

Leading learning and skills

National Learner Satisfaction Survey: Further Education 2004/05

July 2006

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

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

In partnership with GfK NOP.

 **For information**

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Executive Summary

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

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

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

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

Introduction

1

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

2

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

3

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

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

4

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

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

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Methodology

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

6 The FE sample for the survey was selected from the database of learners called the ILR (Individualised Learner Record). Prior to sample selection the database was 'cleaned' by removing:

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

7 The database was then stratified by various criteria, such as local LSC, age, gender and ethnicity, to improve the quality of the sample size. From this, a systematic sample (one in *n*) of learners was selected to achieve a specified number of learners.

8 A total of 43,671 learners were interviewed for the 2004/05 survey. Of these, 31,648 were from the further education sector. This would allow for robust analysis over time of the results from the core questions at local LSC level. The table shows the number of interviews achieved with each learner type on a national level:

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

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

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

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

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

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

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

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

14

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

15

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

16

This document, and the complete 2004/05 dataset, is available from the website <http://researchtools.lsc.gov.uk>. This website will enable further detailed analysis of results at regional and local LSC level.

Abbreviations used

17

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

- further education – **FE**
- work-based learning – **WBL**
- further education delivered by adult learning providers – **FE delivered by adult learning providers (ALP)**
- non-accredited adult and community learning (ACL) – **non-accredited ACL**.

18

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

Presentation of findings

19

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

20

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

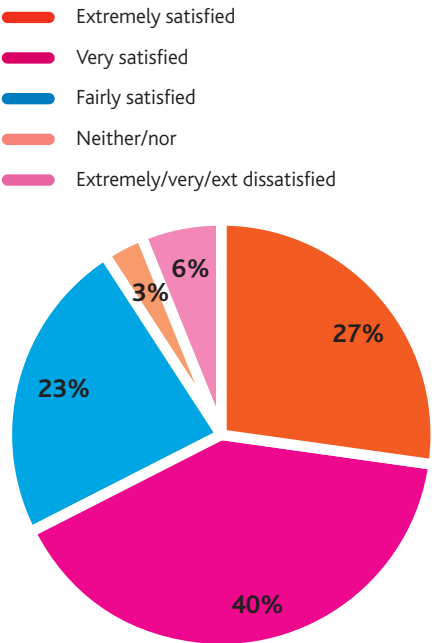
21

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

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Overall Satisfaction with the Learning Experience

Figure 1: Overall satisfaction with learning experience in further education sector (2004/05 data)



Base: 31,648

22 This section explores the overall satisfaction of learners with their learning experiences and also why they had left their course early. All 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 in further education. To be in the sample for this survey they would have left their course at some time between the ILR 'freeze' used for sampling and the interview itself.

Key messages

23 In 2004/05 over a quarter (27 per cent) of learners were 'extremely' satisfied with their experience overall. Another four in ten (40 per cent) are 'very' satisfied. Almost a quarter (23 per cent) are 'fairly' satisfied.

24 Overall satisfaction has increased. The proportion of learners rating themselves as 'extremely' satisfied with the overall experience has increased by at least +4 percentage points since 2003/04 and +7 percentage points since 2001/02 (the first year of the National Learner Satisfaction Survey). The proportion of learners who were 'very' satisfied decreased in the second year of the survey (2002/03) and has remained stable since then. The percentage of learners rating themselves as 'fairly' satisfied is at its lowest in 2004/05 since the survey began.

25 When exploring the 2004/05 data by sub-groups, younger learners displayed lower levels of satisfaction. Learners with disabilities were more satisfied overall than those without.

26 Learners on Level 1 and entry level/Level 3/Levels 4/5 or higher had a similar level of satisfaction overall. Learners on Level 2 were least satisfied with their experience overall. In terms of area of learning, the following showed some signs of lower levels of satisfaction; construction, engineering, technology and manufacturing and hair dressing/beauty therapy.

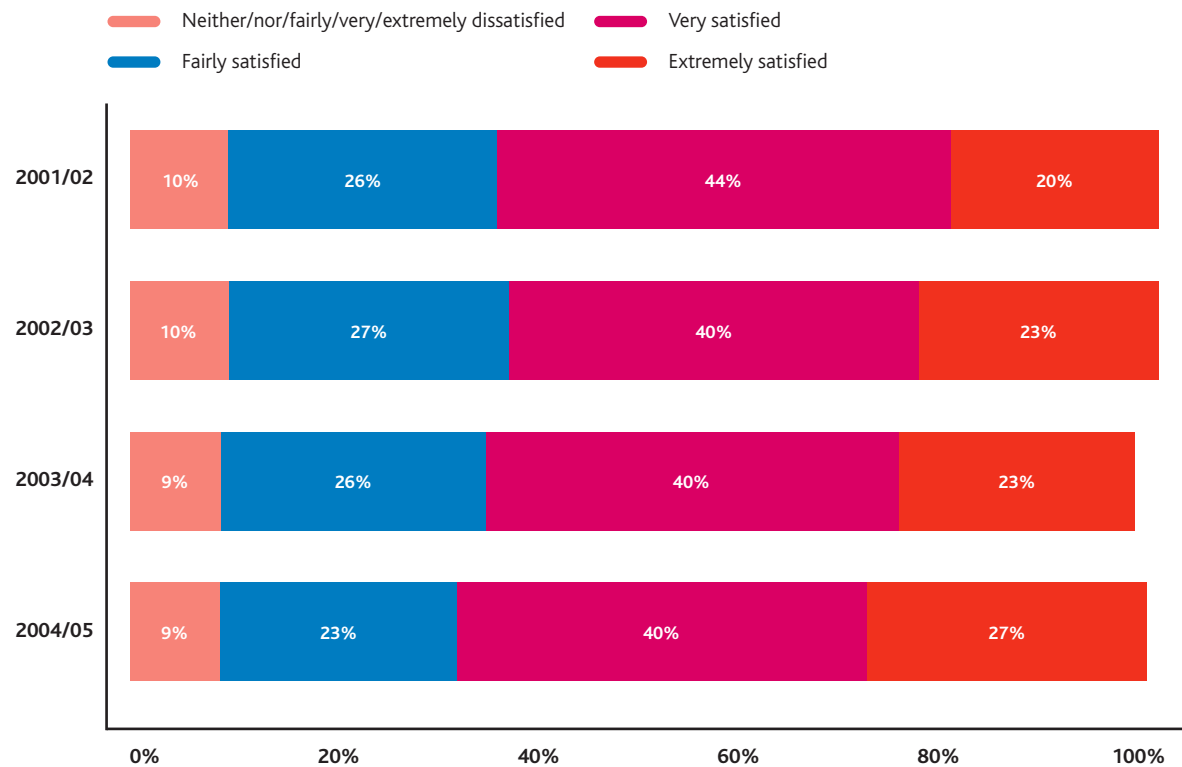
27 The reasons why learners in the survey left their course early were mostly related to the course/provider (38 per cent of all reasons could be summarised under this heading). Being on the wrong course and health reasons were the main contributors to this. Employment reasons were mentioned by 18 per cent of respondents (got a job, lack of support) and health related reasons by 13 per cent.

Increase in overall satisfaction

28 In the 2004/05 survey, 67 per cent of learners were 'extremely' or 'very' satisfied with their learning experience overall. Just under a quarter (23 per cent) were 'fairly' satisfied. In total, 90 per cent of learners were satisfied to some extent with their learning experience. In contrast only six per cent of learners are dissatisfied and three per cent neither satisfied nor dissatisfied. These results are shown in Figure 1

29 Overall satisfaction has increased. The proportion of learners rating themselves as 'extremely' satisfied with the overall experience has increased by at least +4 percentage points since 2003/04 and +7 percentage points since 2001/02 (the first year of the National Learner Satisfaction Survey). The proportion of learners who were 'very' satisfied decreased in the second year of the survey (2002/03) and has remained stable since then. The percentage of learners rating themselves as 'fairly' satisfied is at its lowest in 2004/05 since the 2001/02 survey.

Figure 2: Overall satisfaction with learning experience, over time.



Base: 2001/02 (10,000); 2002/03 (19,947); 2003/04 (31,786), 2004/05 (31,648)
This question allowed a single response. Learners who responded 'don't know' not shown.

Differences by gender and age

30
Female learners were more satisfied with their learning experience overall with 29 per cent 'extremely' satisfied compared with 25 per cent of males. Results in 2004/05 were higher for both groups compared with 2003/04 (+5 percentage points higher for males and +4 percentage points higher for females).

31
Older learners were more satisfied with their learning experience overall; 31 per cent of the 25 plus age group were 'extremely' satisfied compared with 21 per cent of 19–24 year olds and 21 per cent of

learners aged 16–18 years. Increases in satisfaction have happened uniformly for each age group between 2003/04 and 2004/05.

Differences by ethnicity

32
Table 2 shows that Black and Asian learners were significantly less likely to state that they were 'extremely' satisfied with their experience overall (20 per cent and 20 per cent respectively compared with 28 per cent of White learners). Similar proportions reported that they were 'very' satisfied while significantly more reported that they were 'fairly' satisfied (31 per cent and 31 per cent respectively compared with 22 per cent of White learners).

Differences by disability and learning difficulty

33
Learners with disabilities and/or learning difficulties were slightly more likely to award their experience an 'extremely' satisfied rating. The difference is more significant for those with disabilities (32 per cent said 'extremely' satisfied compared with 27 per cent of learners with no disabilities).

Table 1: Overall satisfaction with learning experience, by age and gender (2004/05 data)

	Total	Male	Female	16-18	19-24	25 plus
Base: All respondents for all waves (core question)						
Unweighted	31,648	12,419	19,229	9,788	4,447	17,404
Weighted	31,631	11,920	19,711	6,930	4,222	20,468
	%	%	%	%	%	%
Extremely satisfied	27	25	29	21	21	31
Very satisfied	40	40	41	40	40	40
Fairly satisfied	23	26	21	30	28	20
Neither/nor	3	3	3	4	5	3
Fairly/very/extremely dissatisfied	6	6	5	5	6	6

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

Differences by level and area of learning

34

The higher the level of qualification the less likelihood there was for learners to state that they were 'extremely' satisfied (from 32 per cent at Level 1 and entry level down to 21 per cent for learners at Levels 4/5 or higher). The opposite effect is seen when the data is examined by 'fairly' satisfied. A total of 18 per cent of learners at Level 1 and entry level said that they were 'fairly' satisfied compared with 31 per cent of learners at the other end of the spectrum (Levels 4/5 or higher).

Table 2: Overall satisfaction with learning experience, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for all waves (core question)				
Unweighted	31,648	27,501	1,354	1,686
Weighted	31,631	27,700	1,291	1,608
	%	%	%	%
Extremely satisfied	27	28	20	20
Very satisfied	40	40	38	39
Fairly satisfied	23	22	31	31
Neither/nor	3	3	4	4
Fairly/very/extremely dissatisfied	6	6	6	5

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

Table 3: Overall satisfaction with learning experience, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for all waves (core question)					
Unweighted	31,648	29,677	1,959	29,884	1,748
Weighted	31,631	29,698	1,920	30,097	1,518
	%	%	%	%	%
Extremely satisfied	27	27	32	27	30
Very satisfied	40	40	40	41	36
Fairly satisfied	23	23	20	23	24
Neither/nor	3	3	2	3	3
Fairly/very/extremely dissatisfied	6	6	5	6	5

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

35

The data by area of learning is relatively 'flat' toward the top end of the scale, 'extremely' satisfied. Table 5 shows some indication that learners in the following groupings were less satisfied than others

(they were at least +5 percentage points more likely to state that they were 'fairly' satisfied):

- construction (31 per cent compared with 23 per cent overall)

- engineering, technology and manufacturing (30 per cent compared with 23 per cent overall)
- sciences and mathematics (29 per cent compared with 23 per cent overall).

Table 4: Overall satisfaction with learning experience, by level of learning (2004/05 data)

	Total	Level 1 and entry	Level 2	Level 3	Level 4 and 5
Base: All respondents for all waves (core question)					
Unweighted	31,648	7,820	8,394	11,289	1,506
Weighted	31,631	8,798	8,526	9,611	1,658
	%	%	%	%	%
Extremely satisfied	27	32	27	23	21
Very satisfied	40	42	39	40	37
Fairly satisfied	23	18	24	27	31
Neither/nor	3	2	3	4	4
Fairly/very/extremely dissatisfied	6	4	6	6	7

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

Table 5: Overall satisfaction with learning experience, by area of learning (2004/05 data)

	Total	Sciences/mathematics	Land based provision	Construction	Eng./technology and manuf.	Business admin/management/prof.	ICT	Retail/cust. Services/transport	Hospitality/sports/leisure/travel	Hairdressing/beauty therapy	Health/social care/public services	Visual/perform. arts	English languages/comm	Foundations progrs.
Base: All respondents for all waves (core question)														
Unweighted	31,648	4,760	902	1,599	1,972	4,437	7,724	451	2,712	1,677	4,373	4,888	7,889	3,593
Weighted	31,631	3,629	736	1,556	1,947	4,611	7,287	480	2,459	1,503	4,122	4,357	6,811	3,246
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Extremely satisfied	27	23	27	19	21	25	28	30	28	26	28	28	26	28
Very satisfied	40	40	39	37	39	39	41	39	42	36	39	42	42	42
Fairly satisfied	23	29	26	31	30	26	23	22	22	26	23	22	23	22
Neither/nor	3	3	3	4	4	3	3	4	3	4	3	3	3	3
Fairly/very/extremely dissatisfied	6	5	5	8	6	6	5	4	4	8	6	6	5	4

This question allowed a single response. Learners who responded 'don't know' not shown. Due to low base sizes one area of learning not shown - Humanities

36
Table 5 gives the full breakdown.

Early leavers

37
All 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.

38
The most common reasons mentioned (by at least three in ten of the early leavers) were related to the course/provider, more specifically:

- wrong course for me (15 per cent)
- health reasons (13 per cent).

Table 6: Reasons for leaving early – mentions over 3 per cent (2004/05 data)

	2004/05
Base: All early leavers for all waves (core question)	
Unweighted	2,733
Weighted	2,845
	%
Wrong course for me	15
Health reasons	13
Tutor/assessor problems/problems with quality of teaching	12
Got a job	10
Too much work	8
Lack of support from work/problems at work (employment)	6
Personal reasons	6
Difficulties with childcare/family commitments	6
College/provider badly run/disorganised	5
Work (learning) too difficult	5
Lack of time/no spare time to do work needed	4
Summary:	
Course/provider related reasons	38
Employment related	18
Health related	13
Finance/travel	6

This question allowed a multiple response. Mentions over 3% shown. Learners who responded 'don't know' not shown.

39

Other key reasons were:

- tutor/assessor problems/problems with quality of teaching (12 per cent)
- got a job (10 per cent).

