example, more than two-fifths (44 per cent) of learners in the 55 plus age group were 'extremely' satisfied with the quality of teaching they received, compared with just over a third (35 per cent) of learners in the 16–24 age group. There were smaller differences across age groups in the 'very' satisfied response category (41 per cent of 55 plus age group learners compared with 40 per cent of 16–24 age group learners). There were no substantive differences with dissatisfaction levels across all age groups (four or three per cent).

#### Differences by other variables

##### 67

By ethnicity, while 43 per cent of White learners gave an 'extremely' satisfied rating for the quality of teaching, just 27 per cent of minority ethnic learners gave this same rating. Minority ethnic learners were more likely to give a 'very' or 'fairly' satisfied rating compared with White learners. Levels of dissatisfaction were similar at three per cent for White learners and five per cent for minority ethnic learners.

**Table 9: Overall satisfaction with the quality of teaching in non-accredited ACL, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
	3,770	689	3,081	650	769	682	1,660
	%	%	%	%	%	%	%
Extremely satisfied	41	34	43	35	39	43	44
Very satisfied	39	43	38	40	38	36	41
Fairly satisfied	14	17	13	17	16	16	12
Neither/nor	2	2	2	2	3	1	1
Fairly/very/extremely dissatisfied	3	4	3	4	4	4	3



## Individual aspects of teaching

### 68

Learners in the survey were asked to rate 10 aspects of teaching/training corresponding to their perceptions of quality. Learners rated each issue using a scale from one (very poor) to 10 (excellent). For the purposes of reporting, it has been agreed at the LSC that the measure to be tracked year-on-year is the proportion of learners who rated the following aspects of teaching as either 9 out of 10 or 10 out of 10, that is, in the uppermost rangers.

## FE delivered by adult learning providers

### 69

In 2004/5, the scores were highest for the following measures:

- knowledge of the subject (77 per cent rated their teachers/tutors a 9 or 10 out of 10)
- how well they relate to you as a person (67 per cent)
- making the subject interesting or enjoyable (58 per cent).
- managing the group of learners (56 per cent).

### 70

Compared with the previous year's survey results, the proportion of learners awarding each aspect of teaching a 9 or 10 out of 10 has increased for all the above mentioned measures.

## Differences by gender and age

### 71

There are quite marked differences in satisfaction ratings for individual aspects of teaching when analysed by age and gender. As with satisfaction with the overall learning experience, female and older learners generally appear to be more satisfied with nearly all of the individual aspects of teaching than their younger and male counterparts. Table 11 shows the ratings for individual aspects of teaching for learners in FE delivered by adult learning providers, by age and gender. It highlights the following points:

- For the aspect of teaching 'how well they relate to you as a person', 75 per cent of learners in the survey aged 55 plus gave a 9 or 10 out of 10 compared with 46 per cent of learners aged 16–24, a notable difference of +29 percentage points.

**Table 10: Ratings for aspects of teaching/training – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)**

	2004/05
Base: All respondents rating for all waves (core question)	1,731
	% rating a 9 or 10 out of 10
Knowledge of the subject	77
How well they relate to you as a person	67
Making your subject interesting and enjoyable for you	58
Managing the group of learners	56
Planning their lessons	52
Providing prompt and regular feedback on progress	51
Quality and availability of training materials they use	51
Understanding you and how you like to learn	49
The support they give you for example in improving techniques or time management	47
Setting clear targets or learning goals to help you improve	45

**Base:** All respondents rating (base differs for all aspects)

This question allowed a single rating per precode. % rating 9 or 10 out of 10 shown.

- For the aspect, 'managing the group of learners', there is a difference of +15 percentage points between the 55 plus age group (57 per cent) and the 16–18 age group (42 per cent).
- There is a difference of 11 percentage points for the aspect 'knowledge of the subject', with 76 per cent of learners aged 55 plus giving a 9 or 10 out of 10 rating compared with 65 per cent for the youngest group of learners.
- The differences in ratings by gender were smaller than those by age and, generally, male learners gave slightly lower scores than female learners.
- The greatest difference between ratings on all aspects of teaching across gender, was for 'planning their lessons', where 45 per cent of male learners gave a 9 or 10 out of 10 rating for this aspect, compared with 54 per cent of female learners, a difference of 9 percentage points.
- Interestingly, 'knowledge of the subject' was the only aspect where the proportion of male learners (78 per cent) giving a 9 or 10 out of 10 rating was greater than proportion of female learners (76 per cent).

### Differences by other variables

#### 72

For all aspects apart from 'how well they relate to you as a person' those learners with disabilities were more likely than those without to give a 9 or 10/10 rating. The difference between the two groups was greater for 'planning their lessons' where 62 per cent of those with disabilities gave a 9 or 10/10 rating compared to 51 per cent of those without – a difference of 11 percentage points.

**Table 11: Ratings for aspects of the quality of teaching in FE delivered by adult learning providers – the percentage rated as 9 or 10 out of 10 by learners, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents rating for all waves (core question)							
	%	%	%	%	%	%	%
Knowledge of the subject	77	78	76	65	73	80	76
How well they relate to you as a person	67	65	68	46	64	67	75
Managing the group of learners	56	52	57	42	51	59	57
Making the subject interesting or enjoyable	58	56	58	43	55	59	61
Planning their lessons	52	45	54	44	50	54	51
Providing prompt and regular feedback on progress	51	44	53	42	47	54	48
Understanding you and how you like to learn	49	43	51	33	49	52	50
Quality and availability of teaching materials	51	44	53	43	45	50	57
The support they give you, for example, in improving study techniques or time management	47	41	49	36	50	47	46
Setting clear targets to help learners improve	45	40	46	44	46	46	42

This question allowed a single rating per statement. % rating 9 or 10 out of 10.

**73**

By ethnicity, White learners were much more likely than minority ethnic learners to give a 9 or 10 out of 10 rating for all aspects apart from three – ‘support they give, for example, in improving study technique or time management’, ‘providing prompt and regular feedback’ and ‘setting clear targets’ where the proportions giving these scores were similar. The greatest difference was for the aspect ‘knowledge of the subject’ where 79 per cent of White learners gave a 9 or 10 out of 10 rating compared with 58 per cent of minority ethnic learners – a difference of 21 percentage points.

**Non-accredited adult and community learning****74**

In 2004/05 the scores were highest for the following measures:

- knowledge of the subject (81 per cent rated their teachers/tutors a 9 or 10 out of 10)
- how well they relate to you as a person (70 per cent)
- making the subject interesting or enjoyable (67 per cent)
- managing the group of learners (62 per cent).

**75**

Compared with the previous year’s survey results, the proportion of learners awarding each aspect of teaching a 9 or 10 out of 10 has increased for all the above mentioned measures.

**Differences by gender and age****76**

Table 13 shows the ratings for individual aspects of teaching for learners in non-accredited adult and community learning, by age and gender. It highlights the following:

- For all individual aspects of teaching, male learners gave lower ratings than female learners. The greatest difference by gender was for the aspect ‘the support they give you’, with 57 per cent of female learners giving this a 9 or 10 out of 10 rating compared with 41 per cent of male learners (a difference of 16 percentage points).

**Table 12: Ratings for aspects of teaching/training in Non-accredited ACL – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)**

	2004/05
Base: All respondents rating for all waves (core question)	3,770
	% rating a 9 or 10 out of 10
Knowledge of the subject	81
How well they relate to you as a person	70
Making your subject interesting and enjoyable for you	67
Managing the group of learners	62
Planning their lessons	58
Understanding you and how you like to learn	56
The support they give you for example in improving techniques or time management	54
Providing prompt and regular feedback on progress	54
Quality and availability of training materials they use	53
Setting clear targets or learning goals to help you improve	50

**Base:** All respondents rating (base differs for all aspects)

This question allowed a single rating per precode. % rating 9 or 10 out of 10 shown.

- Over three quarters (76 per cent) of learners in the 55 plus age group gave 9 or 10 out of 10 ratings for the aspect of teaching 'how well they relate to you as a person'. This compares to just three in five (60 per cent) of learners in the 16–24 year old age group who gave 9 or 10 out of 10 ratings for this aspect.
- There is a 13 percentage point difference for 9 or 10 out of 10 ratings by gender for the overall top rated aspect of teaching 'knowledge of the subject' (72 per cent for learners aged 16–24 compared with 85 per cent for those aged 55 plus).
- The aspect 'setting clear targets to help improve learners' achieved the lowest rating overall, with just 44 per cent of the youngest learners aged 16–24 giving this aspect a 9 or 10 out of 10 rating and 54 per cent of those aged 55 plus.

## Lesson time lost

### 77

Over the years a question relating to the use of session time has been used as a core question in the survey. The questionnaire asks the respondents if all of their lessons or training sessions have been put to good use or if some were wasted.

### 78

It should be noted that learners' opinions about what constitutes wasted lesson time can and does vary. This question is therefore a subjective response and reports learners' own perceptions of wasted lesson time.

## FE delivered by adult learning providers

### 79

Figure 5 shows the results for 2004/05 in FE delivered by adult learning providers. When learners were asked to rate whether they considered any of their lesson or sessions time to be wasted, 58 per cent responded 'none is wasted'. This means that two in five learners in the survey (40 per cent) believe some of their lesson time is wasted (two per cent of learners responded 'don't know').

### 80

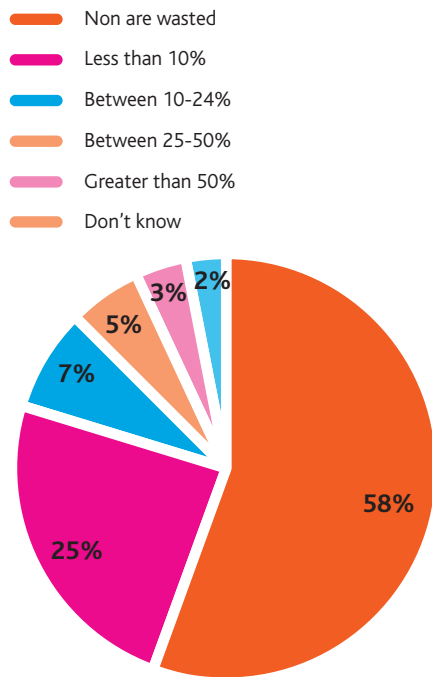
Compared with results for 2003/04, the 2004/05 results showed a decrease in the percentage of learners who considered that some lesson time had been wasted (-3 percentage points).

**Table 13: Ratings for aspects of the quality of teaching in non-accredited ACL – the percentage rated as 9 or 10 out of 10 by learners, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents rating for all waves (core question)	3,770	689	3,081	650	769	682	1,660
	%	%	%	%	%	%	%
Knowledge of the subject	81	75	82	72	80	78	85
How well they relate to you as a person	70	61	72	60	67	68	76
Managing the group of learners	62	51	65	54	59	59	68
Making the subject interesting or enjoyable	67	59	69	60	61	65	73
Planning their lessons	58	47	61	53	54	54	63
Providing prompt and regular feedback on progress	54	43	56	49	50	51	59
Understanding you and how you like to learn	56	45	58	49	50	54	61
Quality and availability of teaching materials	53	45	54	48	49	49	58
The support they give you, for example, in improving study techniques or time management	54	41	57	49	48	52	60
Setting clear targets to help learners improve	50	38	52	44	48	48	54

This question allowed a single rating per statement. % rating 9 or 10 out of 10.

