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Seeking the Views of Learners: Findings from the LSC's first national learner satisfaction survey 2001/2

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Technical Report



Learning+Skills Council



Partner Organisation

NOP Research Group is the UK arm of NOP World, the ninth largest research agency in the world. In the UK, NOP employs around 600 staff and it is split into specialist divisions. The team working on the LSCs national learner satisfaction survey is in the division that specialises in social research and there are 20 researchers dedicated to this field. The team has relevant experience of both large-scale social research surveys and of carrying out customer satisfaction research.

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Executive Summary

1.1 Introduction

- 1 The Learning and Skills Council (LSC) was established in April 2001 to secure the funding and planning of education and training for over 16-year olds in England including those in further education, adult and community learning and work based training for young people. Early in 2002, the LSC commissioned NOP to carry out an independent national learner satisfaction survey covering learners in these three sectors. NOP were responsible for the collection of data and reporting of the findings.
- 2 The survey is designed to help the LSC and its partners understand and respond better to learners' needs. Its main aims are to measure the degree of learners' satisfaction with LSC provision across England and to establish a benchmark against which trends in levels of satisfaction can be identified.
- 3 Over 13,000 telephone interviews were conducted with learners during wave 1 (15 April to 17 May 2002) and wave 2 (5 June to 14 August 2002). This report summarises the findings from these interviews. The LSC is committed to continuing the national learner satisfaction survey for the next five years so that quality ratings can be compared over time.

1.2 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

- 4 Satisfaction ratings for this sector are good with 64% of learners saying they are extremely/very satisfied with their 'overall learning experience' and a similar proportion giving the same rating for 'overall quality of teaching'. Quality of teaching is the dominant influence on overall levels of satisfaction. Statistical analysis shows that learners attach the following weighting to the various factors influencing levels of satisfaction:

Teaching	50	(most important)
Choice of course	17	
General facilities	12	
Usefulness of advice	9	
Learning facilities	7	
Problems	5	(least important)



Given the importance of teaching, it is positive that only 7% express dissatisfaction when asked to rate satisfaction with overall teaching quality.

- 5 A high proportion of learners say that they have gained a lot from their learning experience, including 85% who report increased enthusiasm for the subject and 84% who say they are more confident in their ability to learn. It is noteworthy that 83% of those who left school with negative feelings about education say that they now feel more positive about learning than they did when they started their current course.

Other positive findings are that:

- Seven in ten are getting a buzz from learning.
- Over eight in ten have a greater appreciation for the subject, feel that their learning has given them the skills they can use in their job and are more confident in their ability to learn.

- 6 Whilst the overall picture is very positive there are certain groups whose rating of their experience is consistently below average. In particular, the 16-18 year olds, whilst broadly happy, clearly encounter some problems with teaching methods. Compared with other groups of learners, they give teachers lower ratings on 'understanding you and how you like to learn' and on 'making the subject interesting and enjoyable'. Analysis of the responses from 16-18 year olds across different types of further education colleges shows that satisfaction with aspects of teaching for those at sixth form college is higher than that for 16-18 year olds on level 3 courses in general further education colleges. However, sixth form college learners and 16-18 year olds in further education, studying at level 3 give a very similar rating for how well they are learning now. The aspects of which learners in general further education colleges are most critical relate to the management of teaching, including the planning of lessons and managing the group of learners.
- 7 Other groups of further education learners expressing above average levels of dissatisfaction with particular aspects of their education and training are:
 - 19-24 year olds, who are critical of the management of their teaching, in particular the planning of lessons, target-setting and provision of feedback; and
 - ethnic minority learners, particularly, Pakistani/Bangladeshi, Indian and mixed race learners who are mainly concerned about teaching methods, but also express some dissatisfaction with how teachers relate to them and, particularly in the case of Indian learners, how teaching is managed.
- 8 Just under half the learners in the further education sector feel that all of their teaching hours are productive. Of the remaining half, just over one in ten (12%) thought that more than a quarter of teaching hours were unproductive. In line with other issues relating to satisfaction, it is the 16-18 years olds who are most likely to come to this conclusion. When asked why they feel lessons are unproductive, the reasons given by learners mostly relate to being left waiting around, staff shortages including cancellation of lessons, disruption from other learners and teaching methods.
- 9 The most common problem experienced by further education learners relates to difficulty juggling commitments, particularly in the case of learners with dependents, home commitments. Black/mixed race learners are more likely to have experienced multiple problems including financial pressure. Black male learners in particular say that they have problems with basic skills. Keeping up with the standard of work is more likely to be cited as a problem by younger learners (16-18 year olds) than by older learners (aged 19+).
- 10 In assessing what these findings mean for colleges, we need to take account of the fact that young learners may have different expectations, and needs from, their older counterparts. The findings show that young learners are much less likely to get a 'buzz' out of learning. It appears, therefore, that work needs to be done to identify techniques for engaging young learners more effectively, managers and teachers need to manage the environment in such a way as to reduce classroom disruption. Similar work needs to be done amongst individual groups of ethnic minority learners, teachers need to ensure that they are relating well to learners and engaging them more effectively in learning.
- 11 Young learners are much more likely to cite social factors as a key influence in their enjoyment of learning. Their rating of the social facilities provided is, however, low with a mean score of below seven out of ten. Learners' responses suggest that better social facilities would improve overall levels of satisfaction amongst this group. The impact it would have on learning outcomes is, however, debatable, although it may help improve retention rates.
- 12 Action is required to improve retention rates. A total of 16% of learners in the survey said that they had seriously considered leaving at some point during their course. Almost one fifth of early leavers (17%) said that they had been on the wrong course. Other reasons given included personal reasons (16%), tutor/teacher support not being very good (13%), getting a job (9%) and being sick or injured (9%).

- 13 It is important to ensure that adequate support is in place for learners encountering problems and for dealing with complaints. Only a third of those who experienced problems sought help. Opportunities are, therefore, being lost to help learners with their courses. This is particularly significant when one considers that around 80% of those who sought help found it very/quite useful. In 12% of cases, learners had felt compelled to make a complaint (not necessarily a formal complaint but nevertheless a complaint in the eyes of the student). Most of these complaints related to the aspects of teaching or teachers in particular. Just over a third of the complainants felt that their complaint had resulted in a satisfactory outcome. Two thirds of the complainants stated that there had either been an unsatisfactory outcome or no outcome at all.
- 14 There is potentially work to be done to ensure that learners in the 16-18 age group receive adequate advice in choosing the right course/subjects. Older learners encounter few problems here, possibly having more maturity/ experience to judge which subjects/levels will suit them best. Amongst younger (aged 16-18 years) learners, however, choice of the wrong course is much more likely to be a factor that leads them to leave early. Whilst this affects only a minority of the sample, more effective liaison between colleges and schools and improved guidance to learners on what courses involve might well reduce the proportion of learners leaving early.

1.3 Work based learning

- 15 Satisfaction with their overall learning experience and with overall quality of training is also high amongst work based learners: 62% and 59% respectively said they were extremely/very satisfied, and 30% and 31% respectively said they were fairly satisfied.
- 16 Only 6% of work based learners expressed any dissatisfaction. Levels of satisfaction and dissatisfaction with the overall learning experience vary by provider type. Learners undertaking training delivered by training providers are more likely to be dissatisfied with the attitude of training staff and the general organisation. Those attending colleges are more likely than those in further education to say the course was not what they had been expecting.
- 17 As with the further education sector, the quality of teaching and training has a prime influence on levels of overall satisfaction. However, whilst there are few differences between males and females in rating overall quality of teaching in further education, these differences are quite marked for learners' views on the overall quality of training amongst work based learners.
- 18 Male learners are much less likely than female learners to feel that the trainer relates to them, makes the subject interesting, understands how they like to learn or provides enough support. In short, the quality of the trainer/learner relationship is much lower for male learners than it is for female learners. Male learners also give lower ratings on the management of their training, most notably on target-setting and feedback. Another group that expresses consistently lower levels of satisfaction is that of trainees with level 3 entry qualifications.
- 19 Looking at the ratings for teaching and training by type of provider, colleges receive lower ratings than training providers or workplaces, the largest discrepancies occurring in the support given and 'relating to the learner as a person'.
- 20 Part of the issue for male learners may be their mindset on entering the learning programme. They are less likely than female learners to have left school with positive feelings about education (54% of females compared with 43% of males). Despite their lower rating of some aspects of provision, however, their assessment of the impact of their current learning experience is as positive as that of female learners. Work based learning has the highest proportion of learners reporting gains from their learning experience. In particular:
- | | |
|---|------|
| ● I feel more confident in my ability to learn | 90% |
| ● It has given me skills I can use for my/a job | 94% |
| ● I have greater enthusiasm for the subject | 85% |
| ● I feel more positive about learning than I did when I started | 79%. |

- 21 Whilst not as high as learners in the further education and accredited adult and community learning sectors, 48% of those in work based learning said that they were getting a buzz from learning.
- 22 As in the further education colleges these figures provide evidence that the experiences provided for work based learners are managing to shift the attitudes of some learners who started out with relatively poor motivation.
- 23 Just over half of the work based learners felt that some learning sessions had been unproductive (a similar finding was shown for further education). The main reasons behind this were having been left waiting around, disruption of learning lessons and staff shortages. Training methods were also mentioned.
- 24 The main reason for leaving early was because learners had either changed their job or got a new job. This accounted for around 40% leavers. Other reasons were that it was the wrong course (11%), personal reasons (10%), financial difficulties (9%) and/or poor support from the tutor/assessor (8%) or employer (8%).
- 25 Women aged 19 or over were marginally more likely to have considered leaving than other groups of trainees. Their reasons for thinking of leaving were a mix of course choice, dissatisfaction with training methods and problems coping. Course choice does not generally appear to have been an issue for work based learners as a whole: 93% felt they had chosen the right course. It is interesting that female learners aged 19+ were less likely to cite personal interest as a factor in choosing their course and more likely to cite career/qualification related motivations.
- 26 There was also a higher than average mention of employer's influence on the work based learners' choice of a course. There may, therefore, be an element of 'doing it because I have to if I want to get on' among this group. More research would be needed to see if this has a positive or negative impact on motivation and levels of satisfaction.
- 27 Just under half the work based learners said that they had experienced problems with their training. These were mainly caused by the difficulty they had in juggling commitments but money pressures were also cited as a factor, particularly amongst the small proportion of trainees who had dependents. Four in ten of those who had problems sought help; the highest proportion across the three sectors. Those whose training was delivered by training providers were the most likely to seek advice but the least likely to find that advice useful.
- 28 Key issues for the work based learning sector if levels of satisfaction are to be raised are:
- how to engage male learners more effectively; and
 - how to provide more support for this group (bearing in mind their lower levels of motivation) and to ensure consistent quality of support across different type of provider (college, workplace or training provider).

It is also worth considering how learners could be encouraged to continue learning if they change their job or get a new job.

1.4 Accredited adult and community learning

29 This sector elicits the highest satisfaction scores.

- 76% of learners in accredited adult and community learning said that they were extremely/very satisfied with the overall learning experience and 78% were extremely/very satisfied with overall teaching quality.

30 To some extent the scores reflect the fact that the sector is dominated by older learners and generally, in customer satisfaction research, older customers are more generous in their rating of a service or experience. However, the fact remains that we identified very few problems in this sector. All ratings are high.

31 The aspect rated lowest (although not low in absolute terms) for accredited adult and community learning was the teacher's failure to set clear targets for learners. Some felt that some lessons were unproductive (33%) and many of these cited a lack of time with the tutor as a factor behind this.

32 The high levels of personal motivation expressed by this group (81% say they enjoy learning and get a buzz from it) are matched by the very high proportions feeling that they had sufficient information about the course, and that they chose the right course.

33 Whilst the adult and community learners on accredited courses are less likely than further education and work based learners to experience problems there is still a significant proportion who do (43%). Older learners (55+) experience significantly fewer problems than those below the age of 55. The problems mainly relate to juggling commitments and keeping up with the standard of work required. Interestingly, these learners are less likely to seek advice or help than learners in the further education and work based learning sectors. Only 26% sought help. This would appear to be a reflection of age in that the figure is similar to that from older learners in the further education sector, but it indicates that there is scope for older learners to be encouraged to seek advice and help if they need it.

34 So little dissatisfaction was expressed by learners in accredited adult and community provision that it is difficult to point directly to any actions that would raise levels of satisfaction. There are, however, pointers in the research to the fact that some learners would welcome better/more access to tutors and to support. The part-time and/or short course nature of most accredited adult and community learning provision may result in reduced opportunities for easy access to tutors, but this is possibly an aspect of learning that requires attention.

1.5 Non-accredited adult and community learning

35 NOP piloted a sampling methodology for non-accredited adult and community learning, but at this stage the sample of learners is not sufficiently random or robust to draw firm conclusions. Indicative findings for non-accredited adult and community learning are given at section 11 of this report.

Introduction

- 36 The LSC was established in April 2001 and at that point took responsibility for further education, adult and community learning and work based training for young people.
- 37 An important part of the LSC's ethos in fulfilling its responsibilities to learners is that learner needs should lie at the heart of everything the LSC does. The LSC's first corporate plan, published in 2001, promised to give learners - its 'customers' – a say in their provision. This is essential if the LSC is to achieve its key targets for significantly widening participation, improving achievement in post-16 learning and achieving world-class standards by 2010.
- 38 The LSC, therefore, commissioned a national survey of post-16 learners' levels of satisfaction with their learning experiences. It is intended that the survey will play an important part in helping the LSC and its partners to understand and respond to learners' needs. It reports on learners' perceptions and describes the learning experience from learners' points of view. The information it provides will be used to help the LSC and other stakeholders to improve the quality of education and training for young people and adults aged over 16.
- 39 This report describes the results emerging from the first two waves of interviewing, covering the spring and summer terms 2002.

2.1 Aims

- 40 The main aim of the survey is to:
- Measure learners' levels of satisfaction in LSC-funded provision across England, and to establish a benchmark for monitoring trends in learners' levels of satisfaction. This information will be used to inform policy and practice within the Council and by its stakeholders.

2.1.1 Survey coverage – learner types

- 41 At this stage, the survey is designed to cover the following types of learner:
- those in the further education sector, attending general further education colleges, sixth form colleges and other specialist further education institutions;
 - those undertaking work based learning; and
 - those undertaking adult and community learning.

The intention for future waves is to extend the survey to cover school sixth forms and other forms of LSC-funded provision.

2.1.2 Survey coverage – question areas

- 42 The main topics covered by the survey are as follows:
- factors affecting choice of subject/learning;
 - reasons for early leaving;
 - views of the induction process;
 - satisfaction with facilities;
 - satisfaction with teaching;
 - overall satisfaction with the learning experience and the reasons for this; and
 - attitudes to learning and the impact of learners' current learning experience on this.

2.2 Methodology and sampling

- 43 The survey was carried out by means of a telephone interview, lasting 20 minutes on average.
- 44 The option for a face-to-face interview was built into the study for those who would find a telephone interview difficult, for example because of language difficulties or other communications difficulties.