40

It seems that whilst the provider can only have a limited impact with some of these issues (leaving for health reasons, getting a job and so on) there are some areas that relate to management of pre-entry expectations that could be explored. With 15 per cent of early leavers saying that the main reason for leaving was that it was the wrong course for them, eight per cent

saying that it involved too much work, five per cent saying the work was too difficult and four per cent saying they did not have the spare time to do the work, some key messages are required in relation to the content and clarification of information about the course and its assessment.

Table 7: Overall satisfaction with learning experience, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All early leavers (core question)				
Unweighted	2,733	2,371	128	137
Weighted	2,845	2,463	133	151
	%	%	%	%
Wrong course for me	15	16	12	17
Health reasons	13	13	16	11
Tutor/assessor problems/problems with quality of teaching	12	12	11	9
Got a job	10	10	9	11
Too much work	8	8	5	7
Lack of support from work/problems at work (employment)	6	6	4	7
Personal reasons	6	5	11	6
Difficulties with childcare/family commitments	6	6	6	6
College/provider badly run/disorganised	5	6	6	2
Work (learning) too difficult	5	5	3	5
Lack of time/no spare time to do work needed	4	4	1	3
Summary:				
Course/provider related reasons	38	39	33	38
Employment related	18	18	13	18
Health related	13	13	16	11
Finance/travel	6	6	11	6

This question allowed a multiple response. Mentions over 3% shown. Learners who responded 'don't know' not shown.

Differences by age and gender

41

The only reason that showed a significant difference against these variables was that females were more likely to leave for 'health reasons' (15 per cent compared with 10 per cent). Age seems to be highly significant for two factors:

- The 16–18 year olds were significantly more likely to mention that they were simply on the wrong course (35 per cent compared with 16 per cent of the 19–24 year olds and 10 per cent of the 25 plus learners).
- The 19–24 year olds were significantly more likely to have left due to getting a job (17 per cent compared with eight per cent of the 16–18s and eight per cent of the 25 plus learners).
- The 25 plus learners were much more likely to mention 'health reasons' (16 per cent compared with five per cent of the 16–18s and seven per cent of the 19–24s).

Table 8: Reasons for leaving early, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All early leavers (core question)					
Unweighted	2,733	2,528	205	2,584	149
Weighted	2,845	2,630	215	2,702	143
	%	%	%	%	%
Wrong course for me	15	16	7	16	11
Health reasons	13	11	35	12	19
Tutor/assessor problems/problems with quality of teaching	12	12	11	12	9
Got a job	10	10	5	10	5
Too much work	8	9	2	8	4
College/provider badly run/disorganised	6	5	5	5	6
Lack of support from work/problems at work (employment)	6	6	8	6	8
Personal reasons	6	6	7	6	7
Difficulties with childcare/family commitments	6	6	4	6	7
Work (learning) too difficult	5	5	4	4	7
Lack of time/no spare time to do work needed	4	4	-	4	1
Summary:					
Course/provider related reasons	38	39	25	38	33
Employment related	18	19	14	18	15
Health related	13	11	35	12	19
Finance/travel	6	7	3	6	9

This question allowed a multiple response. Mentions of over 3% shown. Learners who responded 'don't know' not shown.

Differences by ethnicity

42

Table 7 shows that compared with other groups, Black learners were less likely to state that they were on the wrong course and more likely to state the following:

- health reasons (16 per cent compared with 13 per cent of White learners and 11 per cent of Asian learners)
- personal reasons (11 per cent compared with five per cent of White learners and

- six per cent of Asian learners)
- tutor/assessor problems/problems with quality of teaching (11 per cent compared with 12 per cent of White learners and nine per cent of Asian learners).

Differences by disability and learning difficulty

43
'Health reasons' were mentioned by significantly more learners with disabilities (35 per cent compared with 11 per cent of learners with no disabilities). Reasons that were mentioned by significantly more learners without disabilities were 'wrong course for me' (16 per cent compared with seven per cent), 'got a job' (10 per cent compared with five per cent), 'too much work' (nine per cent compared with two per cent) and 'lack of time/no spare time' (four per cent compared with zero).

44
Health matters were more significant triggers for leaving the course early for those with learning difficulties (19 per cent compared with 12 per cent).

Differences by level and area of learning

45
Being on the wrong course was a more significant reason for leaving for those on Level 3 qualifications than any other (22 per cent stated this as the reason for leaving compared with 16 per cent on Level 2 and 12 per cent on Level 1 and entry level courses).

46
Regarding area of learning, course/provider related problems were mentioned by significantly more learners on the following types of course:

- sciences/mathematics (51 per cent compared with 38 per cent overall)
- engineering/technology and manufacturing (48 per cent compared with 38 per cent overall)
- retailing, customer service and transportation (45 per cent compared with 38 per cent overall)
- land-based provision (43 per cent compared with 38 per cent overall)
- hospitality, sports, leisure and travel (43 per cent compared with 38 per cent overall).

47
Employment-related reasons were stated by a much higher proportion of learners on construction and retailing, customer service and transportation (26 per cent and 32 per cent compared with 18 per cent overall).

48
When reviewing the data by area of learning, significantly more learners on the following types of courses reported reasons for leaving that were related to the course/provider. Most of these specifically mentioned that they were simply on the wrong course:

- engineering, technology and manufacturing (29 per cent compared with 15 per cent overall)
- retailing, customer service and transport (29 per cent compared with 15 per cent overall)
- science/mathematics (27 per cent compared with 15 per cent overall)
- hospitality, sports, leisure and travel (22 per cent compared with 15 per cent overall).

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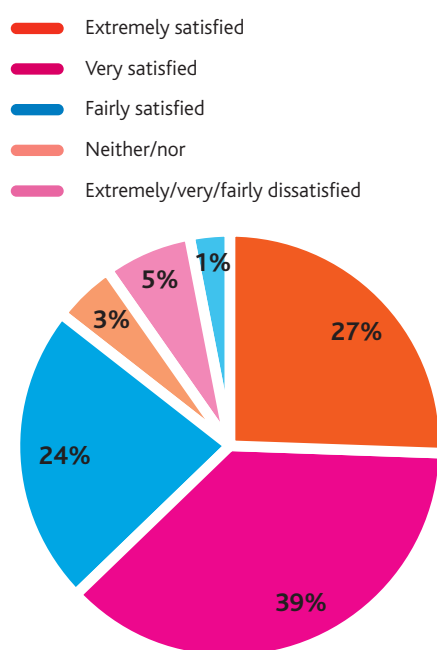
Table 9: Reasons for leaving early, by level of learning (2004/05 data)

	Total	Level 1 and entry	Level 2	Level 3	Level 4 and 5
Base: All early leavers (core question)					
Unweighted	2,733	886	734	749	74
Weighted	2,845	1,025	758	629	80
	%	%	%	%	%
Wrong course for me	15	12	16	22	7
Health reasons	13	15	12	8	10
Tutor/assessor problems/problems with quality of teaching	12	12	11	12	16
Got a job	10	10	10	10	7
Too much work	8	7	8	10	6
Lack of support from work/problems at work (employment)	6	6	5	5	6
Personal reasons	6	6	7	6	7
Difficulties with childcare/family commitments	6	8	5	5	4
College/provider badly run/disorganised	5	4	6	7	10
Work (learning) too difficult	5	5	4	6	-
Lack of time/no spare time to do work needed	4	4	3	4	4
Summary:					
Course/provider related reasons	38	34	38	47	34
Employment related	18	18	18	19	20
Health related	13	15	12	8	10
Finance/travel	6	5	7	8	4

This question allowed a multiple response. Mentions of over 3% shown. Learners who responded 'don't know' not shown.

Overall Satisfaction with the Quality of Teaching

Figure 3: Satisfaction with the quality of teaching in the further education sector 2004/05



Base: 31,648

49

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

- a measure of overall satisfaction
- satisfaction with specific measures of teaching standards and also with quality of feedback. The specific measures that were given to learners alongside a numeric rating scale were:
 - knowledge of the subject
 - how well they relate to you as a person
 - making your subject interesting or enjoyable for you
 - understanding you and how you like to learn
 - the support they give you, for example in improving your study techniques or time management
 - planning their lessons
 - the quality and availability of teaching materials they use

- setting clear targets or learning goals to help you improve
- providing prompt and regular feedback on progress
- managing the group of learners
- lesson time lost: learners estimate how much lesson time is lost/not put to good use
- 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 managed in the classroom.

Key messages

50

Satisfaction with teaching overall is very high once again in 2004/05. In fact there has been an increase of +3 percentage points in learners rating themselves as 'extremely' satisfied with teaching overall since 2003/04. The percentage who rated themselves as 'extremely' satisfied was 27 per cent (the highest it has ever been in the four years since the survey began). The proportion of learners 'very' satisfied dropped a percentage point to 39 per cent compared with 40 per cent last year and the percentage 'fairly' satisfied has decreased (from 27 per cent in 2003/04 to 24 per cent in 2004/05).

51

A similar profile of learners display lower levels of satisfaction with teaching overall and also the specific measures as they did for overall satisfaction with the experience; namely males, younger learners, minority ethnic groups and learners on the highest in course aims (Levels 4/5 and above).

52

There has been a significant increase in the proportion of learners rating a 9 or 10 out of 10 for *all* specific measures for teaching. This is also very positive. Just over three quarters of learners said that feedback was motivating.

53

In 2004/05 47 per cent of learners said that all their lesson time was put to good use and none was wasted. This is a significant increase from 43 per cent in 2003/04.

Satisfaction with teaching overall

54

With just over a quarter (27 per cent) saying that they were 'extremely' satisfied with the quality of teaching overall and another 39 per cent saying that they were 'very' satisfied, once again findings are positive. About a quarter of learners stated that they were 'fairly' satisfied and another three per cent said that they were neither satisfied nor dissatisfied. One in twenty learners (five per cent) were dissatisfied to some extent with their experience.

55

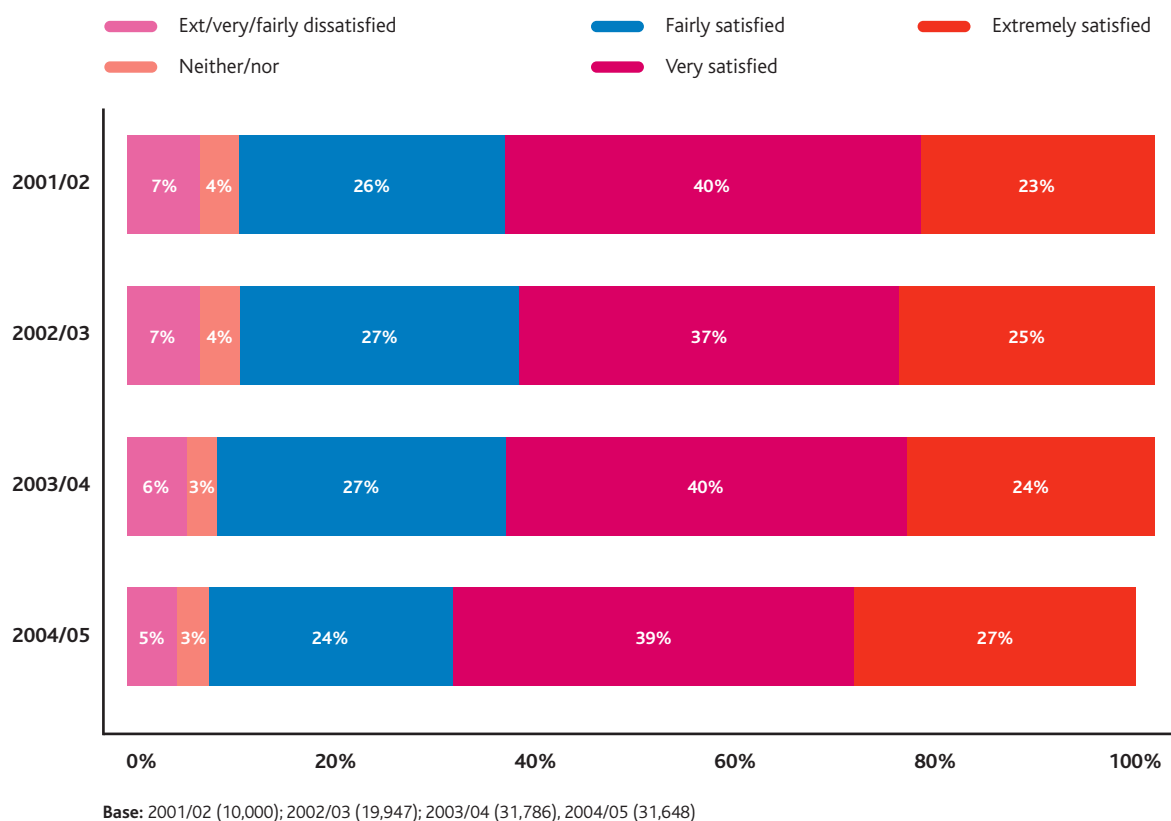
Ratings for satisfaction with the quality of teaching, as they did in previous years, closely match those given for satisfaction overall. Regression analysis in previous years has shown that there is a very strong relationship between quality of teaching and overall satisfaction. Teaching has been shown to be a key driver of overall satisfaction.

56

Figure 4 shows that compared with 2003/04, there has been a slight increase in the proportion of learners in the survey that are 'extremely' satisfied with the overall quality of teaching (+3 percentage points). The proportion 'very' satisfied has decreased by -1 percentage point and the percentage 'fairly' satisfied by -3 percentage points. This is highly encouraging.

Since the first year of the survey (2001/02) the ratings are the highest they have been.

Figure 4: Overall satisfaction with quality of teaching, over time.



Differences by gender and age

57

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

- females were more likely to be extremely satisfied (29 per cent compared with 25 per cent of males)
- satisfaction with teaching increases with age; 21 per cent of the 16–18 year olds were extremely satisfied compared with 22 per cent of the 19–24 year olds and 31 per cent of the 25 plus.

58

The observations above are consistent with those given for satisfaction with the overall learning experience (see the section, **Overall satisfaction with the learning experience**) and also with findings from last year relating to satisfaction with teaching overall.

Differences by ethnicity

59

White learners were much more likely to state that they were 'extremely' satisfied with teaching overall (28 per cent compared with 21 per cent of Black and Asian learners). This is significant. Table 11 shows that whilst similar proportions rated themselves as 'very' satisfied it is the 'fairly' satisfied rating where the shortfall appears. Significantly more Black and

Asian learners were 'fairly' satisfied with teaching overall (31 per cent of Black learners and 33 per cent of Asian learners compared with 23 per cent of White learners). The impact of this has been to drive down the mean score for these groups.

Differences by disability and learning difficulty

60

Learners with disabilities were slightly more satisfied than those without. This is visible when exploring the use of the 'extremely' satisfied rating; 31 per cent of learners with disabilities said that they were 'extremely' satisfied with teaching overall compared with 27 per cent of learners without. Also the mean score is higher, 5.87 compared with 5.76.