**Figure 5: Percentage of wasted lesson time in FE delivered by adult learning providers (2004/05 data)**



Base: All respondents for all waves (core question) 1,731  
This question allowed a single response

**Differences by gender and age**

**81**  
In the 2004/05 survey, nearly three fifths of the female learners (58 per cent) in FE delivered by adult learning providers considered that none of their lesson time had been wasted. This compares with 56 per cent of male learners who considered no lesson time had been wasted, a difference of +2 percentage points (compared to a +12 percentage point difference in the 2003/2004 survey).

**82**  
There is a high correlation between age and perceived lesson time lost. While 57 per cent of learners aged 55 plus and 60 per cent of those aged 35–54 considered that none of their lesson time had been wasted, the proportion fell to just 44 per cent among those learners aged 16–24, a difference of at least +13 percentage points to the learners aged 25–34. Furthermore while just two per cent of those aged 55 plus claim that 'more than half of their lessons are wasted', this increases to eight per cent for those aged 16–24.

**Differences by other variables**

**83**  
By ethnicity, the majority of both White and minority ethnic learners feel none of their lesson time is wasted (both 58 per cent). However, while just three per cent of White learners feel that more than half their lesson time is wasted, twice as many (six per cent) minority ethnic learners feel this way.

**84**  
Learners with disabilities were more likely than those without to feel that none of their lesson time is wasted (63 per cent compared with 57 per cent respectively).

**Non-accredited adult and community learning**

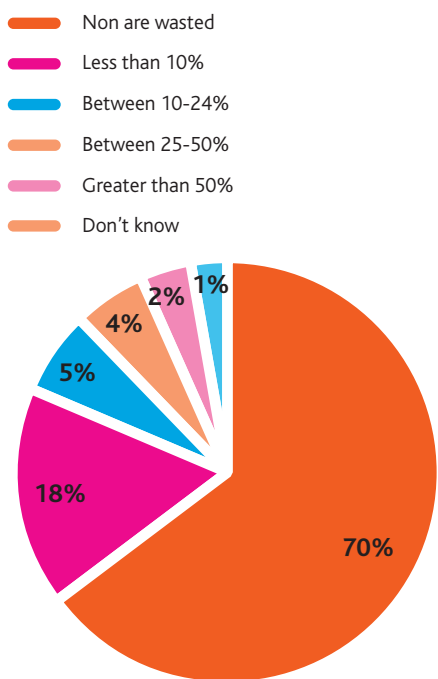
**85**  
The results for learners in non-accredited adult and community learning are shown in Figure 6. Very positively, seven in ten learners (70 per cent) thought that no lesson time had been wasted. Just under a fifth of learners (18 per cent) considered less than 10 per cent of lesson time was wasted. A minority of learners thought that 10 per cent or more had been wasted.

**Table 14: Percentage of wasted lesson time in FE delivered by adult learning providers, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	1,731	447	1,284	132	245	840	514
	%	%	%	%	%	%	%
More than a half are wasted	3	4	3	8	3	4	2
Between a quarter and a half are wasted	5	4	5	10	4	4	4
10-24% are wasted	7	7	7	7	10	7	6
Less than 10% are wasted	25	28	25	30	24	23	30
None are wasted	58	56	58	44	57	60	57
Don't know	2	1	2	-	1	2	1

This question allowed a single response

**Figure 6: Percentage of wasted lesson time in non-accredited adult and community learning.**



Base: All respondents for all waves (core question) 3,770  
This question allowed a single response.

**86**

Compared with results from 2003/04, the non-accredited adult and community learning results showed a nominal decrease in the percentage of learners (down three percentage points) who considered some of their lesson time to be wasted.

**Differences by gender and age**

**87**

Younger learners considered that more lesson time had been wasted compared with older learners in the survey. Also, male learners in the survey considered that more lesson time was wasted compared with female learners. This is shown in Table 15 and discussed below.

**88**

Over seven in ten (71 per cent) of female learners considered that no lesson time was wasted, compared with just over three fifths (63 per cent) of male learners. There was no difference by gender in the proportion of learners (both two per cent) who considered that more than half of lesson time was wasted.

**89**

Three quarters (75 per cent) of learners aged 55 plus in the survey responded that none of their lesson time had been wasted. This is +10 percentage points higher than the proportion of learners giving this response in the 16–24 age group (65 per cent).

**90**

Only small minorities of learners across all age groups felt that more than half the lesson time had been wasted or that between a quarter and a half had been wasted. However one in twelve learners (eight per cent) aged 16–24 felt that between 10–24 per cent of lessons were wasted compared with half this number – four per cent – among those aged 55 plus.

**Learners' experiences on the course/programme**

**91**

Learners were asked whether they had encountered particular issues or problems in their learning programme. The issues prompted in the question have been derived from research with learners in the design stages of the satisfaction survey about what disruptions or grievances they had experienced.

**Table 15: Percentage of wasted lesson time in non-accredited adult and community learning, by age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents	3,770	689	3,081	650	769	682	1,660
	%	%	%	%	%	%	%
More than a half are wasted	2	2	2	3	3	2	1
Between a quarter and a half are wasted	4	5	3	4	4	4	3
10-24% are wasted	5	7	5	8	7	6	4
Less than 10% are wasted	18	21	17	19	21	18	16
None are wasted	70	63	71	65	64	68	75
Don't know	1	1	2	1	2	2	1

This question allowed a single response

### FE delivered by adult learning providers

#### 92

The four situations encountered on a fairly regular basis most often by learners in FE delivered by adult learning providers, were:

- others arriving late by five minutes or more (43 per cent of respondents)
- lack of resources (15 per cent of respondents)
- noise/disruption (nine per cent of respondents)
- teachers/tutors going at too fast a pace (nine per cent of respondents)
- being left hanging around with nothing to do, lessons finishing late and lessons badly planned (each eight per cent of respondents).

#### 93

The situation 'others arriving late by five minutes or more' is mentioned by a significantly higher percentage of learners than any other situation encountered, as shown in Table 16.

#### Differences by gender and age

##### 94

By gender, there were very few differences in the issues experienced by male and female learners. However, there were some major differences by age relating to this issue. Younger learners were significantly more likely to agree that the following issues were experienced on a fairly regular basis:

- other learners arriving late by five minutes or more

- other learners making noise/disrupting
- being left hanging around with nothing to do
- trainers/tutors/assessors going at too slow a pace
- lessons/sessions finishing early
- lessons/sessions finishing late
- trainers/tutors and/or assessors arriving late by five minutes or more.

#### Differences by other variables

##### 95

Learners with disabilities were more likely to report the following (at least +4 percentage points higher than those without disabilities):

- other learners making a noise/disrupting
- hanging around with nothing to do.

**Table 16: Issues experienced on programme for FE delivered by adult learning providers (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	1,731	447	1284	132	245	840	514
	%	%	%	%	%	%	%
Other learners arriving late by 5 minutes or more	43	44	43	67	50	45	29
Lack of resources/poor equipment	15	16	15	11	13	14	19
Other learners making noise/disrupting	9	8	9	19	11	8	5
Being left hanging around with nothing to do	8	9	8	16	11	7	5
Lessons/sessions finishing late	8	12	6	14	8	8	6
Lessons/sessions being badly planned/ disorganised	8	9	7	14	9	8	4
Trainers/tutors/assessors going at a pace too slow	7	7	7	18	12	7	3
Trainers/tutors/assessors going at a pace too fast	9	5	11	10	10	6	14
Lessons/sessions finishing early	5	7	5	16	8	5	2
Trainers/tutors/assessors arriving late by 5 minutes or more	6	8	5	20	8	5	2
Trainers/tutors/assessors being absent	6	7	5	10	8	6	3
None of these	37	40	37	24	33	36	45

This question allowed a multiple response. Chart shows mentions of 5% or more. Learners who responded 'don't know' not shown.

**Table 17: Issues experienced on programme for Non-accredited ACL (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents for all waves (core question)	3,770	689	3,081	650	769	821	839
	%	%	%	%	%	%	%
Other learners arriving late by 5 minutes or more	38	41	38	48	43	40	36
Lack of resources/equipment	12	12	12	13	12	13	12
Other learners making noise/disrupting	7	7	7	11	8	7	6
Lessons/sessions finishing late	7	8	6	10	5	7	6
Being left hanging around with nothing to do	6	6	6	9	7	6	5
Lessons/sessions being badly planned	5	7	5	6	7	5	4
Trainers/tutors/assessors going at a pace too slow	5	7	5	11	6	5	3
Trainers/tutors/assessors going at a pace too fast	5	5	4	6	4	4	4
None of these	44	40	45	36	40	43	50

This question allowed a multiple response. Chart shows mentions of 5% or more. Learners who responded 'don't know' not shown.

## 96

By ethnicity, White learners were less likely to report all of the situations encountered, with the greatest difference in response being for the top issue. While 60 per cent of minority ethnic learners said that other students arrived late fairly regular, this was mentioned by 41 per cent of White learners.

### Non-accredited adult and community learning

## 97

The four situations encountered on a fairly regular basis most often by non-accredited adult and community learners, were:

- others arriving late by five minutes or more (38 per cent of respondents)
- lack of resources (12 per cent of respondents)
- noise/disruption (seven per cent of respondents)
- lessons finishing late (seven per cent of respondents).

## 98

The situation 'others arriving late by five minutes or more' is mentioned by a significantly higher percentage of learners than any other situation encountered, as shown in Table 17.

### Differences by gender and age

## 99

Female learners were less likely than male learners to report other students arriving late (38 per cent compared with 41 per cent of male learners), but other differences by gender in the reporting of issues were only nominal.

## 100

Older learners were less likely to report any of the situations encountered than the younger learners. This again will reflect their higher satisfaction levels overall. The greatest difference was for the issue 'other learners arriving late by five minutes or more', mentioned by 48 per cent of 16-24 year olds compared with 36 per cent of those aged 55 or more (a difference of +12 percentage points).

### Differences by other variables

## 101

Minority ethnic learners were more likely to report all the issues than White learners. The greatest difference was for the issue 'other learners arriving late' which was mentioned by 51 per cent of minority ethnic learners compared with 37 per cent of White learners.

### Feedback from teachers/trainers/assessors

## 102

Learners were asked how motivating they found feedback from trainers/tutors and/or assessors to be.



### FE delivered by adult learning providers

#### 103

For learners in FE delivered by adult learning providers, more than four in five (81 per cent) said that they found feedback from their teacher/tutor 'motivating'. Only a small percentage (two per cent) of learners expressed the view that teacher/tutor feedback was 'demotivating'. However, somewhat more worrying is the 15 per cent of learners who reported that the feedback had 'no effect'.

### Differences by gender and age

#### 104

There are small differences by gender in terms of how feedback is received from teachers/tutors. While 85 per cent of male learners found feedback 'motivating', fewer female learners (79 per cent) felt this way.

#### 105

A higher percentage of older learners in FE delivered by adult learning providers appeared to find feedback from teachers/tutors 'motivating' compared with younger learners. Over four in five (81 per cent) of learners in the 55 plus age group found feedback from teachers/tutors to be 'motivating', compared with just under three quarters (74 per cent) of learners in the age group 16–24.