2.2.1 Sampling

- 45 The sample was selected from the LSC's individual learning record (ILR) for work based learning and the individualised student record (ISR) for the further education and accredited adult and community sample. The ISR does not give names or contact details for learners. The sampling exercise for further education and accredited adult and community learning therefore, depended on the co-operation of colleges and external institutions which had returned a valid ISR21 by January 2002 (census date of November 2001). Colleges supplied the names and addresses corresponding to the student reference numbers that were sampled at random for their college. This means that for both waves the sample covers all students who were still in place in November 2001, but does not include those who had already left the course before the November 2001 census date.
- 46 Full details of the sampling process and the numbers of colleges and external institutions which co-operated in each wave are included in the technical annex (annex B), together with details of the sample that this generated.
- 47 Personal details are present on the ILR for work based learning. For each wave we sampled a random selection of 6,000 names with a computer-generated random start. This was checked against the death register and was then loaded to achieve 1,000 interviews.
- 48 We had to use a non-random sampling method for non-accredited learners, given that there are no centralised records available for this group. Learners in this group effectively opted in by signing up to do the survey. Findings should, therefore, be treated as indicative. Results cannot be compared with those of the other groups of learners.

2.2.2 Sample structure

- 49 The original aim was to carry out 8,000 interviews per wave, split as follows:

Further education students	6,000
Work based learners	1,000
Adult and community learners	1,000

- 50 This balance was judged to meet the need for the survey to provide a robust picture of each group and also to allow for results from the further education student population to be broken down by region. Difficulties in collecting the sample made the achievement of these targets impossible for wave 1 and whilst some ground was made up on wave 2, there was still a shortfall on the overall targets for both further education and adult and community learners. The final numbers of interviews achieved were as follows:

Provision type	Wave 1	Wave 2	Total
Further Education	3,374	6,626	10,000
Work Based Learning	1,001	1,031	2,032
Accredited Adult and Community Learning	350	373	723
Non-accredited Adult and Community Learning	0	278	278

Given the difficulties involved in sampling learners on non-accredited adult and community courses, it was decided to use wave 2 as an opportunity to pilot an approach to this sector.

2.2.3 Fieldwork and response rates

- 51 Wave 1 fieldwork was carried out between 15 April and 17 May 2002. Wave 2 fieldwork was carried out between 5 June and 14 August 2002. The response rates across waves 1 and 2 were as follows:

Further education	68%
Work based learning	53%
Accredited and non-accredited adult and community learning	52%

These figures are the percent interviewed where contact was made. Full breakdowns of the sample outcomes are given in the technical annex. The annex includes details of ineffective samples and non-contacts.

2.3 Questionnaire design

- 52 The survey questionnaire was developed in consultation with learners in the post-16 sector. We carried out a series of in-depth telephone interviews and focus group discussions with learners and used these to establish the issues which were of most importance to students in deciding the degree to which they were satisfied with their learning experience.
- 53 The questionnaire was then piloted. The pilot involved 100 telephone interviews. A copy of the final version of the questionnaire is included at annex B.

2.4 Reporting

- 54 The substantial size of the sample involved and the robustness of the survey data give us the opportunity of analysing results, particularly for the further education sector, in detail, and with confidence. It should be stressed, that it is not feasible or intended to disaggregate results to local LSC or provider level.
- 55 The intention of this report is to highlight the most significant findings. It is impossible, however, to cover the subject from every single angle and to do justice to the full richness of the data, without jeopardising the readability of the report. All those involved in the project are, however, keen that all the data collected are put to full use. With this in mind, the data will be made available on the LSC website. It is also intended to supplement this report with a series of thematic reports which will enable us to examine particular subjects or groups of learners in greater detail.

2.5 Guidance on interpretation of the data

- 56 The further education data have been weighted to correct for over-representation of sixth form college students and under-representation of part-time students. Details of the weighting process are given in the technical annex. The work based learning and adult and community learning data have not been weighted.
- 57 The tables in the report relating to further education learners show unweighted and weighted bases (relating to the numbers of respondents answering the relevant question). For work based learners and adult and community learners the unweighted bases are shown. When numbers are given in brackets this indicates that the base size is less than 100 and that such figures should be treated with caution.

58 Some percentages may not add up to 100% because of the rounding which has taken place. In cases where the responses add to more than 100% because multiple responses are allowed, a note has been provided.

2.6 Glossary of terms/definitions

59 The report includes a number of frequently used terms. The following descriptions should be used in the context of this report.

Accredited adult and community learning	Learning provision for adults, primarily funded through local education authorities, leading to a recognised qualification.
Dependents	Respondents are asked if they are responsible for any children in the home. If so, we ask if they have children under the age of 5, children between 5 and 16 and/or children over 16
Disability	The questionnaire simply asks learners if they have a disability. It is, therefore, a self-defined group.
Early leavers	For further education and accredited adult and community learners, early leavers are those that have left their course between the time of the ISR census and the fieldwork period. This means that we will not have included those who started a course and left it before the date that the census was taken. For work based learning early leavers will be anyone who said that they had left the course since entry onto the ILR.
Ethnicity	We based our categories of ethnicity on a question in the most recent Census. The categories are: <ul style="list-style-type: none"> ● Black: Black British, Black Caribbean, Black African and Black Other; and ● Asian: Indian, Pakistani, Bangladeshi, Chinese, Asian Other.
Further education	The further education sector includes provision delivered by general further education and tertiary colleges, sixth form colleges and other colleges (comprising agriculture/horticulture and art, design and performing arts).
Non accredited adult and community learning	Learning provision for adults, primarily funded through local education authorities, not leading to a recognised qualification.
Regression analysis	We have put the data through different kinds of analysis, one technique being regression analysis. In market research we often use regression analysis to explore the impact (correlation) that particular factors have on an overall score of satisfaction. In this instance we have looked at the key drivers in expressing overall satisfaction. A full description is given as annex A.
Work based learning	Learning provision for young people (up to 25) with a significant proportion in the work place, includes modern apprenticeships, national vocational qualifications and life skills.

Current Attitudes to Learning and Effects of the Course

3.1 Introduction

60 The survey has revealed some very positive findings about the effects which courses have on learners. We have placed this section at the front of the report to set the context for the remaining sections. This section describes:

- how learners feel about learning now;
- the effect that their current course/learning programme has had on them personally;
- good and bad things about the course; and
- if they would recommend the course and the provider/college or workplace to someone wanting to achieve the same as themselves.

3.2 Overview

3.2.1 Attitudes to learning and effects

61 Overall, seven in ten learners in general further education colleges say they get a 'buzz' from learning and four in ten enjoy learning mostly because of the social side. In terms of the effects of learning, over eight in ten say they have a greater enthusiasm for the subject, more confidence socially and more confidence in their ability to learn.

- Learners in sixth form colleges are least likely to say that they get a buzz from learning. On the more positive side, eight in ten respondents from sixth form colleges felt more confident socially as a result of the course and 71% felt they had developed a more structured approach to time and responsibilities, findings similar to those for 16-18 years old in general further education colleges.
- As a result of their training, 94% of work based learners recognised that they now had the skills to do their/a job and nine in ten (90%) felt more confident in their ability to learn (a higher percentage than for other types of learners).
- Learners on accredited adult and community courses were more likely than others to say that they get a buzz from learning (81%). The proportion of these learners agreeing with the other statements listed in the table below, is broadly in line with that of other types of learner.

Table 3.1: (Q40) Which of the following statements about learning apply to you and the way you feel now? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
I enjoy learning and get a buzz from it	70	71	51	78	48	81
I enjoy learning mostly because of the social aspects	41	40	56	42	48	43
I am carrying on learning because I cannot think of anything better to do	11	10	18	8	12	9
I don't really enjoy learning	5	5	6	3	11	4

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

Table 3.2: (Q42a) Effects that the course has had on the respondent (% agreeing, by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
On balance I have a greater enthusiasm for the subject	85	85	82	88	85	89
It has given the skills I can use for my/a job	81	81	85	79	94	74
I feel more confident socially	61	60	80	61	75	59
I feel more confident in my ability to learn	84	84	87	78	90	83
I have a more structured approach to managing my time and responsibilities	61	60	71	59	82	58
I feel more positive about learning than I did when I started	73	73	70	66	79	77

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

62 Many respondents now have a more positive attitude to learning than when they left school.

- Almost nine in ten of all types of learners who left school with a negative attitude said that this course had made them more confident in their ability to learn.
- At least seven in ten learners in further education or accredited adult and community learning who had had a negative attitude about learning from school said that they were now getting a 'buzz' from it. Whilst this shift in attitude is lower for work based learning (four in ten will now be saying they are getting a 'buzz' from learning) it still accounts for a substantial proportion of learners.

Table 3.3: Changed attitudes of those with negative feelings about education on leaving school (by type of provision)

	Provision (broad) type		
	Further education	Work based learning	Accredited adult and community learning
Base: All respondents	10,000	2,032	723
	%	%	%
% of those who had a negative attitude now getting a 'buzz' from learning	70	40	73
% of those who had a negative attitude saying their confidence in their ability to learn has increased as a result of the course	86	87	88

3.2.2 Good things and bad things about the course

- 63 Almost all types of learner, when asked about the good aspects of their course, are likely to mention the importance of what they have learned. The proportions are lower for learners in sixth form colleges and for work based learners, which may be a reflection of their age. In general, older learners are less critical of their experiences.
- 64 In the further education sector, 20% of learners said that there were no bad things about the course; 25% of work based learners said the same, as did 35% of learners on accredited adult and community courses.

Table 3.4: (Q43) What are the good things about your course and experiences at your college/provider/workplace? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Learnt a lot/enjoyed learning/got new skills	35	36	28	35	27	38
Met new friends/different people/good socially	28	27	34	30	20	25
The work/content/training/subjects	7	6	12	8	4	3
Good teachers/teaching standards	8	8	11	9	5	8
They are friendly/helpful/good support	8	8	12	7	9	4
Made me feel positive/feel that I am getting somewhere	10	10	6	10	4	11
A good atmosphere/environment	6	6	9	6	3	6
Good facilities/equipment/materials/resources	5	5	9	5	4	2
Training for a job/learning a trade/career opportunities	5	6	3	4	7	3
No good aspects	2	2	1	1	3	2

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

Table 3.5: (Q44) What are the bad things about your course and experiences at your college/provider/workplace? (mentions of over 3%, by type of provider)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
College difficult/time consuming/difficult to juggle	9	9	19	7	8	5
College too small/poor premises/location	7	7	9	10	4	5
Equipment old/poor access to equipment	5	5	5	5	4	6
Didn't get enough help/attention in class	5	5	5	4	4	4
Travel	4	4	4	4	5	3
Quality of teaching poor	4	4	4	4	2	2
No bad aspects	19	19	14	19	25	35

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

3.2.3 Would you recommend the course at this college/provider/workplace?

- 65 An extremely high number of learners would consider recommending their course at the place of learning they chose. This is the case across all types of provision.

Table 3.6: (Q45) Would you recommend this course at this college/provider/workplace to others? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
% recommending	89	89	63	88	90	94

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

3.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

3.3.1 Attitudes to learning and effects

Demographics and personal circumstances

66 Who gets a buzz from learning?

- Women learners in further education, particularly those over 25 years of age, are most likely to get a buzz from learning. Men over 25 years of age are more likely than younger men to get a buzz, but men on the whole, are less likely to do so than women. (Scores are also higher for socio economic groups A and B).
- Learners with dependents are more likely to be getting a buzz from learning compared with those without (79% compared with 67%).
- Pakistani/Bangladeshi learners are least likely to be getting a buzz (52% compared with 63% overall).

67 The groups who were least likely to be getting a buzz from learning were enjoying the social aspects more. The 16-18 year olds (male and female) were significantly more likely to enjoy learning 'mostly because of the social aspects'. In line with this young/mature divide in attitudes, young people with disabilities (16-18 year olds) were also less likely to be getting a buzz from learning but more likely to be enjoying the social aspect.

Table 3.7: (Q40) Which of the following statements about learning apply to you and the way you feel now? (by demographics and personal circumstances)

Further Education	Age within gender							Disabilities		Dependents	
	Total	Male 16-18	Male 19-24	Male 25 +	Female 16-18	Female 19-24	Female 25 +	No disabilities	With disabilities	No dependents	With dependents
Base: All respondents											
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	9,281	706	8,054	1,946
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	9,103	879	7,231	2,749
	%	%	%	%	%	%	%	%	%	%	%
I enjoy learning and get a buzz from it	70	42	48	79	50	66	83	70	75	67	79
I enjoy learning mostly because of the social aspects	41	60	44	29	62	45	34	41	43	44	33

Table 3.8: (Q40) Which of the following statements about learning apply to you and the way you feel now? (by ethnicity)

Further Education	Ethnic group						
	Total	White	Mixed	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
I enjoy learning and get a buzz from it	63	70	(63)	72	52	70	73
I enjoy learning mostly because of the social aspects	41	40	(51)	55	65	46	52

Note: brackets indicate base size is less than 100 and figures should be treated with caution

- 68 There are some extremely positive signals relating to the effects or impact of learning. Within the further education sector the main points to note are given below.
- Learners of all ages and genders appreciate the greater enthusiasm they have for the subject as a result of the course.
 - 25+ learners (male and female) are less likely to state the relevance that learning has on job skills. This is actually driven by the low score given by the 55+ learners (the statement stayed as relevant to learners up to this age).
 - Over eight in ten 16-18 year olds say that learning has made them feel more confident socially. This decreases with age, but at 45% for the 25+ males and 54% for 25+ females, the proportion agreeing with this statement is not insignificant.
 - Gaining a more structured approach to time and responsibilities produces a similar finding as above. The younger learners feel these effects more than the older learners.
 - It is fair to say that most learners have increased confidence in learning. The proportion of learners agreeing with this statement is extremely high. Overall, 84% of those further education learners agree. (Age or gender does not appear to affect this percentage).

Table 3.9: (Q42a) Effects that the course has had on the respondent (% agreeing, by age and gender)

Further Education	Age within gender						
	Total	Male 16-18	Male 19-24	Male 25 +	Female 16-18	Female 19-24	Female 25 +
Base: All respondents							
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023
Weighted	10,000	1,183	580	1,923	1,313	608	4,393
	%	%	%	%	%	%	%
On balance I have a greater enthusiasm for the subject	85	82	83	87	81	83	87
It has given me the skills I can use in my job	81	88	89	74	88	88	79
I feel more confident socially	61	82	69	45	86	69	54
I feel more confident in my ability to learn	84	87	89	77	87	90	84
More structured approach to managing my time and responsibilities	61	73	72	50	75	74	55

69 Of the ethnic groups, Indian respondents have the highest rate of agreement to all statements. This is more significant in respect of their course making them feel more confident socially, in their increased ability to learn and their more structured approach to time and responsibilities. Age is undoubtedly a driver for this group; a higher proportion are young.

70 It is interesting to note that effects are also high (particularly in improving confidence socially) for Black Caribbean and Black African groups. These are effects typically cited by the younger learners but there is no age bias for this group.

Table 3.10: (Q42a) Effects that the course has had on the respondent (% agreeing, by ethnicity)

Further Education	Ethnic group						
	Total	White	Mixed	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
On balance I have a greater enthusiasm for the subject	85	86	(81)	87	78	77	90
It has given me the skills I can use in my job	81	81	(79)	87	86	92	85
I feel more confident socially	61	60	(63)	89	84	71	86
I feel more confident in my ability to learn	84	84	(83)	93	94	93	87
More structured approach to managing my time and responsibilities	61	60	(64)	78	78	78	82

Note: brackets indicate base size is less than 100 and figures should be treated with caution

- 71 It is interesting to note that learners with negative feelings about education when leaving school were as likely to agree with the statements in table 3.11 as those with positive feelings. It should also be noted that 83% of learners with negative feelings about education were more positive about learning as a result of their course.

