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Leading learning and skills

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

July 2006

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

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

In partnership with GfK NOP.

🛈 For information

Contents

Introduction

1 The National Learner Satisfaction Survey (NLSS) provides a national overview of delivery and satisfaction with education and training in England among learners aged 16 or over. The sample sizes, particularly within the further education (FE) sector, also allows a more detailed analysis of key sub-groups within the learner base, for example, comparing the opinions of learners in different sex, age and ethnic groups. This report aims to look at delivery and satisfaction among learners who identified themselves as having a learning difficulty.

2 Out of 31,648 learners in the FE sector, 1748 learners (6 per cent of the total) were stated in the ILR (or at the time of interview) as having learning difficulties. The base is sufficiently robust to examine the profile, satisfaction levels and experiences of learners with learning difficulties and to draw comparisons with those learners who do not have a learning difficulty. Furthermore the survey identifies different types of learning difficulties and where base sizes are sufficient it has been possible to examine the data according to the type of learning difficulty.

Profile of learners with learning difficulties

3 Learners were identified as having a learning difficulty through information provided through the Individual Learner Record (ILR) submitted by the learner via their provider (college or other establishment). If this section of the ILR was not completed then learners asked whether they had a learning difficulty at the time of interview. Learning difficulties are often difficult to define and it is likely that some learners categorised with one type of learning difficulty may also have another – for example, some learners with a moderate learning difficulty may also have dyslexia. However for the purposes of this survey we have used the definitions as

given in the ILR and as self defined by respondents at the time of interview.

2004/05 data: Types of learning difficulty

4   Table 1.1 shows the types of learning difficulties and the number of respondents who fall into each type. By far the most common type of learning difficulty among FE learners was dyslexia mentioned by 44 per cent of all learners with a learning difficulty. Moderate learning difficulty was the next most common type of learning difficulty, mentioned by a quarter (24 per cent). Other specific type of learning difficulty was mentioned by one in twenty (5 per cent).

Table 1.1: Types of learning difficulty (2004/05 data)

Types of difficulty (ILR/at interview):	Unweighted no. of respondents	% of respondents (wtd)
Total	1748	1518
	N	%
Dyslexia	770	44
Moderate learning difficulty	425	24
Other specific learning difficulty	83	5
Severe learning difficulty	53	3
Multiple learning difficulties	43	3
Dyscalculia	14	1
Other unspecified	348	19
Refused/not stated	12	*

Sample sizes only exceed 100 for two groups, those with dyslexia and those with a moderate learning difficulty. These two groups will be examined in more detailed throughout this report. Sample sizes are too small to undertake this level of analysis for the other types of learning difficulty

2004/05 data: Gender and age

5   Of the 1748 FE learners with a learning difficulty, just over a half (53 per cent) were male, and the remaining (47 per cent) were female as shown in Chart 1.1. The profile of learners with learning difficulties is more balanced by gender than the profile of learners without difficulties where female learners outnumbered male learners by almost two to one (37 per cent male compared to 63 per cent female).

Chart 1.1: Profile of FE learners with learning difficulties: sex and age (2004/05 data)
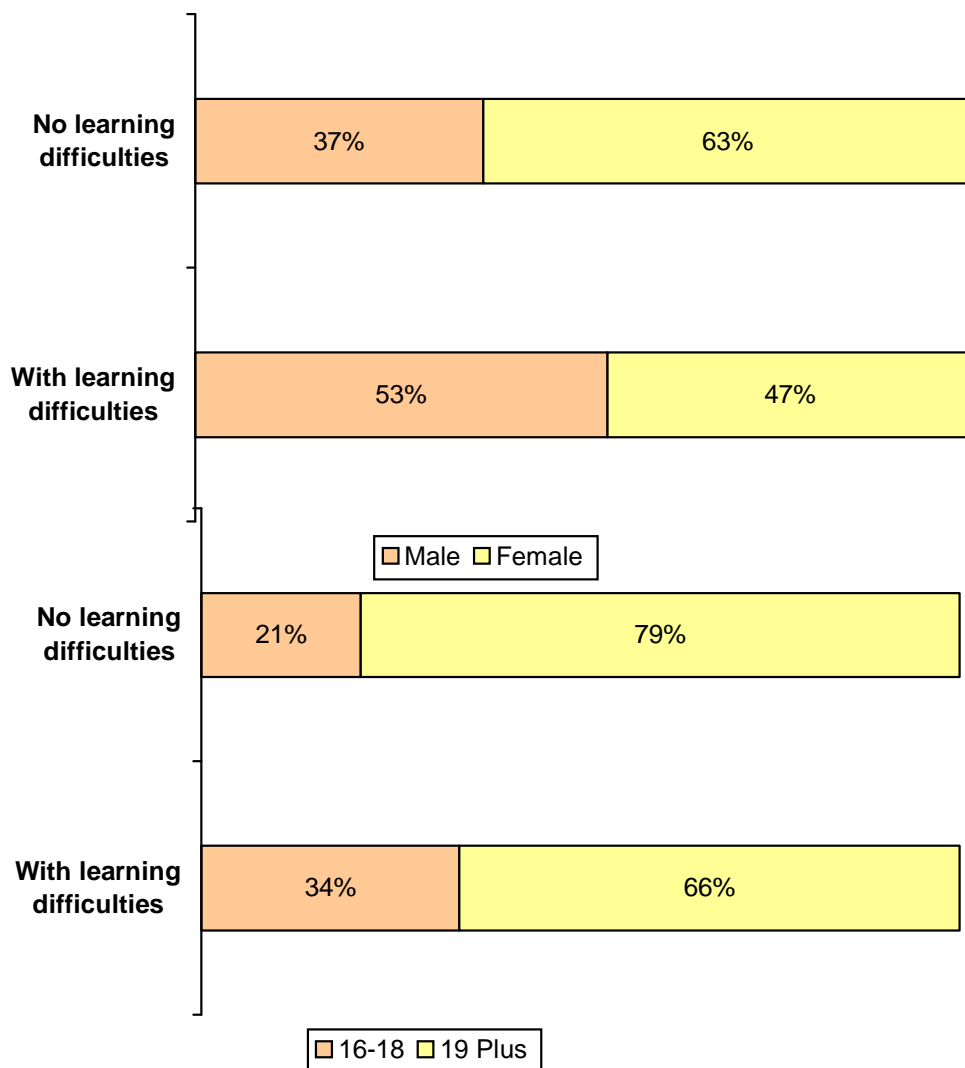
Base: With learning difficulty unwtd 1748; No learning difficulty unwtd 29884

6   By age, learners with learning difficulties had a slightly younger profile than those without; a third were aged 16-18 (34 per cent) compared to a fifth (21 per cent) of learners without learning difficulties.

2004/05 data: Area of learning

7   Foundation courses were the most popular courses for learners with learning difficulties, with a third of learners (32 per cent) on these types of courses compared to just 9 per cent of all learners without learning difficulties. While courses on information and communication technology (ICT) were the most popular course for learners without learning difficulties (23 per cent), they were the second most popular among learners with learning difficulties (21 per cent). As a result of the popularity of foundation courses among learners with learning difficulties a smaller proportion of this group were on business, administration, management type courses (8 per cent compared to 15 per cent for learners without learning difficulties). A higher proportion of learners without learning difficulties (22 per cent) were on English, languages and communication courses when compared to learners with learning difficulties (16 per cent), as Table 1.2 indicates. There were no other significant differences in areas of learning between learners with and without learning difficulties.

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

	No learning difficulty	With learning difficulty
Unwtd base	29884	1748
Wtd base	30097	1518
	%	%
Information and communication technology	23	21
English, languages and communication	22	16
Business administration, management and professional	15	8
Visual and performing arts and media	14	12
Health, social care and public services	13	13
Science and mathematics	11	14
Foundation programmes	9	32
Hospitality, sports, leisure and travel	8	10
Engineering, technology and manufacturing	6	7
Construction	5	6
Hairdressing and beauty therapy	5	4

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

8   It is important to note that a disproportionate number of learners with a learning difficulty also had a disability. Some 35 per cent of learners with a learning difficulty also had a disability (as identified on the ILR or at time of interview.

Key messages

Nine in ten (90 per cent) of learners with learning difficulties were satisfied to some extent with their overall learning experience, a similar level of satisfaction was measured for learners without learning difficulty (91 per cent). However, learners with learning difficulty were more likely to give the 'extremely' satisfied rating than those without learning difficulties (30 per cent compared to 27 per cent).

As with all learners, older learners with learning difficulties tended to show higher levels of satisfaction with the learning experience than their younger counterparts; 32 per cent of learners aged 19 or more with learning difficulties said they were 'extremely' satisfied compared to 27 per cent of learners aged 16-18 years with learning difficulties. Satisfaction levels among male and female learners with learning difficulties were similar.

Type of learning difficulty had no significant impact on levels of satisfaction with the overall learning experience.

Course/provider related reasons were the most common reason for leaving a course among all learners including those with learning difficulties (38 per cent of all learners and 33 per cent of those with learning difficulties). However learners with learning difficulties were significantly more likely to leave a course due to health related reasons (19 per cent compared to 12 per cent of learners without learning difficulties).

Overall satisfaction with learning experience

9   This section explores overall satisfaction with the learning experience among learners with learning difficulties and examines any differences by sex, age and type of learning difficulty.

10   In the 2004/05 survey, 66% per cent of learners with learning difficulties were 'extremely' or 'very' satisfied with their learning experience overall. Just one in four (24 per cent) were fairly satisfied. In total, 90 per cent of learners with learning difficulties were satisfied to some extent with their learning experience. In contrast only 5 per cent of learners with learning difficulties are dissatisfied and 3 per cent neither satisfied nor dissatisfied. These results are shown in Chart 1.2.

11   Learners with difficulties were more likely to give the extremely satisfied rating than those without learning difficulties (30 per cent compared to 27 per cent). However a higher proportion of learners without learning

difficulties (41 per cent) were very satisfied when compared to those with learning difficulties (36 per cent).

Chart 1.2: Overall satisfaction with learning experience in further education sector among learners without and with learning difficulties (2004/05 data)
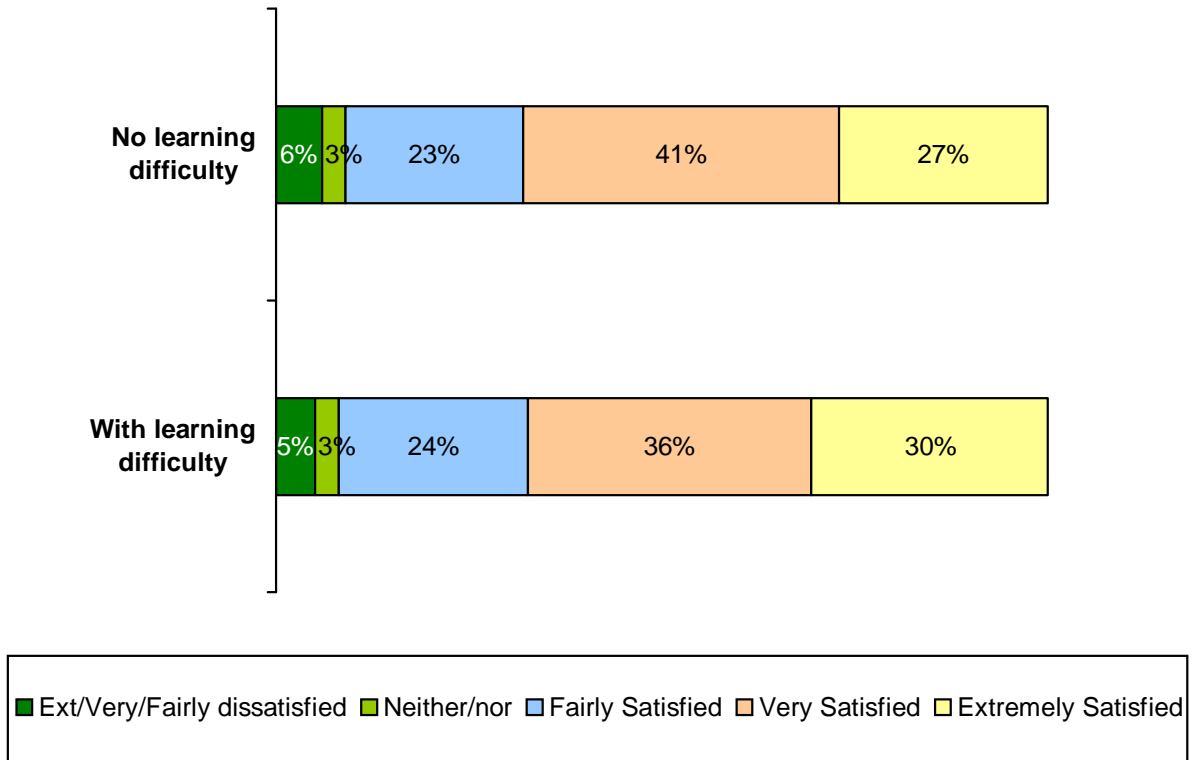
	Ext/Very/Fairly dissatisfied	Neither/nor	Fairly Satisfied	Very Satisfied	Extremely Satisfied
No learning difficulty	6%	3%	23%	41%	27%
With learning difficulty	5%	3%	24%	36%	30%

■ Ext/Very/Fairly dissatisfied ■ Neither/nor ■ Fairly Satisfied ■ Very Satisfied ■ Extremely Satisfied

Base: No learning difficulties unwtd 29884; With learning difficulties unwtd 1748. % may not add due to rounding

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

- Teaching/training – overall satisfaction with teaching/training

- Pre-entry: advice received, usefulness of advice, first choice college/course, how well informed

- Support: administration of learning/communication from provider, problems experienced, complaints made and outcomes

- Impacts: impact of learning event.