### Differences by other variables

#### 106

By ethnicity, while 80 per cent of White learners found the feedback they received 'motivating', a higher proportion of learners from minority ethnic groups (88 per cent) felt the same way.

#### 107

Learners with disabilities were slightly more likely than those without to say the feedback they received from tutors was 'motivating' (83 per cent for those with disabilities compared with 80 per cent for those without).

**Table 18: How do you feel about the feedback on how you are doing from your teachers/tutors for FE delivered by adult learning providers? By age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents	1,731	447	1,284	132	245	840	514
	%	%	%	%	%	%	%
Motivating	81	85	79	74	78	82	81
No effect either way	15	13	15	20	17	12	17
Demotivating	2	1	2	4	3	2	1

This question allowed a single response

**Table 19: How do you feel about the feedback on how you are doing from your teachers/tutors for non-accredited ACL? By age and gender (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents	3,770	689	3,081	650	769	682	1,660
	%	%	%	%	%	%	%
Motivating	83	83	82	76	79	83	86
No effect either way	12	13	11	17	14	12	9
Demotivating	2	2	2	2	3	2	1

This question allowed a single response

## Non-accredited adult and community learning

### 108

For non-accredited adult and community learners, over four fifths (83 per cent) responded they found the feedback from their teacher/tutor 'motivating'. Only two per cent say they found the feedback 'demotivating' and around one in eight (12 per cent) felt the feedback received was neither 'motivating' nor 'demotivating'.

### Differences by gender and age

#### 109

It is interesting to note similarity across gender in learners' responses to the motivating effect of teacher/tutor feedback. For male and female learners, over four fifths (83 per cent and 82 per cent respectively) found feedback to be 'motivating'. These proportions are identical to those found in the 2003/2004 survey.

#### 110

There were apparent differences by age in respect to the issue of how teacher/tutor feedback was received by the learner. For learners in the age group 55 plus, over four fifths (86 per cent) found feedback to be 'motivating'. This compares with 79 per cent of learners in the age group 25–34 and 76 per cent of learners aged 16–24.

#### 111

There are also differences between learner responses about teacher/tutor feedback having no effect, with 17 per cent of 16–24 year olds reporting this result compared with just under one in ten (nine per cent) of 55 plus learners.

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# Information and Guidance Prior to Entry

## 112

This section explores factors influencing the choice of course/programme and also the choice of provider. It also highlights the sources of the pre-entry advice used for learners in this sector and the perceived usefulness of this advice.

## 113

Due to sampling restrictions, the information and guidance prior to entry questions were not asked of non-accredited learners. Therefore, the results in this section relate only to learners in FE delivered by adult learning providers.

## Key messages

### FE delivered by adult learning providers

#### 114

Own personal interest (92 per cent), advancing skills and knowledge in a particular area (89 per cent), flexibility in terms of timings (82 per cent) and liking the subject (79 per cent) were the primary drivers for undertaking their course for the vast majority of learners in FE delivered by adult learning providers. The main motivations for choice of provider (for learners that had a choice) were convenience of location (63 per cent) and simply the fact that they offered what was needed (29 per cent).

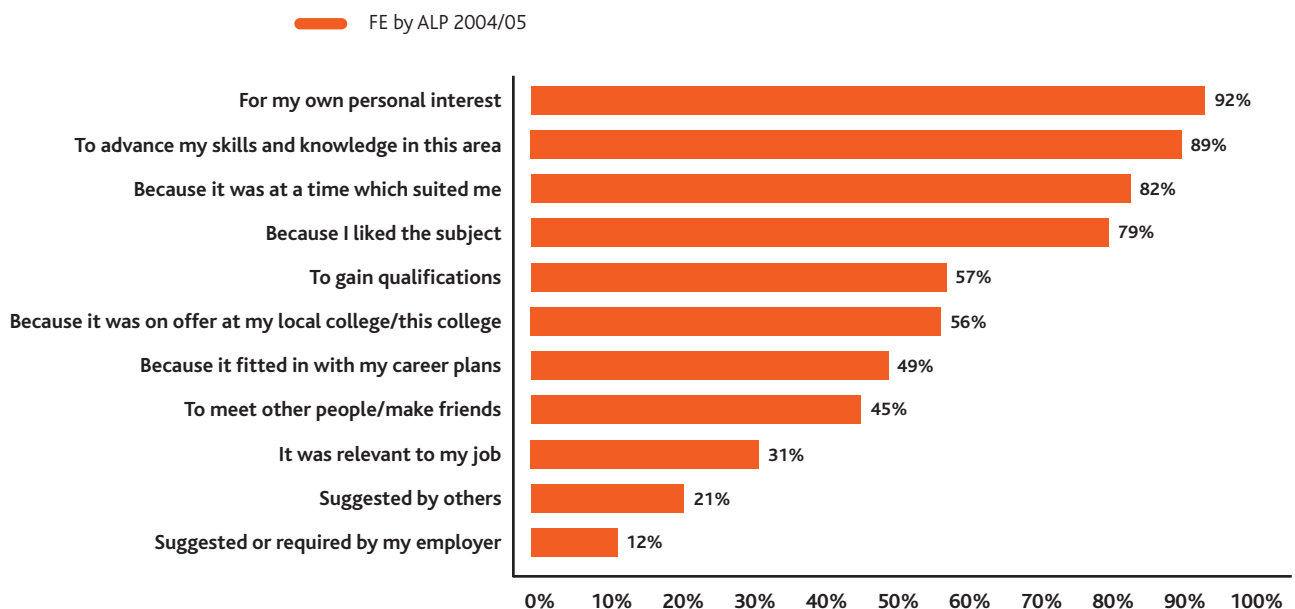
## 115

Friends were the most mentioned source of advice and guidance prior to entry onto the course mentioned by a quarter of learners. Teachers/tutors at the college/provider were ranked second in terms of use (at 22 per cent) closely followed by the college admissions office (at 21 per cent). Other sources of advice mentioned included parents and friends (17 per cent), employers and teacher at school (both 11 per cent).

## 116

Quality of advice can only be measured for three sources due to small base sizes. While base sizes are low and caution is recommended, the data appears to show that usefulness of advice is higher for teachers/tutors at college/provider than for friends and college admissions office.

Figure 7: Factors influencing choice of course in FE delivered by adult learning providers



Base: 572

This question allowed a multiple response. Chart shows mentions of 12% or more. Learners who responded 'don't know' not shown.

## Factors influencing choice of course/programme

### FE delivered by adult learning providers

**117**  
In FE delivered by adult learning providers, 92 per cent of learners surveyed in 2004/2005, gave 'for my own personal interest' as the most common reason for enrolling in a particular programme of study. Almost nine out of ten learners (89 per cent) gave 'to advance my skills and knowledge in this area' as a reason for enrolling in their course.

**118**  
It is interesting to observe the similarity between learners' responses, particularly when there appears to be no direct relationship between the statements 'to advance my skills and knowledge in this area' and 'for my own personal interest'. In fact, the two may be quite different objectives, suggesting a need for more careful future analysis of learners' choices and factors influencing them.

**119**  
Just over four in five learners said they chose their course because it was at a time that suited them (82 per cent), while just under four in five (79 per cent) said they chose it simply because they liked the subject. Fifty-six per cent said they chose the course because it was on offer at their local college.

**120**  
While 57 per cent of learners responded that 'to gain qualifications' was a factor that influenced their choice of course, 49 per cent said it fitted in with their career plans. A relatively high proportion of learners (45 per cent) said that meeting other people/making friends was a factor that influenced their choice of course.

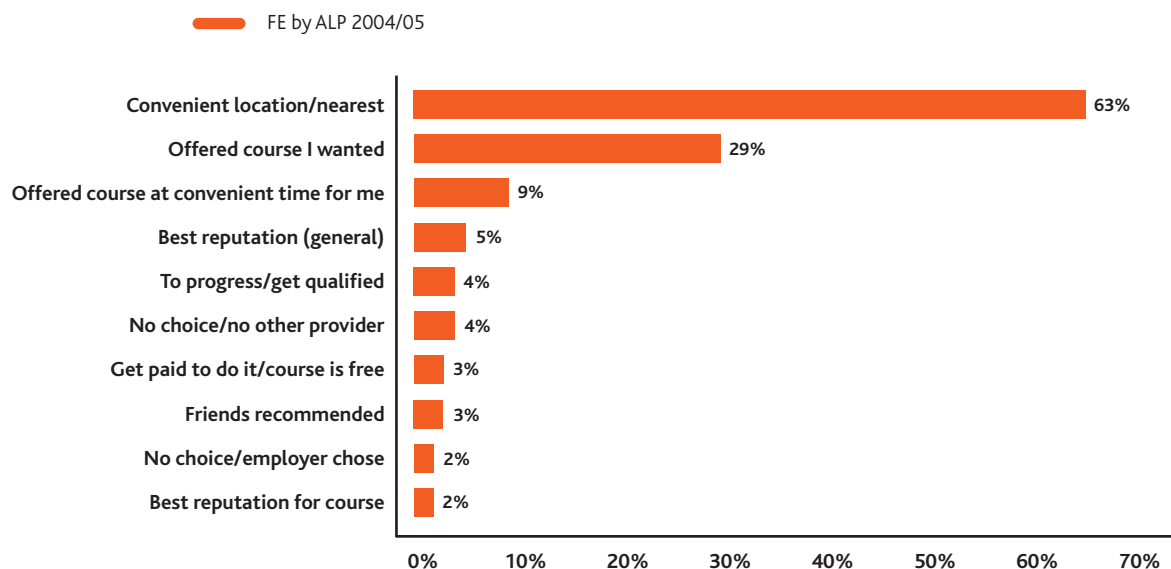
## Factors influencing choice of provider

### FE delivered by adult learning providers

**121**  
Learners were asked to cite reasons for choosing their provider. As shown in Figure 8, results obtained for learners in the 2004/05 survey suggest that their main reasons for choosing particular providers or places of learning are:

- convenience of location (63 per cent)
- offered course that I wanted (29 per cent).

Figure 8: Factors influencing choice of provider in FE delivered by adult learning providers.



Base: 572

This question allowed a multiple response. Chart shows mentions of 2% or more. Learners who responded 'don't know' not shown.

**122**

These results suggest that convenience of location is foremost among the reasons why learners chose certain providers; this finding thus casts at least some doubt on other influences on learners' choice of provider, no matter how well or badly informed or who the source of advice and/or guidance is. Interestingly, relatively few learners (just five per cent) indicated that provider reputation is a factor influencing their choice. A relatively high percentage of learners cited the convenience of the time of a course as a factor influencing their choice of course (nine per cent).

**Sources of pre-entry advice and guidance**

**FE delivered by adult learning providers**

**123**

To ascertain where and how learners obtained advice and guidance, learners participating in the 2004/05 survey were asked if they received information from any of the sources shown in Figure 9 appearing below.

**124**

Despite the plethora of advice available from formal sources, friends were the most cited source of advice about courses and programmes, mentioned by a quarter of learners (25 per cent). Parents/other family members were mentioned by 17 per cent.