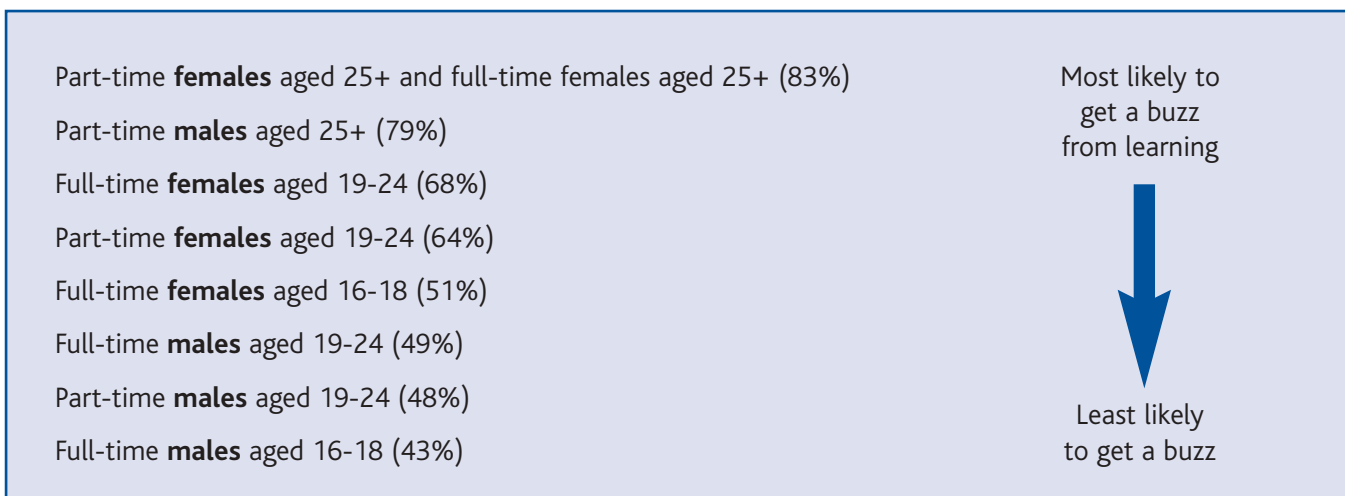
Table 3.11: (Q42a) Effects that the course has had on the respondent (% agreeing, by feelings about education)

Further Education	Feelings when leaving school			
	Total	Positive feelings about education	Negative feelings about education	Indifferent feelings about education
Base: All respondents				
Unweighted	10,000	6,097	1,611	2,150
Weighted	10,000	5,614	1,888	2,304
	%	%	%	%
On balance I have a greater enthusiasm for the subject	85	86	87	84
It has given me the skills I can use in my job	81	81	83	82
I feel more confident socially	61	62	61	60
I feel more confident in my ability to learn	84	83	86	87
More structured approach to managing my time and responsibilities	61	61	63	62
I feel more positive about learning than I did when I started	73	67	83	78

Course/provider variables

- 72 Part-time learners get more of a buzz from learning than full-time learners (77% compared with 53% for full-time learners).
- 73 The next chart shows the 'scale' of enthusiasm for learning, by age, gender and mode of learning. It shows the dominance of the female groups.

Chart 3.1: Scales of learners most likely to get a buzz out of learning in further education



Base: all respondents (10,000)

- 74 Those higher qualified on entry are more likely to be getting a buzz from learning, those less qualified are more inclined to say that they enjoy the social aspects (age is probably also a factor to some extent).
- 75 Sixth form college learners and 16-18 year olds in further education, studying at level 3 or above, have very similar feelings about how well they are learning now.
- 76 Learners across all levels and subject areas show consistent rates of agreement that they have an increased enthusiasm for the subject, increased confidence in their ability to learn and better skills to do their/a job. In respect of skills to do the job, rates are slightly higher for full-time learners and those on vocational courses. There are some interesting points relating to qualification on entry and length of course. Learners qualified to level 2 on entry more readily recognise an increase in social confidence (higher than those at level 1 or 3) as do those on longer courses. The same pattern emerges in relation to management of time and responsibilities.

Table 3.12: (Q42a) Effects that the course has had on the respondent (% agreeing, by level)

Further Education	Qualification level on entry			
	Total	Level 3 or above	Level 2	Level 1
Unweighted	10,000	1,342	6,076	151
Weighted	10,000	1,826	4,493	215
	%	%	%	%
I feel more confident socially	61	48	73	65
More structured approach to managing my time and responsibilities	61	54	68	63

3.3.2 Good things and bad things about the course

Demographics and personal circumstances

- 77 What a learner classes as a good aspect of the course is not dependent on characteristics of the learner. The only difference to point out is that the 65+ and the 55-64 age groups were more likely to mention that they had learnt something new (52% and 47% respectively, compared with the average of 35% and 28% for 16-18 years olds).
- 78 In terms of personal circumstances, learners with disabilities were slightly more likely to mention that they had learnt new skills. Female learners with disabilities were more likely to mention that they had learnt a lot than male learners with disabilities (46% compared with 31%). Demographics and personal circumstances appear to have no influence in determining bad aspects of courses.

Course/provider variables

- 79 Type of course and mode of learning have little influence as factors affecting respondents' identification of good aspects of courses.
- 80 In terms of 'bad' things about the course, those on level 3 courses are slightly more likely to mention that college work is hard/time consuming (15% compared with 6% on level 1 courses).

3.3.3 Would you recommend the course at this college?

81 In the context of demographics, personal circumstances and course/provider variables, recommendation rates rarely vary to below two percentage points below the average. This means that whilst levels of satisfaction will vary (in relation to ethnic groups and age in particular), no groups are particularly pre-disposed or opposed to recommending the course they have done with this provider.

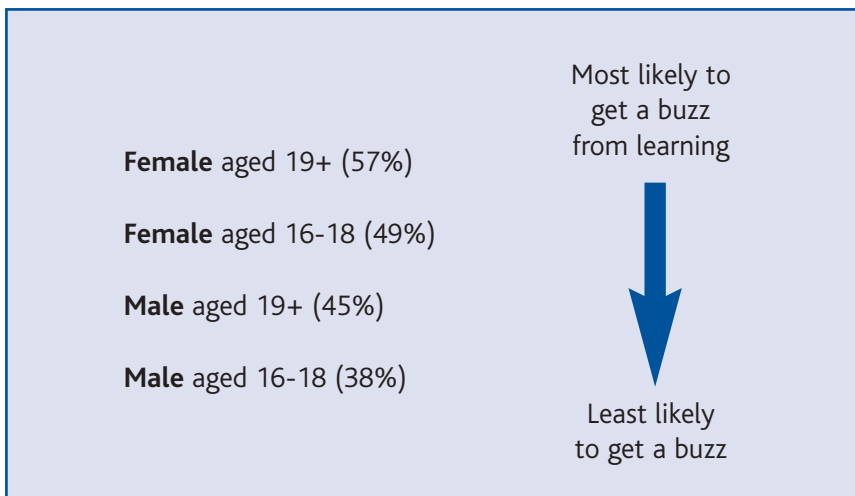
3.4 Work based learning

3.4.1 Attitudes to learning and effects

Demographics and personal circumstances

82 Which groups are getting a buzz from learning? Gender appears to be a factor in determining levels of engagement amongst work based learners.

Chart 3.2: Scales of learners most likely to get a 'buzz out of learning (work based learning)



Base: All respondents

- Trainees without disabilities are more likely to be getting a buzz than those with disabilities (48% compared with 40%).
- Females are less likely to say that they don't really enjoy learning (8% compared with 13% of males).

Table 3.13: (Q40) Which of the following statements about learning apply to you and the way you feel now? (by demographics and personal circumstances)

Work Based Learning	Total	Gender		Age within gender				Disabilities	
		Males	Females	Male 16-18	Male 19+	Female 16-18	Female 19+	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	1,142	880	461	674	337	535	1,927	85
	%	%	%	%	%	%	%	%	%
I enjoy learning and get a buzz from it	48	42	54	38	45	49	57	48	(40)
I don't really enjoy learning	11	13	8	14	12	11	6	10	(20)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

- 83 Many effects of the course on the individual are high. Enthusiasm for the subject and 'providing the skills for a/my job' are responses which are consistent in relation to demographic and personal circumstances.
- 84 The 16-18 years olds are more likely to agree that they have gained more confidence socially (83% agree compared with 70% of the 19+ age group). They are also slightly more confident about learning than when they first started their course (92% compared with 89%).

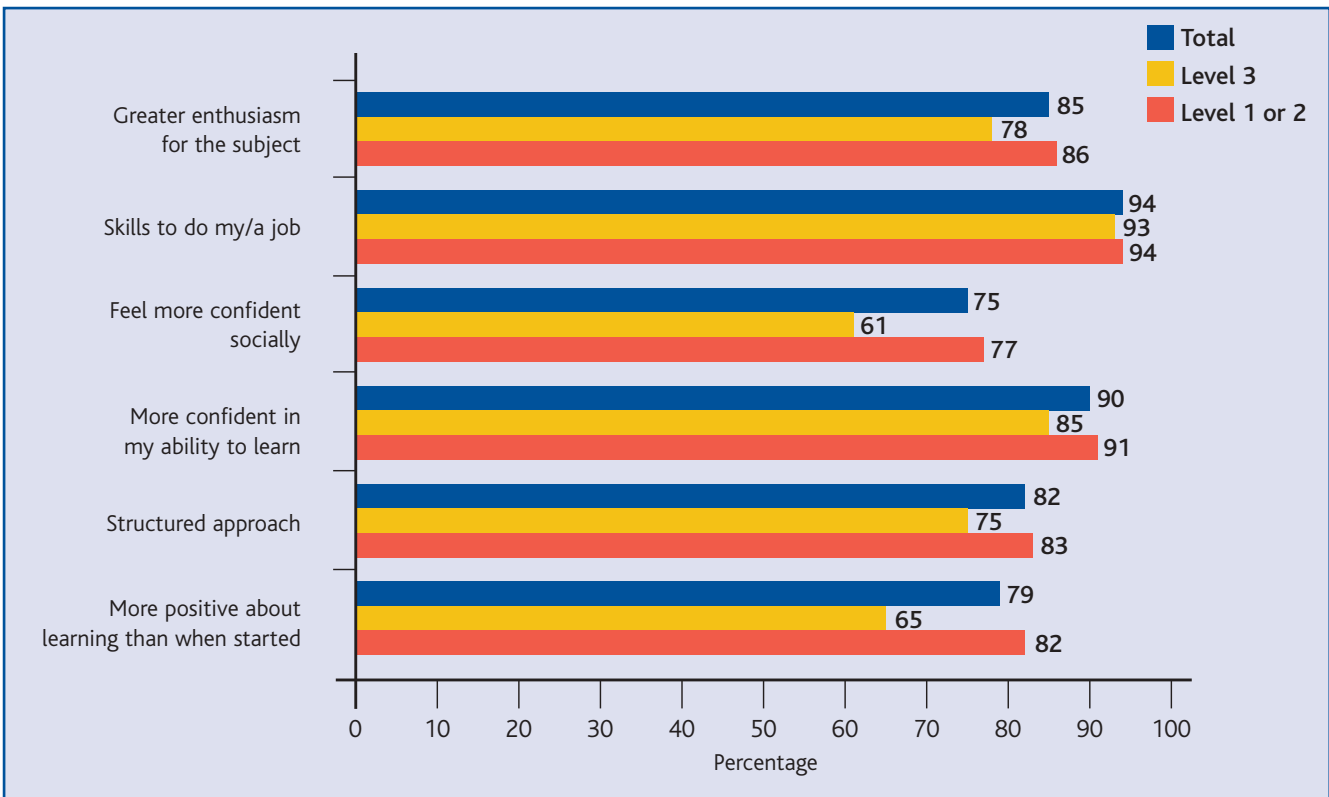
Table 3.14: (Q40) Which of the following statements about learning apply to you and the way you feel now? (by gender and age)

Work Based Learning	Total	Gender		Age within gender			
		Males	Females	Male 16-18	Male 19+	Female 16-18	Female 19+
Base: All respondents							
Unweighted	2,032	1,142	880	461	674	337	535
	%	%	%	%	%	%	%
I feel more confident socially	75	75	76	82	70	84	71
I feel more confident in my ability to learn	90	90	91	93	87	91	91

Course/provider variables

- 85 Learners on hair and beauty courses (perhaps reflecting their higher levels of satisfaction with aspects of teaching) are significantly more likely to say that they get a buzz from learning (64% compared with 48% overall) and/or that they are enjoying the social aspects (59% compared with 48%).
- 86 The way learners feel about learning does not alter with type of provider. However, those whose highest qualification on entry was level 1 or 2 will be more inclined to say that they enjoy the social aspects (50% compared with 36% on level 3) and level 3 learners are more inclined to say that they are getting a buzz from learning (58% compared with 46%).
- 87 It emerges that some of the effects of the learning experience have been greater on those who were qualified to level 1 or 2 on entry than on others.

Chart 3.3: Effects of learning by qualification on entry (work based learning)



Base: all respondents (total 2,032, level 3 or above - 236, level 1 or 2 - 1,528)

3.4.2 Good things and bad things about the course

- 88 Good and bad aspects of the course show no particular pattern in relation to demographic factors, personal circumstances and/or course variables.

3.4.3 Would you recommend the course at this college/provider/workplace?

Demographics and personal circumstances

- 89 Nine out of ten work based learners would recommend to others their course at their college/provider or workplace.
- 90 Whilst differences are not significant, learners with disabilities and learners with dependents would be less likely to recommend. Age and gender appear to have no impact on this indicator.

Table 3.15: (Q45) Would you recommend this course at this college/provider/workplace to anyone looking to achieve the same as you? (by personal circumstances)

Work Based Learning	Disabilities			Dependents	
	Total	No disabilities	With disabilities	No dependents	With dependents
Base: All respondents					
Unweighted	2,032	1,940	88	1,891	141
	%	%	%	%	%
% recommending	90	90	(80)	90	86

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

- 91 Whilst approximately 90% of learners who attend college or their workplace for training would recommend their course to others, this figure is slightly lower for those going to a training provider (85%). Likelihood to recommend to others is consistent across subject areas and levels.

3.5 Accredited adult and community learning

3.5.1 Attitudes to learning and effects

Demographics and personal circumstances

- 92 The older the learner, the more likely they are to be getting a buzz from learning. The 16-18 year olds are least likely to be getting a buzz from learning (59% compared with 89% for the 55+ age group).
- 93 The proportion of respondents enjoying the social side of learning is consistent in relation to age.
- 94 In terms of the effects the course has had, attitudes are consistent in relation to age except that younger learners more readily agree that the course has given them skills to do their/a job and/or made them more confident socially:
 - skills to do their/a job – 87% of 16-18 year olds compared with 52% of those who are 55+;
 - more confident socially – 78% of 16-18 year olds compared with 56% of those who are 55+.

Course/provider variables

- 95 Learners on higher level qualifications were more likely to be getting a buzz out of learning (82% on level 3 compared with 73% on levels 1 or 2) and also more likely to be enjoying the social aspects of provision (53% compared with 42%).

3.5.2 Good things and bad things about the course

- 96 Male and female learners aged 55+ are more likely to mention the fact that they have learnt a lot (45% of 55+ respondents compared with 24% of the 16-24 year olds). Meeting new friends was more important for the 16-18 year olds and the 55+ learners than to the 25-34 or 35-54 year olds. The 55+ learners were much more likely to say that the course had made them feel good/motivated, as if they were going somewhere (16% compared with just 3% of the youngest learners).

3.5.3 Would you recommend the course at this college/provider?

- 97 With only a few percentage points between the various demographic groups or types of course, there is nothing significant to say about the proportions of respondents that recommend their course. At 94%, the rate is much higher than for other groups of learners.