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

Correlations with Q38 overall satisfaction	All FE learners	All without learning difficulties	All with learning difficulties
Teaching/training (Q21)	30	30	25
Pre-entry	24 (13)*	25 (14)	22 (12)
Support	27	27	35
Impact	17	17	19

Figures shown are ridge regression scores. They may not add to 100% due to rounding.
*Figure in bracket is individual score for how informed learner is before/after induction which has been included as part of the pre-entry score

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

- Levels of satisfaction are driven by a range of factors working in combination to greater and lesser degrees.

- Teaching/training is the key driver of satisfaction (which it has been in previous years) for all learners. However it is marginally less important for learners with learning difficulties where management of learning/administration and support is at least of equal if not more important.

- Learners with and without learning difficulties also need the learning process to impact upon them.

- Within the pre–entry component, it is the information provided before and after induction that is the key component driving levels of satisfaction. *(*It should be noted that this question was added to the regression model for the 2004/05 survey. Its impact has been to reduce the importance of teaching and to increase the importance of the pre-entry component by comparison with the 2003/04 model).

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

2004/05 data: Differences by gender and age

15   As shown in Table 1.4, female learners with learning difficulties were slightly more likely to give the extremely satisfied rating for their learning experience than male learners with learning difficulties (31 per cent compared to 29 per cent). However the difference is not great enough to be statistically significant. Levels of dissatisfaction were the same for male and female learners with learning difficulties with 5 per cent of both groups saying they were dissatisfied to some degree.

16   Satisfaction with the learning experience is highly correlated with the age of the learner. Older learners tend to show higher levels of satisfaction than their younger counterparts. This pattern holds true for learners with learning difficulties. While 27 per cent of learners aged 16-18s with learning difficulties were extremely satisfied, the figure increases to 32 per cent among learners aged 19 or more with learning difficulties. Levels of dissatisfaction were not age dependant with one in twenty learners (5 per cent) in both age groups saying they were dissatisfied.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
Extremely satisfied	27	30	29	31	27	32
Very satisfied	41	36	36	37	35	37
Fairly satisfied	23	24	26	22	28	22
Neither/nor	3	3	3	3	4	3
Fairly/very/ extremely dissatisfied	6	5	5	5	5	5

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

2004/05 data: Differences by type of learning difficulty

17   Table 1.5 shows a breakdown satisfaction with the learning experience for the two categories of learning difficulty for which the base sample size exceeds 100 – dyslexia and moderate learning difficulty. Given the prevalence of these two types of learning difficulty, it is not surprising that the levels of satisfaction of these two groups are very similar to that found for all learners with learning difficulties. While 31 per cent of learners with a moderate learning difficulty were extremely satisfied, the level was 30 per cent for those with dyslexia, as indeed it was for all learners with learning difficulties.

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

	Without learning difficulties	**All with learning difficulties**	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
Extremely satisfied	27	30	30	31
Very satisfied	41	36	34	35
Fairly satisfied	23	24	25	24
Neither/nor	3	3	4	4
Fairly/very/ extremely dissatisfied	6	5	6	5

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

Early leavers

18   Learners who had left the course early were asked why this was the case. At this point it should be emphasised that the early leavers in the National Learner Satisfaction Survey are not representative of all early leavers. To be in the sample for this survey they would have left their course at some time between the ILR ''freeze'' used for sampling the respondents and the interview itself.

19   Health reasons were mentioned by significantly more learners with learning difficulties (19 per cent compared to 12 per cent of learners without a learning difficulty). As a consequence, learners with learning difficulties were less likely to leave the course due to it being the wrong

course (11 per cent compared to 16 per cent for learners without learning difficulties). It is also notable that learners with learning difficulties were more likely to leave the course due to the work (or learning) being too difficult (7 per cent compared to 4 per cent of those without a learning difficulty).

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

	Total	No Learning difficulties	With Learning difficulties
Unwtd	2733	2584	149
Wtd	2845	2702	143
	%	%	%
Wrong course for me	15	16	11
Health reasons	13	12	19
Tutor/assessor problems/problems with quality of teaching	12	12	9
Got a job	10	10	5
Too much work	8	8	4
Lack of support from work/problems at work (employment)	6	6	8
Personal problems/pregnancy	6	6	7
Difficulties with childcare/family commitments	6	6	7
Work (learning) too difficult	5	4	7
College/provider badly run/disorganised	5	5	6
Lack of time/no spare time to do work needed	4	4	1
Summary:			
Course/provider related reasons	38	38	33
Employment related	18	18	15
Health related	13	12	19
Finance/travel	6	6	9

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

20   Learners with learning difficulties are more likely to leave the course for

health related reasons than other types of learners (apart from those with

disabilities). This reason for leaving among these types of learners is the one the providers can only have limited impact or control over. Providers should try and be vigilant of the needs of these learners and where feasible make adjustments to allow learners with health problems to continue on their courses if the learner is willing and able to do so.

Satisfaction with the quality of teaching

Introduction

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

a. A measure of overall satisfaction for learners with learning difficulties

b. Satisfaction with specific measures of teaching standards and also with quality of feedback among those with learning difficulties. The specific measures that were given to learners alongside a numeric rating scale were:

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

c. Lesson time lost: learners estimate how much lesson time is lost/not put to good use

d. Learners experiences': which problems or issues have occurred on a regular basis. These situations have been defined so that they reveal

possible problems or issues in the way that teaching is managing in the classroom.

Key messages

Learners with and without learning difficulties showed the same levels of satisfaction with teaching overall. For both groups, 27 per cent said they were 'extremely' satisfied with the teaching overall.

As with satisfaction with the learning experience overall, satisfaction with the teaching overall among learners with learning difficulties did not vary much by gender and age. There was a small but insignificant difference in satisfaction by age. The older groups 19 plus (29 per cent) were slightly more satisfied than younger groups 16-18 (24 per cent). Similarly there was no significant difference in satisfaction according to the two main types of learning difficulty (dyslexia and moderate learning difficulty).

Learner with learning difficulties were much more likely to give a positive 9 or 10 out of 10 rating for each of the individual aspects of teaching (apart from knowledge of the subject) than those without learning difficulties. For these aspects female and older learners were more positive in their rating than male and the younger learners.

Feedback given by tutors/teachers was felt to be motivating by an almost equal proportion of learners with learning difficulties (77 per cent) as to without learning difficulties (76 per cent).

While 47 per cent of learners without difficulties said that all their lesson time was put to good use and none was wasted, the figure increases significantly to 50 per cent among learners with learning difficulties. By contrast, when asked about a range of situations in the classroom, learners with learning difficulties were more likely to say they had encountered them on a 'fairly regular basis' than learners without learning difficulties.

Satisfaction with teaching overall

22   In terms of the overall quality of teaching, levels of satisfaction were the same for learners with learning difficulties and learners with no learning difficulties (both 27 per cent 'extremely satisfied'). Furthermore, while 90 per cent of all learners with learning difficulties were satisfied with the quality of teaching to some degree, the figure was 91 per cent for those learners without learning difficulties. Similarly, levels of dissatisfaction were the same for both groups with one in twenty (5 per cent) of learners with and without learning difficulties dissatisfied to some extent.

Chart 2.1: Overall satisfaction with teaching, by learning difficulty (2004/05 data)
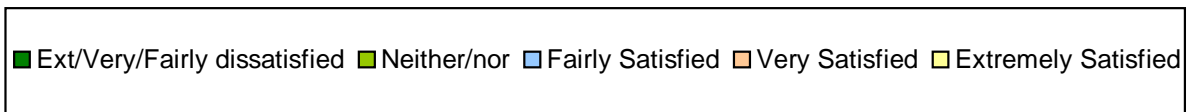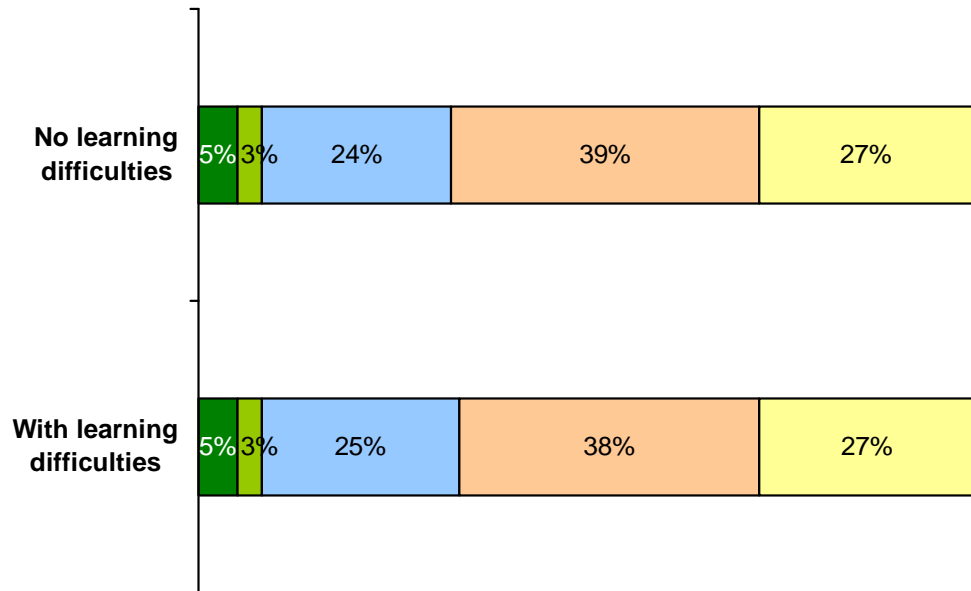
Base: No learning difficulties unwtd 29884; with learning difficulties unwtd 1748. Mean scores: no learning difficulties 5.77; with learning difficulties 5.76 % may not add due to rounding

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

2004/05 data: Differences by gender and age

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

- No significant difference in satisfaction with teaching between male and female learners with learning difficulties (28 per cent of females extremely satisfied compared to 27 per cent of males)

- Satisfaction with teaching among learners with learning difficulties (as with all learners) increases with age; 24 per cent of the 16-18 year olds were extremely satisfied compared to 29 per cent of those aged 19 or more.

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

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
Extremely satisfied	27	27	27	28	24	29
Very satisfied	39	38	37	40	36	39
Fairly satisfied	24	25	26	23	31	22
Neither/nor	3	3	4	2	4	3
Fairly/very/ extremely dissatisfied	5	5	5	6	5	6
Mean score	5.77	5.76	5.74	5.79	5.69	5.81

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

2004/05 data: Differences by type of difficulty

25   There were no significant differences in satisfaction with the quality of teaching by type of learning difficulty:

- Dyslexia (26 per cent extremely satisfied)

- Moderate learning difficulty (26 per cent extremely satisfied).

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

	Without learning difficulties	All with learning difficulties	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
Extremely satisfied	27	27	26	26
Very satisfied	39	38	38	40
Fairly satisfied	24	25	26	23
Neither/nor	3	3	3	4
Fairly/very/extremely dissatisfied	5	5	6	5
Mean score	5.77	5.76	5.71	5.77

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

Individual aspects of teaching

26   All learners were asked to rate teachers, tutors or trainers on particular aspects of teaching/training. They were asked to use a numeric rating scale of 1 to 10 where 10 represented extremely good. Over the years the Learning and Skills Council has concentrated on the proportions of learners awarding a 9 or 10 out of 10 for each measure (this having been deemed to be an extremely good quality rating).

27   Table 2.3 compares the proportion of learners overall and those with and without learning difficulties awarding each measure a 9 or 10 out of 10 rating. For all measures, apart from knowledge of the subject, learners

with learning difficulties were more likely than those without to award teachers/tutors a 9 or 10 out of 10 rating. Learners with learning difficulties were most positive on the following factors (they were more than 5 percentage points more likely than those without learning difficulties to award teachers a 9 or 10 out of 10):

- Understanding you and how you like to learn (+9 per cent)

- Setting clear targets or learning goals to help you improve (+8 per cent)

- The support they give you for example in improving your study techniques or time management (+8 per cent)

- Quality and availability of training materials they use (+7 per cent)

- Making the subject interesting or enjoyable (+6 per cent)

- Managing the group of learners (+6 per cent)

- Providing prompt and regular feedback (+6%).

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

	Total	Without learning difficulties	With learning difficulties	+/- percentage with/without
Unwtd	31648	29884	1748	
	%	%	%	%
Knowledge of the subject	69	70	66	-4%
How well they relate to you as a person	56	56	58	+2%
Making your subject interesting and enjoyable for you	47	47	53	+6%
Managing the group of learners	45	45	51	+6%
Planning their lessons	43	43	48	+5%
Quality and availability of teaching materials they use	43	42	49	+7%
The support they give you for example in improving your study techniques or time management	42	42	50	+8%
Providing prompt and regular feedback on progress	42	42	48	+6%
Understanding you and how you like to learn	40	40	49	+9%
Setting clear targets or learning goals to help you improve	39	39	47	+8%

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

2004/05 data: Differences by gender and age

28   For all measures female learners with learning difficulties were significantly more likely to award teachers a 9 or 10 out of 10 rating than male learners with learning difficulties. Measures that showed the greatest differences in

opinion (where at least +10 per cent more female learners with learning difficulties awarded teachers a 9 or 10 out of 10) were:

- Setting clear targets or learning goals to help you improve (+12 per cent)

- Understanding you and how you like to learn (+10 per cent)

- Providing prompt and regular feedback on progress (+10 per cent).

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

- Managing the group of learners (+17 per cent)

- Making your subject interesting and enjoyable for you (+16 per cent)

- How well they relate to you as a person (+15 per cent)

- Planning their lessons (+14 per cent)

- Understanding you and how you like to learn (+13 per cent)

- Providing prompt and regular feedback on progress (+11 per cent)

- Setting clear targets or learning goals to help you improve (+10 per cent)

- Quality and availability of training materials (+9 per cent)

- The support they give you for example in improving techniques or time management (+9 per cent).