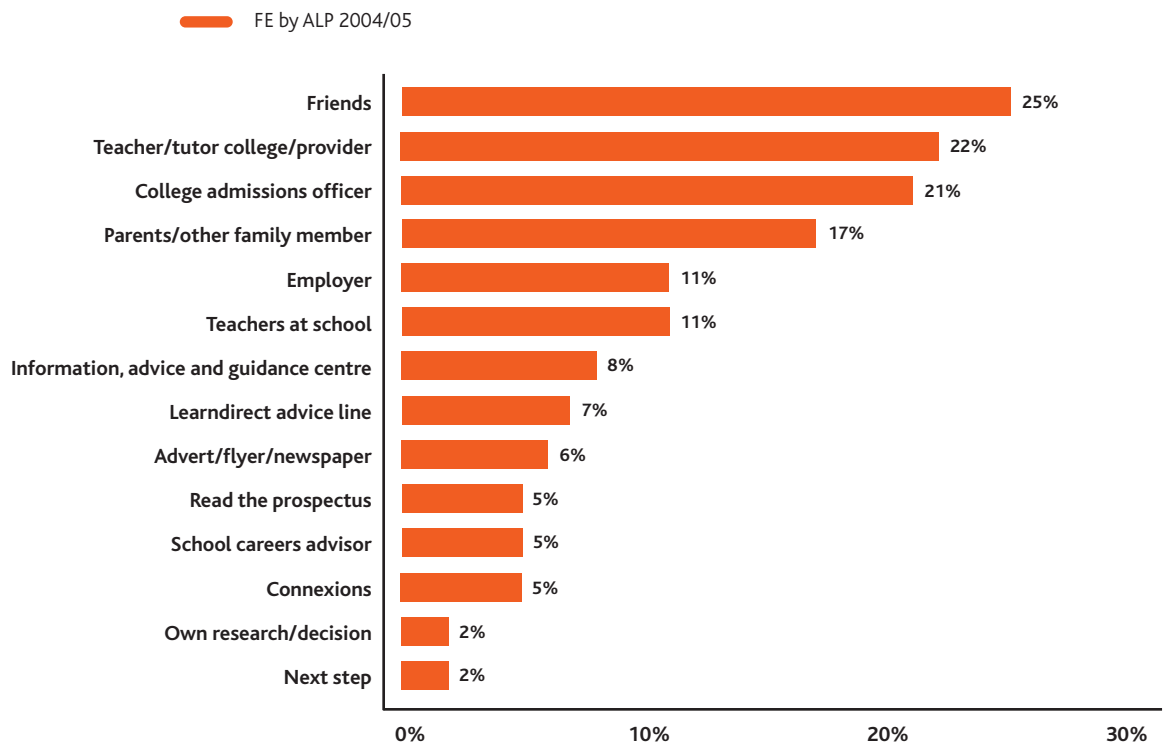
**125**

Advice from more formal sources was also important in determining choice of courses and programmes. In 2004/05, just over one in five (22 per cent) of learners stated that 'teachers/tutors at college' were a source of advice. Other main sources included college admissions officers (21 per cent), learners' employer and teachers at school (both 11 per cent) and information, advice and guidance centres (eight per cent).

**126**

Mentions of specific advisory services included the **learndirect** advice line mentioned by seven per cent of learners as a source of advice and Connexions, mentioned by five per cent of learners.

**Figure 9: Sources of pre-entry advice and guidance for learners' choice of course/provider in FE delivered by ALP.**



Base: 572

This question allowed a multiple response. Chart shows mentions of 12% or more. Learners who responded 'don't know' not shown.

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## Usefulness of advice received

### FE delivered by adult learning providers

#### 127

As noted above, learners have access to a range of sources of advice about courses and programmes in FE delivered by adult learner providers.

#### 128

Learners were asked to rate the usefulness of the advice they received from a maximum of two sources as being 'very useful', 'fairly useful', 'not very useful' or 'not at all useful'. If learners' cited more than two sources of advice used, they were then asked the usefulness of two sources selected at random.

#### 129

Of the sources available to learners in the 2004/05 survey, the following are identified by learners as being 'very useful' (please note, other sources not included due to small base size of sample):

- teachers/ tutors at college/provider (81 per cent)
- friends (60 per cent)
- college admissions office (49 per cent).

#### 130

The same sources received the following percentage of learners giving a 'fairly useful' rating:

- teachers/tutors at college/provider (15 per cent)
- friends (34 per cent)
- college admissions office (46 per cent).

#### 131

Of learners who rated the usefulness of the source of advice 'teachers/tutors at college/provider', just two per cent rated the advice as either 'not very useful' or 'not useful at all'. This compares with six per cent rating 'not very useful' or 'not useful at all' for the source of advice when using friends and four per cent for the same categories when using the college admissions office as a source of advice.

# Support for Learners

## 132

This section explores the support learners get once they have started their course/programme. More specifically:

- quality of management/administration of learning by the provider/college (these factors are not directly related to the trainer/tutor/assessor)
- managing expectations about the learning and delivery of the programme pre and post induction
- information relating to health and safety; learners' were asked whether they had received certain health and guidance information.
- difficulties, if any, learners experienced on courses, as well as the usefulness of advice sought to support them
- percentage of learners making complaints and the outcome of their complaint.

## Key messages

### FE delivered by adult learning providers

## 133

More than four in five of the learners in this sector in 2004/05 ranked their provider/college a 9 or 10 out of 10 for the following factors; 'seeing the same trainer/tutor/assessor' throughout and 'trainers/tutors/assessors turning up as planned'. The factor which achieved the lowest proportion of learners awarding a 9 or 10 out of 10 was 'managing timetables so they suit the learner as best they can', which still achieved a 9 or 10 out of 10 rating by 58 per cent of learners.

## 134

The understanding that the learners had of the course/programme and how it would be delivered pre induction shows room for improvement. Less than half of the learners said that they felt very well informed about the following; 'the standard of work expected', 'amount of work expected of me in my own time' and timing and type of assessments. Whilst these ratings increase when learners were asked how informed they felt post induction, the proportions of learners feeling very well informed is still lower than 60 per cent for most of the factors.

## 135

With regard to recall of health and safety guidance, over four in five learners recalled emergency arrangements for fire (82 per cent), although there was lower recall of first aid arrangements and how to report an accident (60 per cent), who to contact for health and safety advice (58 per cent) and any dangers involved with training and how to work safely (52 per cent).

## 136

Just over two in five learners (43 per cent) said that they had experienced none of the problems prompted in the survey. The most frequently mentioned problems were keeping up with the standard of work (27 per cent), personal motivation (25 per cent), fitting in course commitments with other work (24 per cent) and fitting in with other commitments at home (21 per cent). Only 13 per cent of these learners sought help and in four fifths of cases the advice received was deemed to be either 'very' or 'fairly useful'.

## 137

In 2004/05, 11 per cent reported a complaint (formal and informal). Of these, just seven per cent said that the outcome had satisfied them, while 19 per cent said that there had been an outcome that had not satisfied them; the majority (70 per cent) said that there had been no outcome at all.

## Non-accredited adult and community learning

## 138

More than four in five of the learners in this sector in 2004/05 ranked their provider/college a 9 or 10 out of 10 for the following factors; 'seeing the same trainer/tutor/assessor' throughout, 'trainers/tutors/assessors turning up as planned' and ensuring 'enough teachers/trainers/assessors are available'. The factors that achieved the lowest proportion of learners awarding a 9 or 10 out of 10 were 'communicating changes in time for sessions' and 'managing timetables so they suit the learner as best they can', although both these factors still achieved a 9 or 10 out of 10 rating by two-thirds of learners in this sector.

## 139

Two-thirds of learners felt very well informed about the content of the course and how it would be taught and about how the course would be taught after induction. Given the nature of non-accredited courses, which are often hobby based, learners felt less informed about the amount and standard of work, about the timing and nature of assessments and about how the skills gained would help them in a job. This is understandable as often these courses will have no formal induction and involve no formal assessment.

## 140

Four out of five learners recalled specific health and safety information regarding emergency arrangements for fire. There was lower recall (around three in five) for other health and safety information regarding first aid and how to report it and who to contact for health and safety advice.

**141**

Three-fifths of learners said that they had experienced none of the problems prompted in the survey. Problems mentioned by more than 10 per cent of learners were home commitments (17 per cent), personal motivation (12 per cent) and standard of work required (11 per cent).

**142**

Just under one in five (18 per cent) of learners who experienced one or more of the problems prompted in the survey had sought help from their provider. Of those that sought help, 48 per cent said that it was 'very useful' and a further 19 per cent 'fairly useful'.

**143**

In 2004/05 eight per cent reported a complaint (formal and informal). Of these, a quarter said that an outcome had satisfied them, a further quarter said that there had been an outcome that had not satisfied them; 44 per cent said that there had been no outcome at all.

## Management of learning

**144**

In the 2004/05 survey, learners were asked to rank a number of issues corresponding to the quality of management of administrative experiences they encountered during their learning experiences. Learners ranked each issue using a scale from one (very poor) to 10 (excellent).

**145**

The percentage of learners rating items as either 9 out of 10 or 10 out of 10, that is, in the uppermost ranges, for FE delivered by adult learning providers and non-accredited adult and community learning, is shown in Figure 10

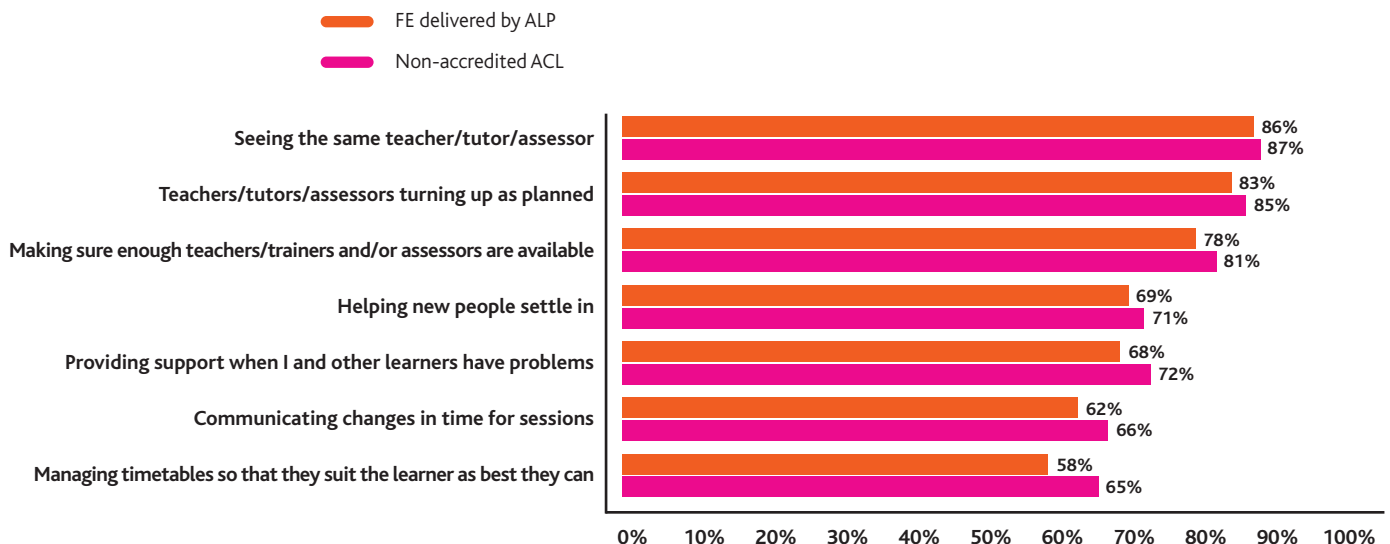
## FE delivered by adult learning providers

**146**

As shown in Figure 10, for learners in FE delivered by adult learning providers:

- the issue 'seeing the same teachers/tutors throughout' was ranked as 9 or 10 out of 10 by 86 per cent of learners
- more than four out of five (83 per cent) of learners gave the issue 'teachers/tutors turning up as planned' a 9 or 10 out of 10
- there are comparatively lower ratings for the issues 'communicating changes in time for sessions' and 'managing the timetable so that they suit the learner as best they can', where 62 per cent of learners and 58 per cent gave a 9 or 10 out of 10 rating for these issues respectively.