Table 10: Overall satisfaction with teaching, by age and gender (2004/05 data)

	Total	Male	Female	16-18	19-24	25 plus
Base: All respondents for all waves (core question)						
Unweighted	31,648	12,419	19,229	9,788	4,447	17,404
Weighted	31,631	11,920	19,711	6,930	4,222	20,468
	%	%	%	%	%	%
Extremely satisfied	27	25	29	21	22	31
Very satisfied	39	39	39	40	39	39
Fairly satisfied	24	26	23	31	28	21
Neither/nor	3	4	3	4	4	3
Fairly/very/extremely dissatisfied	5	6	5	5	6	5
Meanscore (out of 7; 7 being extremely satisfied)	5.77	5.71	5.80	5.66	5.62	5.84

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

Table 11: Overall satisfaction with teaching, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for all waves (core question)				
Unweighted	31,648	27,501	1,354	1,686
Weighted	31,631	27,700	1,291	1,608
	%	%	%	%
Extremely satisfied	27	28	21	21
Very satisfied	39	39	37	38
Fairly satisfied	24	23	31	33
Neither/nor	3	3	4	4
Fairly/very/extremely dissatisfied	5	5	7	4
Meanscore (out of 7; 7 being extremely satisfied)	5.77	5.79	5.58	5.65

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

61
There appears to be no significant difference between ratings from learners with learning difficulties and those without.

Table 12: Overall satisfaction with teaching, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for all waves (core question)					
Unweighted	31,648	29,677	1,959	29,884	1,748
Weighted	31,631	29,698	1,920	30,097	1,518
	%	%	%	%	%
Extremely satisfied	27	27	31	27	27
Very satisfied	39	39	40	39	38
Fairly satisfied	24	25	20	24	25
Neither/nor	3	3	3	3	3
Fairly/very/extremely dissatisfied	5	5	5	5	5
Meanscore (out of 7; 7 being extremely satisfied)	5.77	5.76	5.87	5.77	5.76

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

Table 13: Overall satisfaction with teaching, by level of learning (2004/05 data)

	Total	Level 1 and entry	Level 2	Level 3	Level 4 and 5
Base: All respondents for all waves (core question)					
Unweighted	31,648	7,820	8,394	11,289	1,506
Weighted	31,631	8,798	8,526	9,611	1,658
	%	%	%	%	%
Extremely satisfied	27	32	26	23	20
Very satisfied	39	41	38	38	36
Fairly satisfied	24	19	25	28	33
Neither/nor	3	2	3	4	4
Fairly/very/extremely dissatisfied	5	4	6	6	7
Meanscore (out of 7; 7 being extremely satisfied)	5.77	5.92	5.73	5.66	5.53

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

Differences by level and area of learning

62
Satisfaction with teaching is significantly higher amongst learners on Level 1 and entry courses compared with those at the higher end of the spectrum of learning (32 per cent said that they were 'extremely' satisfied compared with 20 per cent of the learners undertaking Levels 4/5 courses and higher). As with satisfaction overall, satisfaction with the quality of teaching *decreases* as the course aim *increases*.

63
The data across area of learning is relatively evenly distributed when focusing on the 'extremely' satisfied rating. If the 'extremely' and 'very' satisfied ratings are combined, the data shows that the following areas of learning were slightly less satisfied with teaching overall than others:

- construction (55 per cent were extremely/very satisfied compared with 66 per cent overall)

- engineering/technology and manufacturing (58 per cent were extremely/very satisfied compared with 66 per cent overall)
- business administration, management and professional (61 per cent were extremely/very satisfied)
- sciences and mathematics (62 per cent were extremely/very satisfied).

Individual aspects of teaching

64
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 one 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). Figure 5 gives a full breakdown of scores awarded for each measure across three rating bands:

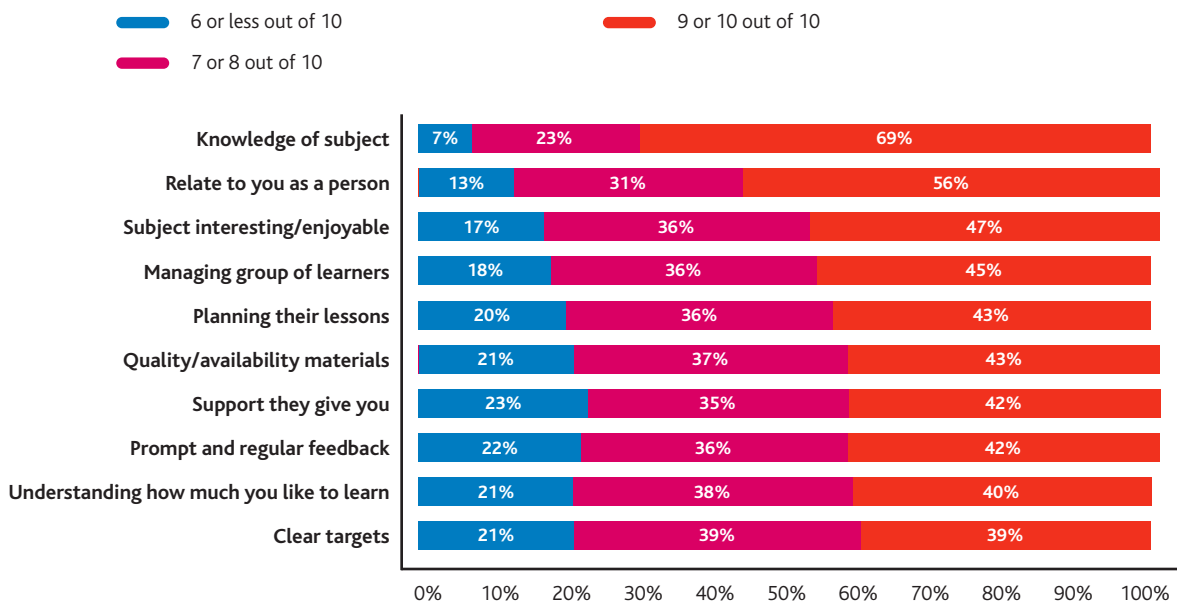
- 9 or 10 out of 10
- 7 or 8 out of 10
- 6 out of 10 or less.

65
The following measures received the highest proportion of learners awarding a 9 or 10 out of 10:

- knowledge of the subject (69 per cent of learners rated their teachers a 9 or 10 out of 10)
- how well they relate to you as a person (56 per cent of learners rated their teachers a 9 or 10 out of 10).

66
Almost all other measures were rated a 9 or 10 out of 10 by at least four in 10 learners. 'Setting clear targets to help the learner improve' was the only measure that failed to do so.

Figure 5: Ratings for individual aspects of teaching



Base: 31,648
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
NB: To allow for formatting the text in the table differs from text in the questionnaire

Table 14: Ratings for aspects of teaching – the percentage rated as 9 or 10 out of 10 by learners (2003/04 and 2004/05 comparison)

	2003/04	2004/05	+/- percentage point difference year on year
Unweighted	31,786	31,648	
	%	%	%
Knowledge of the subject	67	69	+2%
How well they relate to you as a person	52	56	+4%
Making your subject interesting and enjoyable for you	42	47	+5%
Managing the group of learners	41	45	+4%
Planning their lessons	39	43	+4%
The support they give you, for example, in improving techniques or time management	38	43	+5%
Providing prompt and regular feedback on progress	39	42	+3%
Quality and availability of training materials they use	38	43	+5%
Understanding you and how you like to learn	36	40	+4%
Setting clear targets or learning goals to help you improve	36	39	+3%

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

NB: To allow for formatting the text in the table differs from text in the questionnaire

67

Table 14 has compared the percentage of learners awarding a 9 or 10 out of 10 for each measure year-on-year. The findings are significant and they are a positive shift. In all but three measures, there has been an at least +4 percentage increase in the proportion of learners awarding the highest ratings since 2003/04. The three measures that are not included in this observation are 'knowledge of the subject', 'providing prompt and regular feedback on progress' and 'setting clear targets or learning goals to help you improve' with the last two witnessing a +3 percentage point increase since last year.

Differences by gender and age

68

For all measures, females were significantly more likely to award teachers a 9 or 10 out of 10. Measures which showed more extreme differences in opinion (where at least +10 per cent more females awarded teachers a 9 or 10 out of 10) were 'managing the group of learners', 'planning their lessons' and 'understanding you and how you like to learn'.

69

The difference in the proportion of learners in the 25 plus age group rating a 9 or 10 out of 10 compared with the 16–18 year olds was highly significant. For the following measures the 25 plus learners

were much more positive than their younger counterparts (at least 10 per cent more learners in the older group awarded their teachers/tutors top ratings):

- how well they relate to you as a person
- making your subject interesting and enjoyable for you
- managing the group of learners
- planning their lessons
- understanding you and how you like to learn.

Differences by ethnicity

70

White learners were significantly more positive than Black or Asian learners on many measures.

Table 15: Ratings for aspects of teaching by gender and age – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)

	Total	Male	Female	16-18	19-24	25 plus
Base: All respondents for all waves (core question)						
Unweighted	31,648	12,419	19,229	9,788	4,447	17,404
Weighted	31,631	11,920	19,711	6,930	4,222	20,468
	%	%	%	%	%	%
Knowledge of the subject	69	67	71	64	65	72
How well they relate to you as a person	56	52	59	44	48	62
Making your subject interesting and enjoyable for you	47	42	50	35	38	53
Managing the group of learners	45	39	49	34	37	51
Planning their lessons	43	37	47	36	36	48
Quality and availability of training materials they use	43	39	45	38	37	45
The support they give you, for example, in improving techniques or time management	42	37	45	37	37	45
Providing prompt and regular feedback on progress	42	37	45	37	36	46
Understanding you and how you like to learn	40	34	44	31	33	45
Setting clear targets or learning goals to help you improve	39	34	42	35	34	42

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

71
The measures where the difference in satisfaction is greatest between Black and White learners were; 'knowledge of the subject' and 'how well they relate to you as a person'. For all of these measures the proportion of White learners awarding teachers a 9 or 10 out of 10 was at least + 10 percentage points higher.

72
Focusing on the Asian learners, they were significantly less likely than White learners to award teachers a 9 or 10 out of 10 on all measures. The measures where the difference in satisfaction is greatest between Asian and White learners were:

- knowledge of the subject
- how well they relate to you as a person
- making your subject interesting and enjoyable for you
- managing the group of learners.

Differences by disability and learning difficulty

73
For all measures learners with disabilities were more likely than those without to award teachers/tutors a 9 or 10 out of 10. Learners with disabilities were most positive on the following factors (they were at least 10 percentage points more likely than those without disabilities to award teachers a 9 or 10 out of 10):

- making your subject interesting and enjoyable for you
- managing the group of learners

Table 16: Ratings for aspects of teaching by ethnicity – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for all waves (core question)				
Unweighted	31,648	27,501	1,354	1,686
Weighted	31,631	27,700	1,291	1,608
	%	%	%	%
Knowledge of the subject	69	71	58	56
How well they relate to you as a person	56	58	48	45
Making your subject interesting and enjoyable for you	47	48	41	39
Managing the group of learners	45	47	39	35
Planning their lessons	43	44	42	37
The support they give you, for example, in improving techniques or time management	42	42	41	38
Providing prompt and regular feedback on progress	42	43	41	37
Quality and availability of training materials they use	43	43	43	39
Understanding you and how you like to learn	40	41	35	34
Setting clear targets or learning goals to help you improve	39	40	42	35

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

- quality and availability of training materials they use
- understanding you and how you like to learn
- setting clear targets or learning goals to help you improve.

74

Whilst learners with learning difficulties were more positive on all but one measure ('knowledge of the subject'), opinion is not as divided as was shown for learners with disabilities.

Differences by level and area of learning

75

Learners studying for Level 1 and entry level were much more likely than average to award teachers/tutors a 9 or 10 out of 10 for all measures. The opposite is true for those on Levels 4/5 or above. These learners were much less likely than average to award top ratings on all measures. Level 2 learners appear to rate teachers/tutors broadly in line with the average and Level 3 learners were slightly more negative.

76

The areas where Levels 4/5 learners were most negative were:

- making your subject interesting and enjoyable for you (31 per cent awarded a 9 or 10 out of 10 compared with 47 per cent overall)
- quality and availability of training materials they use (30 per cent awarded a 9 or 10 out of 10 compared with 43 per cent overall)
- understanding you and how you like to learn (27 per cent awarded a 9 or 10 out of 10 compared with 40 per cent overall).

Table 17: Ratings for aspects of teaching by disability and learning difficulty – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for all waves (core question)					
Unweighted	31,648	29,677	1,959	29,884	1,748
Weighted	31,631	29,698	1,920	30,097	1,518
	%	%	%	%	%
Knowledge of the subject	69	69	71	70	66
How well they relate to you as a person	56	56	62	56	58
Making your subject interesting and enjoyable for you	47	46	57	47	53
Managing the group of learners	45	45	55	45	51
Planning their lessons	43	43	52	43	48
The support they give you, for example, in improving techniques or time management	42	41	50	42	50
Providing prompt and regular feedback on progress	42	42	50	42	48
Quality and availability of training materials they use	43	42	52	42	49
Understanding you and how you like to learn	40	40	50	40	49
Setting clear targets or learning goals to help you improve	39	39	49	39	47

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

77
Learners on construction and engineering/technology and manufacturing courses were at least four percentage points less likely to award their teacher/tutor a 9 or 10 out of 10 on *all* measures except knowledge of the subject.

78
Other areas of learning to show lower levels of satisfaction were:

- sciences and mathematics (learners were at least four percentage points less likely to award their teacher/tutor a 9 or 10 out of 10 on *eight* of the measures)

- business admin/management and professional (learners were at least four percentage points less likely to award their teacher/tutor a 9 or 10 out of 10 on *six* of the measures)
- land-based provision (learners were at least four percentage points less likely to award their teacher/tutor a 9 or 10 out of 10 on *three* of the measures)
- English language and communication (learners were at least four percentage points less likely to award their teacher/tutor a 9 or 10 out of 10 on *two* of the measures).

Feedback from teachers/tutors

79
Learners have been asked how motivating they felt feedback from their teachers had been. In 2004/05 just over three quarters (76 per cent) said that it had been motivating. A further three per cent said that it had actually been demotivating and 17 per cent of learners said that it had had no effect on them at all.

Table 18: Ratings for aspects of teaching by level of learning – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)

	Total	Level 1 and entry	Level 2	Level 3	Level 4 and 5
Base: All respondents for all waves (core question)					
Unweighted	31,648	7,820	8,394	11,289	1,506
Weighted	31,631	8,798	8,526	9,611	1,658
	%	%	%	%	%
Knowledge of the subject	69	74	69	66	62
How well they relate to you as a person	56	64	57	48	46
Making your subject interesting and enjoyable for you	47	57	48	38	31
Managing the group of learners	45	54	46	37	34
Planning their lessons	43	51	43	36	33
The support they give you, for example, in improving techniques or time management	42	49	43	37	31
Providing prompt and regular feedback on progress	42	49	43	37	31
Quality and availability of training materials they use	43	50	42	37	30
Understanding you and how you like to learn	40	49	42	32	27
Setting clear targets or learning goals to help you improve	39	47	40	34	29

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

80

These findings are slightly similar to the 2003/04 data where 74 per cent said that it had been motivating, four per cent said demotivating and 18 per cent said no effect either way. However, with the sample size involved in this study a +2 percentage shift on the overall figure is significant.