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

	Without learning difficulties	With learning difficulties	Learning difficulties Male	Learning difficulties Female	+/- % diff male/ female	Learning difficulties 16-18	Learning difficulties 19+	+/- % diff 16-18/19+
Unwtd	29884	1748	951	797		786	961	
Wtd	30097	1518	797	721		516	1001	
	%	%	%	%		%	%	
Knowledge of the subject	70	66	63	69	+6%	62	68	+6%
How well they relate to you as a person	56	58	55	62	+7%	48	63	+15%
Making your subject interesting and enjoyable for you	47	53	51	57	+6%	43	59	+16%
Managing the group of learners	45	51	47	55	+8%	40	57	+17%
Planning their lessons	43	48	45	52	+7%	39	53	+14%
Quality and availability of training materials they use	42	49	45	53	+8%	43	52	+9%
The support they give you for example in improving techniques or time management	42	50	46	54	+8%	44	53	+9%
Providing prompt and regular feedback on progress	42	48	43	53	+10%	41	52	+11%
Understanding you and how you like to learn	40	49	44	54	+10%	40	53	+13%
Setting clear targets or learning goals to help you improve	39	47	41	53	+12%	40	50	+10%

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

2004/05 data: Differences by type of learning difficulty

30   Learners with moderate learning difficulty were more positive in their rating of their teachers/tutors than learners with dyslexia for all measures apart from knowledge of the subject. Measures that showed the most significant differences in opinion (where at least 10 per cent more learners with a moderate learning difficulty awarded a 9 or 10 out of 10 rating compared to learners with dyslexia) were:

- Setting clear targets or learning goals to help you improve (+12 per cent)

- Understanding you and how you like to learn (+11 per cent)

- Planning their lessons (+14 per cent)

- Managing the group of learners (+10 per cent).

31   Interestingly, learners with dyslexia were significantly more likely to award a 9 or 10 out of 10 rating for the measure knowledge of the subject compared to learners with a moderate learning difficulty (68 per cent compared to 59 per cent).

Table 2.5: Ratings for aspects of teaching learners with learning difficulties by type of difficulty– the per cent rated as 9 or 10 out of 10 by learners (2004/05 data)

	Without learning difficulties	All with learning difficulties	Dyslexia	Moderate learning difficulty	+/- percentage difference dyslexia/m.l.d.
Unwtd	29884	1748	770	425	
Wtd	30097	1518	674	363	
	%	%	%	%	%
Knowledge of the subject	70	66	68	59	-11
How well they relate to you as a person	56	58	55	57	+2
Making your subject interesting and enjoyable for you	47	53	49	56	+7
Managing the group of learners	45	51	46	57	+11
Planning their lessons	43	48	42	52	+10
Quality and availability of training materials they use	42	49	44	52	+8
The support they give you for example in improving your study techniques or time management	42	50	46	52	+6
Providing prompt and regular feedback on progress	42	48	42	51	+9
Understanding you and how you like to learn	40	49	43	54	+11
Setting clear targets or learning goals to help you improve	39	47	40	52	+12

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

32   A regression analysis showed that teaching overall was one of the key drivers of overall satisfaction both for learners with and without learning difficulties as well as for all learners. In order to understand which aspects of teaching were the main drivers of satisfaction, a further level of regression, examined the relationship of the individual aspects of teaching and their relative importance in driving satisfaction. The mean scores and importance scores (using ridge regressions) are shown in Table 2.6. The main points of note are:

- For both those with and without learning difficulties, the picture is relatively flat, with all the attributes having fairly similar importance score –the highest score belonging to 'making the subject interesting or enjoyable' at 12.3 (for learners with learning difficulties) and 11.6 for those without learning difficulties. The lowest score for those without learning difficulties was for the quality and availability of the teaching materials (with a score of 7.9), while the lowest for those with difficulties was setting goals and targets (also with an importance score of 7.9) for both groups of learners). Given the similar sample size, it should be noted that the pattern shown for FE learners without learning difficulties is very similar in profile to all FE learners overall.

- For both groups there is no outstanding aspect of teaching that impacts on overall satisfaction- all the attributes contribute at a similar level.

Table 2.6: Regression analysis for individual aspects of teaching –means and importance scores

	Without learning difficulties		With learning difficulties	
	Mean	Importance	Mean	Importance
Knowledge of the subject	8.9	8.1	8.7	9.8
How well they relate to you as a person	8.4	8.8	8.4	8.7
Making your subject interesting or enjoyable for you	8.0	11.6	8.1	12.3
Understanding you and how you like to learn	7.8	10.5	8.0	10.2
The support they give you	7.7	10.5	7.9	11.4
Planning their lessons	7.8	10.8	7.9	11.2
The quality and availability of the teaching materials	7.8	7.9	7.9	9.5
Setting clear targets or learning goals to help you improve	7.8	9.4	8.0	7.9
Providing prompt and regular feedback	7.8	10.7	7.9	9.0
Managing the group of learners	8.0	11.6	8.0	10.0

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

34   The charts are divided into quadrants as follows:

- Top left - indicates high importance, below average means score (area for action or opportunity)

- Top right – indicates high importance, above average mean score (performing well –promote)

- Bottom left - indicates lower importance and below average mean score (monitor)

- Bottom right – indicates lower importance and above average mean scores (maintain and sustain).

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

- The support they give you

- Managing the group of learners

- Providing prompt and regular feedback on progress

- Understanding you and how you like to learn

- Planning their lessons

- For learners with learning difficulties the key attributes of teaching are:

- The support they give you

- Planning their lessons

- Understanding you and how you like to learn.

Chart 2.2 Action grid for drivers of satisfaction: learners without learning difficulties

Action

Q22J - Managing the group of learners
Q22C - Making your subject interesting or enjoyable for you

Promote

Q22I - Providing prompt and regular feedback on progress
Q22F - Planning their lessons
Q22D - Understanding you and how you like to learn

Q22E - The support they give you

Importance

Q22H - Setting clear targets or learning goals to help you improve

Q22B - How well they relate to you as a person

Q22A - Knowledge of the subject

Q22G - The quality and availability of teaching materials they use

Monitor

Maintain

Performance Mean

Chart 2.3: Action grid for drivers of satisfaction: learners with learning difficulties

Action

Promote

Q22C - Making your subject interesting or enjoyable for you

Q22E - The support they give you

Q22F - Planning their lessons

Q22D - Understanding you and how you like to learn

Q22J - Managing the group of learners

Importance

Q22A - Knowledge of the subject

Q22G - The quality and availability of teaching materials they use

Q22I - Providing prompt and regular feedback on progress

Q22B - How well they relate to you as a person

Q22H - Setting clear targets or learning goals to help you improve

Monitor

Maintain

Mean

Performance

30

Feedback from teachers/tutors

36   All learners have been asked how motivating they felt feedback from their teachers had been. In 2004/05 77 per cent of learners with learning difficulties said that it had been motivating. A further 5 per cent said that it had actually been demotivating and 14 per cent of learners said that it had had no effect on them at all.

Chart 2.4: Learning difficulties: How do you feel about the feedback on how you are doing from your teachers/tutors?
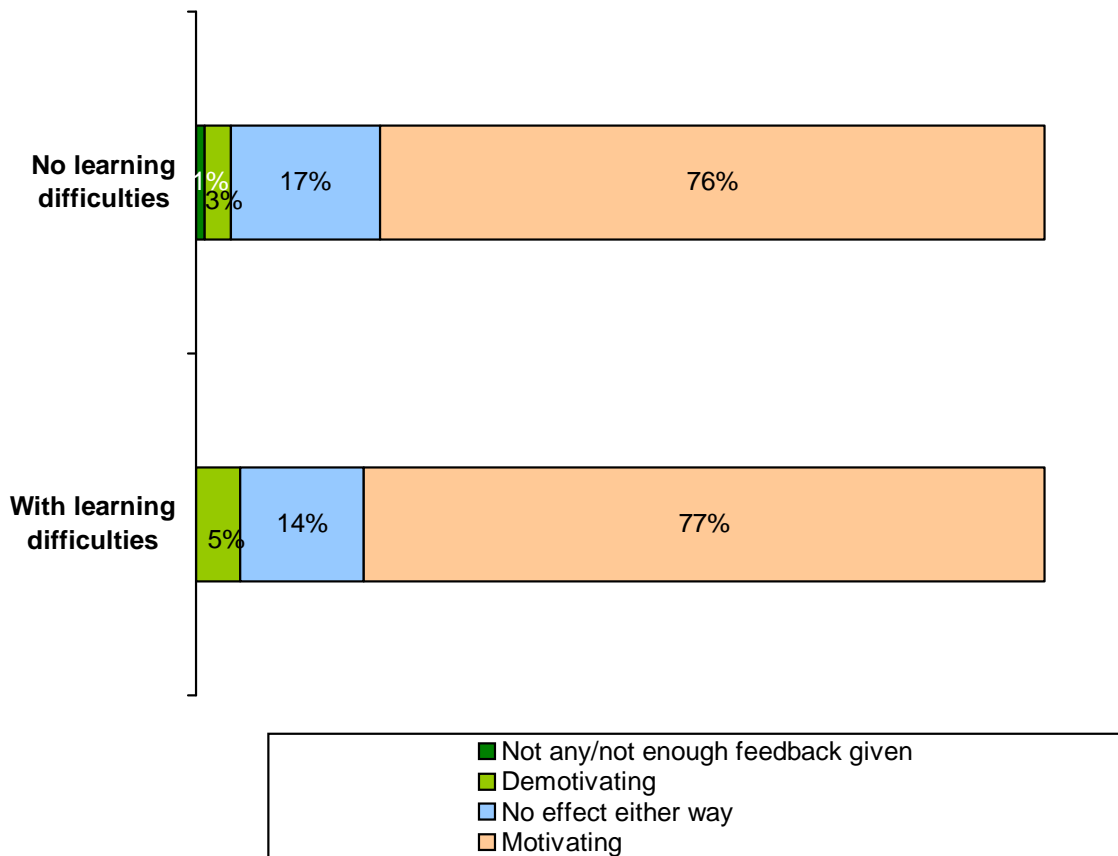
Base: without learning difficulties unwtd 29884; with learning difficulties unwtd 1748. % may not add due to rounding. Don't know/other/not stated not shown

37   As shown in Chart 2.4, there was only a nominal one per cent difference in the proportion of learners without learning difficulties who found the feedback given to them motivating – 76 per cent compared to 77 per cent

of learners with learning difficulties. There was only a 3 per cent difference in the proportions saying the feedback had no effect either way, cited by 17 per cent of learners without learning difficulties compared to 14 per cent of learners with learning difficulties. Similarly there was only a 2 per cent difference in the proportions saying the feedback demotivating, 3 per cent of learners with no learning difficulty compared to 5 per cent of learners with learning difficulties.

2004/05 data: Differences by gender and age

38   There was no significant difference by gender or age in the proportion of learners with learning difficulties who felt the feedback given was motivating.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
Motivating	76	77	77	76	76	77
No effect either way	17	14	15	13	17	13
Demotivating	3	5	4	6	4	6
Not any/not enough feedback given	1	*	*	*	*	*

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

2004/05 data: Differences by type of difficulty

39   While 77 per cent of all learners with learning difficulties felt the feedback they were given was motivating, the proportion varied only nominally by type of difficulty. While three-quarters of learners (75 per cent) with

moderate learning difficulty said that feedback was motivating, the proportion increases to 77 per cent among those with dyslexia – not a statistically significant difference. Similarly there was no significant difference in the proportion of learners finding the feedback de-motivating by type of difficulty.

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

	Without learning difficulties	**All with learning difficulties**	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
Motivating	76	77	77	75
No effect either way	17	14	15	15
Demotivating	3	5	4	6
Not any/not enough feedback given	1	*	*	*

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

Lesson time lost

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

41   Chart 2.5 shows learners with learning difficulties were more likely than those without to say that all lesson time was put to good use and none was wasted (50 per cent compared to 47 per cent). This difference just

reaches the conventional level of statistical significance (95 per cent confidence level).

Chart 2.5: Learning difficulties: Percentage of lesson time lost
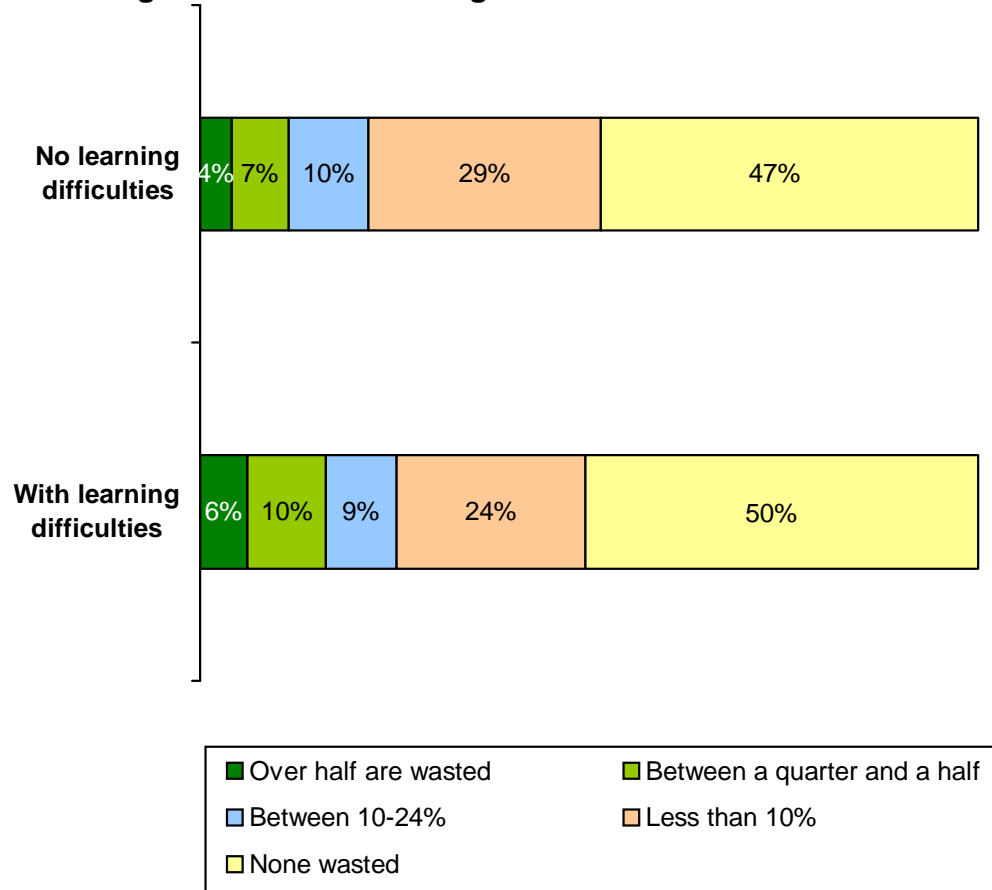
Base: No learning difficulties unwtd 29884; with learning difficulties unwtd 1748. % may not add due to rounding. Don't know/other/not stated not shown

2004/05 data: Differences by gender and age

42   Concentrating on the proportion of learners that said that no lesson time was wasted (those most positive), the data shows that female learners with difficulties are more positive than males (54 per cent said that no lesson time was wasted compared to 46 per cent of male learners with learning difficulties). The older learners with learning difficulties are significantly more positive (36 per cent of the 16-18s said that no time was wasted compared to 57 per cent of the 19 plus age group).