**Figure 10: The percentage of learners awarding a 9 or 10 out of 10 for the management of learning issues experienced.**



This question was a rating scale per precode. Chart shows all rating 9 or 10 out of 10



## Non-accredited adult and community learning

### 147

Figure 10 shows that for the non-accredited sector:

- Issues relating to teachers/tutors received a high percentage of learners giving a 9 or 10 out of 10 ratings by learners in non-accredited adult and community learning:
  - seeing the same teacher/tutor (87 per cent)
  - teachers/tutors turning up as planned (85 per cent)
  - making sure enough teachers/trainers are available (81 per cent).
- The issues which received a comparatively lower percentage of 9 or 10 out of 10 ratings were 'managing timetables so that they suit the learner the best they can' (65 per cent) and 'communicating changes in time for sessions' (66 per cent).

## Managing expectations about the training/course at induction

### 148

A new question was added to the modular questions in waves 9 and 10 in the 2004/05 survey that related to quality of information about the programme. Measures related to quality of information in terms of knowing what standard of work to expect, when and how assessments would be made and the content of the programme. Learners in FE delivered by adult learning providers were asked in wave 9 how well informed they felt at their induction and in wave 10 they were asked how well informed they felt at this stage of the programme (in March 2005). They were given options of 'very well informed', 'quite informed', 'not very informed' or 'not at all informed'. It should be noted that as non-accredited learners

were not included in wave 9, they were only asked the wave 10 question about how well informed they felt after induction.

## FE delivered by adult learning providers

### 149

As it would be expected, the proportion of learners feeling 'very well informed' on the various points does increase the longer they are in their learning (from wave 9 to wave 10). For most aspects the increase suggests that induction has provided the learner with significantly more information about the course than they had before. However there are still a large proportion of learners who feel less than 'very well informed' about important aspects of their course and how it will impact on them, despite the induction process.

**Table 20: How well informed were you at induction and after induction? (wave 9 and wave 10 comparisons)**

FE delivered by adult learning providers	How well informed did you feel about the course/training at induction	How well informed did you feel about the course/training after induction	Before/after induction change
Base: All respondents wave 9 and wave 10 2004/05	Wave 9	Wave 10	
Unweighted	572	581	
	% very well informed	% very well informed	% change
The content of the course, what subjects it would cover	56	65	+9
How the teacher/trainer would teach the course, for instance, group work or lectures	53	62	+9
The standard of work expected	44	53	+9
The amount of work expected of me in my own time	44	53	+9
The timing of assessments	42	43	+1
Type of assessments you would be given	41	54	+13
How the course/training would help you gain skills to use in a job	32	39	+7

This question was single response per precode. Table shows all rating very well informed

**150**

The main points to highlight relate to the following types of information:

- the amount of work expected of me in my own time (53 per cent said they felt very well informed about this issue in wave 10, an increase of +9 percentage points from how they felt about information given at their induction)
- the content of the course, what subjects it would cover (65 per cent said they felt very well informed about this issue in wave 10, an increase of +9 percentage points from how they felt about information given at their induction)
- the standard of work expected (53 per cent said they felt very well informed about this issue in wave 10, an increase of +9 percentage points from how they felt about information given at their induction)

- how the teacher/trainer would teach the course, for instance, group work or lectures (62 per cent said they felt very well informed about this issue in wave 10, an increase of +9 percentage points from how they felt about information given at their induction)
- type of assessments you would be given (54 per cent said they felt very well informed about this issue in wave 10, an increase of +13 percentage points from how they felt about information given at their induction).

**151**

The following factors were least likely to get a 'very well informed' rating and were also least likely to move forward in terms of percentage agreement between wave 9 and 10:

- how the course/training would help you gain skills to use in a job (up seven per cent)
- the timing of assessments (up one per cent).

**152**

Approximately 10 per cent of learners in each case (one in ten) said that they were 'not at all informed' about all these issues.

**Table 21: How well informed were you at induction and after induction by gender? (wave 9 and wave 10 comparisons)**

FE delivered by adult learning providers	How well informed did you feel about the course/training at induction		How well informed did you feel about the course/training after induction	
	% very well informed		% very well informed	
Base: All respondents	Wave 9	Wave 9	Wave 10	Wave 10
Unweighted	Male	Female	Male	Female
	146	426	139	442
	%	%	%	%
How the teacher/trainer would teach the course, for instance, group work or lectures	60	50	62	62
The content of the course, what subjects it would cover	56	55	69	64
Type of assessments you would be given	45	39	49	56
The amount of work expected of me in my own time	50	42	45	55
The timing of assessments	50	39	41	43
The standard of work expected	44	44	46	55
How the course/training would help you gain skills to use in a job	26	34	29	41

This question was single response per precode. Table shows all rating very well informed

**153**

The data is not robust enough to analyse by age due to the sample size. By gender, there are significant differences to report. Males felt more informed about the majority of issues at both stages of the survey (wave 9 and wave 10).

**Non-accredited adult and community learning****154**

Learners on non-accredited courses were asked how well informed they felt after induction only. Two-thirds of learners felt 'very well informed' about the content of the course and how the course would be taught (both 66 per cent). Around a half of learners felt 'very well informed' about the standard of work expected (50 per cent), the amount of work expected in their own time (47 per cent) and the type of assessments they would be given (46 per cent).

**155**

Given the nature of non-accredited courses, which are often hobby based, it is not surprising that only three in ten learners felt 'very well informed' about how the course would help them gain new skills to use in a job. Furthermore a half of learners felt this statement was not applicable to them at all.

**156**

Few learners, less than five per cent, said that they felt 'not very' or 'not at all well informed' about these issues.

**157**

By gender, female learners were for most issues more likely to feel 'very well informed' than male learners. By age, older tended to feel better informed about the course content and how it would be taught, while younger learners felt better informed about the amount and standard of work required.

**Health and safety guidance****158**

Learners were asked if they were informed about certain health and safety issues.

**159**

The learners were asked if they had been informed about the following health and safety issues:

- emergency arrangements for fire
- emergency arrangements for first aid and how to report an accident
- any dangers involved with your training and how to work safely
- who to ask for any health and safety advice or instructions.

**160**

The results for FE delivered by adult learning providers and non-accredited ACL are shown in Table 23.

**Table 22: How well informed were you at induction and after induction? By age and gender.**

Non-accredited ACL	How well informed did you feel about the course/training after induction					
	Total	Male	Female	16-34	35-44	55 plus
Base: All respondents wave 10 2004/05	1,890	341	1,549	330	410	824
	% very well informed	% very well informed	% very well informed	% very well informed	% very well informed	% very well informed
The content of the course, what subjects it would cover	66	65	67	63	65	68
How the teacher/trainer would teach the course, for instance, group work or lectures	66	65	66	59	64	68
The standard of work expected	50	45	51	53	47	49
The amount of work expected of me in my own time	47	44	47	51	48	43
The timing of assessments	40	42	40	45	40	38
Type of assessments you would be given	46	45	46	51	44	43
How the course/training would help you gain skills to use in a job	29	23	30	39	38	19

This question was single response per precode. Table shows all rating very well informed

**Table 23: The percentage of learners in FE delivered by ALP and non-accredited ACL, who say they have been informed about the health and safety issues.**

	Emergency Arrangements for fire	Emergency Arrangements for first aid and how to report an accident	Any dangers involved with your training and how to work safely	Who to ask for any health and safety advice or instructions
	Yes %	Yes %	Yes %	Yes %
Informed (base)				
FE delivered by adult learning providers (581)	82	60	52	58
Non-accredited ACL (1,890)	80	57	61	64

**FE delivered by adult learning providers****161**

As shown in Table 23, in FE delivered by adult learning providers, four fifths (82 per cent) of learners in the survey responded they had been informed about 'emergency arrangements for fire'. This compares with just over a half of learners who said they had been informed about 'any dangers involved with your training and how to work safely' (52 per cent). Around three in five learners said they had been informed about 'who to ask for any health and safety advice or instructions' (58 per cent) and about 'emergency arrangements for first aid and how to report an accident' (60 per cent).

**Non-accredited adult and community learning****162**

As shown in Table 23, four fifths of non-accredited adult and community learners (80 per cent) said they had been informed about 'emergency arrangements for fire.' Almost three in five learners had been informed about 'emergency arrangements for first aid and how to report an accident' (57 per cent) and about 'any dangers involved with your training and how to work safely' (61 per cent). Almost two thirds had been informed about 'who to ask for any health and safety advice of instructions' (64 per cent).

**Difficulties encountered****163**

In order to obtain some measures of the difficulties learners encounter during their learning experiences, learners were asked to identify problems they encountered. Figure 11 shows the range of problems encountered by those learners on FE courses delivered by adult learning providers alongside those encountered by those on non-accredited adult and community learning courses.

**FE delivered by adult learning providers****164**

For learners in FE delivered by adult learning providers, 43 per cent of learners said they had experienced no problems since they started their course. Of those who did experience problems, the most common problem areas were:

- managing to keep up with the standard of work required (27 per cent)
- personal motivation (25 per cent)
- managing to fit course commitments in with other commitments at work (24 per cent).
- managing to fit course commitments in with other commitments at home (21 per cent).

**165**

Small minorities of learners experienced difficulties with reading/writing skills and maths/numeracy skills (five and four per cent respectively).