Differences by gender and age

81

Females were slightly more likely to say that feedback had been motivating (77 per cent compared with 75 per cent). Whilst the 16–18s and 25 plus learners were approximately in line with the overall rating for feedback the 19–24 year olds displayed a more negative position. Just over seven in ten (72 per cent) of the 19–24 year olds said that feedback had been motivating compared with 75 per cent of the 16–18 year olds and 77 per cent of the 25 plus age group.

Differences by ethnicity

82

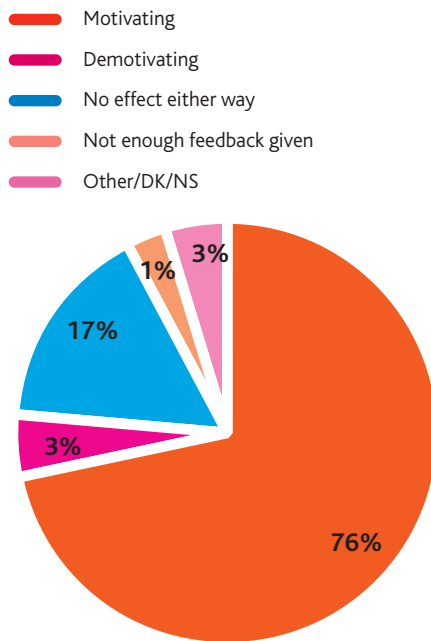
It is interesting to note that given the significantly lower levels of satisfaction with teaching overall amongst learners from minority ethnic groups, the ratings for feedback appear to be similar to their White colleagues. A total of 78 per cent of Black learners said that feedback had been motivating and 73 per cent of Asian learners said the same (compared with 76 per cent of White learners).

Table 19: Ratings for aspects of teaching by area of learning – the percentage rated as 9 or 10 out of 10 by learners (2004/05 data)

	Total	Sciences/mathematics	Land based provision	Construction	Eng./technology and manuf.	Business admin/management/prof.	ICT	Retail/cust. Services/transport	Hospitality/sports/leisure/travel	Hairdressing/beauty therapy	Health/social care/public services	Visual/perform. arts	English languages/comms	Foundations progs.
Base: All respondents for all waves (core question)														
Unweighted	31,648	4,760	902	1,599	1,972	4,437	7,724	451	2,712	1,677	4,373	4,888	7,889	3,593
Weighted	31,631	3,629	736	1,556	1,947	4,611	7,287	480	2,459	1,503	4,122	4,357	6,811	3,246
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Knowledge of the subject	69	65	70	67	65	65	67	68	71	68	70	72	72	68
How well they relate to you as a person	56	47	52	52	47	51	56	61	57	55	59	55	53	63
Making your subject interesting and enjoyable for you	47	37	50	39	36	38	44	44	49	49	48	52	44	53
Managing the group of learners	45	36	43	34	34	42	44	45	48	46	47	44	42	51
Planning their lessons	43	38	38	33	33	40	43	45	47	41	45	42	43	50
The support they give you, for example, in improving techniques or time management	42	38	40	36	35	38	43	47	46	42	47	41	38	51
Providing prompt and regular feedback on progress	42	37	40	33	33	39	44	47	46	44	45	41	40	50
Quality and availability of training materials they use	43	40	41	32	34	39	47	40	45	39	42	40	41	50
Understanding you and how you like to learn	40	32	38	34	32	34	40	40	43	42	43	40	35	49
Setting clear targets or learning goals to help you improve	39	36	34	33	31	36	41	44	43	40	44	37	36	49

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
Due to low base sizes one area of learning not shown - Humanities

Figure 6: How do you feel about the feedback on how you are doing from your teachers/tutors?



Base: 31,648

Differences by disability and learning difficulty

83

The data showed no significant differences by these variables for this measure.

Differences by level and area of learning

84

Eight in ten learners on Level 1 and entry level courses said that feedback had been motivating. This is extremely high and significantly higher than the proportion saying the same for other levels; 77 per cent of learners on Level 2, 74 per cent of learners on Level 3 and just 69 per cent of learners on Levels 4/5 or higher.

85

The proportion of learners who said that feedback was motivating was lowest amongst the following groups by area of learning:

- engineering/technology and manufacturing (72 per cent said feedback was motivating compared with 76 per cent overall)
- construction (73 per cent said feedback was motivating)
- business administration, management and professional (73 per cent said feedback was motivating).

Lesson time lost

86

Given the importance of effective teaching and learning, again in 2004/05 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.

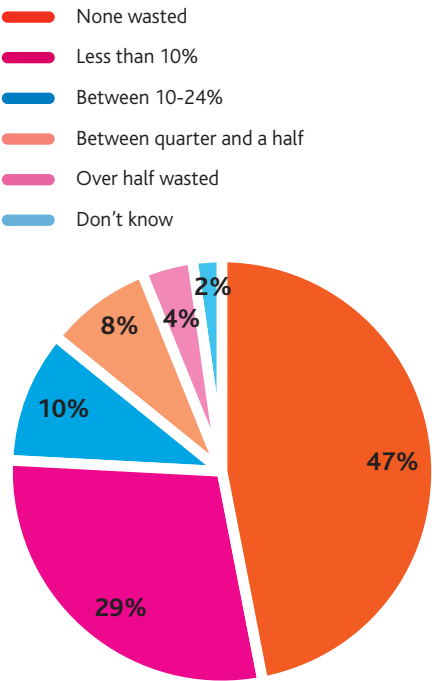
87

In 2004/05 almost half (47 per cent) of learners said that all lesson time was put to good use and none was wasted. If the two per cent of learners who said they they did not know a response to this question are deleted from the equation this leaves just over half (51 per cent) saying that some lesson time was not put to good use. The vast majority of these said that a small proportion of time was wasted, 10 per cent of learners overall said that close to a quarter of lesson time was wasted.

88

When compared with last year there has been a small but significant increase in the proportion of learners saying that all lesson time is put to good use and none is wasted (from 43 per cent in 2003/04 to 47 per cent in 2004/05).

Figure 7: Percentage of lesson time lost



Base: 31,648

Differences by gender and age

89
Concentrating on the proportion of learners that said that no lesson time was wasted (those most positive), the data shows that females are more positive than males (51 per cent said that no lesson time was wasted compared with 41 per cent of males). The older learners are significantly more positive (32 per cent of the 16–18s said that no time was wasted compared with 39 per cent of the 19–24 year olds and 54 per cent of the 25 plus).

90
These observations reflect those stated for overall satisfaction and many other indicators in the core data.

Differences by ethnicity

91
Whilst there is some variance in the data by ethnicity, the differences are not as significant as they are for age, gender and level of learning. In total, 47 per cent of White learners said that all lesson time was put to good use and none was wasted compared with 50 per cent of Black learners and 46 per cent of Asian learners.

Differences by disability and learning difficulty

92
Learners with disabilities were significantly more likely than those without to say that all lesson time was put to good use and none was wasted (55 per cent compared with 47 per cent). Learners with learning difficulties were slightly more likely than those without to say the same (50 per cent compared with 47 per cent).

Differences by level and area of learning

93
There are some notable differences in learners' ratings for wasted lesson time across level and area of learning that are strongly correlated to other findings in this report. Almost six in ten learners (59 per cent) on Level 1 and entry level courses said that all their lesson time was put to good use and none was wasted. This is significantly more positive than most other levels of qualification; 47 per cent on Level 2 said the same, 36 per cent on Level 3 and just 32 per cent of learners on Levels 4/5 or higher said that no time had been wasted.

94
Learners on the following areas of qualification were significantly less likely to say that all lesson time was put to good use (at least -4 percentage points lower than the overall average):

- engineering/technology and manufacturing (33 per cent said that all lesson time was put to good use compared with 47 per cent overall)
- construction (34 per cent said all lesson time was put to good use)
- hairdressing and beauty therapy (40 per cent)
- land-based provision (40 per cent)
- business administration, management and professional (42 per cent)
- English languages and communication (43 per cent).

Learners' experiences

95
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 top three situations that happened on a 'fairly regular basis' were:

- other students arriving late by five minutes or more (54 per cent)
- other students making a noise and disrupting the class (20 per cent)
- being left hanging around with nothing to do (17 per cent).

96
Compared with last year, the proportion of learners in 2004/05 encountering the various situations has decreased. There has been a +1 percentage point increase in the number of learners observing that lessons have finished early. The percentage who observed that 'teachers going at too slow a pace' stayed the same from last year.

Table 20: Which of the following situations if any happen on a fairly regular basis? Mentions of 10 per cent or more (2004/05 data)

	2004/05
Unweighted	31,648
Weighted	31,631
	%
Other students arriving late (5 minutes or more)	54
Other student making a noise disrupting class	20
Being left hanging around with nothing to do	17
Lessons finishing early	15
Lack of resources/poor equipment	15
Teachers/tutors arriving late (5 minutes or more)	14
Teachers/tutors absent	12
Lessons badly planned/disorganised	12
Teachers going at too fast a pace	10
Lessons finishing late	10
Teachers going at too slow a pace	10

Differences by gender and age

97

Females were less likely to report any of the situations encountered than males. This may reflect their higher levels of satisfactions overall. Situations where the differences between female and male responses were greatest (at least 5 percentage points) were:

- other students arriving late (51 per cent compared with 60 per cent of males)
- other student making a noise disrupting class (18 per cent compared with 23 per cent of males)
- lessons finishing late (eight per cent compared with 13 per cent of males).

98

Older learners were much less likely to report any of the situations encountered than the younger learners (the data for this variables shows some extremely different attitudes). This will again reflect their higher levels of satisfactions overall. Situations where the differences between responses were greatest (at least 20 percentage points between the 16–18s and 25 plus learners) were:

- other students arriving late (43 per cent of the 25 plus learners compared with 69 per cent of 19–24s and 78 per cent of 16–18s)
- other student making a noise disrupting class (11 per cent of the 25 plus learners compared with 26 per cent of 19–24s and 41 per cent of 16–18s)

- being left hanging around with nothing to do (11 per cent of the 25 plus learners compared with 24 per cent of 19–24s and 33 per cent of 16–18s)
- lessons finishing early (seven per cent of the 25 plus learners compared with 22 per cent of 19–24s and 32 per cent of 16–18s)
- teachers/tutors arriving late (seven per cent of the 25 plus learners compared with 21 per cent of 19–24s and 33 per cent of 16–18s).

Table 21: Which of the following situations if any happen on a fairly regular basis? Mentions of 10 per cent or more

	2003/04	2004/05
Unweighted	31,786	31,648
	%	%
Other students arriving late (5 minutes or more)	56	54
Other student making a noise disrupting class	21	20
Being left hanging around with nothing to do	18	17
Lessons finishing early	14	15
Teachers/tutors arriving late (5 minutes or more)	15	14
Lack of resources/poor equipment	16	15
Teachers/tutors absent	13	12
Lessons badly planned/disorganised	13	12
Teachers going at too fast a pace	11	10
Lessons finishing late	11	10
Teachers going at too slow a pace	10	10

Differences by ethnicity

99

Whilst White learners were less likely to report all of the situations encountered, the top two mentions once again displayed the most significant difference in response:

- 67 per cent of Asian learners said that other students arrived late fairly regularly compared with 68 per cent of Black learners and 53 per cent of White learners
- 28 per cent of Asian learners said students disrupted the class fairly regularly compared with 29 per cent of Black learners and 19 per cent of White learners.

Differences by disability and learning difficulty

100

The reporting of situations encountered shows very few differences between learners with disabilities and those without. However, learners with learning difficulties were more likely to report all situations encountered in comparison to learners without learning difficulties. Whilst some of this data is significant the differences are not of the magnitude of those displayed by other variables (age and level of learning)

Differences by level and area of learning

101

Level 3 learners were most likely to mention most of the situations encountered. Due to the fact that Levels 4/5 learners have displayed lower levels of satisfaction in the previous sections, it is interesting that this group is not the most negative on this measure. The most positive group is the Level 1 and entry level learners; they were significantly less likely to report any of the situations encountered.

102

Situations where the differences between responses were greatest (at least 20 percentage points between Level 3 and Level 1 and entry level) were: 'other students arriving late' (68 per cent of Level 3 learners compared with 42 per cent Level 1 and entry level).

Information and Guidance Prior to Entry

103

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

104

While acquisition of skills, knowledge and qualifications are important drivers for 'choice of course', other more personal and circumstantial reasons also play a key role in determining choice for many learners. Almost three-quarters of learners (76 per cent) chose their course because 'it was at a time which suited me'.

105

'Convenience of course' and provider were mentioned by more females than males. Male learners were more influenced by relevancy to their job and their employer.

106

When considering provider, convenience is the most common mention overall. However, while younger learners were more able to choose courses that met their need for social engagement and gaining a qualification, older learners chose courses that met their time and availability.

107

In 2004/05, almost one third (34 per cent) of learners stated that 'teachers/tutors at college' were a source of advice. This has been the most common source over the past two years and highlights the importance of providers to learners before they embark on a chosen course of study.

108

Following this, three tenths of learners stated that friends had been a source of advice (30 per cent), and just over one fifth (23 per cent) mentioned a college admissions adviser. Importance of family members declines as the age of learner increases. The following sources of advice had at least 50 per cent of its users rating its help as very useful:

- teachers/tutors at college/provider (67 per cent)
- **learn**direct Advice Line (61 per cent)
- adviser at an information and guidance centre (58 per cent)
- adviser at Connexions (56 per cent)
- college admissions office (55 per cent)
- friends (50 per cent)
- employers (50 per cent).

109

Year-on-year, the proportion of users rating teachers at school as very useful has increased.

Factors influencing choice of course

110

The main reasons given for embarking on a particular course in 2004/05 were 'to advance my skills and knowledge in this area' (mentioned by 91 per cent) and 'for my own personal interest' (mentioned by 89 per cent). The other common reasons were; 'because I like the subject' (84 per cent), followed by 'to gain qualifications' (75 per cent). Circumstantial reasons also play a key role in determining choice for many learners. Almost three-quarters of learners (76 per cent) chose their course because 'it was at a time which suited me'.

111

The reasons given by learners in 2004/05 for choosing a particular course were similar to those cited in 2003/04.

Differences by gender and age

112

For the most popular reasons, there were little differences between the percentage of male and female learners. This suggests that both groups saw these issues as almost equally important when choosing a course.