Satisfaction with Teaching/Training

4.1 Introduction

98 This section explores overall levels of satisfaction with teaching and training and also levels of satisfaction with the following indicators:

Relating to the learner	Knowledge and management of teaching/training
1) How well they relate to you as a person 2) Making your subject interesting or enjoyable for you 3) Understanding you and how you like to learn 4) The support they give you, for example in improving your study techniques or time management	1) Knowledge of subject 2) Planning their lessons 3) The quality and availability of teaching materials they use 4) Setting clear targets to help you improve 5) Providing prompt and regular feedback on progress 6) Managing the group of learners

99 The section also explores how motivational feedback is and how much teaching (or contact time) the learners feel is not used effectively and why this is the case.

4.2 Overview

4.2.1 Overall satisfaction with teaching/training

100 The quality of teaching and training is the major contributor to satisfaction and, as can be seen later, to successful completion of courses. It is, therefore, very positive to see that learners rank most aspects of teaching fairly highly, and some, very highly.

- 63% of learners in further education are very/extremely satisfied, 26% are fairly satisfied and 7% dissatisfied with the quality of teaching;
- 59% of people in work based learning are very/extremely satisfied, 31% are fairly satisfied and 6% dissatisfied with the quality of teaching/training.
- 78% of people in accredited adult and community learning are very/extremely satisfied, 16% are fairly satisfied and 3% are dissatisfied with the quality of teaching.

101 Overall levels of satisfaction with the quality of teaching broadly tally with the positive ratings given for the overall learning experience.

- The data for further education colleges, sixth form colleges and other colleges is very similar.
- The proportion of respondents extremely or very satisfied is lower amongst work based learners but the fact that fewer of the respondents in this category actually said that they were dissatisfied pushes the mean score up to the same level as for learners in the further education sector.
- Adult and community learners on accredited courses rate their teachers substantially higher than do other groups of learners (36% said they were extremely satisfied compared with 23% for further education and 18% for work based learning).

Table 4.1: (Q21) Overall, how satisfied are you with the quality of teaching/training at your college/workplace? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Extremely satisfied	23	23	18	22	18	36
Very satisfied	40	39	45	39	41	42
Fairly satisfied	26	26	29	29	31	16
Neither/nor	3	3	3	3	3	3
Fairly/very/extremely dissatisfied	7	8	4	7	6	3
Mean (7 = extremely satisfied)	5.6	5.6	5.7	5.6	5.6	6.0

Note: Don't know not included

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

4.2.2 Relating to the learner

- Overall, just over half (53%) of learners in further education rated teachers 9 out of 10 or 10 out of 10 for 'relating to them as a person'. Between a third and two fifths gave teachers the highest ratings for making the subject interesting, for the support they give and for understanding how they like to learn.
- Teaching in sixth form colleges is less likely to be rated highly for these aspects than teaching in general further education colleges. However, the age of the respondents may well be a factor here. When compared, ratings for sixth form colleges are slightly higher than ratings for 16-18 year olds on level 3 courses in general further education colleges. Specifically,
 - Relate to you as a person (33% of 16-18 year old level 3 learners in general further education colleges awarded teachers 9 out of 10 or 10 out of 10 compared with 40% in sixth form colleges).
 - Making the subject interesting/enjoyable (21% compared with 27%).
 - Understanding how you like to learn (16% compared with 23%).
- Ratings for work based learning are similar to the overall further education figures but are slightly lower for making the subject interesting/enjoyable, where 36% gave trainers 9 out of 10 or 10 out of 10 compared with 42%.
- Accredited adult and community learners were much more likely to award their teachers 9 out of 10 or 10 out of 10 for all factors, making a 15 percentage point difference compared with average figures for further education.

Table 4.2: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect, by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
How well they relate to you as a person	53	54	40	54	51	68
Making your subject interesting or enjoyable for you	42	43	27	46	36	59
Understanding you and how you like to learn	35	36	23	36	36	53
The support they give you, for example in improving your study techniques or time management	37	37	35	39	37	48

Note: Percentages for those rating 9 out of 10 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

4.2.3 Knowledge and management of teaching/training

- Relative to other aspects of teaching, learners generally award their teachers/trainers high ratings for knowledge of their subject.
- Between a third and two fifths of learners in further education or works based learning award teachers/trainers 9 out of 10 or 10 out of 10 for:
 - planning
 - quality and availability of teaching materials
 - setting targets and providing prompt and regular feedback.
- 40% of respondents in further education gave ratings of 9 out of 10 or 10 out of 10 for how teachers manage the group of learners. At 29%, satisfaction is much lower in sixth form college respondents. Age is a driver and, in fact, ratings are lower for 16-18 years olds in general further education colleges on level 3 courses.
- A similar overall rating for management of learning is given by works based learners.
- The proportion of accredited adult and community learners who give the top ratings is much higher for all aspects of teaching than for further education and works based learners.

Table 4.3: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of those giving 9 out of 10 or 10 out of 10 for each aspect, by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Knowledge of subject	67	67	65	68	63	81
Planning their lessons/learning sessions	37	38	33	38	34	53
The quality and availability of teaching materials they use	38	38	37	38	36	52
Setting clear targets to help you improve	36	36	33	34	40	46
Providing prompt and regular feedback on progress	39	39	35	37	38	53
Managing the group of learners	40	40	29	40	37	56

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

102 Learners in socio economic groups D and E appear to be slightly more satisfied than others with target-setting and feedback on progress.

4.2.4 Motivating the learner

- 75% of learners in further education and learners on works based learning thought that the feedback they received on their progress was motivating.
- Whilst only 4% (or below) in each group said that feedback was demotivating, another 20% said that it had no effect either way. If we combine these two scores (the aim of feedback is to motivate a learner) then for a significant minority (22% in further education and 25% in works based learning) feedback is not having the impact it is designed to have.
- With teaching scoring so highly, it is not surprising to see that accredited adult and community learners are more likely to rate feedback as motivating (83%).

Table 4.4: (Q26) In general, how do you feel about the feedback from your teachers/trainers on how you are doing? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Motivating	75	75	75	73	74	83
Demotivating	4	4	4	5	4	3
No effect either way	18	18	20	19	21	13

Note: Don't know and other responses not included

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

4.2.5 Effective use of learning sessions

103 Over half (55%) of the learners in further education and 53% of works based learners thought that all contact time was put to good use. Almost a third (32%) thought that up to a quarter of their lessons were wasted. Another 10% thought that up to a half were ineffective and a small minority said that more than half were ineffective.

104 Many more accredited adult and community learners believe that all their lessons are put to good use (67%).

Table 4.5: (Q23a) Would you say that all of your lessons are put to good use or are some wasted? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
None are wasted	55	56	40	52	53	67
Up to a quarter are wasted	32	31	49	32	32	25
Up to a half are wasted	9	9	8	10	10	4
More than a half are wasted	3	4	2	5	5	3

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

105 The main reasons behind perceptions of 'ineffective' lessons relate to administrative factors ('kept hanging around' and 'staff shortages') and to classroom management (disruption to learning). At least one in ten of the work based learners and learners in further education also mention the fact that classrooms are too large.

Table 4.6: (Q24) What wastes your time the most? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All who feel time is wasted						
Unweighted	5,060	2,637	1,995	353	953	234
Weighted	4,403	3,930	385	72	N/A	N/A
	%	%	%	%	%	%
Just waiting/hanging around/nothing to do	17	16	19	15	14	12
Staff shortages/tutors changing/off work	13	12	18	8	9	9
Students misbehaving/chatting/time wasting	12	12	20	10	9	10
Lack of time to handle volume of students	8	10	10	12	7	7
Teachers repeating themselves	10	10	10	12	10	10
Too much irrelevant stuff	8	8	10	9	6	8
Badly planned/organised	7	7	6	12	6	7
Some of coursework seems pointless	7	7	6	9	8	5
Lack of actual teaching/too much time working alone	4	4	5	3	1	<0.5
Lack of resources/equipment/not right tools	4	4	2	3	4	4
Quality of tutors/not bothered enough to help	3	3	4	3	3	3
Problems teaching many levels together	3	3	2	5	4	5
IT problems/log ins/crashing	3	3	1	1	0	3

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

4.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

4.3.1 Overall satisfaction with teaching/training

Demographics and personal circumstances

106 A total of 89% of learners in further education claimed some degree of satisfaction with teaching overall. Of these, almost a quarter (23%) of all further education students are extremely satisfied with teaching overall and a further 40% were very satisfied. Gender has no influence on this score. The only variables in this section which appear to have some impact are age, disability and ethnicity:

- Younger learners are less likely to give the most positive rating.
- Those with disabilities rate teaching higher than those without disabilities. Within this group, the 19+ learners are more satisfied than 16-18 year olds.
- Mean scores by ethnic group are lowest amongst mixed race and Pakistani/Bangladeshi respondents (though it is important to note that the ethnic minority learners are generally younger and this will have an impact on satisfaction).
- Whilst 16-18 year old white and black learners are less satisfied than the 19+ learners, mean scores are consistently below average for Asian students of all ages.
- The only instance in which gender appears to be a factor is where black female learners rate teaching slightly higher than black males (5.65 compared with 5.38).

Table 4.7: (Q21) Overall, how satisfied are you with the quality of teaching/training at your college/workplace? (by age, gender and personal circumstances)

Further Education	Total	Age within gender						Disabilities	
		Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No disabilities	With disabilities 16-18 years old
Base: All respondents									
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	9,281	706
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	9,103	879
	%	%	%	%	%	%	%	%	%
Extremely satisfied	23	17	20	26	14	20	26	22	30
Very satisfied	40	38	38	38	42	40	40	40	38
Fairly satisfied	26	34	32	24	32	26	23	27	21
Neither/nor	3	4	3	4	4	4	3	3	3
Fairly/very/extremely dissatisfied	7	8	8	6	7	9	7	7	8
Mean (7 = extremely satisfied)	5.6	5.5	5.5	5.7	5.5	5.5	5.7	5.6	5.8

Note: Don't know not included

Table 4.8: (Q21) Overall, how satisfied are you with the quality of teaching/training at your college/workplace? (by ethnicity)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
Extremely satisfied	23	23	(13)	16	14	18	16
Very satisfied	40	40	(35)	34	39	38	50
Fairly satisfied	26	26	(30)	40	32	34	23
Neither/nor	3	3	(12)	3	5	2	6
Fairly/very/extremely dissatisfied	7	7	(9)	5	10	8	7
Mean (7 = extremely satisfied)	5.6	5.7	(5.2)	5.5	5.4	5.5	5.6

Note: Don't know not included

Course/provider variables

107 Satisfaction ratings by course and subject type show extremely little variation, certainly nothing of any significant value.

4.3.2 Relating to the learner

College type

108 The table overleaf compares the ratings of learners in sixth form colleges to 16-18 year old learners on level 3 courses in general further education colleges. The latter rate teaching lower than do the 16-18 year old sixth formers.

Table 4.9: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of those giving 9 out of 10 or 10 out of 10 for each aspect)

Further Education	Provider type		
	All further education	Sixth form college	General further education college 16-18 year olds on level 3
Base: All respondents			
Unweighted	10,000	3,363	3,363
Weighted	10,000	650	644
	%	%	%
How well they relate to you as a person	53	40	33
Making your subject interesting or enjoyable for you	42	27	21
Understanding you and how you like to learn	35	23	17
The support they give you, for example in improving your study techniques or time management	37	35	27

Demographics and personal circumstances

- The data indicate that fewer young (16-18 year old) further education learners rate teachers 9 out of 10 or 10 out of 10 for how they relate to them as a person, making the subject interesting and understanding how they like to learn. The percentages are almost identical between young males and young females meaning that it is an 'age' concentrated issue rather than one of gender. The 19-24 age group also gives below average ratings for these indicators and 25+ learners typically give ratings for teachers that are above average.
- Those with disabilities are much more likely to rate their teachers highly on these aspects than those without disabilities.

109 The support teachers give to learners appears fairly consistent over age and gender. The ratings of those with dependents and/or disabilities are again slightly more positive.

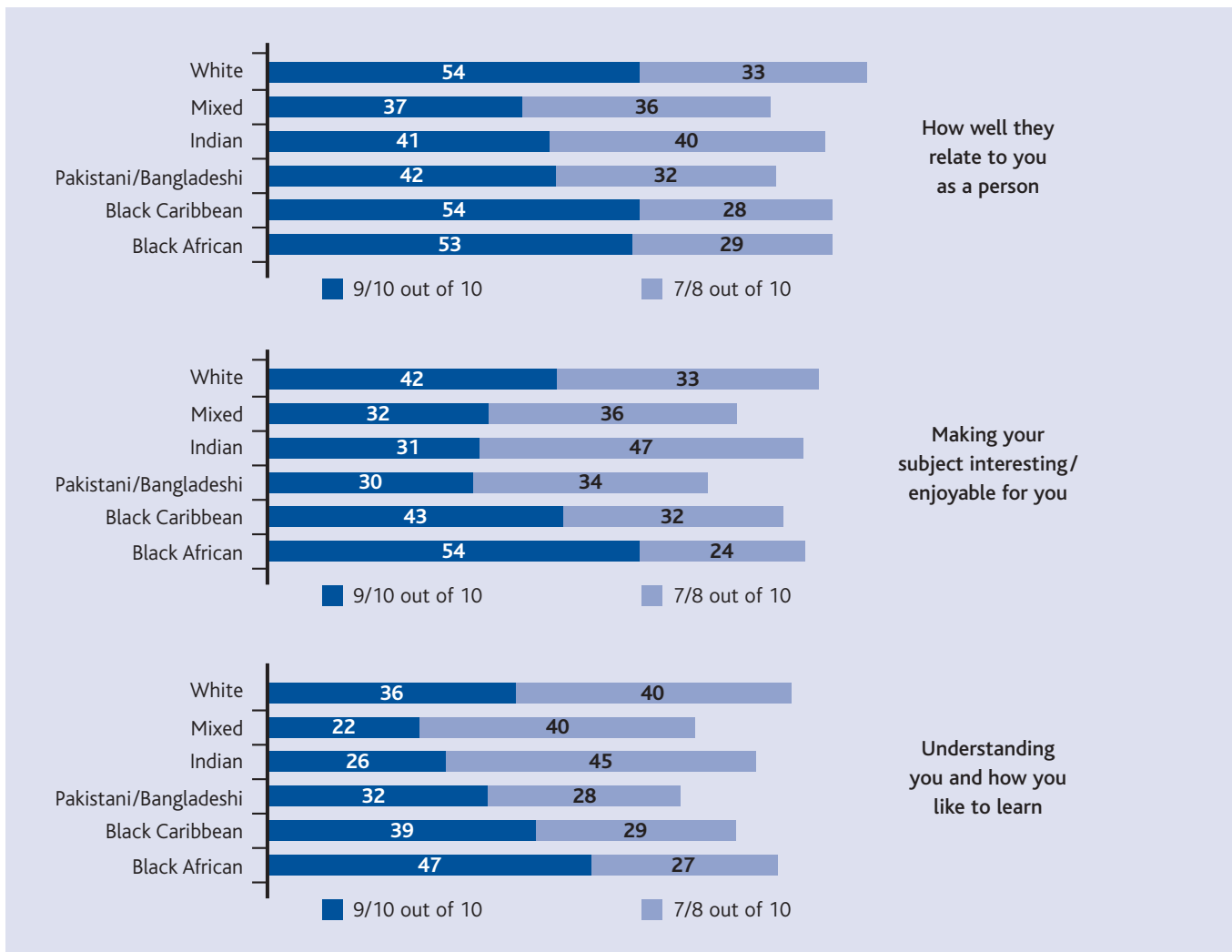
Table 4.10: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents 9 out of 10 or 10 out of 10 for each aspect by age, gender and personal circumstances)

Further Education	Age within gender							Dependents			Disabilities	
	Total	Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	Dependents pre-school	No disabilities	With disabilities
Base: All respondents												
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,054	1,946	583	9,281	706
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	7,231	2,749	845	9,103	879
	%	%	%	%	%	%	%	%	%	%	%	%
Relate to you as a person	53	40	45	55	41	47	61	51	58	54	52	62
Making your subject interesting or enjoyable for you	42	28	31	43	28	36	51	40	47	46	41	51
Understanding you and how you like to learn	35	23	22	36	24	35	44	33	41	40	35	44

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

- 110 In terms of ethnicity, the white respondents are much happier with the way that teachers relate to them and understand them. Black Caribbean and Black African respondents give teachers average ratings. However, the Indian, Pakistani/Bangladeshi and mixed race students display lower levels of satisfaction. In all ethnic groups (including white) the 16-18 year olds force the ratings down. This means that in further education the 'softer' indicators need to be addressed with all young students and particularly with young Asian and mixed race students.
- 111 The lower ratings received from these groups for understanding you and how you like to learn (with under a quarter of 16-18 year olds giving a 9 or 10) highlight the challenges involved in engaging the younger groups of learners, a difficulty which seems to be more common on level 3 courses than on level 2 courses or below.