43   These observations reflect those stated for overall satisfaction and many
        other indicators in the core data.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
None are wasted	47	50	46	54	36	57
Less than 10% are wasted	29	24	27	20	33	19
10-24% are wasted	10	9	9	8	11	7
A quarter to a half are wasted	7	10	9	10	12	8
More than a half are wasted	4	6	7	4	7	5
Don't know	2	3	2	3	1	3

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

2004/05 data: Differences by type of difficulty

44   There were only nominal differences in learners' ratings for wasted lesson
        time by type of difficulty. While 51 per cent of those with a moderate
        learning difficulty felt no lessons time was wasted, the proportion was 48
        per cent among those with dyslexia – a difference which fails to reach the
        conventional level of statistical significance.

Table 2.10: Learning difficulties: Percentage of lesson time lost by type of learning difficulty (2004/05 data)

	Without learning difficulties	With learning difficulties	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
None are wasted	47	50	48	51
Less than 10% are wasted	29	24	26	20
10-24% are wasted	10	9	9	8
A quarter to a half are wasted	7	10	10	11
More than a half are wasted	4	6	6	7
Don't know	2	3	1	3

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

Learners' experiences

45   In order to provide more understanding about how learners reacted to a range of situations, they were asked whether they had encountered particular issues in their learning. The most mentioned situation encountered on a 'fairly regular basis' by both learners with and without learning difficulties were other students arriving late (mentioned by 58 per of those with and 54 per cent of those without learning difficulties).

46   Learners with learning difficulties were significantly more likely than those without learning difficulties to experience the following situations (where the difference is at least 5 percentage points greater):

- Other students making noise and disrupting the class (+12 per cent)

- Lessons finishing early (+8 per cent)

- Teachers/tutors arriving late by 5 minutes ore more (+7 per cent)

- Teachers going at too fast a pace (+7 per cent)

- Teachers/tutors absent (+5 per cent).

47   Colleges/providers need to be particularly vigilant in respect of these situations (by ensuring they are minimised) as they can impact more greatly on those learners who already have some difficulty with the learning process.

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

	Without learning difficulties	**All with learning difficulties**	**+/- percentage difference**
Unwtd	29884	1748	
Wtd	30097	1518	
	%	%	%
Other students arriving late (5 minutes or more)	54	58	+4
Other student making a noise disrupting class	19	31	+12
Being left hanging around with nothing to do	17	24	+7
Lack of resources/poor equipment	15	19	+4
Lessons finishing early	14	22	+8
Teachers/tutors arriving late (5 minutes or more)	14	21	+7
Teachers/tutors absent	12	17	+5
Teachers going at too fast a pace	10	17	+7
Lessons badly planned/disorganised	11	15	+4
Lessons finishing late	10	15	+5
Teachers going at too slow a pace	9	11	+2

This question allowed a multiple response. Mentions of 9% or more shown

2004/05 data: Differences by gender and age

48   For most situations there were only nominal differences between male and female learners with learning difficulties in reporting of the various situations encountered. However male learners tended to encounter the various situations more than female learners, although for only one situation, 'other students arriving late (5 minutes or more)', was the difference significant (male 62 per cent compared to female 55 per cent).

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
Other students arriving late (5 minutes or more)	54	58	62	55	75	50
Other student making a noise disrupting class	19	31	33	30	48	23
Being left hanging around with nothing to do	17	24	26	21	33	19
Lack of resources/poor equipment	15	19	21	17	19	19
Lessons finishing early	14	22	23	20	34	15
Teachers/tutors arriving late (5 minutes or more)	14	21	23	19	33	15
Teachers/tutors being absent	12	17	18	16	25	12
Teachers going at too fast a pace	10	17	17	17	21	15
Lessons badly planned/disorganised	11	15	13	16	18	13
Lessons finishing late	10	15	16	13	18	13
Teachers going at too slow a pace	9	11	10	11	12	10

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

49   Older learners with learning difficulties were much less likely to report any of the situations encountered than younger learners with learning difficulties (the data for this variables shows some extremely different attitudes). This will reflect the higher levels of satisfactions overall among older learners with learning difficulties as well as that for older learners in general. Situations where the differences between responses were greatest (a difference of at least 15 percentage points between the 16-18s and 19 plus) were:

- Other students making noise and disrupting the class

- Other student arriving late by 5 minutes or more

- Lessons finishing early

- Teachers/tutors arriving late by 5 minutes or more

- Being left hanging around with nothing to do

- Teachers/tutors absent.

2004/05 data: Differences by type of learning difficulty

50   The reporting of situations encountered shows only nominal differences between learners with different types of learning difficulty. The only significant difference was for the situation 'other students arriving late by 5 minutes or more', which was mentioned by significantly more learners with dyslexia (62 per cent) than those with a moderate learning difficulty (53 per cent).

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

	Without learning difficulties	All with learning difficulties	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
Other students arriving late (5 minutes or more)	54	58	62	53
Other student making a noise disrupting class	19	31	31	32
Being left hanging around with nothing to do	17	24	25	23
Lack of resources/poor equipment	15	19	21	18
Lessons finishing early	14	22	21	20
Teachers/tutors arriving late (5 minutes or more)	14	21	21	23
Teachers/tutors being absent	12	17	16	17
Teachers going at too fast a pace	10	17	16	19
Lessons being badly planned/disorganised	11	15	15	14
Lessons finishing late	10	15	15	13
Teachers going at too slow a pace	9	11	10	11

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

40

Information and guidance prior to entry

Introduction

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

Key messages

For all learners acquisition of skills, knowledge and qualifications are important drivers for choice of course, however other more personal and circumstantial reasons also play a key role in determining choice for many learners. While 87 per cent of learners with learning difficulties choose their course to advance their skills and knowledge in this area, the same proportion also said they choose the course due to personal interest (the proportions were similarly high among learners without learning difficulties at 91 and 89 per cent respectively). Gaining a qualification (80 per cent) and to meet other people/make new friends (61 per cent) were mentioned significantly more by those with learning difficulties than those without (75 and 46 per cent respectively).

While there were small differences between male and female learners with learning difficulties in their reasons for choosing a particular course, younger learners with learning difficulties were much more influenced by the need to gain qualifications, fitting in with their career plans and to meet new people/make new friends than the more mature learners. By contrast, the older learners with learning difficulties were more likely to choose a course that meets their time and availability.

As with all learners, for learners with learning difficulties the 'teacher/tutor at college' was the most mentioned source of advice at the pre-entry stage (mentioned by 41 per cent of learners with learning difficulties and 33 per cent of those without). Following this, 37 per cent of learners with learning difficulties stated that friends had been a source of advice, and 35 per cent mentioned parents or other family members. Importance of family members declines as age of learner increases.

Factors influencing choice of course

52   Table 3.1 shows in rank order the main reasons for embarking on a particular course among learners with and without learning difficulties. For both groups of learners the main reasons for choosing a particular course in 2004/05 were 'to advance my skills and knowledge in this area'

(mentioned by 91 per cent of learners without learning difficulties and 87 per cent of learners with learning difficulties) and 'for my own personal interest' (mentioned by 89 per cent of learners without learning difficulties and 87 per cent of learners with learning difficulties). The other common reasons were; 'because I like the subject' (mentioned by 84 per cent of learners without learning difficulties and 82 per cent of learners with learning difficulties). Circumstantial reasons also play a key role in determining choice for both groups of learners. Around three-quarters of learners (76 per cent of learners without learning difficulties and 71 per cent of those with learning difficulties) chose their course because 'it was at a time which suited me'.

Table 3.1: Learning difficulties: Factors influencing learners' choice of courses and programmes – mentions of 5 per cent or more

Modular question	Without learning difficulties	All with learning difficulties	+/- percentage difference
Unwtd	9972	584	
Wtd	9899	495	
	%	%	%
Advance skills and knowledge in this area	91	87	-4
Personal interest	89	87	-2
Like the subject	84	82	-2
At a time that suited me	76	71	-5
To gain qualifications	75	80	+5
Fitted career plans	68	69	+1
On offer locally	57	56	-1
Relevant to my job	49	45	-4
To meet other people/make new friends	46	61	+15
Suggested by others	30	47	+17
Suggested/required by employer	26	25	-1

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

53   It is notable that learners with learning difficulties are significantly more likely than learners without learning difficulties to choose a course to meet other people/make new friends (61 per cent compared to 46 per cent). Also, learners with learning difficulties were much more likely to choose the course as it was suggested by others (47 per cent compared to 30 per cent of those without learning difficulties).

2004/05 data: Differences by gender and age

54   There were some significant differences by gender relating to choice of course:

- Local availability as a factor influencing choice of course was mentioned more by male learners with learning difficulties (61 per cent compared to 51 per cent of the female learners with learning difficulties)

- Relevance to job was mentioned more by male learners with learning difficulties (49 per cent compared to 40 per cent of the female learners with learning difficulties).

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

- To gain qualifications was mentioned more often by younger learners aged 16-18 with learning difficulties (90 per cent compared to 74 per cent of the 19 plus group)

- Fitted career plan was mentioned more by younger learners aged 16-18 with learning difficulties (82 per cent of the 16-18s compared to 62 per cent of the 19 plus group)

- To meet other people/make new friends was mentioned more by younger learners 16-18 with learning difficulties (71 per cent of the 16-18s compared to 56 per cent of the 19 plus group)

- Suggested/required by employer was mentioned more by younger learners 16-18 with learning difficulties (31 per cent of the 16-18s compared to 22 per cent of the 19 plus group).

- Suggested by others was mentioned by a higher proportion of the younger learners with difficulties (52 per cent of the 16-18 learners compared to 44 per cent of the 19 plus group).

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9972	584	319	265	274	310
Wtd	9899	495	261	234	170	325
	%	%	%	%	%	%
Advance skills and knowledge in this area	91	87	87	88	88	87
Personal interest	89	87	86	88	87	87
Like the subject	84	82	81	83	86	80
At a time that suited me	76	71	70	71	66	73
To gain qualifications	75	80	78	81	90	74
Fitted career plans	68	69	69	70	82	62
On offer locally	57	56	61	51	60	54
Relevant to my job	49	45	49	40	48	43
To meet other people/make new friends	46	61	62	59	71	56
Suggested by others	30	47	46	47	52	44
Suggested/required by employer	26	25	27	24	31	22

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

56   Due to small sample sizes involved it is not possible to analyse this question by type of learning difficulty.

Factors influencing choice of provider

57   All learners were asked to give their reasons for choosing their course provider. For both learners with and without learning difficulties, the most common reason sited for choosing their course was the convenience of the location/proximity of the provider. This was mentioned more often than any other reason, by 59 per cent of learners without learning difficulties and although significantly fewer, by 51 per cent of learners with learning difficulties. The second most mentioned reason was that the provider offered the desired course (mentioned by 29 per cent of learners without learning difficulties and 30 per cent of learners with learning difficulties).

58   As with all learners including those with and without learning difficulties, it is interesting to note that the reputation of either the course or provider does not figure as strongly as other factors when choosing their course. Just one in ten learners mentioned best reputation generally (10 per cent of learners without learning difficulties, 11 per cent of those with learning difficulties).

Table 3.3: Learning difficulties: Factors influencing learners' choice of provider

	Without learning difficulties	All with learning difficulties	+/- percentage difference
Unwtd	9972	584	
Wtd	9899	495	
	%	%	%
Convenient location/nearest	59	51	-8
Offered course I wanted	29	30	+1
Best reputation (general)	10	11	+1
Friends/recommended	6	9	+3
Convenient time	7	4	-3
No choice, employer chose	7	2	-5
No choice, no other provider	4	5	+1
To progress/get qualified/Improve Myself	4	4	-

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

2004/05 data: Differences by gender and age

59   By gender the only notable difference relating to provider choice in 2004/05 was the availability of the course the learner wanted, mentioned by more male learners with learning difficulties (34 per cent) than female learners with learning difficulties (25 per cent).

60   By age, younger learners with learning difficulties were more likely to mention best reputation (15 per cent of the 16-18 age group compared to 9 per cent of the 19 plus age group with learning difficulties). Younger learners were also more likely to be influenced by the actions or

recommendations of friends, with 12 per cent of those aged 16-18 mentioning this reason compared to 8 per cent of those aged 19 or more.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9972	584	319	265	274	310
Wtd	9899	495	261	234	170	325
	%	%	%	%	%	%
Convenient location/nearest	59	51	50	52	49	52
Offered course I wanted	29	30	34	25	32	29
Best reputation (general)	10	11	9	13	15	9
Friends/recommended	6	9	9	9	12	8
No choice, no other provider	4	5	7	4	4	6
Convenient time	7	4	4	4	2	5
No choice, employer chose	7	2	3	2	*	3
To progress/get qualified/Improve Myself	4	4	6	2	3	5

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

61   For all learners including those with and without learning difficulties, the differences found in the decision making process highlights the differing needs of the younger and more mature learners in accessing courses. While younger learners were more able to choose courses that meet their need for social engagement and gaining a qualification, older learners choose courses that meet their time and availability.