Table 22: Factors influencing learners' choice of courses and programmes. Mentions of 5 per cent or more over time

	2003/04	2004/05
Base: All respondents wave 6 in 2003/04 and wave 9 in 2004/05		
Unweighted	13,125	10,564
	%	%
Advance skills and knowledge in this area	89	91
Personal interest	89	89
Like the subject	82	84
To gain qualifications	76	75
At a time that suited me	71	76
Fitted career plans	68	68
On offer locally	55	57
Relevant to my job	47	49
To meet other people/make new friends	46	47
Suggested by others	28	31
Suggested/required by employer	23	26

This question allowed a multiple response. Only precodes with at least 5% agreement in 2004/05 shown.

113

The greatest difference between responses by gender was regarding convenience. 'Because it was at a time that suited me' was cited by 72 per cent of male learners compared with 78 per cent of female learners (+6 percentage points). There was some indication that male learners were more likely than female learners to be influenced on course choice by their employers or others:

- it was relevant to my job (51 per cent of male learners compared with 48 per cent female learners)
- suggested or required by employer (29 per cent of male learners compared with 25 per cent of females learners)

- suggested by others (33 per cent of male learners compared with 29 per cent of females learners).

114

There were much more noticeable differences relating to reasons for taking up the specific course by age of the learner. In the 2004/05 survey the reasons cited by the youngest learners aged 16–18s compared with the more mature learners (aged 25 and over) showed the following disparities:

- to gain a qualification (93 per cent of 16–18s compared with 66 per cent of the 25 plus group)

- because it fitted in with my future career plan (86 per cent of 16–18s compared with 58 per cent of the 25 plus group)
- to meet other people/make new friends (68 per cent of the 16–18s compared with 39 per cent of the 25 plus group)
- suggested by others (44 per cent of the 16–18s compared with 24 per cent of the 25 plus group).

Table 23. Factors influencing choice of course, by age and gender (2004/05 data)

	Total	Male	Female	16 - 18	19 - 24	25 plus
Base: All respondents wave 9 in 2004/05						
Unweighted	10,564	4,130	6,434	3,379	1,370	5,815
	%	%	%	%	%	%
To advance my skills and knowledge in this area	91	90	91	90	91	91
For my own personal interest	89	87	90	90	87	89
Because I like the subject	84	84	84	89	85	81
To gain qualifications	75	75	75	93	90	66
Because it was at a time that suited me	76	72	78	65	74	80
Because it fitted in with my future career plans	68	69	67	86	84	58
Because it was on offer at my local college/this college	57	56	58	59	56	57
It was relevant to my job	49	51	48	53	62	46
To meet other people/make new friends	47	46	47	68	51	39
Suggested by others	31	33	29	44	39	24
Suggested or required by employer	26	29	25	28	35	24

This question allowed a multiple response. Only precodes with at least 5% agreement shown

Differences by ethnicity

115

Just one factor achieved a noticeable higher score among older learners compared with their younger counterparts; 'because it was at a time that suited me' was mentioned by four out of five (80 per cent) of 25 plus learners in the survey, compared with approximately two thirds (65 per cent) of 16–18 year old learners.

116

The most common reasons for selecting a course showed no significant differences by ethnicity. Some notable differences were related to career/job:

- to gain qualifications (89 per cent among Asian, 87 per cent Black compared with 74 per cent of White learners)
- it fitted in with future career plans (83 per cent among Black learners, 80 per cent Asian compared with 66 per cent of White learners)
- it was relevant to my job (61 per cent among Black and Asian learners compared with 48 per cent among White learners).

Table 24: Factors influencing choice of course, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents wave 9 in 2004/05				
Unweighted	10,564	9,294	419	517
	%	%	%	%
To advance my skills and knowledge in this area	91	91	91	90
For my own personal interest	89	89	90	90
Because I like the subject	84	83	83	87
To gain qualifications	75	74	87	89
Because it was at a time that suited me	76	76	72	79
Because it fitted in with my future career plans	68	66	83	80
Because it was on offer at my local college/this college	57	57	55	65
It was relevant to my job	49	48	61	61
To meet other people/make new friends	47	46	52	58
Suggested by others	31	30	36	39
Suggested or required by employer	26	26	31	32

This question allowed a multiple response. Only precodes with at least 5% agreement shown

Factors influencing choice of provider

117

In 2004/05 the main factors influencing choice of provider were convenience of location and the fact that they offered the training programme desired (59 per cent and 29 per cent respectively). A minority of learners (10 per cent) mentioned the reputation of the provider, or chose on the recommendation of a friend (seven per cent). Around one in twenty learners chose the provider because it offered a course at a convenient time (seven per cent) while a similar proportion (six per cent) felt they had no choice of provider as their employer chose.

118

Year-on-year there has been no significant change in the reasons given for choosing course providers with the convenient location/proximity to the provider being the most frequently given reason by some distance.

119

It is interesting to note that the reputation of either the course or provider does not figure as strongly as other factors among learners when choosing their course. In 2004/05 just one in ten learners mentioned 'best reputation generally' (10 per cent) and just three per cent specifically mentioned 'best reputation for my course'.

Differences by gender and age

120

By gender, the only notable difference relating to provider choice in 2004/05 was that convenience of location was mentioned by more female learners (60 per cent) than male learners (56 per cent).

Table 25: Factors influencing learners’ choice of provider

	2003/04	2004/05
Base: All respondents wave 6 in 2003/04 and wave 9 in 2004/05		
Unweighted	13,125	10,564
	%	%
Convenient location/nearest	59	59
Offered course I wanted	31	29
Best reputation (general)	12	10
Friends/recommended	9	7
Convenient time	8	7
No choice, employer chose	5	6
No choice, no other provider	5	4
Best reputation for my course	4	3
To progress/get qualified/Improve Myself	*	4

This question allowed a multiple response. Only precodes with at least 4% agreement shown.

Table 26: Factors influencing choice of provider, by age and gender (2004/05 data)

	Total	Male	Female	16 - 18	19 – 24	25 plus
Base: All respondents wave 9 in 2004/05						
Unweighted	10,564	4,130	6,434	3,379	1,370	5,815
	%	%	%	%	%	%
Convenient location/nearest	59	56	60	54	59	61
Offered course I wanted	29	29	30	31	25	30
Best reputation (general)	10	12	10	21	12	7
Friends/recommended	7	7	6	14	8	4
Convenient time	7	5	7	2	4	9
No choice, employer chose	6	7	6	2	8	8
No choice, no other provider	4	5	3	3	4	5
To progress/get qualified/Improve Myself	4	4	4	4	4	4

This question allowed a multiple response. Only precodes with at least 4% agreement shown

Table 27: Sources of pre-entry advice and guidance about learners' choice of course/provider (2003/04 and 2004/05 comparisons)

	2003/04	2004/05
Base: All respondents wave 6 in 2003/04 and wave 9 in 2004/05		
Unweighted	13,125	10,564
	%	%
Teacher/tutor/college/provider	38	34
Friend	32	30
College Admissions Adviser	28	23
Parents/other family member	24	21
Employer	16	20
Teacher at school	19	19
School careers adviser	16	15
Connexions	10	12
Information, advice and guidance centres	8	7
learn direct Advice Line	*	5
Advert/flyer Newspaper	n/a	4

This question allowed a multiple response. Only precodes with at least 4% agreement in 2004/05 shown.

121

There are some differences by age relating to provider choice:

- friends/recommended was mentioned more often by younger learners (14 per cent of the 16–18 and four per cent of the 25 plus compared with eight per cent of the 19–24s)
- the course and reputation of either the course or provider was mentioned more by the youngest learners (21 per cent of 16–18s mentioned 'best reputation generally' compared with 12 per cent of 19–24s and just seven per cent of the 25 plus group).

122

This 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.

Sources of pre-entry advice and guidance

123

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 27.

124

In 2004/05, almost one third (34 per cent) of learners stated that 'teachers/tutors at college' were a source of advice. This has been the most mentioned source over the past two years and highlights the importance of providers in offering guidance and advice to learners before they embark on a chosen course of study.

Table 28: Sources of pre-entry advice and guidance about learners’ choice of course/provider, by age and gender.

	Total	Male	Female	16 - 18	19 - 24	25 plus
Base: All respondents wave 9 in 2004/05						
Unweighted	10,564	4,130	6,434	3,379	1,370	5,815
	%	%	%	%	%	%
Teacher/tutor/college/provider	34	34	34	48	38	28
Friend	30	30	30	49	33	23
College Admissions Office	23	22	23	25	25	21
Parents/other family member	21	25	19	55	31	8
Employer	20	21	19	14	27	20
Teacher at school	19	21	18	54	21	7
School careers adviser	15	18	13	52	17	2
Connexions	12	15	10	37	14	3
Information, advice and guidance centres	7	7	6	9	9	6
learndirect Advice Line	5	4	5	3	4	5
Advert/flyer Newspaper	4	4	4	1	2	5

This question allowed a multiple response. Only precodes with at least 4% agreement shown

125 Following this, three tenths of learners stated that friends had been a source of advice (30 per cent), and at least one fifth of learners mentioned parents/other family members (21 per cent) and college admissions adviser (23 per cent).

126 While year-on-year the top sources of advice have remained fairly constant, in 2004/05 there has been an increase in the proportion of learners mentioning:

- employer (up four per cent to 20 per cent)
- Connexions adviser (up two per cent to 12 per cent)
- **learndirect** Advice Line (from less than half a per cent to five per cent).

127 By contrast, there has been a small drop in the proportion of learners mentioning college admissions officer (down five per cent to 23 per cent) and teacher/tutor/college/provider (down four per cent to 34 per cent).

Table 29: How do you rate the usefulness of the following advice received?

	2004/05 Unweighted Base size	% Very useful	% Fairly useful	% Not very useful	% Not at all useful
Teacher/tutor/college/provider	2,508	67	30	2	1
learn direct Advice Line	244	61	33	2	1
College Admissions Adviser	1,638	55	40	3	1
Connexions	848	56	38	5	1
Information, advice and guidance centres	379	58	34	3	2
Employer	1,367	50	41	4	3
Friends	2,333	50	44	4	1
Parents/other family member	1,610	49	46	3	1
Teacher at school	1,356	49	44	4	2
School careers adviser	1,073	46	45	5	2

This question allowed a single response.

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.

Differences by gender and age

128

There were very minor differences by gender in the 2004/05 results with regard to sources of advice at the pre-entry stage. The main points to note were:

- male learners were more likely than female learners to seek advice from parents/other family members (25 per cent compared with 19 per cent)
- male learners were more likely to seek advice through school careers advisers or through Connexions advisers than female learners (18 and 13 per cent compared with 15 and 10 per cent respectively).

129

By age, there were many noticeable differences between the sources of advice about courses/programmes between students of different ages. Younger students are highly reliant on the advice offered by their families, where for over half (55 per cent) of 16–18 year olds parents and family remain the single most common source of advice. Full details of results are shown in Table 28.

130

As might be expected, the influence of family declines with the age of learner, with 28 per cent of learners aged 25 plus indicating 'teachers/tutors at college' as the most common source of advice. Advice from employers is stronger among the 19–24s and 25 plus age groups (27 and 20 per cent respectively compared with 14 per cent among 16–18s.

Table 30: How do you rate the usefulness of the following advice received?

	2003/04 % rating very useful	2004/05 % rating very useful
Teacher/tutor/college/provider	64	67
learn direct Advice Line	n/a	61
College Admissions Adviser	58	55
Connexions	53	56
Information, advice and guidance centres	57	58
Employer	49	50
Friends	47	50
Parents/other family member	49	49
Teacher at school	44	49
School careers adviser	44	46

This question allowed a single response.

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.

Usefulness of advice received

131

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 used. The results are shown in Table 29. In summary it is interesting to compare the proportion of learners awarding the top rating 'very useful' to each of the sources. Sources of advice with at least 50 per cent of its users awarding the top rating were:

- teachers/tutors at college/provider (67 per cent)
- **learn**direct Advice Line (61 per cent)

- adviser at an information and guidance centre (58 per cent)
- adviser at Connexions (56 per cent)
- college admissions office (55 per cent)
- friend (50 per cent)
- employers (50 per cent).

132

School careers advisers received the lowest ratings (just 46 per cent said the advice received was 'very useful'.

133

Compared with 2003/04 the percentage of learners awarding the 'very useful' rating in 2004/05 has changed considerably.

- teacher at school (an increase of +5 percentage points from 2003/04)
- teacher/tutor/college/provider (an increase of +3 percentage points from 2003/04)

- Connexions (an increase of +3 percentage points from 2003/04)
- friend (an increase of +3 percentage points from 2003/04)
- college admissions adviser (a decrease of -3 percentage points from 2003/04).

134

Other sources saw either no change or a small increase in the top score 'very useful' year-on-year:

Support for Learners

135

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.

136

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 one (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.

137

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.

138

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.

139

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

140

At least five in ten learners awarded their provider a 9 or 10 out of 10 for the majority of measures relating to management of their experience:

- 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.

141

Scores are lower for the following:

- managing timetables so that they suit the learner as best they can
- communicating changes in times for sessions.

142

There has been some improvement in all of these measures year-on-year (in the order of +2 or +3 percentage points).

143

Females and the older learners have shown higher levels of satisfaction with these measures, as have White learners (as opposed to Asian and Black learners). Learners with disabilities and/or learning difficulties show higher levels of satisfaction than those without some of these issues.

144

Recall of health and safety guidance is high (at least six in ten learners for all measures) and have remained the same as 2003/04.

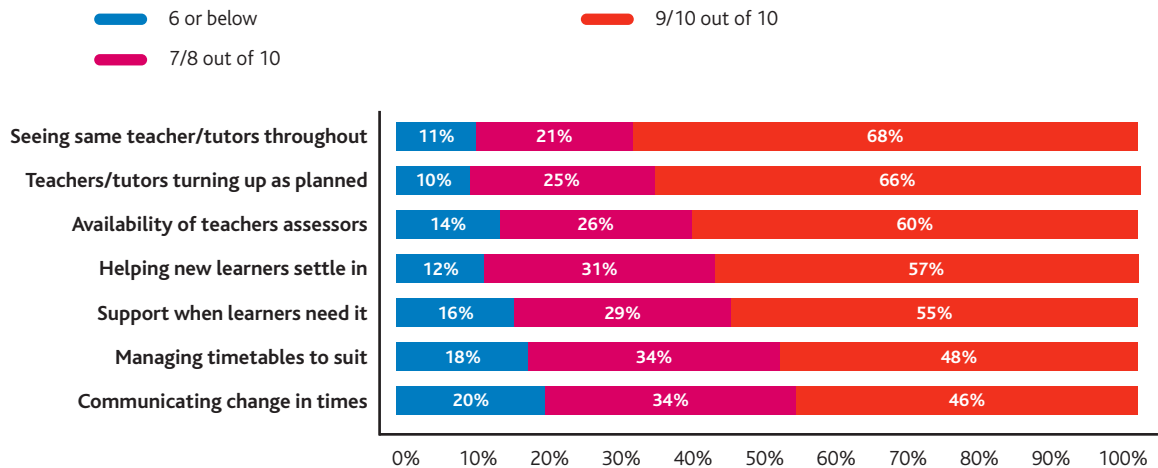
145

Over five in ten learners (56 per cent) had experienced at least one problem during their learning experience. The most common issues being related to managing commitments, keeping up with the standard of work and money pressures.