Chart 4.1: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (charts show percentages awarding 9 out of 10 / 10 out of 10 and 7 out of 10 / 8 out of 10, by ethnicity)



112 The previous sub-section showed that some of the key drivers behind dissatisfaction with provision are linked to age, gender and personal circumstances. When we look at college variables, we find that the lower ratings by types of course, subject and mode of learning are related to the younger learner.

113 For this reason, there are lower ratings for:

- GCE A/AS level courses than for vocational and business/professional courses;
- sciences/mathematics, engineering/technology and manufacturing, business administration and humanities;
- full-time as opposed to part-time provision (part-time learners' ratings are again affected by age. The 16-18 year olds are much less satisfied than older part-time students).

4.3.3 Management of teaching/training

College type

114 Whilst there was less difference by age on the rating of these factors, 16-18 year olds in both sixth form colleges and, to a greater degree, those in general further education colleges were more likely to be dissatisfied with teachers' management of the group of learners (29% of sixth form college learners gave a 9 out of 10 or 10 out of 10 and 19% of 16-18 year olds on level 3 courses in general further education colleges compared with 40% for further education colleges overall).

Table 4.11: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents 9 out of 10 or 10 out of 10 for each aspect)

Further Education	Provider type		
	All Further Education	Sixth form college	General further education college 16-18 year olds on level 3
Base: All respondents			
Unweighted	10,000	3,363	3,363
Weighted	10,000	650	644
	%	%	%
Knowledge of subject	67	65	52
Planning their lessons	37	33	23
The quality and availability of teaching materials they use	38	37	24
Setting clear targets to help you improve	36	33	23
Providing prompt and regular feedback on progress	39	35	26
Managing the group of learners	40	29	19

Demographics and personal circumstances

115 In the section that explored how the teachers and trainers relate to learners, we found that demographic characteristics had an impact on satisfaction. However, this is not so much the case when looking at the management of teaching. This means that although the younger students have reservations about how teachers relate to them, these reservations do not appear to influence their opinions on how the teachers manage their learning (for instance, the materials used, feedback and target-setting).

116 There are only a few significant differences in the data relating to demographics and personal circumstances. Chart 4.2 maps out the areas where problems emerge. Generally, problems relating to management of teaching/training are greatest for the male learners aged 19-24 males and for mixed race and Asian groups.

Chart 4.2: (Q22) Summary of below average ratings by demographic factors (further education)

Indicator	At least 10% less likely to award 9 out of 10 or 10 out of 10
Knowledge of the subject	Mixed race, Indian and Pakistani/Bangladeshi
Planning their lessons	19-24 males Indian and Pakistani/Bangladeshi
Quality and availability of teaching materials	19-24 males
Setting clear targets to help you improve	19-24 males
Providing prompt and regular feedback on progress	19-24 males Mixed race, Indian and Pakistani/Bangladeshi

Course/provider variables

- 117 Table 4.12 shows that the feelings about teachers' knowledge of the subject and the quality of feedback are fairly consistent over type of course and level.
- 118 The proportions of students rating 9 out of 10 or 10 out of 10 for planning, quality and availability of materials and target-setting vary slightly. They are lower than average for GCE A/AS level, GNVQ and NVQ. The GCE A/AS level and GNVQ students are much less likely to award top ratings for 'managing the group of learners' (27% of GCE A/AS level students gave teachers 9 out of 10 or 10 out of 10 compared with the 40% average and 45% for GCSE students). The age of the learner will be playing an important role in this finding because managing the group is inextricably linked to the relationship between teacher and learner.

Table 4.12: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents giving 9 or 10 out of 10 for each aspect by course type/level)

Further Education	Total	Course type						Level of course		
		GCE A/AS Level	GNVQ	NVQ	Access	GCSE	Professional	Level 3 or above	Level 2	Level 1
Base: All respondents										
Unweighted	10,000	3,212	611	1,018	268	303	605	4,223	1,229	456
Weighted	10,000	1,286	513	1,355	337	343	830	2,455	1,447	571
	%	%	%	%	%	%	%	%	%	%
Knowledge of subject	67	61	60	67	72	75	68	63	70	67
Planning their lessons	37	30	31	35	44	46	36	30	39	42
The quality and availability of teaching materials they use	38	30	36	36	38	41	36	32	37	42
Setting clear targets to help you improve	36	28	33	37	38	43	35	30	38	38
Providing prompt and regular feedback on progress	39	32	35	40	43	42	40	34	42	40
Managing the group of learners	40	27	31	40	44	45	39	31	42	39

Note: Percentages for those rating 9 out of 10 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

4.3.4 Motivating the learner

119 Three quarters of further education learners found that feedback was motivating, leaving a quarter for which it was not. This level of motivation appears to be fairly consistent over age, gender and other personal characteristics. The only categories of students who give a below average rating for motivating feedback are:

- male learners aged 16-18 and 19-24 (both at 70% compared with 75% overall)
- mixed race students (67%).

4.3.5 Effective use of learning sessions

120 Just over half the learners in the further education sector feel that none of their teaching hours are wasted. Of the remaining half, just over one in ten (12%) thought that over a quarter of teaching hours are wasted. In line with other data, it is the 16-18 years olds who are most likely to come to this conclusion.

121 When asked why they feel lessons are wasted, the reasons given mainly relate to:

- being left waiting around (17%);
- staff shortages including the cancellation of lessons (13%);
- student disruption (12%);
- boring teaching (10%), teachers going off the point (8%) and pointless coursework (7%).

Demographic and personal circumstances

122 Overall, 55% of learners felt that all lessons were put to good use and 44% disagreed.

123 Following the messages relating to younger learners and some ethnic minority learners, it is no surprise to find that 16-18 year old males and females and mixed race groups were more likely to think that some lessons were wasted (60%, 63% and 49%, respectively compared with the overall average of 44%).

124 The most positive ratings came from those with disabilities (63% said that no lessons were ineffective compared with the 55% overall) and the 25+ age group. Black Caribbean and Black African students were more positive in their response to this question than white respondents and much more positive than other ethnic minorities.

125 Looking at the reasons why lessons are ineffective in relation to demographic factors, there are few points to make except that particular groups are more likely to mention disruption in the classroom:

Chart 4.3: Reasons for ineffective lessons (further education)

Reason	Overall percentage	Groups where reason received a high level of mention
Staff shortages	13%	16-18 females (23%)
Students misbehaving	12%	16-18 males (21%) 16-18 females (18%) Pakistani/Bangladeshi (20%) Black Caribbean (22%)

Course/provider variables

126 The GCE A/AS level learners, closely followed by GNVQ learners are affected the most by ineffective lessons (just 38% and 41% said that no lessons were wasted compared with the average of 55%). The most positive responses came from learners on access courses and GCSE courses in colleges, with at least six out of ten respondents feeling that no time was wasted at all.

Table 4.13: (Q23a) Would you say that all of your lessons are put to good use or that some are wasted? (by course type and level)

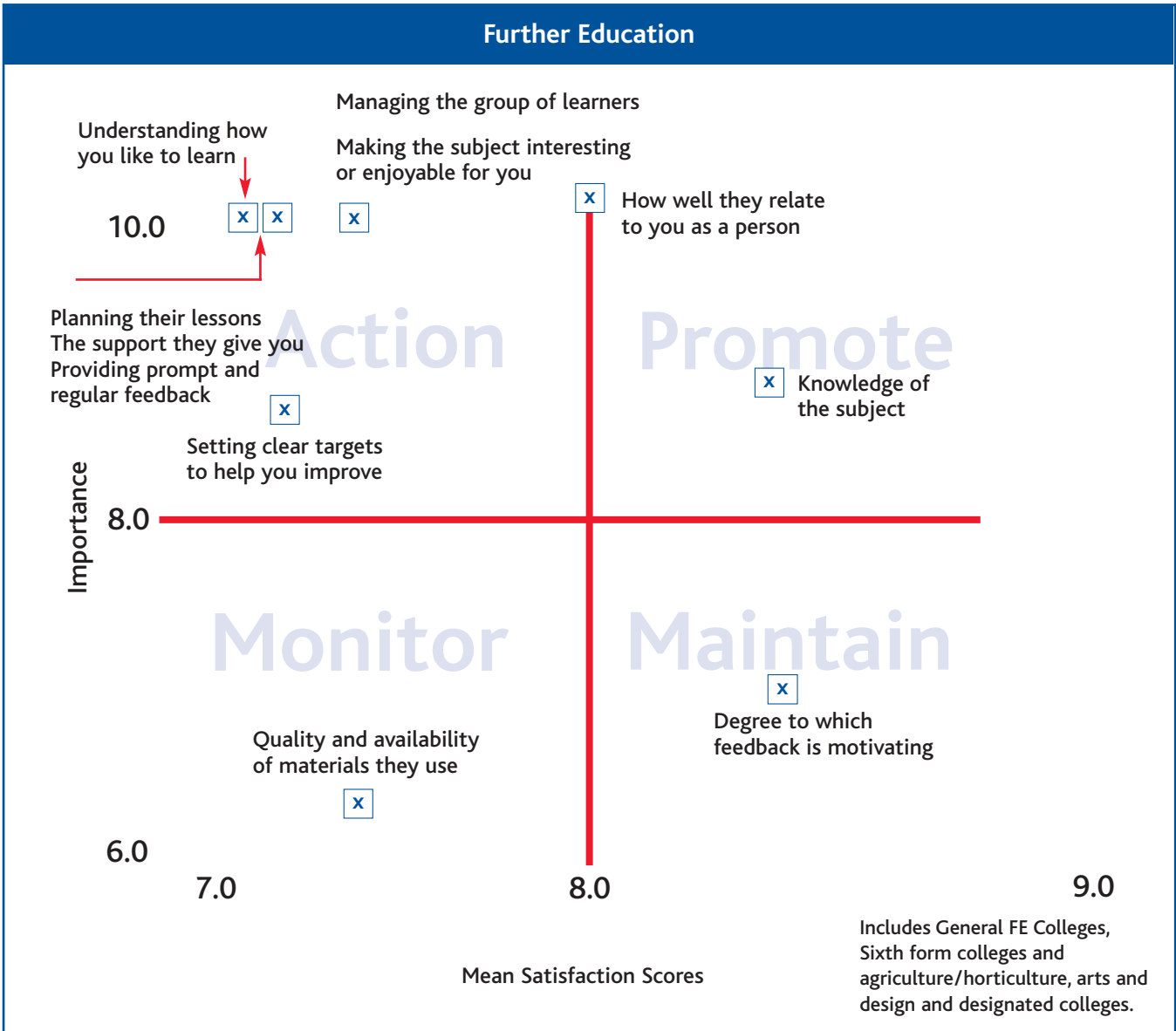
Further Education	Total	Course type						Level of course			Mode	
		GCE A/AS Level	GNVQ	NVQ	Access	GCSE	Professional	Level 3 or above	Level 2	Level 1	Full-time	Part-time
Base: All respondents												
Unweighted	10,000	3,212	611	1,018	268	303	605	4,223	1,229	456	5,393	4,607
Weighted	10,000	1,286	513	1,355	337	343	830	2,455	1,447	571	2,913	7,087
	%	%	%	%	%	%	%	%	%	%	%	%
None are wasted	55	38	41	53	61	64	54	43	54	58	38	61
Up to a quarter are wasted	32	49	38	33	31	22	32	43	32	27	45	26
Up to a half are wasted	9	9	16	9	6	6	8	10	9	10	12	8
More than a half are wasted	3	3	5	5	2	4	4	3	3	4	5	3

The reasons for ineffective lessons appear to be similar across course type and level

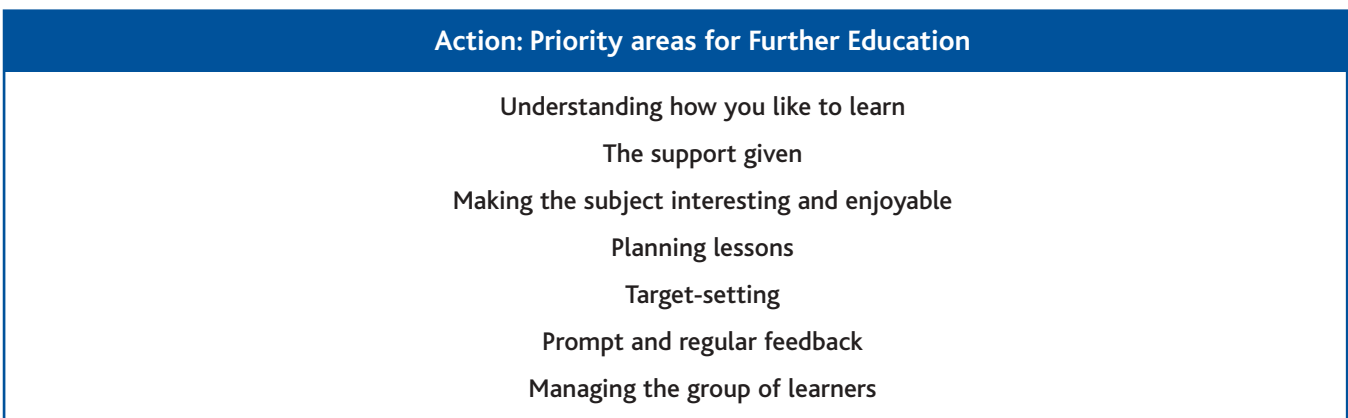
Priorities for action

127 Statistical analysis was used to assess the relative importance of each aspect of teaching in influencing overall levels of satisfaction. Looking at the chart 4.4, those elements which appear in the top left hand quarter of the grid are those given higher priority in that they attract lower performance scores but have a higher impact on levels of satisfaction relative to other elements.

Chart 4.4: Diagram illustrating aspects of teaching most important to learners and their levels of satisfaction with each key aspect.