**Non-accredited adult and community learning****166**

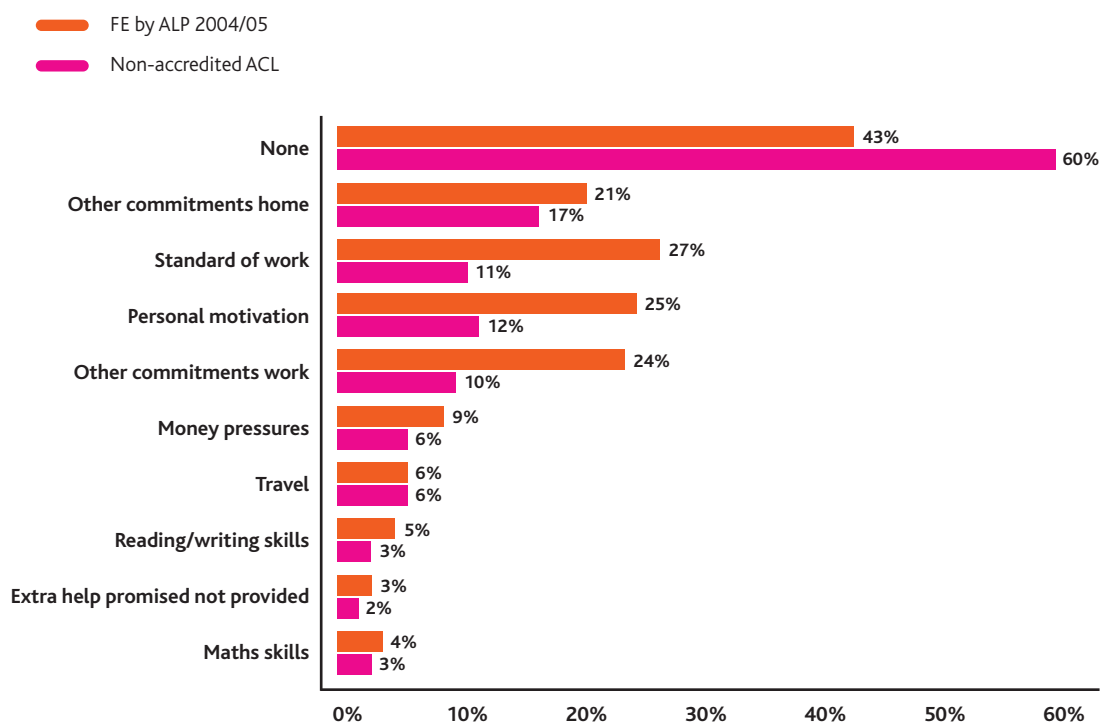
In 2004/05, three fifths (60 per cent) of non-accredited adult and community learners said they had experienced no difficulties since starting their course. Of those who did experience difficulties, the most common problem areas were:

- managing to fit course commitments in with other commitments at home (17 per cent)
- personal motivation (12 per cent).
- managing to keep up with the standard of work required (11 per cent)
- managing to fit course commitments in with other commitments at work (10 per cent).

**Learners seeking help or advice for difficulties****167**

In 2004/05, the survey asked those learners who had experienced problems on their course whether or not they sought advice or help from the college or provider on any of these matters.

Figure 11: Difficulties encountered since beginning course for learners in adult and community learning.



This question was a rating scale per precode. Chart shows all rating 9 or 10 out of 10

### 168

Those who sought advice were then asked to rate how effective the advice given was on a scale of 'very useful' to 'not at all useful'. The responses to these two questions are shown for both learner types (FE delivered by adult learning providers and non-accredited adult and community learning) in Table 24 and Figure 12.

### FE delivered by adult learning providers

### 169

As shown in Table 24, only 13 per cent of learners in FE delivered by adult learning providers who encountered problems actually sought advice or help to resolve that problem. As a result, this means that the vast majority of learners who encountered problems with their adult and community learning did not seek help resolving the issues involved (86 per cent).

### 170

Those learners who sought advice were asked to rate how effective it was. About nine in ten said the advice they received was 'very' or 'fairly' useful, suggesting that the majority of learners who sought help

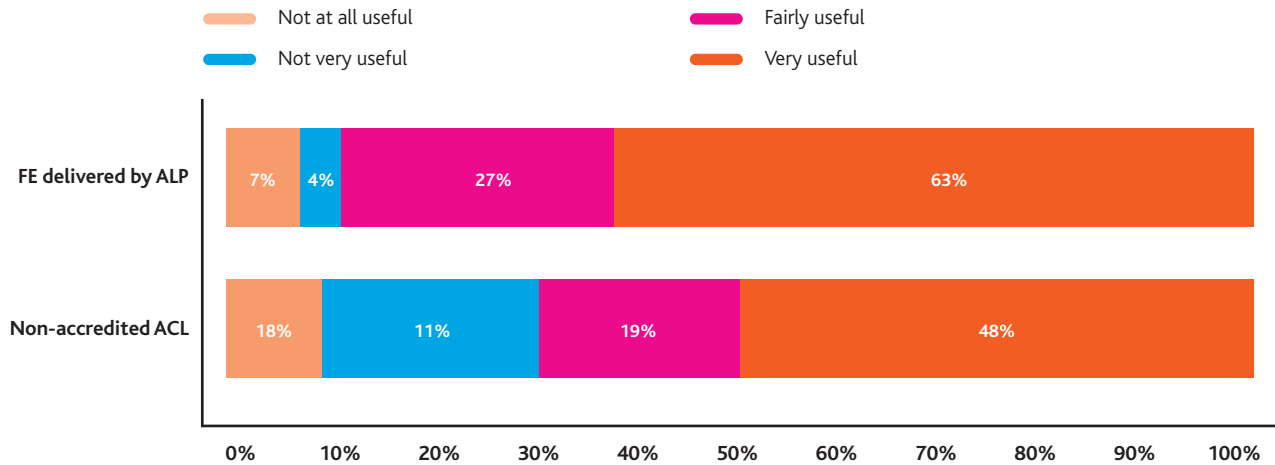
obtained it. Furthermore, 63 per cent rated the advice they received as 'very useful'. Those who did not find the advice they received useful rated it as either 'not very useful' (four per cent) or 'not at all useful' (seven per cent).

Table 24: Whether the adult and community learner sought advice or help from the provider on any of these difficulties.

	FE delivered by Adult Learning Providers	Non-accredited Adult and Community Learning
	Total	Total
Base: Respondents experiencing problems	311	738
	%	%
Yes	13	18
No	86	82

This question allowed a single response. Learners who responded 'don't know' not shown.

**Figure 12: Usefulness of help or advice received.**



Base: FE by ALP: 567, non-accred ACL: 1,885

### Non-accredited adult and community learning

#### 171

Just under one in five (18 per cent) of learners on non-accredited courses sought advice or help from the college or provider as shown in Table 24. Again the majority of learners found the advice they received of some use with around half (48 per cent) rating it as 'very useful' and a further fifth (19 per cent) rating it as 'fairly useful'. However, one in ten learners (11 per cent) in the survey responded they found the advice they received 'not very useful' and almost a fifth (18 per cent) said they found the advice 'not useful at all' (see Figure 12).

### Learner complaints

#### 172

Learners were asked whether they have ever made a complaint about their training, course or other experience to their college or learning provider.

**Table 25: Adult and community learners who made a complaint to their provider.**

	FE delivered by ALP	Non-accredited ACL
Base: All respondents	581	1,890
	%	%
Yes	11	8
No	89	92

This question was single response per precode. Table shows all rating very well informed

It should be noted that learners' concerns are self-defined, and do not mean that learners sought or instituted a formal process to deal with their particular complaint.

#### 173

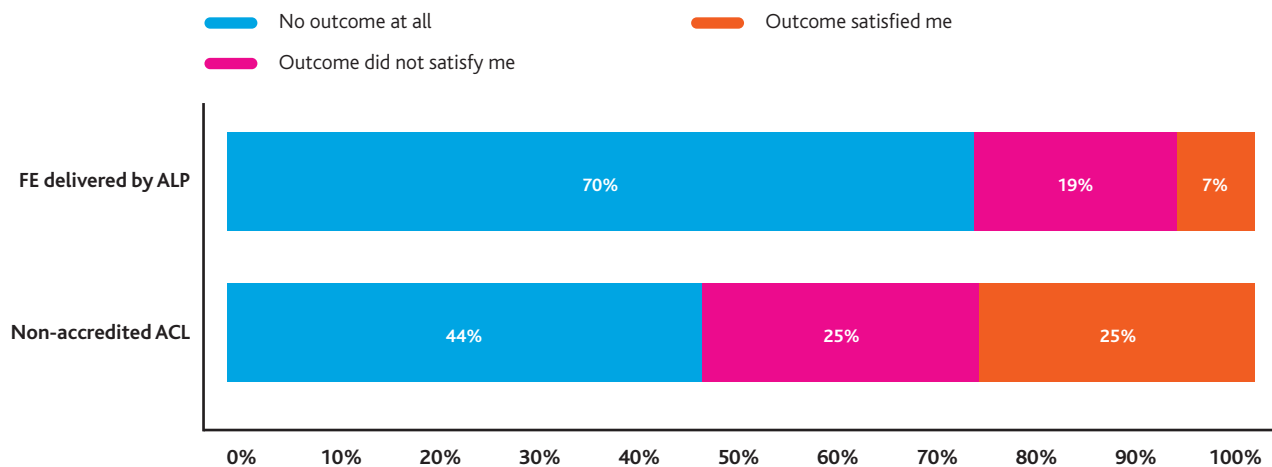
Table 25 shows the proportion of learners in FE delivered by adult learning providers and those on non-accredited courses who made complaint. Figure 13 shows the outcome of those complaints.

### FE delivered by adult learning providers

#### 174

For FE delivered by adult learning providers 11 per cent of learners made a complaint to their college as shown in Table 25. Of these learners, just seven per cent said the outcome satisfied them, around two fifths (19 per cent) said the outcome did not satisfy them and the majority (70 per cent) said there was no outcome to their complaint (see Figure 13).

**Figure 13: Outcome of complaint.**



Base: FE by ALP: 34, non-ACL: 149.

This question allowed a single response. Learners who responded 'don't know' not shown.

### Non-accredited adult and community learning

#### 175

Of learners in non-accredited adult and community learning, eight per cent said they made a complaint to their provider about their learning experience (see Table 25). Of these learners, a quarter (25 per cent) said the outcome to their complaint satisfied them, a further quarter (25 per cent) said the outcome did not satisfy them, and over two fifths (44 per cent) said there was no outcome at all (see Figure 13)

# Impact of Learning and Attitudes to Learning

## 176

In the 2004/05 survey, learners were asked about attitudes to learning and the benefits they had received from their learning experience. This year the LSC added a question about attitudes toward responsibilities/self-discipline, taking a challenge and comfort in the learning environment. This section also looks at likelihood to learn again.

## Key messages

### FE delivered by adult learning providers

## 177

A high proportion of learners (85 per cent) in this sector say they enjoy learning and get a 'buzz' from it. The social life of learning is important with almost a half (47 per cent) of learners agreeing that they enjoyed learning mostly due to the social aspects. One in ten learners said they were in learning in this sector because they couldn't think of anything better to do.

## 178

Regarding attitudes toward responsibilities and new challenges, nearly nine in ten (89 per cent) learners agreed that they liked a new challenge and the majority found it easy to motivate themselves for learning (77 per cent). However, the data for 2004/05 showed that a significant proportion of learners had concerns about the standard of work required (24 per cent), managing their time properly (23 per cent) and/or taking on new responsibilities (22 per cent).

## 179

A strong belief in the benefits of the current learning experience was noted. Over three in five learners agreed that their learning experience gave them skills they could use for a job, more confidence in the ability to learn, greater enthusiasm for the subject, enabled them to be better at learning on their own and/or made them more positive about learning than when they started.

## 180

Two-thirds of learners said they were likely to undertake further learning in the next three years.