146

Just over a quarter (27 per cent) of learners who experienced problems sought help from their provider. Of these, 41 per cent said that the help offered was very useful and 32 per cent said fairly useful (25 per cent said not very or not at all useful).

Figure 8: Management of learning measures (2004/05 data)



147
In 2004/05 10 per cent of learners made a complaint to their provider. Of these, 35 per cent said that there was an outcome that had satisfied them. Whilst the frequency of complaints has remained the same year-on-year, the proportion of complainants that were satisfied with the outcome has decreased slightly.

Management of learning

148
Learners were most positive on the following points: 'seeing the same teacher/tutor/assessor throughout' (68 per cent awarded their provider a 9 or 10 out of 10) and 'teachers/tutors/assessors turning up as planned' (66 per cent awarded a 9 or 10 out of 10).

149
At least half of the learners interviewed said that their provider should be rated a 9 or 10 out of 10 for the following:

- making sure enough teachers/tutors/assessors are available and planned
- helping new people settle in
- providing support when one or other learners have problems
- seeing same teacher throughout.

150
Compared with last year (2003/04) the ratings are slightly more positive. Table 31 shows that the percentage of learners awarding a 9 or 10 out of 10 has increased for all measures. Percentages have increased by +4 percentage points for the following:

- helping new people settle in
- communicating changes in times for sessions.

Differences by gender and age

151
For every measure females and older learners were more positive than male and younger learners. The margins where this is greatest between the gender groups (at least +10 percentage points) are for the following measures: 'seeing the same teacher/tutor/assessor throughout' and 'teachers/tutors/assessors turning up as planned'. The older learners were significantly more positive on the following measures (at least +15 percentage points likely to award a 9 or 10 out of 10):

- seeing the same teacher/tutor/assessor throughout
- teacher/tutor/assessors turning up as planned
- making sure enough teachers/tutors/assessors are available
- managing timetables so they can suit the learner as best they can
- communicating changes in times for sessions.

Table 31: Management of learning measures over time

	2003/04	2004/05	+/- difference year on year
Base: All respondents for wave 10 (modular question) Unweighted	8,097	10,548	
	%	%	%
Seeing the same teacher/tutor/assessor throughout	65	68	+3%
Teachers/tutors/assessors turning up as planned	63	66	+3%
Making sure enough teachers/tutors/assessors are available	57	60	+3%
Helping new people settle in	53	57	+4%
Providing support when I or other learners have problems	52	55	+3%
Managing timetables so that they suit the learner as best they can	45	48	+3%
Communicating changes in times for sessions	42	46	+4%

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

Differences by ethnicity

152
Whilst minority ethnic groups were always less inclined to award their provider a 9 or 10 out of 10 for management measures, the Asian learners showed signs of being less satisfied than the Black learners. The differences in the percentages of Asian learners awarding a 9 or 10 out of 10 against the White learners are highly significant; the bullet points below highlight the more extreme examples (at least -15 percentage points difference):

- seeing the same teacher/tutor/assessor throughout (52 per cent rated their provider a 9 or 10 out of 10 compared with 70 per cent of White learners)
- teachers/tutors/assessors turning up as planned (50 per cent rated their provider a 9 or 10 out of 10 compared with 68 per cent of White learners)

- making sure enough teachers/tutors/assessors are available (45 per cent rated their provider a 9 or 10 out of 10 compared with 62 per cent of White learners)

Differences by disability and learning difficulty

153
Some measures show a significantly higher level of satisfaction from learners with disabilities (at least +5 per cent more likely to award a 9 or 10 out of 10), these are:

- helping new people settle in
- managing timetables so that they suit the learner as best they can
- communicating changes in times for sessions.

154
The data for learners with learning difficulties is broadly in line with the average.

Health and safety guidance

155
Very high proportions of learners in the 2004/05 survey said that they could recall being informed of the following:

- emergency arrangements for fire (80 per cent);
- emergency arrangements for first aid and how to report an accident (62 per cent);
- who to ask for any health and safety advice or instructions (65 per cent)
- any dangers involved with your training and how to work safely (63 per cent).

156
These findings have decreased by one to two percentage points compared with 2003/04.

Table 32: Management of learning measures, by age and gender (2004/05 data)

	Total	Male	Female	16-18	19-24	25 plus
Base: All respondents for wave 10 (modular question)						
Unweighted	10,548	4,201	6,347	3,267	1,513	5,767
Weighted	10,606	4,054	6,552	2,338	1,426	6,840
	%	%	%	%	%	%
Seeing the same teacher/tutor/assessor throughout	68	62	72	55	61	74
Teachers/tutors/assessors turning up as planned	66	60	70	50	56	74
Making sure enough teachers/tutors/assessors are available	60	56	63	49	52	66
Helping new people settle in	57	52	60	50	51	61
Providing support when I or other learners have problems	55	51	58	48	48	60
Managing timetables so that they suit the learner as best they can	48	43	51	38	40	53
Communicating changes in times for sessions	46	40	49	32	37	54

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

Differences by gender and age

157

The data shows that males and the younger learners showed a higher level of recall of the health and safety information than the females or older learners. This is perhaps indicative of the types of course they were attending (more vocational) and for this reason, the data for this modular section of the report has been explored in more detail by course variables.

Differences by level and area of learning

158

It is perhaps unsurprising that there are differences between learners' responses to occupational health and safety issues relative to the areas of learning. Areas of learning that consistently showed below average recall (on three or more measures) were:

- business management/administration, management and professional
- English language/communication.

159

There were areas of learning that appeared to show a higher rate of recall of health and safety guidance among its learners. These were more vocational led areas of learning. The proportion of learners in the following areas were at least +5 percentage points above the average in at least three of the health and safety measures:

- land-based provision
- construction
- engineering/technology and manufacturing
- hairdressing and beauty therapy.

Table 33: Management of learning measures, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for wave 10 (modular question)				
Unweighted	10,548	9,204	427	538
Weighted	10,606	9,323	420	511
	%	%	%	%
Seeing the same teacher/tutor/assessor throughout	68	70	67	52
Teachers/tutors/assessors turning up as planned	66	68	58	50
Making sure enough teachers/tutors/assessors are available	60	62	53	45
Helping new people settle in	57	58	55	45
Providing support when I or other learners have problems	55	56	51	42
Managing timetables so that they suit the learner as best they can	48	48	48	37
Communicating changes in times for sessions	46	47	45	36

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

160
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 Association of Learning Providers (ALP) and 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
- the BE SAFE Quiz

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

161
Colleges might also consider developing their own guidance to promote the safe learner concept, using the LSC’s learner guidance as a basis.

Difficulties encountered

162
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.

163
In 2004/05, 44 per cent of learners said they had experienced no problems since they started their course.

164
Of learners who did experience problems (shown in Table 36), the five most common were:

- managing to fit course commitments in with other commitments at home (24 per cent)
- maintaining your personal motivation (21 per cent)
- managing to keep up with the standard of work required (21 per cent)
- managing to fit course commitments in with other commitments at work (20 per cent)
- dealing with the money pressures (13 per cent).

Table 34: Management of learning measures, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for wave 10 (modular question)					
Unweighted	10,548	9,892	651	9,927	620
Weighted	10,606	9,963	638	10,063	542
	%	%	%	%	%
Seeing the same teacher/tutor/assessor throughout	68	68	69	68	65
Teachers/tutors/assessors turning up as planned	66	66	69	66	62
Making sure enough teachers/tutors/assessors are available	60	60	61	60	56
Helping new people settle in	57	56	63	56	61
Providing support when I or other learners have problems	55	55	59	55	56
Managing timetables so that they suit the learner as best they can	48	47	56	48	50
Communicating changes in times for sessions	46	45	55	45	51

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

165

Findings for 2004/05 are broadly similar to those obtained in 2003/04. In 2003/04 there was a noticeable increase (+4 percentage points) in the number of learners reporting no problems with their learning experiences but this seems to have stabilised between 2003/04 and 2004/05.

Differences by gender and age

166

Females were more likely to mention problems with fitting in course commitments with other commitments at home (26 per cent compared with 22 per cent). Whilst the older learners (25 plus) were more likely to mention problems with commitments at home and work, it was the younger learners who agreed with other prompts that they were significantly more likely than the 25 plus age group to mention:

- dealing with money pressures
- travel to college/provider
- extra help you were promised not being provided
- maths/numeracy skills.

Differences by ethnicity

167

Black learners were more likely than White or Asian learners to mention almost all of the problems prompted in the survey. The measures where these differences were most marked were for the following:

- managing to fit course commitments in with other commitments at home
- dealing with money pressures.

Table 35: The percentage of learners who say they have been informed about the health and safety issues, by area of learning.

	Total	Sciences/mathematics	Land based provision	Construction	Eng./technology and manuf.	Business admin/management/prof.	ICT	Retail/cust. Services/transport	Hospitality/sports/leisure/travel	Hairdressing/beauty therapy	Health/social care/public services	Visual/perform. arts	English languages/comm	Foundations prog.
Base: All respondents for wave 10 (modular question)														
Unweighted	10,548	1,554	308	551	645	1,517	2,602	128	921	542	1,479	1,635	2,626	1,213
Weighted	10,606	1,186	259	540	642	1,592	2,487	136	851	494	1,403	1,463	2,275	1,093
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Emergency arrangements for fire	80	85	82	87	85	80	85	82	78	91	80	82	80	80
Emergency arrangements for first aid and how to report and accident	62	66	73	85	76	56	65	69	63	84	65	58	55	65
Who to ask for health and safety advice or instructions	65	69	76	83	77	61	71	69	66	80	66	66	59	68
Dangers involved with learning and how to work safely	63	67	76	84	80	53	70	60	67	86	63	68	51	65

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

Due to low base sizes one area of learning not shown-Humanities

Table 36: Since you started the course have you had any problems with the following? Mentions of 5 per cent or more (2004/05 data)

	2004/05
Base: All respondents for wave 10 (modular question) Unweighted	10,548
	%
Managing to fit course commitments in with other commitments at home	24
Maintaining personal motivation	21
Managing to keep up with the standard of work required	21
Managing to fit course commitments in with other commitments at work	20
Dealing with money pressures	13
Travel to college/provider	11
Extra help you were promised not being provided	5
Maths/numeracy skills	5
Reading/writing skills	5
% of learners with no problems/not mentioning a specific problem	44

This question allowed a multiple response. Responses of 5 per cent or more shown.

Differences by disability and learning difficulty

168

Learners with disabilities were more likely to mention the following difficulties (at least +5 per cent points higher than those without disabilities):

- managing to keep up with the standard of work required
- maths/numeracy skills
- reading/writing skills.

169

Learners with learning difficulties were more likely than those without (by at least +5 per cent points) to mention problems with:

- managing to keep up with the standard of work required
- dealing with money pressures
- travel to college/provider
- extra help you were promised not being provided
- maths/numeracy skills
- reading/writing skills.

Learners seeking help or advice for difficulties

170

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.

171

In total, 27 per cent of learners who encountered problems actually sought advice or help to resolve that problem. This leaves almost three quarters (74 per cent) who had had difficulties at some point in their learning event but did not seek help in resolving the issues with their provider.

Table 37: Since you started the course have you had any problems with the following? Mentions of 5 per cent or more, over time

	2003/04	2004/05	
Base: All respondents for wave 10 (modular question) Unweighted	8,097	10,548	+/- difference year on year
	%	%	%
Managing to fit course commitments in with other commitments at home	25	24	-1%
Maintaining personal motivation	22	21	-1%
Managing to keep up with the standard of work required	21	21	-
Managing to fit course commitments in with other commitments at work	21	20	-1%
Dealing with money pressures	15	13	-2%
Travel to college/provider	11	11	-
Extra help you were promised not being provided	6	5	-1%
Maths/numeracy skills	5	5	-
Reading/writing skills	5	5	-
% of learners with no problems/not mentioning a specific problem	43	44	+1%

This question allowed a multiple response. Responses of 5 per cent or more shown.

172

In 2003/04 the data was comparable; 28 per cent had sought help and advice.

Differences by gender and age

173

There was no significant difference in this measure by gender but the data shows that the younger learners were much more likely to seek help (34 per cent of the 16–18s compared with 30 per cent of the 19–24s and 21 per cent of the 25 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.

Differences by ethnicity

174

Black learners were more likely to have experienced problems than White and Asian learners. They were also more likely to have sought help from the provider than their White and Asian colleagues (32 per cent compared with 25 per cent of White learners and 27 per cent of Asian learners).

Differences by disability and learning difficulty

175

Learners with disabilities and/or learning difficulties who had experienced problems were much more likely to seek help than those without

176

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 four in ten (41 per cent) said that it had been 'very useful' and a further 32 per cent said that it had been 'quite useful'. Perhaps more worrying is that a quarter rated the help offered as 'not very' or 'not at all useful'.

177

The proportion rating help received as 'very useful' has increased slightly since 2003/04, from 40 per cent to 41 per cent.

Table 38: Since you started the course have you had any problems with the following? By age and gender (2004/05 data)

	Total	Male	Female	16-18	19-24	25 plus
Base: All respondents for wave 10 (modular question)						
Unweighted	10,548	4,201	6,347	3,267	1,513	5,767
Weighted total	10,606	4,054	6,552	2,338	1,426	6,840
	%	%	%	%	%	%
Managing to fit course commitments in with other commitments at home	24	22	26	19	21	27
Maintaining personal motivation	21	22	21	26	22	20
Managing to keep up with the standard of work required	21	20	21	27	20	19
Managing to fit course commitments in with other commitments at work	20	20	20	16	21	22
Dealing with money pressures	13	13	13	20	18	10
Travel to college/provider	11	12	10	20	14	7
Extra help you were promised not being provided	5	6	5	9	8	4
Maths/numeracy skills	5	5	5	9	6	3
Reading/writing skills	5	5	4	8	5	4
% of learners with no problems/not mentioning a specific problem	44	45	44	40	43	45

This question allowed a multiple response. Responses of 5 per cent or more shown.

Learner Complaints

178

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.

179

In 2004/05, one tenth (10 per cent) reported that they had made a complaint about some part of their learning experience, a figure comparable with findings from 2002/03 and 2003/04.

180

Of all those who had made a complaint in 2004/05, 35 per cent said that there had been an outcome that was satisfactory to them. Another 22 per cent said that they had an outcome, but it had not been satisfactory, and 39 per cent said that there had been 'no outcome at all'.

181

Compared with 2003/04, the data is slightly more negative. The proportion of respondents saying that the outcome was satisfactory has decreased by -3 percentage points year-on-year.