Note: The axis on the grid is built around the scores given, they do not, therefore, start at zero. There are no mean satisfaction scores below 7 out of ten and no mean importance scores below 6 out of 10



4.4 Work based learning

4.4.1 Overall satisfaction with teaching/training

Demographics and personal circumstances

- 128 Overall, 90% of work based learners were satisfied with teaching/training and, of these, 59% were extremely/very satisfied. The impact that demographics and personal characteristics have on levels of satisfaction with teaching for this type of learner is minor:
- Although the mean score is similar, females are slightly more inclined to be extremely or very satisfied (63% compared with 56% of males).
 - Trainees with disabilities are less satisfied (81% said that they were extremely, very or fairly satisfied compared with 91% of learners without disabilities). This reverses the findings for learners in further education. However, with only 88 work based learners with disabilities in the sample, the data should be treated with some caution.

129 Male learners and learners with disabilities are less satisfied with many of the individual aspects of training.

Course/provider variables

- 130 Ratings for overall satisfaction with trainers vary very little over subjects but there are some signs that learners are happier with training in the workplace than in the college environment (62% were extremely/very satisfied compared with 54%).

4.4.2 Relating to the learner

- 131 Looking at the ratings by provider, learners commenting on training in a college gave lower ratings than to training providers or workplaces, the largest discrepancies relating to the support given and to relating to the learner as a person.

Demographics and personal circumstances

- 132 Whilst there were relatively few gender-related differences in the rating of the quality of teaching in further education, these differences were quite marked amongst work based learners.
- 133 The data indicate that satisfaction with the trainer on 'relationship' type issues is significantly higher for female learners than for male. Female learners are more likely than males to consider the trainer related to them, made the subject interesting, understood how they liked to learn or provided enough support. In short, the quality of the trainer/learner relationship is lower for male learners than it is for female learners.
- 134 Age does not appear to be much of an influence although on some aspects (making the subject interesting and enjoyable and the supportive element) the 19+ male learners give slightly lower ratings than the 16-18 year olds. It was notable that older males (aged 19+) gave the lowest rating of any group for the support provided, and trainees with level 3 entry qualifications were less satisfied on most factors than those with level 1 or 2 entry qualifications.
- 135 Section 4.4.3 shows a similar pattern of dissatisfaction with the administration and management aspects of their training. It is interesting to find that satisfaction at this level of detail varies greatly in relation to gender although overall levels of satisfaction with training do not. The fact that overall ratings are 'flat' indicates that there is quite a high level of tolerance of some weaknesses in teaching/training on the part of male learners.

Table 4.14: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect, by demographic factors and personal circumstances)

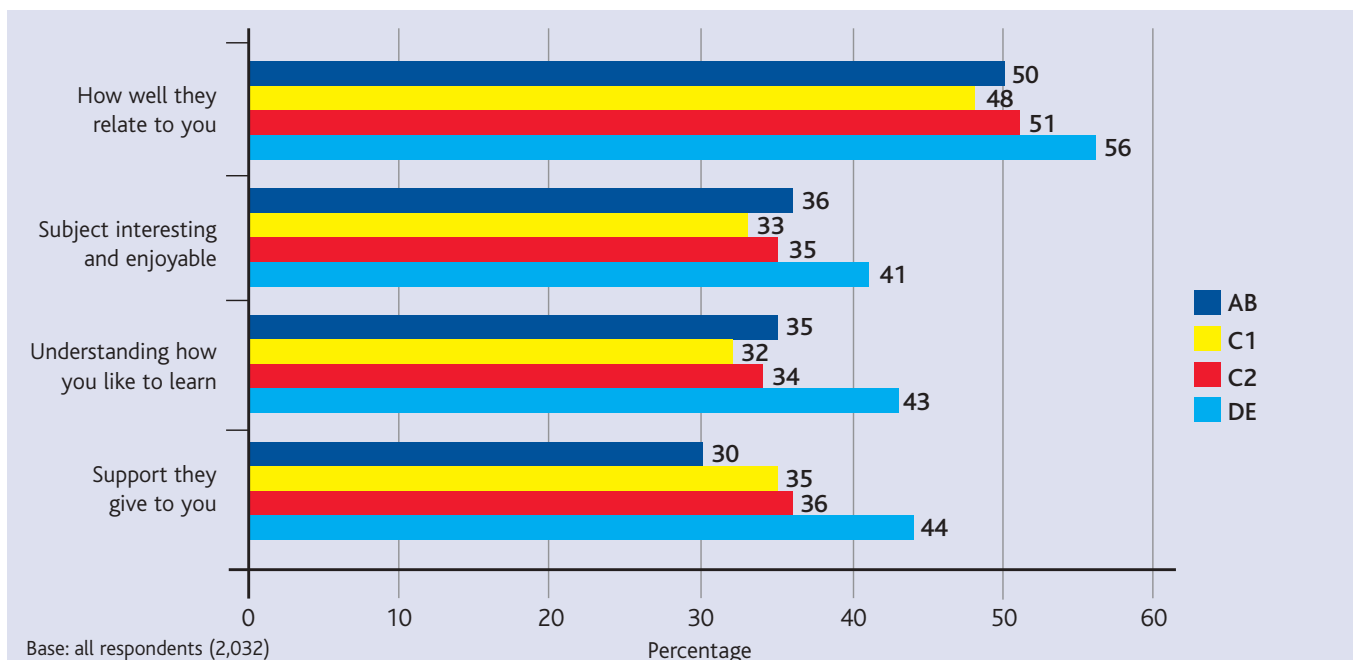
Work Based Learning	Total	Gender		Age within gender				Disabilities	
		Males	Females	Male 16-18	Male 19+	Female 16-18	Female 19+	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	1,146	886	465	678	341	539	1,940	88
	%	%	%	%	%	%	%	%	%
Relate to you as a person	51	46	59	47	45	57	60	51	(52)
Making your subject interesting or enjoyable for you	36	31	42	33	29	44	41	36	(39)
Understanding you and how you like to learn	36	29	45	29	28	42	46	36	(31)
The support they give you	37	32	44	36	30	44	44	38	(38)

Note: Brackets indicate base size is less than 100 and figures should be treated with caution

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

136 Socio-economic group also appears to have an impact on levels of satisfaction with particular aspects of learning. The socio-economic group DE appears to be much more likely to give top ratings (and a higher mean score) than the ABs and C1s.

Chart 4.5: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect, by socio-economic group).



Course/provider variables

137 Generally speaking learners whose highest qualification is at level 1 or 2 are more satisfied with these aspect of training than those at level 3.

138 Table 4.15 shows that learners are slightly less satisfied with how the trainer relates to them if they are attending a college as opposed to being with a training provider or in the workplace.

Table 4.15: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect, by provider)

Work Based Learning	Provider			
	Total	College	Training provider	Workplace
Base: All respondents				
Unweighted	2,032	886	295	1,120
	%	%	%	%
Relate to you as a person	51	44	57	56
Making your subject interesting or enjoyable for you	36	33	38	37
Understanding you and how you like to learn	36	30	36	36
The support they give you	37	32	43	40

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

Hair and beauty and health/social care score highly on all these aspects. Engineering/technology/manufacturing consistently score much lower.

4.4.3 Management of teaching/training

Demographics and personal circumstances

139 Section 4.4.2 showed that the male learners were giving lower ratings to 'relationship' aspects of training than females. This is again the case with work based learners' knowledge of the subject where the ratings were similar for male and female learners. The greatest difference between male and female learners is in their attitudes towards setting clear targets to help them improve (33% of males awarded trainers 9 out of 10 or 10 out of 10 compared with 50% of females) and the provision of prompt and regular feedback (31% compared with 48%).

140 Trainees with disabilities are slightly less inclined to give high ratings for knowledge of the subject, planning, and target-setting, but more likely to give them for prompt and regular feedback.

Table 4.16: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of those 9 out of 10 or 10 out of 10 for each aspect, by demographic factors and personal circumstances)

Work Based Learning	Total	Gender		Age within gender				Disabilities	
		Males	Females	Male 16-18	Male 19 +	Female 16-18	Female 19+	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	1,146	886	465	678	341	539	1,940	88
	%	%	%	%	%	%	%	%	%
Knowledge of the subject	63	62	65	62	61	65	65	63	(56)
Planning their lessons	34	30	40	33	28	45	37	34	(30)
Teaching materials	36	32	40	33	31	42	39	36	(37)
Setting clear targets	40	33	50	37	31	49	50	41	(36)
Prompt/regular feedback	38	31	48	35	29	46	48	38	(42)
Managing group of learners	37	32	43	35	29	40	45	37	(38)

Note: Brackets indicate base size is less than 100 and figures should be treated with caution

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

Finally, the socio-economic group also appears to have an impact on some of the data. Target-setting and the quality of feedback are rated more highly for learners from socio-economic group DE than by those from other groups.

Course/provider variables

141 There is no particular difference between providers in relation to learners' levels of satisfaction with these aspects. The same level of dissatisfaction is found within engineering/technology and manufacturing and the same level of satisfaction on hair/beauty and health/social care courses. Hospitality courses score relatively highly in terms of learners' level of satisfaction.

142 Once again, the factor creating most disparity in levels of satisfaction is how qualified the learner was on entry. Some examples are given below:

- 35% of learners qualified to levels 1 or 2 awarded trainers 9 out of 10 or 10 out of 10 for the planning of learning sessions compared with 28% of those qualified to level 3;
- 37% of learners qualified to levels 1 or 2 compared with 29% for level 3 gave trainers 9 out of 10 or 10 out of 10 for the quality and availability of materials;
- 41% compared with 35% for setting clear targets;
- 39% compared with 32% for prompt and regular feedback.

4.4.4 Motivating the learner

Demographics and personal circumstances

143 Three quarters (74%) of work based learners found that feedback was motivating, leaving a quarter for which it was not. The only categories of learners giving a below average rating for motivating feedback were:

- males in general (particularly those aged 19+);
- learners with disabilities.

Table 4.17: (Q26) In general how do you feel about the feedback on how you are doing from your teachers/trainers? (by demographic factors and personal circumstances)

Work Based Learning	Total	Gender		Age and gender				Disabilities	
		Males	Females	Male 16-18	Male 19+	Female 16-18	Female 19+	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	1,146	886	465	678	341	539	1,940	88
	%	%	%	%	%	%	%	%	%
Motivating	74	70	79	73	68	78	80	75	(59)
Demotivating	4	4	3	5	3	3	4	3	(10)
No effect either way	21	25	17	21	27	19	16	21	(28)

Note: Brackets indicate base size is less than 100 and figures should be treated with caution
 Note: Don't know and other responses not included

Course/provider variables

144 Similar to the findings throughout this section:

- trainees in the workplace and working with training providers were slightly more likely to find feedback motivating (77% and 75% compared with 69% in colleges);
- trainees qualified to levels 1 or 2 were more likely to be motivated by feedback than those qualified to level 3;
- trainees working in hair/beauty and health/social care were most motivated by feedback.

4.4.5 Effective use of training sessions

145 As with further education, just over half of work based learners felt that none of their training hours were wasted. The reasons for wastage are broadly similar except that learner disruption receives most mentions compared with 'being left waiting around' in further education:

- being left waiting around (14%);
- staff shortages, including cancellation of sessions (9%);
- learner disruption (16%);
- boring teaching/training (10%), teachers/trainers going off the point (6%) and pointless coursework (8%).

Demographics and personal circumstances

- 146 Females are more likely than males to say that no learning sessions are unproductive, as are learners with no disabilities compared with learners with disabilities.

Table 4.18: (Q23a) Would you say that all of your training sessions are put to good use or that some are wasted? (by demographic factors and personal circumstances)

Work Based Learning	Total	Gender		Age and gender				Disabilities	
		Males	Females	Male 16-18	Male 19+	Female 16-18	Female 19+	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	1,146	886	465	678	341	539	1,940	88
	%	%	%	%	%	%	%	%	%
None are wasted	53	49	58	50	47	56	59	53	(44)
Up to a quarter are wasted	32	37	27	36	37	26	27	32	(28)
Up to a half are wasted	10	9	10	8	10	11	9	9	(17)
More than a half are wasted	5	5	5	6	4	6	4	5	(10)

Note: Brackets indicate base size is less than 100 and figures should be treated with caution

The reasons given for why training sessions are ineffective are very similar across demographic groups (a fuller account is given in 4.2).

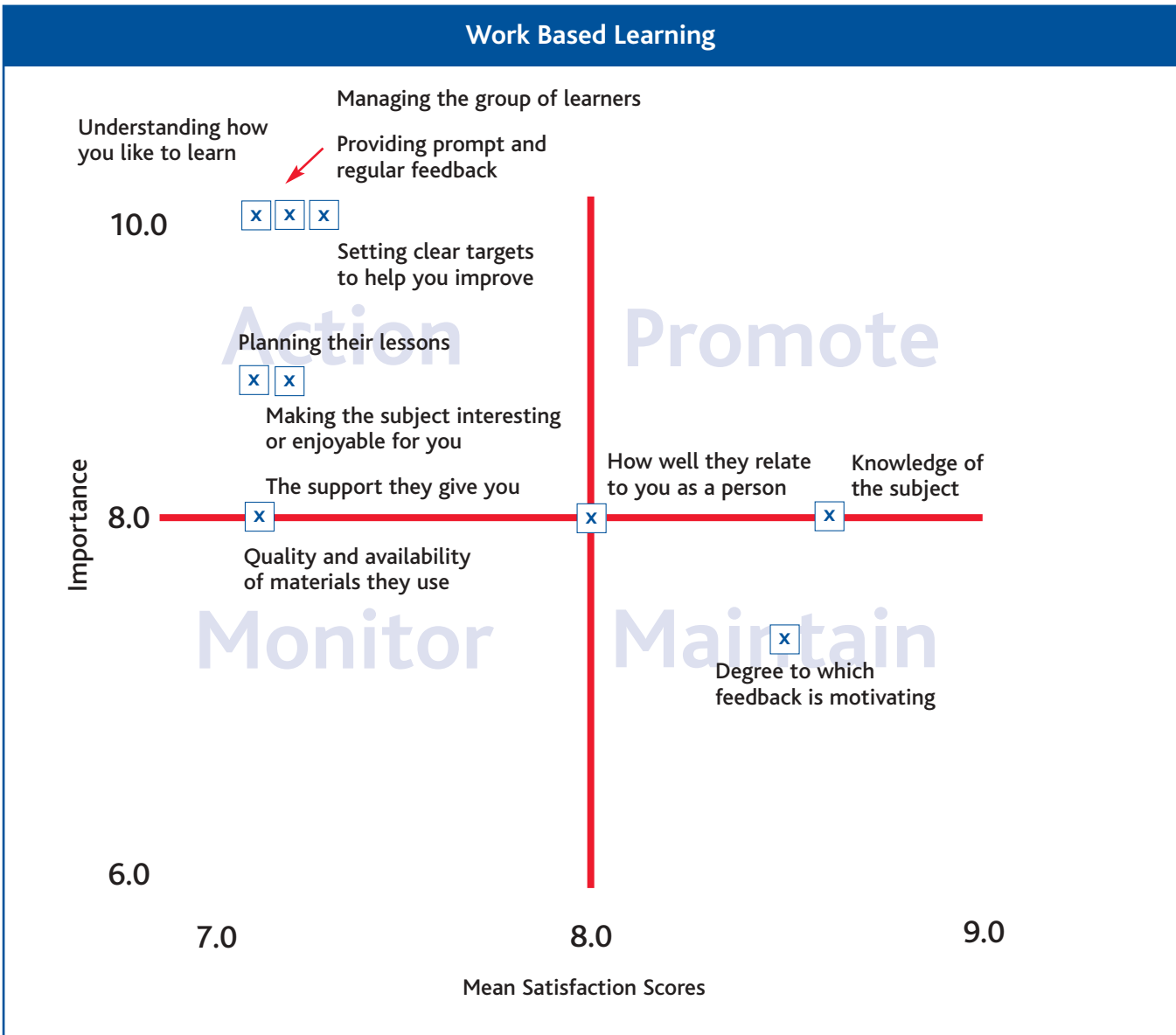
Course/provider variables

- 147 Again, training sessions are perceived to have been ineffective more by those who are higher qualified on entry and those who are training at a college. (46% of those at college said that all were effective compared with 55% of those in the workplace).
- 148 High levels of satisfaction are expressed for particular aspects of training by learners on hair/beauty courses, but just 47% say that all training sessions are effective (a lower figure than average). This means that although more contact time is perceived as ineffective, this factor does not appear to have an impact on the overall levels of satisfaction of these learners.
- 149 Course/provider variables are not significant factors in relation to why sessions had been ineffective.