62   Small sample sizes means it is not possible to analysis choice of provider
        by type of learning difficulty.

Sources of pre-entry advice and guidance

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

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

	Without learning difficulties	All with learning difficulties	+/- percentage difference
Unwtd	9972	584	
Wtd	9899	495	
	%	%	%
Teacher/tutor/college/ provider	33	41	+8
Friend	30	37	+7
College admissions office	22	24	+2
Parents/other family member	21	35	+14
Employer	20	15	-5
Teacher at school	18	28	+10
School careers advisor	14	25	+11
Advisor at Connexions	12	24	+12
Information, advice & guidance centre	6	11	+5
learndirect Advice Line	4	7	+3
Advert/flyer Newspaper	4	2	-2
Next steps	2	4	+2

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

64   For both learners with and without learning difficulties,
        'teacher/tutor/college/provider' was the most mentioned source of advice
        (33 per cent for those without learning difficulties and 41 per cent for those
        with learning difficulties). Learners with learning difficulties were

significantly more likely to use the following sources of advice than those without learning difficulties:

- Parents/other family member (+14 per cent)

- Advisor at Connexions (+12 per cent)

- School careers advisor (+11 per cent)

- Teacher at school (+10 per cent)

- Teacher/tutor at college/provider (+8 per cent)

- Friends (+7 per cent).

65   However, employers were less likely to be mentioned as a source of advice by learners with learning difficulties (15 per cent compared to 20 per cent for those without learning difficulties). This tallies with earlier findings on choice of course and provider which show a much lower incidence of employer influence among learners with learning difficulties than among those without learning difficulties.

2004/05 data: Differences by gender and age

66   By gender there were only nominal differences in the sources of advice at the pre-entry stage among male and female learners with learning difficulties.

67   By age, there were many noticeable differences between the sources of advice about courses/programmes between students of different ages with learning difficulties. Younger students with learning difficulties tend to make use of advice from a range of sources, with families (mentioned by 58 per cent), school careers advisors (53 per cent), teacher at school and teacher/tutor at college/ provider (both 51 per cent) and advisor at Connexions (50 per cent) being the most mentioned sources. By contrast,

older learners with learning difficulties were significantly less likely to make use of each of these sources. The most used source among older learners (aged 19 or more) were the teacher/tutor at college/provider (mentioned by 35 per cent), friends (30 per cent) and the college admissions office (23 per cent). Full details of results are shown in Table 3.6.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9972	584	319	265	274	310
Wtd	9899	495	261	234	170	325
	%	%	%	%	%	%
Teacher/tutor/ college/provider	33	41	44	37	51	35
Friend	30	37	36	37	49	30
College admissions office	22	24	24	23	26	23
Parents/other family member	21	35	36	32	58	22
Employer	20	15	15	14	13	16
Teacher at school	18	28	29	28	51	17
School careers advisor	14	25	27	22	53	10
Advisor at Connexions	12	24	24	24	50	10
Information, advice &guidance centre	6	11	11	12	14	10
learndirect Advice Line	4	7	6	8	5	8
Advert/flyer Newspaper	4	2	1	4	*	3
Next steps	2	4	5	4	5	4

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

Usefulness of advice received

68 As noted above, learners have access to a range of sources of advice about courses and programmes in further education, foremost among them, though not necessarily the most informed are learners' families. Following this learners were asked to rate the usefulness of the various sources of advice. In summary it is interesting to compare the proportion of learners awarding the source the top rating 'very useful' to each of the sources as shown in Table 3.7. Caution must be used when looking at the results for learners with learning difficulties as for many sources less than 100 learners gave a rating about the advice received. The main points to note are:

- For both groups of learners, at least two-thirds rated the advice given by teachers/tutors at college/provider as 'very useful' (71 per cent learners with learning difficulties, 67 per cent learners without learning difficulties).

- For the other sources, around a half of learners (both with and without learning difficulties) rated the advice given as 'very useful'.

Table 3.7: Learning difficulties: Percentage rating advice received 'very useful'

	Without learning difficulties		With learning difficulties	
Horizontal percentages (% rating)	2004/05 Unweighted base size	% Very useful	2004/05 Unweighted base size	% very useful
	n=		n=	
Teacher/tutor/college/provider	2360	67	145	71
learndirect Advice Line	229	61	15*	na
Information, advice and guidance centres	345	58	34*	na
Advisor at Connexions	772	56	75	na
College admissions office	1546	56	90*	47
Employer	1318	50	48*	na
Friends	2216	51	117	38
Parents/other family member	1482	49	127	50
Teacher at school	1264	49	92*	55
School careers adviser	975	46	96*	46

*This question allowed a single response. * sample size below 100 and therefore results may be unreliable. na base size too small to show results. Note: learners were asked to rate the usefulness of the advice from a maximum of two sources. If learners' cited more than two sources of advice use, they were then asked the usefulness of two sources selected at random*

Support for learners

Introduction

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

70   All learners were asked to rank a number of issues corresponding to the management of administrative experiences they encountered during their learning experiences. Learners ranked each issue using a scale from 1 (very poor) to 10 (excellent). The issues were:

- Seeing the same teacher/tutor/assessor throughout

- Teachers/tutors/assessors turning up as planned

- Making sure enough teachers/tutors/assessors are available

- Helping new people settle in

- Providing support when I or other learners have problems

- Managing timetables so that they suit the learner as best they can

- Communicating changes in times for sessions.

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

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

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

Key messages

With regard to how the learning process was managed, learners with learning difficulties were more positive than learners without learning difficulties on two issues:

- Communicating changes in time for sessions

- Helping new people settle in

For all measures related to the management of learning more than 50 per cent of learners with learning difficulties awarded a 9 or 10 out of 10 rating. The other measures received similar proportions awarding a 9 or 10 out of 10 among learners with and without learning difficulties.

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

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

Over two-thirds of learners with learning difficulties (67 per cent) had experienced at least one problem during their learning experience (compared to 54 per cent of learners without learning difficulties). The most common issues being related to managing to keep up with the standard of work, managing commitments and personal motivation and money pressures.

Learners with learning difficulties who experienced problems were more likely to seek help from their provider than those without learning difficulties (43 per cent compared to 24 per cent). As a consequence the majority of learners do not seek help from their provider. In 2004/05 around one in ten learners made a complaint to their provider (10 per cent of those without learning difficulties, 14 per cent of those with learning difficulties).

Management of learning

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

75   Learners with learning difficulties were more likely than those without (by at least 5 percentage points) to award a 9 or 10 out of 10 rating on the following:

- Communicating changes in times for sessions

- Helping new people settle in.

Table 4.1: Management of learning by with/without learning difficulties

	Without learning difficulties	With learning difficulties	% +/- difference
Unwtd base:	9927	620	
Wtd base:	9614	542	
	%	%	
Seeing the same teacher/tutor/assessor throughout	68	65	-3
Teachers/tutors/assessors turning up as planned	66	62	-4
Making sure enough teachers/tutors/assessors are available	60	56	-4
Helping new people settle in	56	61	+5
Providing support when I or other learners have problems	55	56	+1
Managing timetables so that they suit the learner as best they can	48	50	+2
Communicating changes in times for sessions	45	51	+6

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

2004/05 data: Differences by gender and age

76   For every measure the females and the older learners with learning difficulties were more positive than the male and younger learners with learning difficulties. Comparing the male and female learners the difference is greatest for the measure 'providing support when I or other learners have problems' and 'Communicating changes in times for sessions' (+15 percentage points each). There are greater differences by age. The older learners were significantly more positive on the following measures (at least +10 percentage points likely to award a 9 or 10 out of 10):

- Communicating changes in times for sessions

- Managing timetables so that they suit the learner as best they can

- Seeing the same teacher/tutor/assessor throughout

- Teachers/tutors/assessors turning up as planned

- Making sure enough teachers/tutors/assessors are available.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9927	620	349	271	284	336
Wtd	9614	542	295	247	187	355
	%	%	%	%	%	%
Seeing the same teacher/tutor/ assessor throughout	68	65	61	70	58	68
Teachers/tutors/assessors turning up as planned	66	62	58	68	56	66
Making sure enough teachers/tutors/ assessors are available	60	56	50	62	49	59
Helping new people settle in	56	61	58	64	56	64
Providing support when I or other learners have problems	55	56	49	64	51	58
Managing timetables so that they suit the learner as best they can	48	50	44	58	41	55
Communicating changes in times for sessions	45	51	45	60	38	59

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

Health and safety guidance

77   Given the importance of occupational health and safety to learners and to colleges and providers more generally, learners were asked if they were informed about certain health and safety issues. Overall around four in five learners with and without learning difficulties had a high level of recall about emergency arrangements for fire (80 per cent for both learners with and without learning difficulties).

78   Slightly higher proportions of learners with learning difficulties recalled receiving information about the other health and safety measures than learners without learning difficulties:

- 67 per cent 'who to ask for any health and safety advice or instructions' (compared to 65 per cent without learning difficulties)

- 66 per cent recalled emergency arrangements for first aid and how to report an accident (compared to 62 per cent without)

- 67 per cent recalled any dangers involved with your training and how to work safely (compared to 62 per cent).

Table 4.3 Learning difficulties: Health and safety information by learning difficulty

	Without learning difficulties	With learning difficulties	% +/- difference
Unweighted	9927	620	
	% saying yes	% saying yes	
Emergency arrangements for fire	80	80	-
Who to ask for any health and safety advice or instructions	65	67	+2
Emergency arrangements for first aid and how to report an accident	62	66	+4
Any dangers involved with your training and how to work safely	62	67	+5

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

2004/05 data: Differences by gender and age

79   The data shows that males and the younger learners with learning difficulties showed a higher level of recall of the health and safety information than the females or older learners with learning difficulties. This is perhaps indicative of the types of course they were attending which are often more vocational than those taken by female or older learners.

Table 4.4: Learning difficulties: Health and safety information by gender and age

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9927	620	349	271	284	336
Wtd	10063	542	295	247	187	355
	%	%	%	%	%	%
Emergency arrangements for fire	80	80	82	78	85	78
Who to ask for any health and safety advice or instructions	65	67	71	63	70	66
Emergency arrangements for first aid and how to report an accident	62	66	70	61	70	64
Any dangers involved with your training and how to work safely	62	67	69	65	69	67

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

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

- Safe learner website – a joint good practice website with the Association of Colleges (AOC) and the Association of Learning Providers (ALP) for colleges and providers www.safelearner.info

- Supply of the BE SAFE booklet for all learners

- The Safe Learner Line – a confidential line that learners can contact by phone, email or text to report their concerns about learner safety

- BE SAFE DVD and Risk IT video/DVD suitable for use at induction

- Promotion of the Health and Safety Procurement Standards

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

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

Difficulties encountered

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

82   In 2004/05, 45 per cent of learners without learning difficulties said they had experienced no problems since they started their course, while slightly fewer (31 per cent) of learners with learning difficulties felt this way.

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

- Reading/writing skills

- Maths/numeracy skills

- Extra help you were promised not being provided

- Managing to keep up with the standard of work required

- Dealing with money pressures.

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

	Without learning difficulties	With learning difficulties	% +/- difference
	9927	620	
	%	%	
Managing to fit course commitments in with other commitments at home	24	24	-
Maintaining personal motivation	22	20	-2
Managing to keep up with the standard of work required	20	31	+11
Managing to fit course commitments in with other commitments at work	20	19	-1
Dealing with money pressures	13	19	+6
Travel to college/provider	11	16	+5
Extra help you were promised not being provided	5	12	+7
Maths/numeracy skills	4	19	+15
Reading/writing skills	4	26	+22
Discrimination of any kind from other students	2	5	+3
Discrimination of any kind from a member of staff	2	6	+4
% of learners with no problems/not mentioning a specific problem	45	31	-14

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

2004/05 data: Differences by gender and age

84   Female learners with learning difficulties were more likely to mention problems with 'Dealing with money pressures' (22 per cent female compared to 17 per cent for male learners). Whereas for males, 'Maintaining personal motivation' is more of a problem as compared to females (24 per cent compared to 15 per cent). By age it was the younger

learners with learning difficulties (aged 16-18) who were more likely to mention problems overall than the 19 plus age group to mention, the greatest differences (more than 5 percentage points) were for the following:

- Maintaining personal motivation

- Managing to keep up with the standard of work required

- Maths/numeracy skills.

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

	Without learning difficulties	With learning difficulties	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9927	620	349	271	284	336
Wtd	10063	542	295	247	187	355
	%	%	%	%	%	%
Managing to fit course commitments in with other commitments at home	24	24	25	22	23	25
Maintaining personal motivation	22	20	24	15	25	17
Managing to keep up with the standard of work required	20	31	32	30	35	29
Managing to fit course commitments in with other commitments at work	20	19	22	16	19	20
Dealing with money pressures	13	19	17	22	18	20
Travel to college/provider	11	16	18	14	17	16
Extra help you were promised not being provided	5	12	13	12	16	11
Maths/numeracy skills	4	19	20	19	23	17
Reading/writing skills	4	26	26	25	28	25
Discrimination of any kind from other students	2	5	5	6	7	5
Discrimination of any kind from a member of staff	2	6	6	6	5	6
% of learners with no problems/not mentioning a specific problem	45	31	30	33	29	33

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

Learners seeking help or advice for difficulties

85   If learners experienced problems on their course the survey sought to find out what proportion had sought advice or help from the college or provider on any of these matters.

86   While a quarter of learners without learning difficulties (24 per cent) who encountered problems actually sought advice or help to resolve that problem, the proportion increases to 43 per cent among learners with learning difficulties. As a consequence this also means that three quarters of learners without learning difficulties (75 per cent) who had difficulties at some point in their learning event did not seek help in resolving the issues with their provider. The figure is 56 per cent for learners with learning difficulties (see Table 4.7).