### Non-accredited adult and community learning

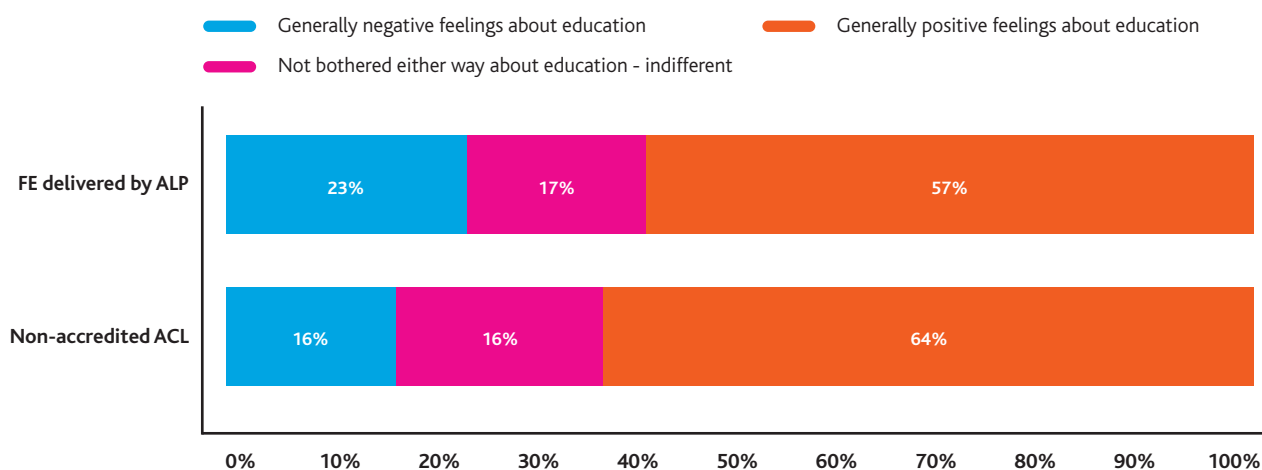
## 181

Nine in ten learners in this sector say they enjoy learning and get a 'buzz' from it. The social life of learning is also important with more than a half (55 per cent) of learners agreeing that they enjoyed learning mostly due to the social aspects. Over one in ten learners (11 per cent) said they were in learning in this sector because they couldn't think of anything better to do.

## 182

Regarding attitudes toward responsibilities and new challenges, nearly nine in ten (89 per cent) learners agreed that they liked a new challenge and almost as many (84 per cent) found it easy to motivate themselves for learning. Around a quarter to a fifth of learners in this sector had concerns about the standard or work required (24 per cent), managing their time properly (21 per cent) and/or taking on new responsibilities (19 per cent).

Figure 14: Learners' feelings about education when leaving school



Base: FE by ALP 578, non-ACL 1,880

This question allowed a single response. Learners who responded 'don't know' not shown.



**183**

Learners in this sector were very positive about the perceived benefits of learning. More than two-thirds agreed that their learning experience gave them greater enthusiasm for the subject, more confidence in the ability to learn, enabled them to be more creative and to try new things, had benefited their health and sense of well-being and/or made them more positive about learning than when they started.

**184**

More than seven in ten (71 per cent) of learners said they were very likely to learn again in the next three years.

### Learners' feelings towards education when leaving school

**185**

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

**186**

This means it is important to try and gain some measure of learners' views about their experiences prior to entering their current learning programmes, and where possible compare or contrast these with attitudes now.

**187**

Figure 14 shows learners' feelings about education when leaving school for adult and community learning and learners on non-accredited courses.

### FE delivered by adult learning providers

**188**

In 2004/05, for learners in FE delivered by adult learning providers:

- almost three fifths (57 per cent) had generally positive feelings about education when leaving school
- almost a quarter (23 per cent) had generally negative feelings about education
- 17 per cent were neither positive nor negative about their views on schooling.

### Non-accredited adult and community learning

**189**

For non-accredited adult and community learners when they left school:

- almost two thirds (64 per cent) had generally positive feelings
- 16 per cent had generally negative feelings about education
- 16 per cent were neither positive nor negative about their views on schooling.

### How learners currently feel about learning

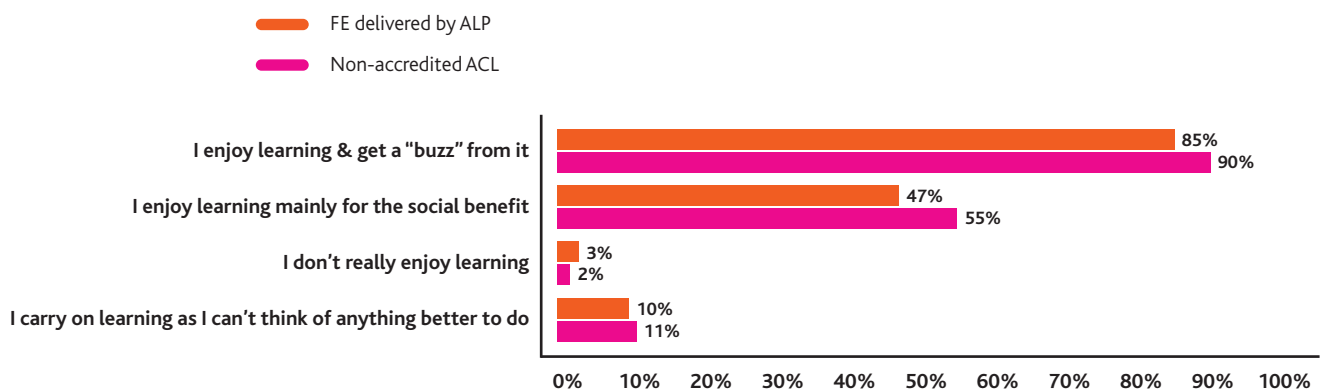
**190**

Learners were asked a series of statements to elicit how they feel about learning at present. Learners are asked which statements apply to them and the way they feel about learning now.

**191**

The responses for both FE delivered by adult learning providers and non-accredited adult and community learners, are shown in Figure 15.

**Figure 15: How learners feel about learning now?**



Base: FE by ALP 578, non-ACL 1,880

This question allowed a multiple response. Learners who responded 'don't know' not shown.

### FE delivered by adult learning providers

#### 192

In 2004/05, 85 per cent of learners surveyed in FE delivered by adult learning providers and 90 per cent of learners in non-accredited adult and community learning say they 'enjoy learning and get a 'buzz' from it.

#### 193

In the last two years, the number of learners in the survey in FE delivered by adult learning providers who say they enjoy learning mostly for the social aspects has been at a higher level – the proportions were 47 per cent in 2004/05, 49 per cent in 2003/04 compared with 37 per cent who responded this way in 2002/03.

#### 194

A small minority of learners in FE delivered by adult learning providers (three per cent) reported that they didn't really enjoy learning.

#### 195

A proportion of learners responded that they are carrying on learning because they can't think of anything else to do. One in ten learners in FE delivered by adult learning providers felt this way about learning.

### Non-accredited adult and community learning

#### 196

There is also a steady increase in the percentage of learners in non-accredited adult and community learning who enjoy the social aspects of learning. In 2002/03, 51 per cent claimed they enjoyed learning mostly for the social aspects, increasing to 53 per cent in 2003/04 and by a further two points in 2004/05 to 55 per cent.

#### 197

A small minority of non-accredited adult and community learning (two per cent) reported that they didn't really enjoy learning. Just over one in ten (11 per cent) learners said they are learning because they can't think of anything else to do.

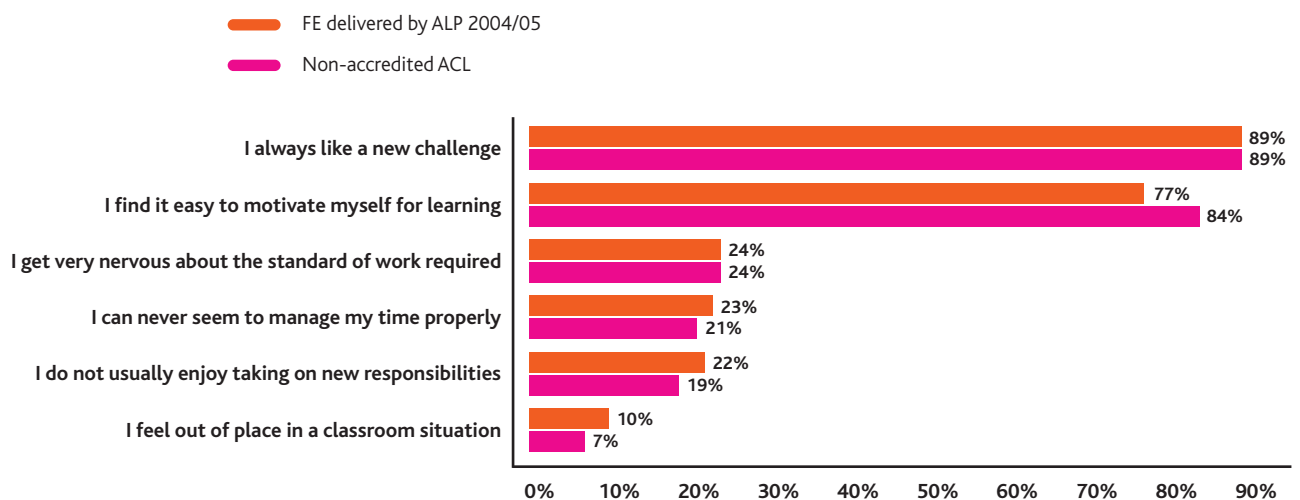
## Attitudes toward the responsibility of learning

#### 198

The survey in 2004/05 explored attitudes to learning in some more detail. The questionnaire included a number of statements that reflected possible attitudes toward responsibilities/self-discipline, taking a challenge and comfort in the learning environment. The learners were asked to what extent they agreed with each statement. The statements are given below:

Broad area	Statement offered to respondent
Challenges	I get very nervous about the standard of work required I always like a new challenge
Learning environment	I feel out of place in a classroom situation
Responsibilities and self discipline	I do not usually enjoy taking on new responsibilities I find it easy to motivate myself for learning I can never seem to manage my time properly

Figure 16: Attitudes towards responsibility/self-discipline



Base: FE by ALP 578, non-ACL 1,880

This question allowed a single response per precode. Chart shows all rating strongly agree/slightly agree

**199**

Figure 16 shows the attitudes to learning for both learners in FE delivered by adult learning providers and for non-accredited learners.

**FE delivered by adult learning providers**

**200**

The majority of learners in FE delivered by adult learning providers expressed a very positive attitude towards learning:

- just under nine in ten learners (89 per cent) agreed that they 'always like a new challenge', with almost two-thirds (62 per cent) agreeing 'strongly' with this statement
- 77 per cent of learners agreed with the statement 'I find it easy to motivate myself for learning'. Just 18 per cent disagreed with this statement to some degree.

**201**

Around a fifth to a quarter of learners were concerned about the following issues:

- the standard of work required; 24 per cent agreed with the statement 'I get very nervous about the standard of work required'
- managing their time properly; 23 per cent of learners agreed with the statement 'I can never seem to manage my time properly'
- taking on new responsibilities; 22 per cent of learners claimed they 'do not usually enjoy taking on new responsibilities'.

**202**

A small minority (one in ten) of learners claimed they felt out of place in the classroom.