Table 39: Since you started the course have you had any problems with the following? By ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for wave 10 (modular question)				
Unweighted	10,548	9,204	427	538
Weighted	10,606	9,323	420	511
	%	%	%	%
Managing to fit course commitments in with other commitments at home	24	24	31	20
Maintaining personal motivation	21	21	24	21
Managing to keep up with the standard of work required	21	20	25	24
Managing to fit course commitments in with other commitments at work	20	21	23	17
Dealing with money pressures	13	12	24	16
Travel to college/provider	11	10	17	15
Extra help you were promised not being provided	5	5	9	10
Maths/numeracy skills	5	4	10	7
Reading/writing skills	5	4	7	11
% of learners with no problems/not mentioning a specific problem	44	45	32	41

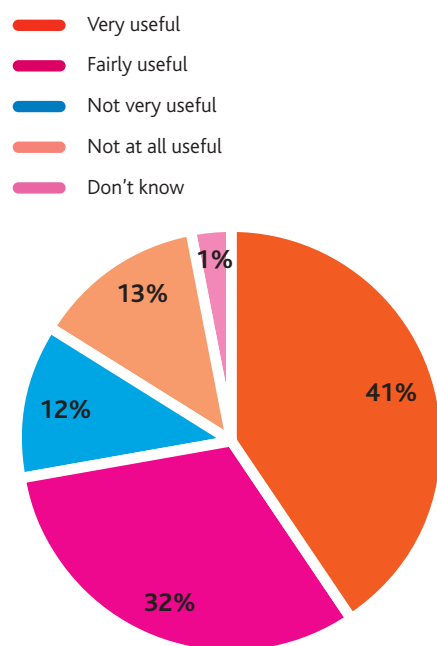
This question allowed a multiple response. Responses of 5 per cent or more shown.

Table 40: Outcome of complaint over time

Base: All those who made a complaint	2003/04	2004/05	+/- difference year on year
Unweighted	954	1,235	
Weighted	868	1,173	
	%	%	%
There was no outcome at all	39	39	-
Outcome that satisfied me	38	35	-3%
Outcome that did not satisfy me	20	22	+2%

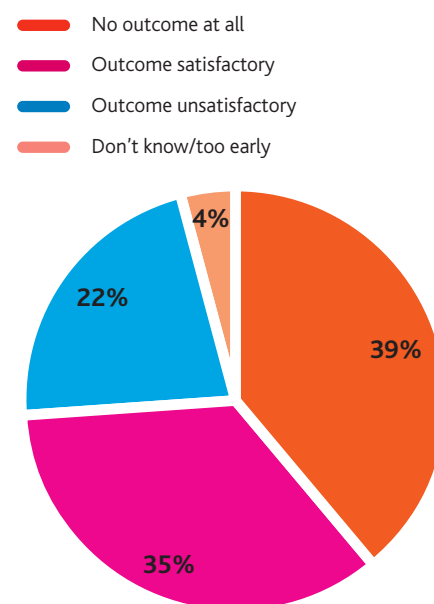
This question allowed a single response. Learners who responded 'don't know' not shown.

Figure 9: Usefulness of help or advice received (2004/05 data)



Base: All those seeking help for problems (1,661)
This question allowed a single response.

Figure 10: Outcome of complaint (2004/05 data)



Base: All respondents making a complaint (1,235)
This question allowed a single response.

Table 41: Have you ever made a complaint/what was the outcome to your complaint? By age and gender. (2004/05 data)

Base: All those who made a complaint	Total	Male	Female	16-18	19-24	25 plus
Unweighted	1,235	477	758	535	220	480
Weighted	1,108	436	672	379	183	546
	%	%	%	%	%	%
% making a complaint	10	11	10	16	13	8
There was no outcome at all	39	40	38	42	44	34
Outcome that satisfied me	35	32	38	37	27	37
Outcome that did not satisfy me	22	24	21	17	27	24

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

Differences by gender and age

182

Gender presented no significant differences in the response to the question regarding incidence of complaint.

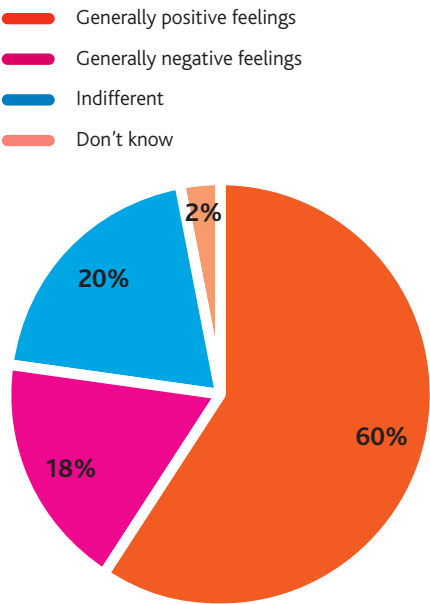
The younger learners were, however, significantly more likely to have made a complaint (16 per cent compared with 13 per cent of 19–24 year olds and eight per cent of 25 plus learners).

183

Base sizes are too low to explore outcomes of complaint by the other demographic variables.

Impact of Learning and Attitudes to Learning

Figure 11: Learners’ feelings about education when leaving school (2004/05 data)



Base: All respondents wave 11 (10,536)

184
The 2004/05 survey also explored the respondent’s attitude towards 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 once again about the benefits they had received from their learning experience and the impact that learning had on them as a person.

185
Another key measure reported in this section is the likelihood that respondents will take up further learning in the next three years.

Key messages

186
Six in ten learners said that they had a positive attitude towards school when they left. Of those that held a negative attitude (18 per cent of all learners) almost three quarters of them said that they now get a ‘buzz’ out of learning.

187
Overall 76 per cent of learners were getting a ‘buzz’ out of learning. The social aspects cannot be ignored; they appear to be crucial for attracting and retaining learners, with 48 per cent saying that they were enjoying learning mostly due to the social aspects.

188
Almost all learners like a new challenge (91 per cent agreed to some extent), however, far fewer said that they find it easy to motivate themselves for learning (78 per cent agreed). This would suggest that for some, learning is not the type of challenge they enjoy the most. Whilst 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, there was a significant minority who agreed with one or more of these statements.

189
Benefits of learning are once again mentioned in abundance. The most common benefits being (at least seven in ten respondents agreeing):

- I have a greater enthusiasm for the subject (86 per cent)
- I feel more confident in my ability to learn (83 per cent)
- I am more creative and prepared to try new things (80 per cent)
- It has given me skills I can use for my job (79 per cent)
- I am more positive about learning than I was when I started (74 per cent).

190
Six in ten learners will be very likely to learn again in the next three years.

Learners’ feelings towards education when leaving school

191
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.

192
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.

Table 42: Feelings about education when leaving school over time

Base: All respondents for wave 11 (modular question)	2003/04	2004/05	+/- difference year on year
Unweighted	10,564	10,645	
	%	%	%
Generally positive feelings about education	58	60	+2
Generally negative feelings about education	19	18	-1
Not bothered either way/indifferent	21	20	-1

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

193

Figure 11 shows, that in the 2004/05 survey, six in ten (60 per cent) of learners had generally positive feelings about education when leaving school, compared with 18 per cent who were generally negative, and another fifth (20 per cent) of learners who were neither positive nor negative about their views on schooling.

194

Year-on-year, the proportion of learners that said that they generally had positive feelings about education when they left school has increased.

Differences by gender and age

195

Females were slightly more likely to say that they had positive feelings about education when they left (61 per cent compared with 57 per cent). Males were slightly more likely to be indifferent (23 per cent compared with 19 per cent of females). The younger learners were also more positive (64 per cent of the 16–18s said that they had a positive attitude to education compared with 60 per cent of the 19–24s and 58 per cent of the 25 plus age group).

Differences by ethnicity

196

Learners from minority ethnic groups were significantly more likely to say that they had a positive attitude to education when they left (77 per cent of Asian and 75 per cent of Black learners compared with 57 per cent of White learners). White learners were significantly more likely to show a negative attitude or be indifferent.

Table 43: Feelings about education when leaving school, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for wave 11 (modular question)				
Unweighted	10,536	9,003	508	631
Weighted	10,626	9,155	479	608
	%	%	%	%
Generally positive feelings about education	60	57	75	77
Generally negative feelings about education	18	19	13	8
Not bothered either way/indifferent	20	22	11	13

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

Table 44: Feelings about education when leaving school, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for wave 11 (modular question)					
Unweighted	10,536	9,876	656	9,985	544
Weighted	10,626	9,963	658	10,136	481
	%	%	%	%	%
Generally positive feelings about education	60	60	51	60	42
Generally negative feelings about education	18	17	23	17	31
Not bothered either way/indifferent	20	20	22	20	24

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

Differences by disability and learning difficulty

197 Learners with disabilities and/or learning difficulties were significantly less likely to be positive about education when leaving (51 per cent of learners with disabilities compared with 60 per cent of learners without and 42 per cent of learners with learning difficulties compared with 60 per cent of learners without).

How learners feel about learning now

198 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.

199 In 2004/05, three quarters (76 per cent) of learners said they enjoy learning and get a 'buzz' from it. Interestingly, among learners who left school with negative attitudes towards education, just under three quarters (74 per cent) now get a 'buzz' from it.

200 Almost half of the learners (48 per cent) said that they enjoyed learning mostly due to the social aspects and 11 per cent agreed that they were learning because they could not think of anything better to do. Just one in twenty five (four per cent) said that they did not really enjoy learning.

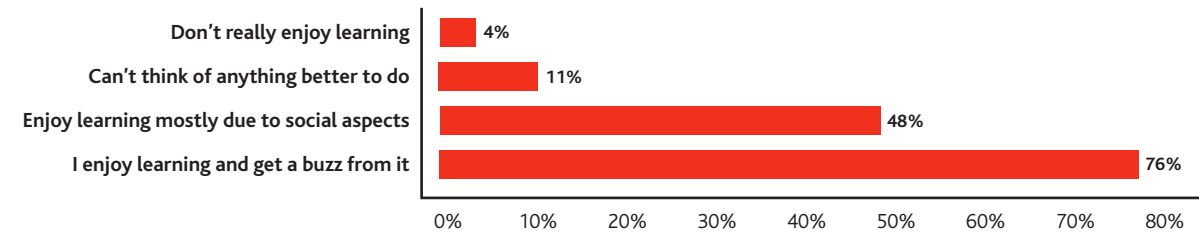
201 There has been a slight decrease in the proportion of learners saying that they get a 'buzz' from learning (from 78 per cent in 2003/04).

Differences by gender and age

202 Females were significantly more likely than males to have agreed that they are getting a 'buzz' out of learning (79 per cent compared with 71 per cent). They were, incidentally, significantly more satisfied with their learning experience overall. The 25 plus age group were much more likely to have agreed that they were getting a 'buzz' out of learning (85 per cent compared with 67 per cent of the 19–24 year olds and 56 per cent of the 16–18s).

- 203** The 16–18s were significantly more likely to agree that:
- they were enjoying learning mainly due to the social aspects (64 per cent compared with 52 per cent of the 19–24s and 42 per cent of the 25 plus learners)
 - they didn't really like learning (eight per cent compared with six per cent of the 19–24s and three per cent of the 25 plus learners)

Figure 12: Feelings about learning currently (2004/05 data)



Base: All respondents wave 11 (10,536)
This question allowed a multiple response.

- they were learning because they could not think of anything better to do (16 per cent compared with 12 per cent of the 19–24s and nine per cent of the 25 plus learners).

Differences by ethnicity

204
The data shows that Asian learners were significantly less likely to agree that they were getting a ‘buzz’ out of learning compared with White or Black learners. They were more likely to be enjoying learning due to the social aspects that other groups.

205
Both Black and Asian groups were more likely than White learners to agree that they were learning because they could not think of anything better to do. Table 45 shows the detail and the percentages for each.

Differences by disability and learning difficulty

206
Learners with disabilities and/or learning difficulties were more likely to agree that they were learning because they could not think of anything better to do and/or that they enjoyed learning mainly due to the social aspects.

Attitude towards the learning environment

207
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.

208
Almost two thirds of respondents (65 per cent) agreed strongly that they always like a new challenge (another 26 per cent agreed slightly). This statement showed very little disagreement. However, whilst almost all learners in further education agreed that they liked a challenge, a relatively smaller proportion also agreed that they find it easy to motivate themselves for learning (47 per cent agreed strongly and 31 per cent agreed slightly). It would appear then that learning is not the type of challenge that some learners relish.

209
A third of learners (34 per cent) ‘strongly disagree’ that they get very nervous about the standard or work required (11 per cent agreed strongly and 22 per cent agreed slightly).

210
On the positive side, a majority of learners disagreed to some extent that they can never manage their time properly, that they do not usually enjoy new responsibilities and that they feel out of place in the classroom. The small core of learners (up to 25 per cent) who have agreed with one or more of these statements are explored in more detail later.

211
There can be no comparisons with last year due to this being a new question.

Differences by age and gender

212
Females were more likely to agree that they got worried about the standard of work required (36 per cent agreed to some extent compared with 29 per cent of males).

Table 45: Feelings about learning currently, by ethnicity (2004/05 data)

	Total	White	Black	Asian
Base: All respondents for wave 11 (modular question)				
Unweighted	10,536	9,003	508	631
Weighted	10,626	9,155	479	608
	%	%	%	%
I enjoy learning and get a buzz from it	76	77	73	68
I am carrying on learning because I cannot think of anything better to do	11	9	21	23
I enjoy learning mainly due to the social aspects	48	47	51	62
I don't really enjoy learning	4	4	3	5
No agreement to any statements	6	6	8	6

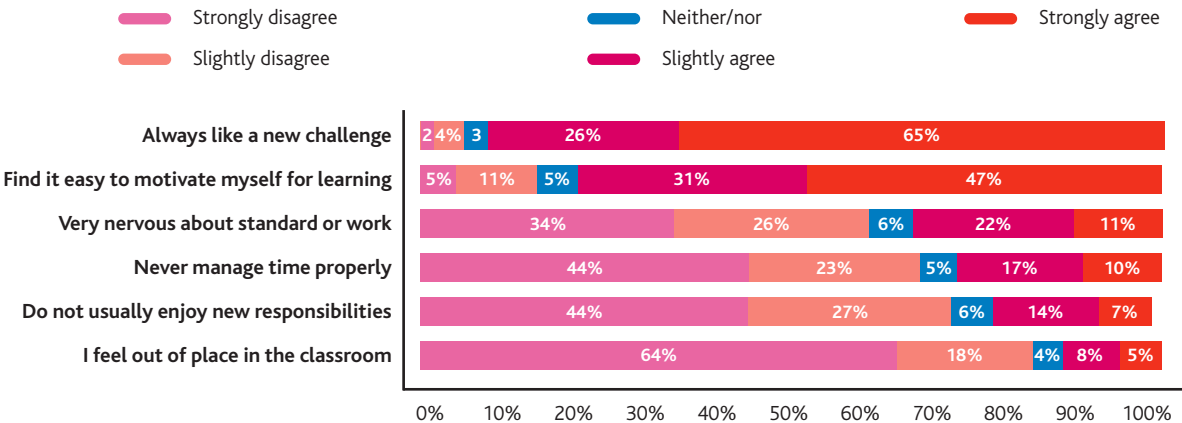
This question allowed a multiple response.