2004/05 data: Differences by gender and age

87   There was no significant difference in this measure by gender but the data shows that the younger learners with learning difficulties were more likely to seek help (46 per cent of the 16-18's compared to 41 per cent of the 19 plus age group). This may be indicative of the type of problem and how it relates to the learning event itself (finance, travel, help being promised and Maths/numeracy skills). The older age groups were more likely to have stated problems in juggling commitments at home and work and may therefore see these as personal problems to overcome without involving the provider.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	5508	420	237	183	198	222
Wtd	5463	365	202	163	132	233
	%	%	%	%	%	%
Yes	24	43	44	41	46	41
No	75	56	55	58	53	57

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

88   All learners who had sought help from the provider regarding their problems were asked on the whole, how useful this help had been. Just over two fifths (43 per cent) of learners with learning difficulties said that it had been very useful and a similar proportion (41 per cent) of learners without learning difficulties gave this level of rating. Perhaps more worrying is that close to a quarter of learners from both groups rated the help offered as not very or not at all useful (see Chart 4.1).

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

| No learning difficulty | 1% | 14% | 12% | 32% | 41% |
| With learning difficulty | 1% | 11% | 11% | 34% | 43% |

Legend:
■ Don't Know   ■ Not at all useful   □ Not very useful
□ Fairly useful   □ Very useful
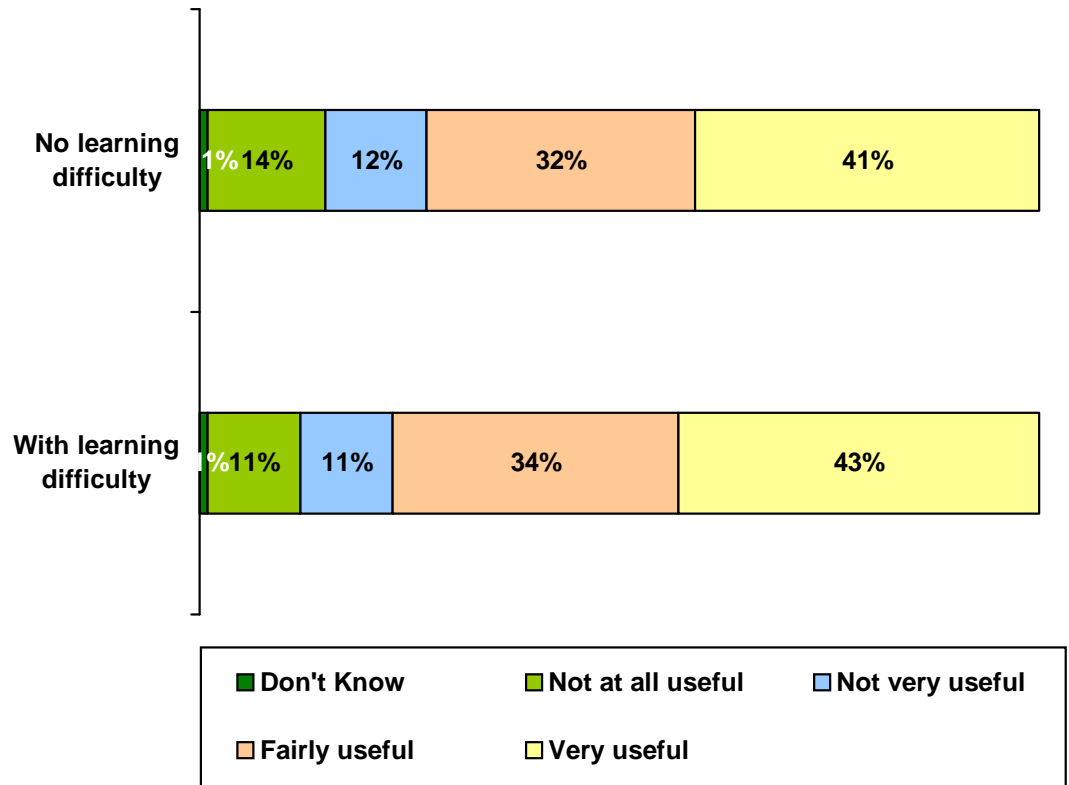
% may not add due to rounding Base: All those seeking help for problems (without learning difficulties unwtd 1475; with learning difficulties unwtd 186)

Complaints

89   All learners were asked if they had made a complaint to their provider at any point in their learning event. It is important to note that the definition of complaint here is self-defined; it does not mean that learners sought or instituted a formal process to deal with their particular complaint. When the question was piloted it was deemed necessary to keep the wording as simple as possible and accept that the data does include formal and more informal definitions by the learner.

90   In 2004/05, a marginally higher proportions of learners with learning difficulties reported that they had made a complaint about some part of

their learning experience (14 per cent compared to 10 per cent of those without learning difficulties, see Table 4.8).

2004/05 data: Differences by gender and age

91   Gender presented no significant differences in the response to the question regarding incidence of complaint. The younger learners with learning difficulties were however more likely to have made a complaint (17 per cent compared to 12 per cent of 19 plus learners).

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9927	620	349	271	284	336
Wtd	10063	542	295	247	187	355
	%	%	%	%	%	%
Yes	10	14	14	14	17	12
No	90	85	85	85	83	86

Don't know not shown. This question allowed a single response. Base sizes are too low to explore outcomes of complaint for learners with learning difficulties. Base: All respondents for wave 10 (modular question)

The impact of learning

Introduction

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

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

Key messages

Although marginally more positive about the FE they received than learners without learning difficulties, it is interesting to note that learners with learning difficulties felt less positive about education upon leaving school than those without learning difficulties. While 60 per cent of learner without learning difficulties had generally positive feelings about education when leaving school the proportion drops to 42 per cent among those with learning difficulties. Similarly, more learners with learning difficulties felt negative about education when leaving school (31 per cent) than those without learning difficulties (17 per cent). Similarly, a marginally lower proportion of learners with learning difficulties now say they enjoy learning and get a 'buzz' from it (72 per cent) compared to those without (76 per cent).

The social aspects of learning are important for all learners but particularly so for learners with learning difficulties with 56 per cent saying they enjoy learning mostly due to the social aspects (compared to 48 per cent of learners without learning difficulties.

The majority of learners like a new challenge (68 per cent of those with learning difficulties; 65 per cent of those without said they strongly agreed with the statement), however, fewer said that they find it easy to motivate themselves for learning (41 per cent of those with learning difficulties and 47 per cent of those without strongly agreed). This would suggest that for some learning is not the type of challenge they enjoy the most. Most learners disagreed that they felt out of place in the classroom, that they found it hard to manage their time and that they worried about the standard of work. However, there was a significant minority (particularly among those with learning difficulties) who agreed with one or more of these statements.

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

- I feel more confident in my ability to learn (87 per cent)

- I have a greater enthusiasm for the subject (85 per cent)

- I am more creative and prepared to try new things (84 per cent)

- I feel more positive about learning than when I started (82 per cent)

- It has given me skills I can use for my job (80 per cent)

- I feel more confident socially (79 per cent).

Furthermore, 68 per cent of those with learning difficulties, felt that learning has benefited their health and sense of well-being (compared to 54 per cent of those without learning difficulties) and 69 per cent said it enables them to cope better with daily life (compared to 54 per cent of those without learning difficulties).

Six in ten of learners with and without learning difficulties said they were very likely to learn again in the next three years.

Learners' feelings towards education when leaving school

94   One of the important aspects of surveying learners is to gather information about what might have changed, particularly in terms of their attitudes and perceptions as a result of their learning experiences, and how learners now view past and present experiences. This means it is important to try to gain some measure of learners' views about their experiences prior to entering current learning courses, and where possible compare or contrast these with those obtaining now.

95   Table 5.1 shows, that in the 2004/05 survey, just over two-fifths learners with learning difficulties (42 per cent) had generally positive feelings about education when leaving school, compared with three in five learners (60 per cent) without learning difficulties. Learners with learning difficulties were also more likely to feel negative about education when leaving school than learners without learning difficulties (31 per cent compared to 17 per cent). A fifth of learners without learning difficulties were neither positive nor negative about their views on schooling compared to 24 per cent of those with.

96   This is an interesting finding given that learners with learning difficulties are generally a more satisfied group of learners than those without learning difficulties.

Table 5.1: Learning difficulties: Learners' feelings about education when leaving school by learning difficulty (2004/05 data)

	Without learning difficulties	With learning difficulties	+/- difference
Unwtd	9985	544	
Wtd	10136	481	
	%	%	%
Generally positive feelings about education	60	42	-18
Generally negative feelings about education	17	31	+14
Not bothered either way/indifferent	20	24	+4

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

2004/05 data: Differences by gender and age

97   There was no significant difference between the attitude of male and female learners with learners with learning difficulties about education when leaving school. Two in five (42 per cent) of both male and female learners with learning difficulties felt positive about education at this time. By age, the younger learners 16-18 were significantly more positive (55 per cent of the 16-18s said that they had a positive attitude to education compared to 35 per cent of the 19 plus age group).

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9985	544	283	261	228	315
Wtd	10136	481	241	240	159	321
	%	%	%	%	%	%
Generally positive feelings about education	60	42	42	42	55	35
Generally negative feelings about education	17	31	30	31	17	37
Not bothered either way/indifferent	20	24	24	23	26	22

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

How learners feel about learning now

98   Questions here sought to elicit responses that provide information about how learners feel about learning at present. Learners were asked which statements apply to them and the way they feel about learning now.

99   In 2004/05, three quarters (76 per cent) of learners without learning difficulties said they enjoyed learning and get a *buzz* from it, the proportion decreasing marginally to 72 per cent among learners with learning difficulties.

100   While almost half of the learners (48 per cent) without learning difficulties said that they enjoyed learning mostly due to the social aspects, the figure was significantly higher (56 per cent) among learners with learning difficulties. Similarly, learners with learning difficulties were more likely to say they are carrying on learning as they can't think of anything better to

do (16 per cent) than learners without learning difficulties (10 per cent). While less than one in twenty learners without learning difficulties (4 per cent) said that they did not really enjoy learning, the proportion was twice as high (8 per cent) among those with learning difficulties.

Chart 5.1: Feelings about learning currently by learning difficulty (2004/05 data)
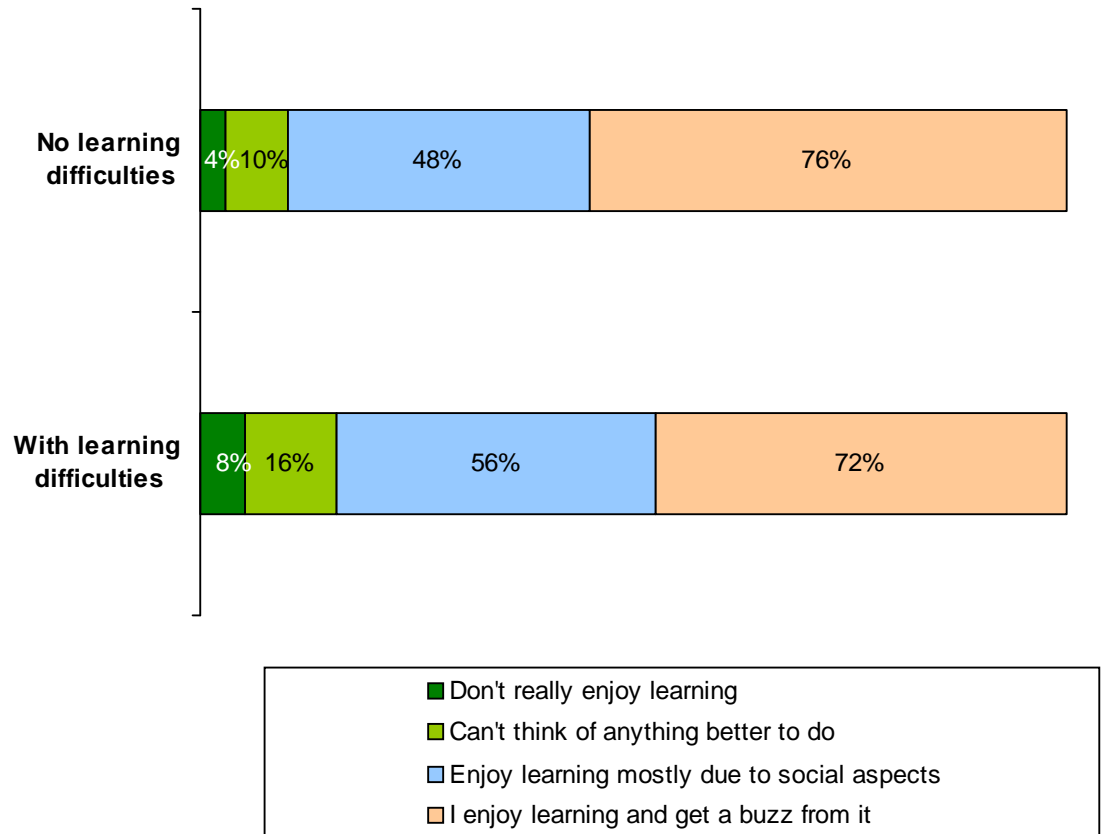
2004/05 data: Differences by gender and age

101   Female learners with learning difficulties were more likely (though not significantly so) than male learners with learning difficulties to have agreed that they are getting a buzz out of learning (74 per cent compared to 70 per cent). They were incidentally more satisfied with their learning experience overall.

102   By age, the 19 plus age group were much more likely to have agreed that
       they were getting a buzz out of learning (78 per cent compared to 61 per
       cent of the 16-18s). The 16-18s were significantly more likely to agree that
       'they were enjoying learning mainly due to the social aspects' (62 per cent
       compared to 53 per cent of the 19 plus learners)

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9985	544	283	261	228	315
Wtd	10136	481	241	240	159	321
	%	%	%	%	%	%
I enjoy learning and get a buzz from it	76	72	70	74	61	78
Enjoy learning mostly due to social aspects	48	56	56	55	62	53
Can't think of anything better to do	10	16	17	15	18	15
Don't really enjoy learning	4	8	10	6	7	8

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

Attitude towards the learning environment

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

- Comfort with classroom and learning

- Challenges/responsibilities

- Motivation for learning.