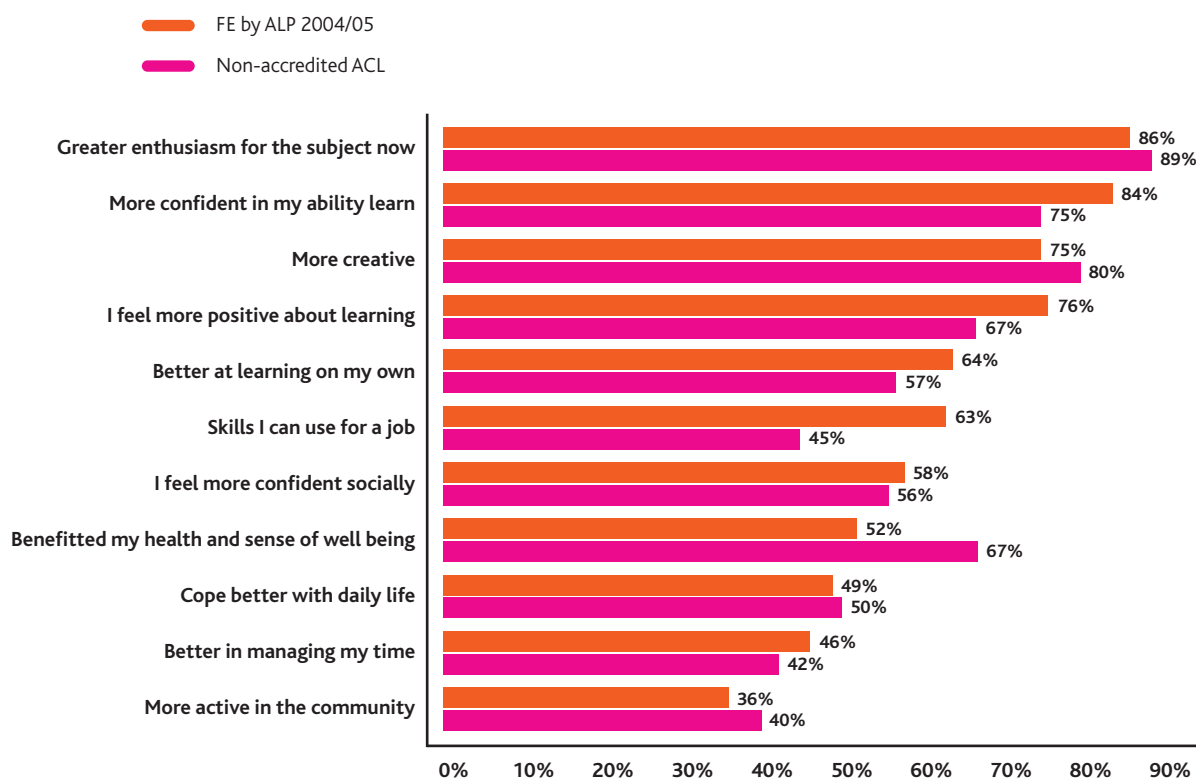
**Non-accredited adult and community learning**

**203**

Non-accredited learners also expressed a very positive attitude towards learning:

- just under nine in ten learners (89 per cent) agreed that they 'always like a new challenge'; around two-thirds (65 per cent) agreed 'strongly' with this statement
- some 84 per cent of non-accredited learners agreed with the statement 'I find it easy to motivate myself for learning'. Just 13 per cent disagreed with this statement to some degree.

**Figure 17: Benefits of learning**



Base: FE by ALP 578, non-ACL 1,880.

This question allowed a multiple response. Learners who responded 'don't know' not shown.

**204**

Smaller numbers of learners expressed concern about the following issues:

- the standard of work required (24 per cent agreed with the statement 'I get very nervous about the standard of work required')
- managing their time properly (21 per cent agreed with the statement 'I can never seem to manage my time properly')
- taking on new responsibilities (19 per cent of learners claimed they 'do not usually enjoy taking on new responsibilities').

**205**

Seven per cent of non-accredited learners agreed with the statement 'I feel out of place in a classroom situation'.

**Benefits of learning**

**206**

Learners in the 2004/05 survey were able to identify which advantages stemmed from their learning experience. Learners were asked to agree or disagree with statements regarding the effect their learning experience had on them personally. The responses are shown in Figure 17 for both learners on FE courses delivered by adult learning providers and for those learners on non-accredited courses.

**FE delivered by adult learning providers**

**207**

As shown in Figure 17, there is a high level of agreement with the majority of statements among learners on FE courses delivered by adult learning providers. The most positive responses, mentioned by at least six in ten learners are shown below:

- I have a greater enthusiasm for the subject (86 per cent)
- I feel more confident in my ability to learn (84 per cent)

- I am more creative and prepared to try new things (75 per cent)
- I feel more positive about learning than I did when I started (76 per cent)
- It has given me skills I can use for a job (63 per cent).

**Non-accredited adult and community learning**

**208**

Non-accredited learners also showed high levels of agreement with the statements on benefits of learning. The statements where at least two-thirds of learners showed agreement are listed below:

- I have greater enthusiasm for the subject (89 per cent)
- I feel more confident in my ability to learn (75 per cent)
- I am more creative and prepared to try new things (80 per cent)
- It has benefited my health and sense of well being (67 per cent)
- I feel more positive about learning than I when I started (67 per cent).

**Likelihood to undertake further learning in the next three years?**

**209**

An issue of importance to the entire learning community is the extent to which learners wish to continue or repeat their learning experiences. All learners were asked to say how likely it was that they would undertake further learning in the next three years.

**FE delivered by adult learning providers**

**210**

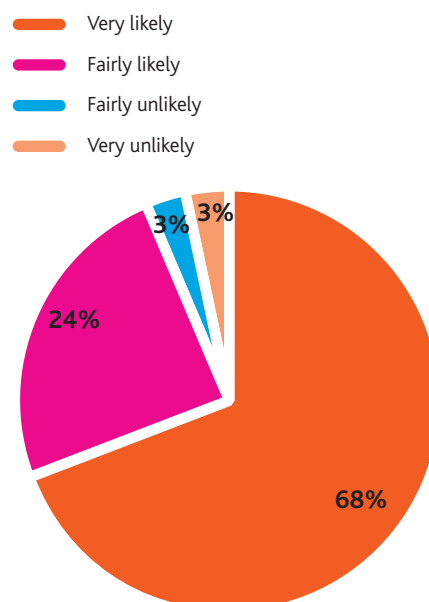
In the 2004/05 survey for FE delivered by adult learning providers, more than two thirds (68 per cent) of learners said it was 'very' likely that they would undertake further learning during the next three years. Just less than a quarter (24 per cent) of learners responded that it was 'fairly' likely they would undertake further learning in the next three years. Both these results are similar to those of the 2003/04 survey, where the proportions were 65 per cent and 24 per cent respectively.

**211**

Only six per cent of learners in FE delivered by adult learning providers reported that they would be unlikely to undertake further learning in the next three years, with three per cent 'very' unlikely and a further three per cent 'fairly' unlikely. Again, these proportions are similar to the 2003/04 survey, where overall eight per cent expressed some degree of doubt in continuing further learning.

**Figure 18: Likelihood of return to learning within the next three years (2004/05 data)**

**FE delivered by ALP 2004/05**



### Differences by gender and age

#### 212

Females in 2004/05 were more likely to say they were very likely to learn again in the next three years. Seven in ten said they would be very likely compared with 64 per cent of males. In total (combining 'very' and 'fairly' likely) there was no real difference in the proportion of female and male learners likely to learn again, with 93 per cent of females saying they were 'very' or 'fairly' likely to learn again compared with 92 per cent of males.

#### 213

By age, learners in the youngest age group (16–24 years) were less likely than older learners to say they were 'very' likely to learn again in the next three years.

### Differences by other variables

#### 214

There was no significant variance in the data by disability of the learner for this measure.

#### 215

Learners from minority ethnic groups did show a greater likelihood to learn again compared with other learners (74 per cent compared with 68 per cent said that they were 'very' likely).

### Non-accredited adult and community learning

#### 216

For non-accredited adult and community learners in the 2004/05 survey, nine in ten learners (91 per cent) said they were likely to return to learning within the next three years. In total, 71 per cent indicated they were 'very' likely and 20 per cent 'fairly' likely to return to learning within three years. These results were very positive and were similar to the findings of the 2003/04 survey.

#### 217

Only a small minority of non-accredited adult and community learners (seven per cent) responded they were unlikely to return to learning within the next three years; four per cent 'fairly' unlikely and three per cent 'very' unlikely.

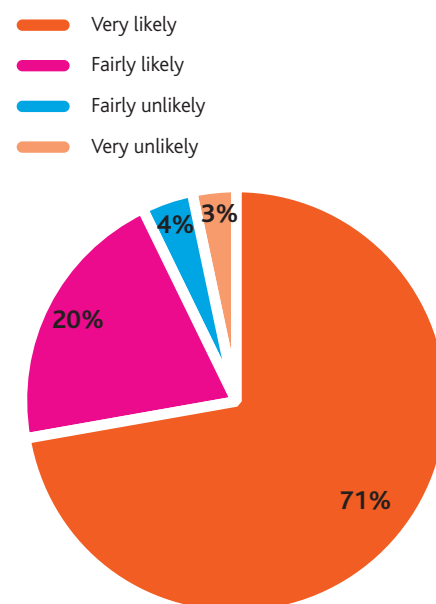
### Differences by gender and age

#### 218

As shown in Table 27, female learners were slightly more likely to say they were 'very' likely to undertake further learning in the next three years (72 per cent compared with 68 per cent for male learners).

Figure 19: Likelihood of return to learning within the next three years (2004/05 data)

#### Non-accredited ACL 2004/05



Base: 3,770.

This question allowed a single response. Learners who responded 'don't know' not shown.

Table 26: Likelihood of return to learning within the next three years, by gender and age (2004/05 data)

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents	1,731	447	1,284	132	245	840	514
	%	%	%	%	%	%	%
Very likely	68	64	70	56	69	70	68
Fairly likely	24	28	23	38	24	23	23
Fairly unlikely	3	4	3	3	2	3	4
Very unlikely	3	3	3	2	4	3	3
Don't know	2	2	1	1	1	1	2

This question allowed a single response

**Table 27: Likelihood of return to learning within the next three years, by gender and age (2004/05 data)**

	Total	Male	Female	16-24	25-34	35-54	55 plus
Base: All respondents	3,770	689	3,081	650	769	1,451	1,660
	%	%	%	%	%	%	%
Very likely	71	68	72	65	70	71	74
Fairly likely	20	22	20	24	24	21	17
Fairly unlikely	4	4	4	5	3	3	3
Very unlikely	3	4	3	4	2	3	4
Don't know	2	2	2	1	1	2	2

This question allowed a single response

### 219

By age, older learners were most likely to say they would undertake further learning in the next three years (74 per cent of those aged 55 or more were 'very' likely to do so compared with 65 per cent of those aged 16-24).

### Differences by other variables

#### 220

There was no significant variance in the data by ethnicity or disability of the learner for this measure.

**Related Publications**

*National Learner Satisfaction Survey:*

*Highlights from 2004/05*

Publication reference: LSC-P-NAT-060382

*National Learner Satisfaction Survey:*

*Guidance on the core methodology and core questionnaire*

Publication reference: LSC-P-NAT-060386

*National Learner Satisfaction Survey:*

*Further Education 2004/05*

Publication reference: LSC-P-NAT-060387

*National Learner Satisfaction Survey:*

*Work-based Learning 2004/05*

Publication reference: LSC-P-NAT-060388

**Useful Website:**

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

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Learning and Skills Council  
**National Office**

Cheylesmore House  
Quinton Road  
Coventry CV1 2WT  
T 0845 019 4170  
F 024 7682 3675  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

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