Priorities for action

- 150 Mapping performance against importance in influencing levels of satisfaction for work based learning, reveals that the action areas are the same as those shown for further education.

Chart 4.6: Diagram illustrating aspects of teaching most important to learners and their levels of satisfaction with each key aspect.



Note: The axis on the grid is built around the scores given, they do not, therefore, start at zero. There are no mean satisfaction scores below 7 out of ten and no mean importance scores below 6 out of 10

Action: Priority areas for Work Based Learning
Understanding how you like to learn
The support given
Making the subject interesting and enjoyable
Target-setting
Prompt and regular feedback
Managing the group of learners

4.5 Accredited adult and community learning

151 In this sector we identified very few problems. All ratings are high. The aspect rated lowest for accredited adult and community learning was the setting of clear targets. Relatively few feel that any teaching hours are wasted (32%), although clearly this is still an issue for these learners. Hours that are non-effective are most likely to be linked to a lack of time with the tutor.

4.5.1 Overall satisfaction with teaching/training

Demographics and personal circumstances

152 Overall levels of satisfaction are not greatly affected by demographic factors. Having dependents or disabilities appears to have no significant impact, nor do working hours outside the course. However, table 4.19 indicates that male learners are slightly less satisfied than females learners, particularly young men who had positive feelings about education when they left school.

Table 4.19: (Q21) Overall, how satisfied are you with the quality of teaching/training at your college/workplace? (by demographics and feelings about education)

Accredited Adult and Community Learning	Total	Gender		Age within female			Feelings about education	
		Male	Female	Female <35	Female 35-54	Female 55+	Positive about education male	Positive about education female
Base: All respondents								
Unweighted	723	192	531	166	236	127	102	305
	%	%	%	%	%	%	%	%
Extremely satisfied	36	31	37	31	41	39	25	38
Very satisfied	42	38	43	51	39	39	43	42
Fairly satisfied	16	23	14	11	15	17	23	14
Neither/nor	3	4	2	3	2	2	4	2
Fairly/very/extremely dissatisfied	3	4	2	4	3	3	5	4
Mean (7 = extremely satisfied)	6.0	5.8	6.1	6.0	6.1	6.1	5.8	6.0

Note: Don't know not included. Age for males is not included because of the low base numbers

Course/provider variables

153 Overall satisfaction with teaching is lower for learners studying sciences/mathematics/business and industrial subjects (a mean score of 5.7 compared with the 6.0 average).

4.5.2 Relating to the learner

Demographics and personal circumstances

154 Female learners rate teachers higher than males on how teachers relate to them as learners. Younger men are much less inclined to give top ratings compared with men who are 55+. Whilst the younger female learners are also less disposed than their older counterparts to rate their teachers highly, the differences are not so significant.

Table 4.20: (Q22) How would you rate the teachers on the following aspects of teaching? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect, by demographic factors)

Accredited Adult and Community Learning	Total	Gender		Age within female		
		Males	Females	Female <35	Female 35-54	Female 55+
Base: All respondents						
Unweighted	720	191	529	166	236	177
	%	%	%	%	%	%
Relate to you as a person	68	61	70	64	71	76
Making your subject interesting or enjoyable for you	59	52	61	54	61	71
Understanding you and how you like to learn	53	43	57	52	57	64
The support they give you	48	36	52	51	54	51

Note: Percentages for those rating 9 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances. Age for males is not included because of low base numbers

Course/provider variables

155 Satisfaction levels are generally lower for learners on level 3 courses, and courses in the sciences, mathematics and business/industry and/or those who are studying full-time. (Full-time learners are in a minority for this group). Table 4.21 shows the detail for course subject.

Table 4.21: (Q22) How would you rate the teachers on the following aspects of teaching? (% of respondents 9 out of 10 or 10 out of 10 for each aspect, by subject)

Accredited Adult and Community Learning					
	Total	Sciences/maths/ business and industrial	ICT	Retail/services/ health and social care	Arts/media/ humanities and English and comms
Base: All respondents					
Unweighted	720	135	259	107	259
	%	%	%	%	%
Relate to you as a person	68	59	71	65	71
Making your subject interesting or enjoyable for you	59	45	61	57	63
Understanding you and how you like to learn	53	44	57	50	55
The support they give you	48	48	49	50	49

Note: Percentages for those rating 9 out of 10 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances

4.5.3 Management of teaching

Demographics and personal circumstances

- 156 Female learners on accredited courses will be more likely to award teachers the highest ratings. The difference between male and female learners' attitudes is most pronounced in the ratings they give for planning lessons and managing groups of learners.

Table 4.22: (Q22) How would you rate the teachers/trainers on the following aspects of teaching/training? (% of respondents 9 out of 10 or 10 out of 10 for each aspect, by demographic factors)

Accredited Adult and Community Learning	Gender			Age within gender		
	Total	Males	Females	Female <35	Female 35-54	Female 55+
Base: All respondents						
Unweighted	720	191	529	166	236	177
	%	%	%	%	%	%
Knowledge of the subject	81	76	82	82	84	79
Planning their lessons	53	43	56	54	57	57
Teaching materials	52	45	55	50	54	62
Setting clear targets	46	39	49	48	49	50
Prompt/regular feedback	53	46	55	53	58	53
Managing group of learners	56	48	60	54	61	64

Note: Percentages for those rating 9 out of 10 or 10 out of 10 are based on those rating. This means that the base will be slightly lower than that given on the table in some instances. Age for males is not included because of the low base numbers

Course/provider variables

157 Those on higher level courses display lower levels of satisfaction in relation to these indicators. There is some variance between courses and subjects over scores for how well teachers related to learners but type of course and subject are only significant in relation to how the teacher manages the group of learners. Just 47% of those on sciences/mathematics and business/industrial courses rated their teacher a 9 out of 10 compared with 62% on retail/services and health and social care and 61% on arts/media/humanities and English/communications courses.

4.5.4 Motivating the learner

Demographics and personal circumstances

158 Just over eight in ten (83%) of learners on accredited adult and community learning courses said that feedback was motivating. The age of learners is a factor, but not particularly gender. Three quarters (76%) of those aged 16-24 said that feedback was motivating compared with 85% of 55+ learners.

4.5.5 Effective use of learning sessions

Demographic and personal circumstances

159 Whilst seven in ten (70%) female learners on accredited adult and community learning courses say that no lessons are wasted, just 58% of the men say the same. Male learners under 35 are the least satisfied and this is playing a major factor in driving down the percentage as a whole.

Table 4.23: (Q23a) Would you say that all of your lessons are put to good use or that some are wasted? (by demographic factors)

Accredited Adult and Community Learning	Total	Gender		Age within gender		
		Males	Females	Female <35	Female 35-54	Female 55+
Base: All respondents						
Unweighted	720	191	529	166	236	177
	%	%	%	%	%	%
None are wasted	67	58	70	68	72	69
Up to a quarter are wasted	25	32	22	24	22	20
Up to a half are wasted	4	7	3	2	3	5
More than a half are wasted	3	3	4	4	3	5

Note: Age within males is not included due to low base numbers

Course/provider variables

160 Course and subject has little influence on learners' views about how many lessons are wasted. However, learners on level 3 or above courses are more likely to say that some are ineffective (45% on level 3 or above compared with 35% on level 2).

Choice of Course

5.1 Introduction

161 Learners were asked questions relating to their choice of subject and provider. The aim of these questions was to ascertain why learners chose their course, whether or not they thought they had chosen the most suitable course, how satisfied they were with the information they were given when making their choices, and if their course had met their expectations.

5.2 Overview

5.2.1 Course choice

162 Choice of course is an important factor in determining learners' levels of satisfaction and, correspondingly, in determining the likelihood of them leaving the course early. Motivations behind choosing a particular subject/course vary principally by age, but there are also some interesting differences relating to gender and ethnicity.

163 Learners gave specific reasons when asked why they chose their particular course of study/training. The main reason for all types of learners, other than work based learners, was 'for my own personal interest'. Table 5.1 shows how the balance between personal interest and career motivation shifts for learners in further education and in work based learning.

Table 5.1: (Q10) Why did you choose this particular course of study/training? (mentions of over 5%, by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
For my own personal interest	42	42	49	50	28	43
Fitted in with my career plans/it was relevant to my job	38	38	39	37	52	28
To gain qualifications	27	27	34	22	29	21
Learn/advance my skills and knowledge in this area	24	24	16	22	24	31
I like the subject	11	11	21	13	9	11
Suggested by employer	3	3	1	2	12	0
Required by my employer	3	3	1	1	7	0
To meet other people/to make new friends	1	1	1	1	2	0

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

5.2.2 Do you feel you chose the most suitable course?

164 The majority of students felt that they had chosen the most suitable course. The average for further education was 91%, increasing to 96% for learners on accredited adult and community courses. Those at sixth form colleges are the least likely to be satisfied with their choice of course. The same proportion (88%) of 16-18 year olds in further education colleges on level 3 courses were satisfied with the courses they had chosen.

Table 5.2: (Q15b) Did NOT choose the most suitable course (by type of provision)

	Provision type					
	All further education	General further education College	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Did not choose most suitable course	9	8	12	9	7	4

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

5.2.3 Match to expectations

165 Respondents were asked how closely the course had met their expectations. There was a very positive response to this question, as can be seen in table 5.3. Almost all respondents said either very closely or quite closely. Those at general further education colleges, including agricultural colleges and art and design colleges and those on accredited adult and community learning provision were more likely to say their expectations had been met very closely. Students at sixth form colleges and work based learners were the most likely to say that their expectations were met quite closely, rather than very closely.

Table 5.3: (Q36) How closely the course met expectations (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Very closely	44	45	33	50	37	60
Quite closely	40	39	56	34	45	28
Not very closely	7	8	6	9	6	4
Not at all closely	3	3	2	3	3	2
Too early to say	5	5	3	4	9	5

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

Further education

166 There are interesting differences between certain groups of learners in their motives for choosing a particular course.

- Ethnic minority students were generally more likely to cite career-related/self-development objectives than white students.
- People with disabilities were more likely to cite personal interest factors and correspondingly less likely to mention career-related motivations.
- Those studying for GCE A/AS levels were more likely than average to be motivated by personal interest, and those studying GCSE by the desire to gain qualifications.

167 Nine out of ten further education students felt they had chosen the right course and a similar proportion were satisfied with the information they had been given about the course. There were relatively few significant differences relating to demographic factors or types of course except that early leavers and those that had seriously thought about leaving were least likely to agree that they had chosen the right course.

168 Sixteen to eighteen year olds and those studying GCE A/AS levels are the most likely to feel they have chosen the wrong course but it must be stressed that this is only at the margin. Mixed race learners stand out as being twice as likely as other students to feel they have chosen the wrong course and to be dissatisfied with information provided, but the size of the sample is small, so these results need to be treated with caution.

Work based learning

169 The group which most stands out amongst work based learners are female learners aged 19 or over. They are less likely to talk in terms of personal interest/liking for the subject and more likely than average to mention career-related and qualification-related motives for choosing a course. Along with 19+ male learners, they are also twice as likely as their younger counterparts to mention that the course had been suggested by their employer.

170 Counter to the findings for further education, work based learners from ethnic minorities were more likely than average to be motivated by personal interest in choosing their training.

Accredited adult and community learning

- 171 The high levels of personal motivation expressed by this group are matched by the very high proportions feeling that they have chosen the right course (96%) and that they have had sufficient information on courses. Ratings are very high. The only groups where this is less likely to be the case are the younger learners and male learners generally.

5.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

5.3.1 Course choice

Demographics and personal circumstances

- 172 As can be seen in the table 5.4, young males and females are more likely to have chosen their course for personal interest or because they like the subject, whilst older learners are more likely to want to advance their skills and knowledge in the area.
- 173 Learners with disabilities are more likely to have chosen the course because of personal interest, and much less likely for jobs or careers.
- 174 Full-time and part-time learners differ somewhat on their reasons for choosing their course, as seen below:
- for my own personal interest (48% full-time, 40% part-time);
 - fitted in with my career plans/it was relevant to my job (43% full-time, 36% part-time);
 - to gain qualifications (31% full-time, 26% part-time);
 - learn/advance my skills and knowledge in this area (15% full-time, 27% part-time); and
 - I like the subject (18% full-time, 9% part-time).

Table 5.4: (Q10) Why did you choose this particular course of study/training? (mentions of over 5%)

Further Education	Age within gender and personal circumstances											
	Total	Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	Dependents pre-school	No disabilities	With disabilities
Base: All respondents												
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,054	1,946	583	9,281	706
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	7,231	2,769	845	9,103	879
	%	%	%	%	%	%	%	%	%	%	%	%
For my own personal interest	42	49	37	43	48	36	40	46	34	31	42	49
Fitted in with my career plans/ it was relevant to my job	38	40	43	33	46	51	36	36	43	44	40	25
To gain qualifications	27	29	33	25	30	34	26	27	30	34	28	25
Learn/advance my skills and knowledge in this area	24	15	18	30	12	17	28	23	25	22	23	29
I like the subject	11	20	9	8	18	12	9	13	8	8	11	11

175 Pakistani and Bangladeshi students were the least likely to have chosen their course for their own personal interest, and more likely than other groups to have chosen it for career reasons, to gain qualifications or to advance their knowledge and skills.

Table 5.5: (Q10) Why did you choose this particular course of study/training? (by ethnic group)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
For my own personal interest	42	42	(46)	39	34	39	51
Fitted in with my career plans/ it was relevant to my job	38	38	(31)	35	47	43	44
To gain qualifications	27	27	(36)	34	36	31	27
Learn/advance my skills and knowledge in this area	24	23	(19)	30	33	30	25
I like the subject	11	11	(18)	14	12	8	11

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

176 Respondents studying different types of course often had different reasons for choosing that course, as can be seen in table 5.6. Those on GCE A/AS level courses are most likely to have chosen their course because of personal interest or because they like the subject. Those on NVQs and professional courses chose their course because it fitted in with their career plans/was relevant to their jobs. GCSE students chose their course to gain qualifications, or for their own personal interest.

Table 5.6: (Q10) Why did you choose this particular course of study/training? (by type of course and level)

Further Education	Total	Course type						Course level		
		GCE A/AS level	GNVQ	NVQ	Access	GCSE	Professional	Level 3 or above	Level 2	Level 1
Base: All respondents										
Unweighted	10,000	3,212	611	1,018	268	303	605	4,223	1,229	456
Weighted	10,000	1,291	516	1,381	341	357	848	2,455	1,447	571
	%	%	%	%	%	%	%	%	%	%
For my own personal interest	42	50	45	36	39	49	32	44	42	46
Fitted in with my career plans/it was relevant to my job	38	37	43	50	33	23	50	45	41	33
To gain qualifications	27	34	26	28	36	40	34	33	31	28
Learn/advance my skills and knowledge in this area	24	14	19	18	24	17	21	17	17	21
I like the subject	11	21	14	9	7	8	10	15	10	11

177 Students in some subjects cited personal interest as a reason for doing their course. As can be seen in chart 5.1, those studying agriculture/horticulture, hairdressing/beauty therapy or arts/media are at least 10% more likely to have chosen their course for this reason. Respondents studying construction, engineering, business administration and health/social care courses are most likely to have said that it fitted in with their career plans or was relevant to their job.