104   Almost two thirds of learners without learning difficulties (65 per cent) agreed strongly that they always like a new challenge, while a slightly higher proportion (68 per cent) of learners with learning difficulties felt this way. This statement showed very little disagreement. However, whilst the majority of learners in agreed that they liked a challenge, a relatively lower proportion also agreed that they find it easy to motivate themselves for learning (47 per cent among learners without learning difficulties, 41 per cent among those with learning difficulties). It would appear then that learning is not the type of challenge that some learners relish.

105   While one in ten learners without learning difficulties (11 per cent) "strongly agreed" that they get very nervous about the standard of work required, the proportion was significantly higher among learners with learning difficulties (24 per cent).

106   Learners with learning difficulties were also more likely to agree that they find it difficult to manage their time properly, with 18 per cent agreeing with this statement compared to 10 per cent of learners without learning difficulties. A similar difference was found for the statement " I feel out of place in a classroom situation" with 12 per cent of learners with learning

difficulties agreeing strongly with this statement compared to 4 per cent without learning difficulties. Furthermore, learners with learning difficulties were slightly more cautious about taking on new responsibilities with 15 per cent "strongly agreeing" with the statement "I do not usually enjoy taking on new responsibilities" (compared to 7 per cent with learners without learning difficulties). On the positive side, the majority of learners with learning difficulties disagreed with each of these statements to some extent.

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

	Without learning difficulties	With learning difficulties	+/- difference
Unwtd	9985	544	
Wtd	10136	481	
	%	%	
Always like a new challenge	65	68	+3
Find it easy to motivate myself for learning	47	41	-6
Very nervous about the standard of work required	11	24	+13
Never manage my time properly	10	18	+8
Do not usually enjoy new responsibilities	7	15	+8
I feel out of place in the classroom	4	12	+8

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

2004/05 data Differences by age and gender

107   By gender there were only nominal differences in the proportions of male and female learners with learning difficulties strongly agreeing with all of the statements except one. More male learners (17 per cent) were likely to

strongly agree to the statement 'I find out of place in the classroom' as compared to female learners (8 per cent).

108   By age, for three of the statements, there were significantly differences in the proportions of younger and older learners agreeing strongly. Younger learners aged 16-18 were less likely to strongly agree to the statements that they "find it easy to motivate myself for learning" (34 per cent of 16-18s strongly agreeing compared to 45 per cent of the 19 plus learners) and 'I feel out of place in the classroom' (7 per cent of 16-18s strongly agreeing compared to 15 per cent of the 19 plus learners). Surprisingly, a lower proportion (62 per cent) of 16-18 year olds with learning difficulties strongly agree with the statement that they 'always like a new challenge' as compared to 19 plus learners (71 per cent).

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd						
Wtd	9985	544	283	261	228	315
	10136	481	241	240	159	321
Always like a new challenge	65	68	69	66	62	71
Find it easy to motivate myself for learning	47	41	40	42	34	45
Very nervous about the standard of work required	11	24	22	26	22	25
Never manage my time properly	10	18	17	19	16	19
Do not usually enjoy new responsibilities	7	15	14	16	11	17
I feel out of place in the classroom	4	12	17	8	7	15

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

Benefits of learning

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

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

- I feel more confident in my ability to learn (87 per cent learners with learning difficulties; 83 per cent without);

- I am more creative and prepared to try new things (84 per cent learners with learning difficulties; 80 per cent learners without).

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

	Without learning difficulties	With learning difficulties	% +/- difference
Unwtd	9985	544	
Wtd	10136	481	
	%	%	
I have a greater enthusiasm for the subject	86	85	-1
I feel more confident in my ability to learn	83	87	+4
I am more creative and prepared to try new things	80	84	+4
It has given me skills I can use in a job	79	80	+1
I feel more positive about learning than when I started	73	82	+9
I am better at learning on my own now	69	68	-1
I feel more confident socially	61	79	+18
I am better at managing my time and responsibilities	58	68	+10
It has benefited my health and sense of well-being	54	68	+14
It enables me to cope better with daily life	53	69	+16
*I now take a more active part in the community**	36	52	+16

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

110   Furthermore, at least four in five learners with learning difficulties also felt that:

- I feel more positive about learning than when I started (82 per cent learners with learning difficulties; 73 per cent without)

- It has given me the skills I can use in a job (80 per cent learners with learning difficulties; 79 per cent learners without).

111   Benefits relating to confidence, health and well-being were all mentioned by significantly more learners with learning difficulties compared to those without. These are highly significant benefits for these learners given that they were much more likely to have experienced problems with these issues at some point in their course (see section 4). More specifically the measures of note are:

- I feel more confident socially (79 per cent compared to 61 per cent of learners without learning difficulties)

- I now take a more active part in the community (52 per cent of learners with learning difficulties compared to 36 per cent without).

- It enables me to cope better with daily life (69 per cent compared to 53 per cent of learners without learning difficulties)

- It has benefited my health and sense of well-being (68 per cent of learners with learning difficulties compared to 54 per cent of those without).

- I am better at managing my time and responsibilities (68 per cent compared to 58 per cent).

2004/05 data: Differences by gender and age

112   By gender male learners with learning difficulties are more likely to state that they have benefited on these issues (as opposed to female learners with learning difficulties):

- I am better at learning on my own now (72 per cent of male learners with learning difficulties compared to 65 per cent of female learners with learning difficulties).

- I am better at managing my time and responsibilities (71 per cent of male learners with learning difficulties compared to 66 per cent of females).

113   Female learners, by contrast, were more likely to say they now take a more active part in the community (54 per cent compared to 48 per cent for male learners).

114   The impacts that were mentioned by a significantly higher proportion (at least 8 percentage points) of younger learners aged 16-18 with learning difficulties (as opposed to learners aged 19 plus with learning difficulties) were:

- It has given me the skills I can use in a job (92 per cent of the 16-18s with learning difficulties compared to 75 per cent of the 19 plus)

- I am better at managing my time and responsibilities (74 per cent of the 16-18s with learning difficulties compared to 66 per cent of the 19 plus learners with learning difficulties)

- I feel more confident socially (84 per cent of the 16-18s with learning difficulties compared to 76 of the 19 plus).

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

	Without learning difficulties	With learning difficulties	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	9985	544	283	261	228	315
Wtd	10136	481	241	240	159	321
	%	%	%	%	%	%
I have a greater enthusiasm for the subject	86	85	84	86	85	85
I feel more confident in my ability to learn	83	87	88	86	85	89
I am more creative and prepared to try new things	80	84	86	82	87	83
It has given me skills I can use in a job	79	80	81	79	92	75
I feel more positive about learning than when I started	73	82	83	81	79	84
I am better at learning on my own now	69	68	72	65	72	67
I feel more confident socially	61	79	78	79	84	76
I am better at managing my time and responsibilities	58	68	71	66	74	66
It has benefited my health and sense of well-being	54	68	69	68	69	68
It enables me to cope better with daily life	53	69	69	68	70	68
I now take a more active part in the community*	36	52	48	54	na	52

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

Likelihood to return to learning within the next three years

115   Again, one of the issues of importance to the entire learning community is the extent to which learners wish to continue with their learning experiences and what influences current teaching and learning have on their ambitions or intentions.

116   Learners with learning difficulties were just as likely as those without to return to learning in the next three years. Six in ten learners (60 per cent for both with and without learning difficulties) said it was very likely that they would undertake further learning during the next three years. A further quarter of each group (26 per cent without learning difficulties, 22 per cent with learning difficulties) responded that it was fairly likely they would undertake further learning in the next three years.

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

	Without learning difficulty	With learning difficulty	% +/- difference
Unwtd	29884	1748	
Wtd	30097	1518	
	%	%	
Very likely	60	60	-
Fairly likely	26	22	-4
Fairly/very unlikely	12	14	+2

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

2004/05 data Differences by gender and age

117   There were only nominal differences in likelihood to return to learning in the next three years by gender and age.

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

	Without learning difficulties	**With learning difficulties**	Learning difficulties Male	Learning difficulties Female	Learning difficulties 16-18	Learning difficulties 19+
Unwtd	29884	1748	951	797	786	961
Wtd	30097	1518	797	721	516	1001
	%	%	%	%	%	%
Very likely	60	60	59	62	59	61
Fairly likely	26	22	23	21	23	21
Fairly/very unlikely	12	14	15	12	14	14

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

2004/05 data Differences by type of difficulty

118   By type of difficulty, learners with dyslexia were more likely to state that they were very likely to return to learning in the next three years (60 per cent compared to 55 for all learners with a moderate learning difficulty).

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

	Without learning difficulties	**All with learning difficulties**	Dyslexia	Moderate learning difficulty
Unwtd	29884	1748	770	425
Wtd	30097	1518	674	363
	%	%	%	%
Very likely	60	60	60	55
Fairly likely	26	22	26	21
Very/fairly unlikely	12	14	12	18

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

APPENDIX A: Confidence limits and effective sample sizes

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

Table A.1: 95% Confidence intervals for different expected proportions and sample size

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

2   All the data contained in this report were weighted. Table A.3 shows the effect of weighting on the sample which reduces the effective sample size (EFF). Calculations of confidence limits based on weighted data should take into account any reduction in the EFF. Table A.2 shows confidence limits for various findings in this report using the EFF. The EFF has

reduced the sample size (worse case scenario) by up to 20%. The confidence limits calculated in Table A.2 are based on the 20% reduction in sample size for all variables:

Table A.2: Confidence limits for various findings in this report using EFF

	No learning difficulty	**With learning difficulty**	% findings around 10%	% findings around 50%
All 3 waves together	29884 (23907)	1748 (1398)	+/ - 2%	+/- 3%
One wave only*	9927 (7942)	620 (496)	+/ - 3%	+/ - 5%
	Male with learning difficulty	**Female with learning difficulty**	% findings around 10%	% findings around 50%
All waves together	951 (761)	797 (638)	+/ - 4%	+/- 6%
One wave only*	349 (279)	271 (217)	+/ - 6%	+/ - 9%
	16-18 with learning difficulty	**19+ with learning difficulty**	% findings around 10%	% findings around 50%
All waves together	786 (629)	516 (413)	+/ - 4%	+/- 7%
One wave only*	284 (227)	336 (269)	+/ - 6%	+/ - 9%
	Moderate learning difficulty	**Dyslexia**	% findings around 10%	% findings around 50%
All waves together	425 (340)	770 (616)	+/ - 5%	+/- 7%
One wave only*	141 (113)	262 (210)	+/ - 9%	+/ - 12%

Figures calculated for one wave, as base sizes are similar in each wave can be used for any of the three waves of interviews.

Table A.3: Effective sample sizes

qtype2	L35CODE: PRIOR ATTAINMENT LEVEL (SAMPLE)	WEIGHTED SAMPLE SIZE	EFFECTIVE SAMPLE SIZE	Unweighted sample size	Effective SS as a % of achieved interviews
1 FE	1 (09) Entry Level	202	160	195	82%
	2 (07) Other qualifications below level 1	103	84	100	84%
	3 (01) Level 1	1725	1568	1,959	80%
	4 (02) Level 2	4183	3974	4,988	80%
	5 (03) Level 3	1296	1001	1,199	83%
	6 (04) Level 4	864	644	740	87%
	7 (05) Level 5	466	336	385	87%
	8 (97) Other qualification, level not known	584	471	558	84%
	9 (98) Not known	20273	16854	19,653	86%
	10 (99) No qualifications	1935	1557	1,871	83%
	Total	31631	26554	31,648	84%
qtype2	AIM TYPE & NOTIONAL NVQ (SAMPLE)				
1 FE	0	702	509	543	94%
	1 LEVEL 1 & ENTRY	8798	6940	7,820	89%
	2 LEVEL 2	8526	7059	8,394	84%
	3 LEVEL 3	9611	9062	11,289	80%
	4 LEVEL 4 OR 5 OR HIGHER	1658	1307	1,506	87%
	5 OTHER	2335	1842	2,096	88%
	Total	31631	26554	31,648	84%
qtype2	Q54BSUM ETHNICITY SUMMARY				
1 FE	0	49	42	48	87%
	1 White	27700	23065	27,501	84%
	2 Black	1291	1143	1,354	84%
	3 Asian	1608	1433	1,686	85%
	4 Other	983	885	1,059	84%
	Total	31631	26554	31,648	84%
qtype2	Q54CII Do you consider yourself to have learning difficulties				
1 FE	1 Yes	1518	1406	1,748	80%
	2 No	30097	25147	29,884	84%
	3 Don't know	11	9	10	87%
	4 Refused	5	5	6	92%
	Total	31631	26554	31,648	84%

qtype2	Q54C . Do you consider yourself to a have a disability				
1 FE	1 Yes	1920	1631	1,959	83%
	2 No	29698	24913	29,677	84%
	3 Don't know	7	5	6	88%
	4 Refused	5	5	6	85%
	Total	31631	26554	31,648	84%
qtype2	Age				
1 FE	1 16-18	6930	7872	9,788	80%
	2 19-24	4222	3660	4,447	82%
	3 25 Plus	20468	15695	17,404	90%
	4 Not Stated	12	8	9	94%
	Total	31631	26554	31,648	84%
1 FE	1.00 16-34	15667	14575	18121	80%
	2.00 35-44	6305	4828	5383	90%
	3.00 45-54	4530	3416	3763	91%
	4.00 55+	5117	3979	4372	91%
	Total	31619	26546	31639	84%
qtype2	L13CODE GENDER (SAMPLE)				
1 FE	1 Male	11920	10250	12,419	83%
	2 Female	19711	16313	19,229	85%
	Total	31631	26554	31,648	84%
qtype2	Q38 How satisfied are you with your current learning experience	WEIGHT1 WEIGHT VARIABLE			
1 FE	1 Extremely satisfied	8661	7055	8,309	85%
	2 Very satisfied	12767	10741	12,788	84%
	3 Fairly satisfied	7333	6334	7,643	83%
	4 Neither satisfied nor dissatisfied	994	863	1,046	83%
	5 Fairly dissatisfied	972	830	1,001	83%
	6 Very dissatisfied	376	305	347	88%
	7 Extremely dissatisfied	405	338	397	85%
	8 Don't know	122	101	117	86%
	Total	31631	26554	31,648	84%
qtype2	QTYPE LEARNER TYPE				
1 FE	1 FE College learners	27792	23120	27,568	84%
	2 6th form college learners	2102	2022	2,254	90%
	3 Other specialist colleges	1737	1447	1,826	79%
	Total	31631	26554	31,648	84%