Table 46: Feelings about learning currently, by disability and learning difficulty (2004/05 data)

	Total	No disabilities	With disabilities	No learning difficulties	With learning difficulties
Base: All respondents for wave 11 (modular question)					
Unweighted	10,536	9,876	656	9,985	544
Weighted	10,626	9,963	658	10,136	481
	%	%	%	%	%
I enjoy learning and get a buzz from it	76	76	79	76	72
I am carrying on learning because I cannot think of anything better to do	11	10	16	10	16
I enjoy learning mainly due to the social aspects	48	48	55	48	56
I don't really enjoy learning	4	4	4	4	8
No agreement to any statements	6	6	3	6	5

This question allowed a multiple response.

Figure 13: Attitude toward the learning environment (2004/05 data)



Base: All respondents wave 11 (10,536)
This question allowed a single response per measure (agree/disagree scale).

213

The younger respondents were more likely to have agreed (strongly or slightly to the following):

- I feel out of place in the classroom (16 per cent of the 16–18s compared with 15 per cent of the 19–24s and 11 per cent of the over 25 group)
- I can never seem to manage my time properly (34 per cent of the 16–18s compared with 29 per cent of the 19–24s and 23 per cent of the over 25 learners)
- I get worried about the standard of work required (37 per cent of the 16–18s compared with 34 per cent of the 19–24s and 31 per cent of the over 25 learners).

214

The 16–18s were less likely to agree that they ‘find it easy to motivate myself for learning’ (71 per cent of the 16–18s compared with 75 per cent of the 19–24s and 81 per cent of the over 25s).

Differences by ethnicity

215

Respondents from minority ethnic groups were more likely to have agreed (strongly or slightly) to a couple of the statements:

- I feel out of place in the classroom (19 per cent of Black learners and 23 per cent of Asian learners compared with 11 per cent of White learners)
- I do not usually enjoy taking on a new responsibility (26 per cent of Black learners and 27 per cent of Asian learners compared with 21 per cent of White learners).

Differences by disability and learning difficulty

216

Respondents with disabilities and/or learning difficulties were more likely to have agreed (strongly or slightly) to the following:

- I feel out of place in the classroom (18 per cent of learners with disabilities compared with 12 per cent without and 29 per cent of learners with learning difficulties compared with 12 per cent without)
- I can never seem to manage my time properly (30 per cent of learners with disabilities compared with 26 per cent without and 36 per cent of learners with learning difficulties compared with 26 per cent without)
- I get worried about the standard of work required (37 per cent of learners with disabilities compared with 33 per cent without and 49 per cent of learners with learning difficulties compared with 32 per cent without)
- I do not usually enjoy taking on a new responsibility (28 per cent of learners with disabilities compared with 22 per cent without and 33 per cent of learners with learning difficulties compared with 21 per cent without).

Table 47: Benefits of learning (2004/05 data)

	2004/05
Base: All respondents for wave 11 (modular question)	
Unweighted	10,536
Weighted	10,626
	%
I have a greater enthusiasm for the subject	86
I feel more confidence in my ability to learn	83
I am more creative and prepared to try new things	80
It has given me skills I can use in a job	79
I feel more positive about learning than when I started	74
I am better at learning on my own now	69
I feel more confident socially	62
I am better at managing my time and responsibilities	59
It has benefited my health and sense of well being	55
It enables me to cope better with daily life	54
I now take a more active part in the community	36

This question allowed a single response per measure (agree/disagree). Table shows % of those agreeing to impact

Benefits of learning

217
Learners in the 2004/05 survey were able to identify which advantages stemmed from their learning experience. Learners were asked to agree or disagree with statements regarding the effect their learning experience had on them personally. Full details of learner responses are shown in Table 47 with the most common benefits being (at least seven in ten respondents agreeing):

- I have a greater enthusiasm for the subject (86 per cent)

- I feel more confident in my ability to learn (83 per cent)
- I am more creative and prepared to try new things (80 per cent)
- It has given me skills I can use for my job (79 per cent)
- I am more positive about learning than I was when I started (74 per cent).

218
The only observation in the data year-on-year, that is above a one or two per cent shift, is that there has been an decrease in the proportion agreeing that 'it has given me skills I can use in a job' (-3 percentage points) and 'I am better at learning on my own now' (-3 percentage points) since 2003/04.

Differences by gender and age

219
The impacts that were mentioned by a significantly higher proportion of younger learners (as opposed to the most mature) were:

- It has given me the skills I can use in a job (90 per cent of the 16–18s and 19–24s compared with 73 per cent of the 25 plus group)
- I feel more confidence socially (83 per cent of the 16–18s compared with 69 per cent of the 19–24s and 54 per cent of the 25 plus group)

- I am better at managing my time and responsibilities (75 per cent of the 16–18s compared with 69 per cent of the 19–24s and 51 per cent of the 25 plus learners)
- I am more creative and prepared to try new things (89 per cent of the 16–18s compared with 84 per cent of the 19–24s and 77 per cent of the 25 plus)
- I am better at learning on my own now (80 per cent of the 16–18s compared with 76 per cent of the 19–24s and 64 per cent of the 25 plus)
- It enables me to cope better with daily life (68 per cent of the 16–18s compared with 60 per cent of the 19–24s and 48 per cent of the 25 plus).

Differences by ethnicity

220

Minority ethnic groups (as opposed to White learners) were significantly likely to mention some of the benefits they were prompted with:

- It has given me the skills I can use in a job (88 per cent of Black learners and 87 per cent of Asian learners compared with 78 per cent of White learners)
- I feel more confidence socially (77 per cent of Black learners and 79 per cent of Asian learners compared with 60 per cent of White learners)
- I am better at managing my time and responsibilities (73 per cent of Black learners and 82 per cent of Asian learners compared with 56 per cent of White learners)
- It enables me to cope better with daily life (70 per cent of Black learners and 72 per cent of Asian learners compared with 52 per cent of White learners).

Differences by disability and learning difficulty

221

Benefits relating to confidence, health and well-being were all mentioned by significantly more learners with disabilities and/or learning difficulties compared with 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 the section **Support for learners**). More specifically the measures of note are;

- I feel more confidence socially (70 per cent of learners with disabilities compared with 62 per cent of those without and 79 per cent of learners with learning difficulties compared with 61 per cent of learners without)
- It enables me to cope better with daily life (61 per cent of learners with disabilities compared with 54 per cent of those without and 69 per cent of learners with learning difficulties compared with 53 per cent of learners without)
- It has benefited my health and sense of well-being (66 per cent of learners with disabilities compared with 54 per cent of those without and 68 per cent of learners with learning difficulties compared with 54 per cent of learners without).

222

Some of the measures showed no significant increase of learners with disabilities but did show far more relevance to learners with learning difficulties:

- I am better at managing my time and responsibilities (68 per cent of learners with learning difficulties compared with 58 per cent of learners without)
- I feel more positive about learning than when I started (82 per cent of learners with learning difficulties compared with 73 per cent of learners without).

Likelihood to return to learning within the next three years ?

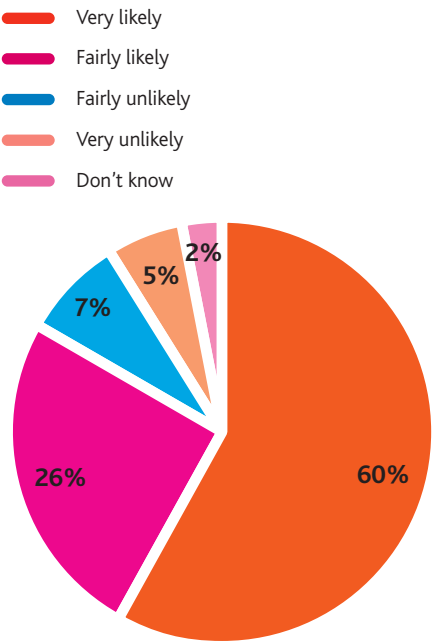
223

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.

224

In the 2004/05 survey, six in ten (60 per cent) said it was 'very likely' that they would undertake further learning during the next three years. Over a quarter (26 per cent) responded that it was 'fairly likely' they would undertake further learning in the next three years. These findings are in line with 2003/04.

Figure 14: Likelihood of learning in the next three years (2004/05 data)



Base: All respondents in all waves (31,648)
This question allowed a single response.

Differences by gender and age

225
Gender shows that females were more likely to state that they were very likely to return to learning in the next three years (61 per cent compared with 57 per cent of males). Age shows very little impact on the response for this measure.

Differences by ethnicity

226
Minority ethnic groups were significantly more likely to think they would return to learning in the next three years compared with White learners. Almost a quarter (72 per cent) of Black learners and 68 per cent of Asian learners said that they would be 'very likely' compared with 59 per cent of White learners.

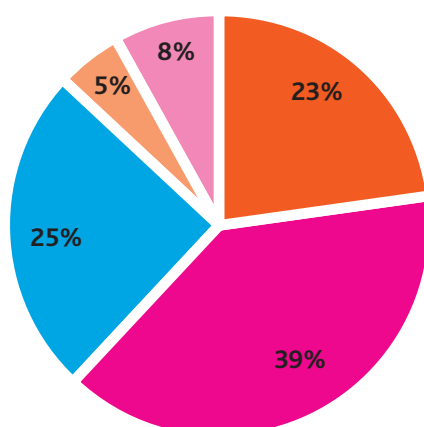
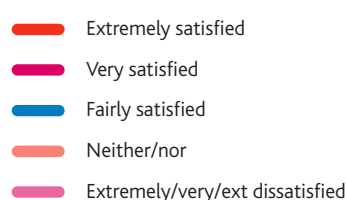
Differences by disability and learning difficulty

227
These variables show very little impact on the response for this measure.

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learnirect data

Figure 15: Overall satisfaction with the learning experience (2004/05 data).



Base: All respondents for all waves (core question) 903
This question allowed a single response.

Overall satisfaction with learning experience

228

All respondents were asked, taking all issues into account, how satisfied they were with their current learning experience. They were prompted with a seven point rating scale, designed so that it was sensitive enough to demonstrate all levels of satisfaction and dissatisfaction.

229

Almost a quarter (23 per cent) of learners said that they were 'extremely' satisfied overall and another 39 per cent said that they were 'very' satisfied. Combined, this means that just over six in ten (62 per cent) were using the top two ratings within the scale. A quarter (25 per cent) said that they were 'fairly' satisfied and five per cent said that they were neither satisfied nor dissatisfied. A total of eight per cent of learners indicated some level of dissatisfaction overall.

Overall satisfaction with support received from learnirect

230

All respondents were asked how satisfied they were with the support received from **learnirect**. They were offered a seven point rating scale.

231

Just over a quarter (26 per cent) were 'extremely' satisfied and another 38 per cent were 'very' satisfied. Combined, this means that just over six in ten (64 per cent) were using the highest two ratings within the scale. Almost a quarter (24 per cent) said that they were 'fairly' satisfied and four per cent said that they were neither satisfied nor dissatisfied. In total, seven per cent of learners said that they were dissatisfied to some degree.

Likelihood to undertake further learning in the next three years?

232

An issue of importance to the entire learning community is the extent to which learners wish to continue their learning experiences. Almost half (46 per cent) of the **learnirect** learners interviewed said that they would be 'very likely' to undertake another learning experience in the next three years. Another 30 per cent said that they would be 'fairly likely'.

233

Further analysis on questions for **learnirect** learners can be obtained from the research tools website <http://researchtools.lsc.gov.uk>.

Further Information and Key Publications

234

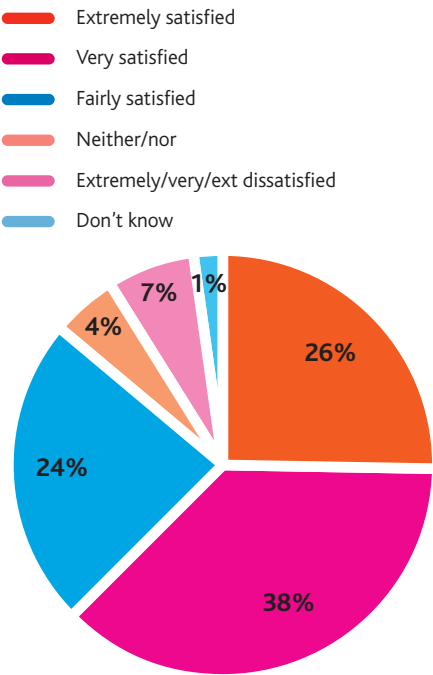
The 2004/05 dataset is available for analysis on the research tools website <http://researchtools.lsc.gov.uk>. The highlights report is also available from the research tools website.

235

Related reports containing further analysis of the results are available from summer 2006:

- *National Learner Satisfaction Survey: Work-based Learning 2004/05*
- *National Learner Satisfaction Survey: Adult and Community Learning 2004/05.*

Figure 16: Overall satisfaction with support received (2004/05 data).



Base: All respondents for all waves (core question) 903
This question allowed a single response.

236
A supporting document, *National Learner Satisfaction Survey: Guidance on the core methodology and core questionnaire*, is available from the research tools website. This document contains information about the sample and methodology used in the National Learner Satisfaction Survey.

237
All questionnaires used in the National Learner Satisfaction Survey are available from the research tools website.

238
Information and guidance about health and safety for both learners and providers is available from the website www.safelearner.info.

239
The 2004/05 National Learner Satisfaction Survey is the first year where **learndirect** learners were asked alternate versions of some questions in the survey. The questions were modified to reflect the different style of learning at **learndirect**. Headline findings will be reported in the further education report and results from all questions are available from the research tools website.

240
Longitudinal findings for four years are now available on learner satisfaction within LSC-funded provision. The National Learner Satisfaction Survey will not take place in 2005/06. However, during this time, further analysis of all results over the four years will take place.

We welcome your comments and any feedback about the National Learner Satisfaction Survey. Please email the research team at LSC National Office through learnersurvey@lsc.gov.uk.

Table 48: Likelihood to learn again in the next three years (2003/04 and 2004/05 comparisons).

	2004/05
Base: All respondents for all waves (core question)	
Unweighted	903
	%
Very likely	46
Fairly likely	30
Fairly unlikely	10
Very unlikely	9
Don't know	4

This question allowed a single response.

Related Publications

National Learner Satisfaction Survey:

Highlights from 2004/05

Publication reference: LSC-P-NAT-060382

National Learner Satisfaction Survey:

Guidance on the core methodology and core questionnaire

Publication reference: LSC-P-NAT-060386

National Learner Satisfaction Survey:

Work Based Learning 2004/05

Publication reference: LSC-P-NAT-060388

National Learner Satisfaction Survey:

Adult and Community Learning 2004/05

Publication reference: LSC-P-NAT-060389

Useful Website:

The 2004/05 National Learner Satisfaction Survey is available from

<http://researchtools.lsc.gov.uk>

Further Information

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