90

APPENDIX B: Ridge regression scores for individual components

Correlations with Q38 – overall satisfaction with current learning experience

Components	Ridge Regressions	All FE learners	All without learning difficulties	All with learning difficulties
R (square)=		54	54	45
Teaching	Q21 teaching overall	30	30	25
Pre-entry	Q15 Advice received from..	0	0	0
Pre-entry	Q11bii, Q11biii, first choice college/course	2	2	0
Pre-entry	School/college	5	5	5
Pre-entry	Professionals (connexions, school career advisor)	1	1	1
Pre-entry	Social	2	2	2
Pre-entry	Professional 2 (Learndirect, next steps, guidance centre)	1	1	2
Pre-entry	Well informed*	13	14	12
Support	NQ27 rating of support issues	12	12	13
Support	Q29 a,b,c,d,g,h problems experienced	3	3	3
Support	Q29i,j,k problems-reading/writing	2	2	4
Support	Q29e,f problems –discrimination	2	2	4
Support	Q30, Q32 made complaint	4	4	5
Support	Q31, Q33 complaint outcome	4	4	6
Impacts	Q42ii d,f,g,h –more confident	5	5	6
Impacts	Q42 c,e,i,j,k – better in life/well-being	4	4	5
Impacts	Q41 a,b,c –enjoy learning	0	0	0
Impacts	Q42ii a – greater enthusiasm	6	6	6
Impacts	Q42ii b – skills for job	2	2	2
Summary	All teaching	30	30	25
	All pre-entry	24	25	22
	All support	27	27	35
	All impacts	17	18	19
this component (how well informed the learner was before/after induction) was added to the regression model for 2004/05. Its impact has been to reduce the importance of teaching and to increase the importance of the pre-entry component.				

APPENDIX C: The Questionnaire: Core and modular questions

INTRO1

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

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

INTRO2

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

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

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

CORE QUESTION 2004/05

ASK ALL WORK BASED LEARNING

NQ3b

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

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

CORE SCREENING QUESTION (LENGTH OF COURSE/PROGRAMME)

ASK ALL

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

Yes	1	CONTINUE
No	2	GO TO CLOSE

CORE SCREENING QUESTION (RESPONDENTS NEED TO BE 16 PLUS)

ASK ALL

S1

Can you tell me your age?

IF UNDER 16 THANK AND CLOSE

    16 TO 100   _____ (42-44)

_____

RESPONDENTS ARE SCREENED AND ELIGIBLE

READOUT

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

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

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

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

CORE QUESTION 2004/05

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

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

1. HNC (higher National Diploma)   SCREEN OUT
2. HND (Higher National Certificate)   SCREEN OUT
3. A Level
4. AS Level
5. GNVQ/AVCE
6. GNVQ precursor
7. NVQ
8. Access to Higher Education
9. GSCE
10. Advanced Modern Apprenticeship
11. Foundation Modern Apprenticeship
12. Life Skills
13. Preparatory learning
14. Open College Network Accredited Courses
15. Professional qualification (specify)
16. Other (specify)
17. Don't know
18. No name of course/Qualification
19. Refused

IF CODES 1 OR 2 AT Q1 SCREEN OUT

CORE QUESTION 2004/05

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

Q1B

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

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

5...	5
ADVANCED..	6
INTERMEDIATE....................................	7
FOUNDATION......................................	8
Other (specify)	0
Refused...	{
Don't know......................................	Y

CORE QUESTION 2004/05

ASK ALL (IF a_aol = 99)

Q3

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

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

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

CORE QUESTION 2004/05

ASK ALL WORK BASED LEARNING

NQ3b

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

| Based at a college................................ | 1 |

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

CORE QUESTION 2004/05

EARLY LEAVERS (CODE 2 AT INTRO 2)

NQ14

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

Wrong course for me..................................	1
Tutor poor/problems with teaching quality....	2
Tutors kept changing...................................	3
College/Provider badly run/organised..........	4
Too much work.....................................	5
Work too difficult...............................	6
Health reasons..................................	7
Financial reasons incl. cost of travel...........	8
Travel difficulties (other than cost)............	9
Got a job...	0
Changed jobs.....................................	1
Lack of support from work/Problems at work..	2
No particular reasons................................	3
Other (specify)...................................	4

CORE QUESTION 2004/05:LEARNDIRECT ONLY

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

Yes	1
No	2
Don't know	3

PRE-ENTRY MODULAR 2004/05

ASK ALL

NQ10

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

Because it fitted in with my future career plans.	1
It was relevant to my job.........................	2
Because I like the subject.......................	3

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

PRE-ENTRY MODULAR 2004/05

ASK ALL FE AND LEARNDIRECT (NOT WBL)

Q11BII

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

Yes	1
No	2
Didn't have any choice	3

PRE-ENTRY MODULAR 2004/05

ASK ALL

Q11BIII

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

Yes	1
No	2
Didn't have any choice	3

PRE-ENTRY MODULAR 2004/05

ASK ALL

NQ11C

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

| Convenient location/nearest...................... | 1 |
| Offered course I wanted.......................... | 2 |

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

PRE-ENTRY MODULAR 2004/05

ASK ALL

Q15D

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

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

_____

PRE-ENTRY MODULAR 2004/05

ASK ALL

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

Q16

How useful was the advice you received from ....

College admissions office	1
Teachers at school	2
Teachers/tutors at college/provider	3
Parents or other family members	4
Friends	5
Employer	6
Adviser at Connexions	7
Adviser at an information and guidance centre	8
Learndirect advice line	9
Next step	0
Other 1	1
Other 2	2
Other 3	3

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

PRE ENTRY MODULAR 2004/05

ASK ALL

Q20

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

The type of assessments that you would be given

The timing of assessments

The content of the course, what subjects you would cover

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

The amount of work expected of me in my own time

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

The standard of work expected

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don't know

Not applicable

LEARNER SUPPORT MODULAR 2004/05

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

NQ20XA-D

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

-1-   Emergency arrangements for fire

-2-   Emergency arrangements for first aid and how to report an accident

-3-   Who to ask for any health and safety advice or instructions

-4-   Any dangers involved with your training and how to work safely

LEARNER SUPPORT MODULAR 2004/05

ASK LEARNDIRECT ONLY

NQ20X

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

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

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

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

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

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

The content of the learning courses and learning packages

1 - Very Poor

2 -...............

3 -...............

4 -...............

5 -...............

6 -...............

7 -...............

8 -...............

9 -...............

10 – Excellent

No answer

Don'tknow

LEARNER SUPPORT MODULAR 2004/05

ASK ALL EXCEPT LEARNDIRECT

NEWQ20E-K

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

The type of assessments that you would be given

The timing of assessments

The content of the course, what subjects you would cover

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

The amount of work expected of me in my own time

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

The standard of work expected

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don't know

Not applicable

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT

Q21

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

ALTERNATIVE WORDING FOR LEARNDIRECT

Q21

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

READ OUT AND CODE ONE ONLY

Extremely satisfied..............................	1
Very satisfied..................................	2
Fairly satisfied................................	3
Neither satisfied nor dissatisfied..............	4

Fairly dissatisfied............................	5
Very dissatisfied..............................	6
Extremely dissatisfied...........................	7
Don't know.....................................	Y

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT (LEARNDIRECT SEE BELOW)

Q22

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

-1-   Knowledge of the subject

-2-   How well they relate to you as a person

-3-   Making your subject interesting or enjoyable for you

-4-   Understanding you and how you like to learn

-5-   The support they give you for example in improving your study techniques or time management

-6-   Planning their lessons

-7-   The quality and availability of teaching materials they use

-8-   Setting clear targets or learning goals to help you improve

-9-   Providing prompt and regular feedback on progress

-10-   Managing the group of learners

1 - Very Poor

2 -...............

3 -...............

4 -...............

5 -...............

6 -...............

7 -...............

8 -...............

9 -...............

10 – Excellent

Don't know

Not applicable

ALTERNATIVE WORDING FOR LEARNDIRECT

Q22

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

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

-2-   How well they relate to you as a person

-3-   Making your subject interesting or enjoyable for you

-4-   Understanding you and how you like to learn

-8-   Setting clear targets or learning goals to help you improve

-9-   Providing prompt and regular feedback on progress

CORE QUESTION 2004/05

ASK ALL

Q23A

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

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

CORE QUESTION 2004/05

ASK ALL EXCEPT LEARNDIRECT LEARNERS

Q24B

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

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

CORE 2004/05

Q26

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

ALTERNATIVE WORDING FOR LEARNDIRECT

Q26

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

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

LEARNER SUPPORT MODULAR 2004/05

ASK ALL

NQ27

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

ASK ALL STATEMENTS 1-3

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

ASK ALL EXCEPT LEARNDIRECT STATEMENTS 4-7

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

LEARNER SUPPORT MODULAR 2004/05

ASK ALL

Q29

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

Managing to fit course commitments in with other commitments at home............................	1
Managing to fit course commitments in with other commitments at work.............................	2
Managing to keep up with the standard of work required...	3
Dealing with money pressures.......................	4
Discrimination of any kind from other students...	5
Discrimination of any kind from a member Of COLLEGE/PROVIDER/WORKPLACE staff?.	6
Maintaining your personal motivation.............	7
Travel to college/training centre................	8
Extra help you were promised not being provided..	9
Reading/writing skills...........................	0
Maths or numeracy skills.........................	1
Other^o..	2
No answer..	X
Refused..	{
Don't know.......................................	Y

_____

_

IF CODED OTHER

Q29OTH

What other problems?

_____

_

LEARNER SUPPORT MODULAR 2004/05

IF YES TO ANY STATEMENTS AT Q29

Q30

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

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

_____

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q30

Q31

Generally, how useful was this?

      Very useful...................................... 1

      Fairly useful..................................... 2

      Not very useful.................................3

      Not at all useful............................... 4

      Don't know...................................... Y

_____

LEARNER SUPPORT MODULAR 2004/05

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

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

      Yes.. 1

      No... 2

      Don't know.................................... Y

_____

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q32

Q32I

What was your complaint about? PROBE THOROUGHLY

      Don't know..Y

_____

LEARNER SUPPORT MODULAR 2004/05

IF YES AT Q32

Q33

Which of these best describes the outcome to your complaint?

      There was an outcome that satisfied me...........   1

      There was an outcome but it did not satisfy me...   2

      There was no outcome to the complaint at all.....   3

      Don't know......................................

LEARNER SUPPORT MODULAR

ASK ALL WBL

Q33I

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

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

CORE QUESTION 2004/05

ASK ALL

Q38

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

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

CORE QUESTION 2004/05

ASK ALL

Q39

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

Refused

Don't know

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q40

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

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

_____

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q41

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

I enjoy learning and get a buzz from it..........	1
I am carrying on learning because I can't think of anything better to do.........................	2
I enjoy learning mostly because of the social aspects..	3
I don't really enjoy learning	4
NULL.....................................	Y

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

Q42II

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

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

-11-   I now take a more active part in the community (ONLY IF RESPONDENT IS 25 PLUS)

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

IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2004/05

ASK ALL

NEW Q42III

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

-1-   I feel out of place in a classroom situation

-2-   I always like anew challenge

-3-   I can never seem to manage my time properly

-4-   I find it easy to motivate myself for learning

-5-   I get very nervous about the standard of work required

-6-   I do not usually enjoy taking on new responsibilities

Strongly agree

Slightly agree

Neither agree nor disagree

Slightly disagree

Strongly agree

Don't know

CORE QUESTION 2004/05

ASK ALL

Q45B

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

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

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

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

_____

CORE QUESTION 2004/05

ASK IF L35 = 99

Q49A

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

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

_____

ASK IF Q49A IS 2

Q49 OLEVEL

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

ASK IF Q49A IS 3

Q49 GCSE1

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

ASK IF Q49A IS 4

Q49 GCSE2

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

ASK IF Q49A IS 5

Q49 ALEVEL

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

ASK IF Q49A IS 6

Q49 PITMAN

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

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

ASK IF Q49A IS 9

Q49 BTEC

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

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

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

Q49AII

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

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

CORE QUESTION 2004/05

ASK IF L12 = 99

Q54B

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

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

CORE QUESTION 2004/05

ASK IF L15 = 99

Q54C

Do you consider yourself to a have a disability?

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

CORE QUESTION 2004/05

IF YES TO Q54C

Q54CI

Do you consider yourself to any of the following?
INTERVIEWER - READ OUT. IF MORE THAN ONE, RECORD AS 90

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

CORE QUESTION 2004/05
ASK IF L16 = 99
Q54CII

Do you consider yourself to have learning difficulties?

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

CORE QUESTION 2004/05
IF YES TO Q54CII
Q54CIII

Do you consider yourself to have any of the following?
INTERVIEWER - READ OUT. IF MORE THAN ONE, RECORD AS 90.

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

CORE QUESTION 2004/05

ASK ALL

Q54D

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

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

_____

CORE

IF YES AT Q54D

ADD1

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

_____

CORE 2004/05

Q56

INTERVIEWER CODE: IF IN DOUBT ASK

ENGLISH AS A FIRST LANGUAGE......................1

ENGLISH NOT A FIRST LANGUAGE...................2

CORE 2004/05

Q55

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

MALE..	1
FEMALE..	2

_____

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

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