Chart 5.1: (Q10) Reasons for choice of course by subject (further education)

Indicator	At least 10% percentage points more likely to have said as reason for course choice
For my own personal interest	Agriculture/horticulture, Hairdressing/beauty therapy, Arts/media
Fitted in with my career plans/it was relevant to my job	Construction, Engineering/technology/manufacturing, Business administration, Health and social care
To gain qualifications	Sciences/mathematics

5.3.2 Do you feel you chose the most suitable course?

Demographics and personal circumstances

178 It is difficult to differentiate the 9% of respondents who do not feel that they chose the right course from others. There are very few differences large enough to be statistically significant. The only differences that are noteworthy, albeit marginal, are given below.

- 16-18 year olds were more likely to have thought they had chosen the wrong course (12% compared with the average of 9%), whilst those aged 25+ were less likely (7% compared with 9%).
- Learners with disabilities are less likely to have felt they chose the wrong course (6% compared with 9%), particularly male learners with disabilities, where 4% thought they were on the wrong course.
- Mixed race learners were more likely than any other learners to feel they had not chosen the right course (20%), whilst only 4% of Black Caribbean learners felt this way.

179 Ethnicity is the only factor that appears to have a significant impact on levels of satisfaction with the information given on courses. Mixed race learners are the least satisfied group, followed by Pakistani and Bangladeshi learners. Indian learners are the most satisfied with the course information provided.

Table 5.7 (Q15c) Not satisfied that the information given enabled the right choice of course (by ethnic group)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
Not satisfied that the information given enabled the right choice of course	9	9	(15)	6	13	9	9

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

180 There are not many significant differences between types of colleges and courses. The only figures which stand out are for early leavers, 29% of whom did not think they had chosen the right course, and for those who are still studying but have thought of leaving, 16% of whom did not think they had chosen the right course. It is also noticeable that those doing vocational courses are the least likely to feel they have chosen the wrong course, whilst those studying for GCE A/AS level are the most likely.

181 Only 9% of further education learners were not satisfied that the information they were given enabled them to make the right choice of course.

5.3.3 Match to expectations

Demographics and personal circumstances

182 Those aged 25+ gave a higher rating than 16-18 year olds to satisfaction that their course matched their expectations.

Table 5.8: (Q36) How closely the course met expectations? (by demographics and personal circumstances)

Further Education	Age within gender and personal circumstances											
	Total	Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	Dependents pre-school	No disabilities	With disabilities
Base: All respondents												
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,054	1,946	583	9,281	706
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	7,231	2,769	845	9,103	879
	%	%	%	%	%	%	%	%	%	%	%	%
Very closely	44	28	34	53	28	42	51	42	48	47	44	46
Quite closely	40	53	50	31	54	41	34	41	36	37	40	33
Not very closely	7	9	7	7	9	8	7	7	8	8	8	7
Not at all closely	3	2	4	3	3	4	3	3	2	2	3	4
Too early to say	5	7	5	5	5	5	4	5	5	5	5	7

183 Mixed race, Indian and Pakistani/Bangladeshi learners are among the least likely to say there has been a very close match.

Table 5.9: (Q36) How closely the course met expectations (by ethnic group)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
Very closely	44	45	(21)	32	29	45	50
Quite closely	40	40	(52)	47	46	31	29
Not very closely	7	7	(15)	5	10	11	6
Not at all closely	3	3	(2)	2	3	6	1
Too early to say	5	5	(10)	13	9	7	14

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

184 Type and level of course are also related to how closely the course has met the learner's expectations. Those on access courses are most likely to say that the course closely met their expectations, whilst those on GCE A/AS levels are the least likely.

Table 5.10: (Q36) How closely the course met expectations (by type of course and level)

Further Education	Total	Course type						Level of course		
		GCE A/AS level	GNVQ	NVQ	Access	GCSE	Professional	Level 3 or above	Level 2	Level 1
Base: All respondents										
Unweighted	10,000	3,212	611	1,018	268	303	605	4,223	1,229	456
Weighted	10,000	1,291	516	1,381	341	357	848	2,455	1,447	571
	%	%	%	%	%	%	%	%	%	%
Very closely	44	30	31	42	56	43	48	35	43	44
Quite closely	40	56	45	39	27	37	36	50	39	33
Not very closely	7	8	9	8	4	10	7	8	8	6
Not at all closely	3	2	5	3	5	4	3	2	3	6
Too early to say	5	4	9	8	7	4	4	4	6	9

5.4 Work based learning

5.4.1 Course choice

Demographics and personal circumstances

185 Work based learners usually put career reasons before personal reasons when choosing a course. Females aged 19+ were most likely to say that they chose the course because it fitted in with their career plans/it was relevant to their job. This group was also more likely than others to have chosen the course to gain qualifications.

Table 5.11: (Q10) Why did you choose this particular course of study/training? (by demographics and personal circumstances, mentions of over 5%)

Work Based Learning	Age within gender and personal circumstances								
	Total	Male 16-18	Male 19+	Female 16-18	Female 19+	No dependents	With dependents	No disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	465	678	341	539	1,891	141	1,940	88
	%	%	%	%	%	%	%	%	%
Fitted in with my career plans/it was relevant to my job	52	46	51	48	60	52	50	52	(41)
To gain qualifications	29	25	26	27	37	28	36	29	(24)
For my own personal interest	28	32	27	32	22	28	28	27	(34)
Learn/advance my skills and knowledge in this area	12	11	10	16	13	12	18	12	(13)
Suggested by employer	12	7	14	7	16	12	8	12	(8)
I like the subject	9	13	8	8	6	9	6	9	(13)
Required by my employer	7	6	8	4	7	6	10	7	(8)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

186 Ethnic minority learners were more likely than white learners to have chosen their course for their own interest or to advance their skills and knowledge.

Table 5.12: (Q10) Why did you choose this particular course of study/training? (by ethnic group)

Work Based Learning	Ethnic group		
	Total	White	Ethnic minority
Base: All respondents			
Unweighted	2,032	1,882	137
	%	%	%
Fitted in with my career plans/it was relevant to my job	52	52	41
To gain qualifications	29	29	27
For my own personal interest	28	27	41
Learn/advance my skills and knowledge in this area	12	12	18
Suggested by employer	12	12	5
I like the subject	9	9	12
Required by my employer	7	7	3

Course/provider variables

187 The level of course the respondent was taking did not make large differences to why they chose the course, but those studying level 1 courses were less likely to have taken the course because it fitted in with career plans or was relevant to their job than the others. This group was also much more likely to have chosen their course out of personal interest.

Table 5.13: (Q10) Why did you choose this particular course of study/training? (by type of course and level)

Work Based Learning	Level of course			
	Total	Level 3 or above	Level 2	Level 1
Base: All respondents				
Unweighted	2,032	658	883	164
	%	%	%	%
Fitted in with my career plans/it was relevant to my job	52	55	52	41
To gain qualifications	29	31	28	21
For my own personal interest	28	26	28	39
Learn/advance my skills and knowledge in this area	12	13	11	13
Suggested by employer	12	14	11	10
I like the subject	9	7	10	10
Required by my employer	7	7	7	5

188 There are no statistically significant links between areas of training and the reasons why work based learners chose their courses.

5.4.2 Do you feel you chose the most suitable course?

189 As with further education, it is difficult to differentiate the 7% of work based learners who felt that they had not chosen the most suitable course. This feeling was marginally more likely amongst those pursuing ICT-related options. Only 6% of work based learners were not satisfied with the information they were given on courses.

5.4.3 Match to expectations

Demographics and personal circumstances

190 As can be seen in table 5.14, females aged 19+ and learners with dependents were more likely to say there was a very close match between courses and expectations.

Table 5.14: (Q36) How closely the course met expectations (by demographics and personal circumstances)

Work Based Learning	Age within gender, dependents and disabilities								
	Total	Male 16-18	Male 19+	Female 16-18	Female 19+	No dependents	With dependents	No disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	465	678	341	539	1,891	141	1,940	88
	%	%	%	%	%	%	%	%	%
Very closely	37	34	35	36	42	36	40	37	(39)
Quite closely	45	45	48	43	41	45	36	44	(44)
Not very closely	6	5	5	6	7	6	7	6	(6)
Not at all closely	3	4	3	5	3	3	6	3	(5)
Too early to say	9	11	8	10	6	8	9	9	(6)

191 Table 5.15 shows that ethnic minority learners are less likely than white learners to have said that the course closely matched their expectations, and more likely to feel that it was too early to say than white learners.

Table 5.15: (Q36) How closely the course met expectations (by ethnic group)

Work Based Learning	Ethnic group		
	Total	White	Ethnic minority
Base: All respondents			
Unweighted	2,032	1,882	137
	%	%	%
Very closely	37	38	26
Quite closely	45	44	45
Not very closely	6	6	8
Not at all closely	3	3	7
Too early to say	9	8	12

Course/provider variables

192 The level of course did not have much effect on whether or not it met the learners' expectations, as can be seen in table 5.16.

Table 5.16: (Q36) How closely the course met expectations (by course type and level)

Work Based Learning	Level of course			
	Total	Level 3 or above	Level 2	Level 1
Base: All respondents				
Unweighted	2,032	658	883	164
	%	%	%	%
Very closely	37	37	35	36
Quite closely	45	48	44	38
Not very closely	6	5	7	7
Not at all closely	3	3	4	5
Too early to say	9	7	9	11

5.5 Accredited adult and community learning

5.5.1 Course choice

193 As can be seen in the table 5.17, females aged 55+ are much more likely to be taking courses for personal reasons than other learners.

Table 5.17: (Q10) Why did you choose this particular course of study/training? (by demographics and personal circumstances)

Accredited Adult and Community Learning	Total	Age within female		Dependents		
		Females under 35	Female 35-54	Female 55+	No dependents	With dependents
Base: All respondents						
Unweighted	723	167	237	127	472	251
	%	%	%	%	%	%
For my own personal interest	43	38	38	61	47	35
Learn/advance my skills and knowledge in this area	31	25	32	36	30	31
Fitted with my career plans/it was relevant to my job	28	37	33	9	24	36
To gain qualifications	21	28	24	6	19	24
I like the subject	11	11	8	17	12	7

Note: age breakdowns for males not included due to low bases

5.5.2 Do you feel you chose the most suitable course?

194 Only 4% (32 respondents) felt that they had not chosen the right course. Only 5% (34 respondents) said they were not satisfied that the information they were given enabled them to make the right choice of course.

5.5.3 Match to expectations

195 Overall, six in ten learners said that the course had met their expectations very closely. The proportion is highest for older learners and for females more generally.

Table 5.18: (Q36) How closely the course met expectations (by demographics and personal circumstances)

Accredited Adult and Community Learning	Total	Age within female		Dependents		
		Females under 35	Female 35-54	Female 55+	No dependents	With dependents
Base: All respondents						
Unweighted	723	167	237	127	472	251
	%	%	%	%	%	%
Very closely	60	59	65	61	61	60
Quite closely	28	25	25	32	28	27
Not very closely	4	4	5	2	3	6
Not at all closely	2	3	1	2	2	2
Too early to say	5	8	4	2	5	4

Note: age breakdowns for males not included due to low bases

Early Impressions

6.1 Introduction

196 Learners were asked about their early impressions of the college/workplace/provider including if they were made to feel welcome and what health and safety information was provided. This section focuses on how welcome learners were made to feel, if they had not been made to feel welcome, why not and what health and safety information they could remember being given.

6.2 Overview

6.2.1 Arriving and welcome

197 Nearly all learners were made to feel welcome, as can be seen in the table below. Learners on accredited adult and community courses and learners at sixth form colleges were most positive with 99% saying that they had been made to feel welcome. The vast majority (98%) of work based learners, students at general further education colleges and other further education students also claimed to have been made to feel welcome.

Table 6.1: (Q19A) Did college/provider/workplace make you feel welcome? (by provision type)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
% made to feel welcome	98	98	99	98	98	99

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

6.2.2 Learner health and safety issues

198 The majority of learners were informed about health and safety issues, but this did vary according to type of learner. Work based learners were the most likely to have been informed of these matters (because of their greater use of equipment/machinery). In the further education sector, sixth form college learners were most likely to have been given health and safety advice, reflecting the dominance of full-time students. Learners' perception of the amount of information given to them also varied according to the subject being studied, type of course and mode of delivery.

Table 6.2: (Q20) Health and safety issues (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Emergency arrangements for fire and first aid	79	73	85	74	94	75
What to do if you have an accident and how to report it	62	57	66	63	91	53
Who to ask for any health and safety advice or instructions	63	60	65	67	89	54
Any dangers involved with your work and how to avoid them	59	56	58	66	87	45
Any things that you are not allowed to do, for example, using certain machinery	56	50	61	58	79	37
Tour of the workplace/premises or relevant areas pointing out health and safety matters	67	63	69	67	90	54

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

6.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

6.3.1 Arriving and welcome

199 Further education students overwhelmingly agreed that their college made them feel welcome. Only 2% of all further education students said that they were not made to feel welcome. Looking at the demographics:

- mixed race students were the least likely to have been made welcome (94% said they were made to feel welcome), whilst 100% of Indian students said they had been made to feel welcome; and
- distance learners were also less likely to have felt welcome (95%), probably reflecting the mode of study.

200 Of the 2% that had been made to feel unwelcome, a fifth (20%) could not specifically say why they felt this. When given, particular reasons were widespread. The list below covers all given by at least 5% of those made to feel unwelcome:

- poor administration/bureaucratic/messed me about (19%);
- it's the location/the premises (14%);
- no induction/don't greet you/show you around (13%);
- they didn't seem interested in us/felt I was wasting their time (8%);
- didn't give us the information we needed (6%);
- just not very welcoming/helpful/friendly (6%);
- didn't like the other students (6%); and
- you feel you are just there to learn/just turn up, work, go away/there is little communication beyond the course contacts (5%).

6.3.2 Learner health and safety issues

Demographics and personal circumstances

201 There are differences between male and female learners in the information with which they were provided on health and safety but we believe that this is course driven. Male learners 16-18 year olds were most likely to have been informed about health and safety.

Table 6.3: (Q20) Health and safety issues (by gender and age)

Further Education	Total	Gender		Age		
		Males	Females	16-18	19-24	25+
Base: All respondents						
Unweighted	10,000	3,877	6,123	4,664	1,051	4,285
Weighted	10,000	3,685	6,314	2,496	1,188	6,316
	%	%	%	%	%	%
Emergency arrangements for fire and first aid	79	79	71	88	78	68
What to do if you have an accident and how to report it	62	65	53	73	67	50
Who to ask for any health and safety advice or instructions	63	66	56	72	66	54
Any dangers involved with your work and how to avoid them	59	63	53	70	64	50
Any things that you are not allowed to do, for example, using certain machinery	56	58	47	70	61	42
Tour of the workplace/premises or relevant areas pointing out health and safety matters	67	69	60	80	69	56

Course/provider variables

202 As can be seen in table 6.4, the advice varied somewhat depending on the subject being studied. This is understandable, as for some subjects health and safety will be more directly relevant (that is if using machinery or equipment). There were high proportions of learners well-informed about health and safety in:

- hairdressing and beauty therapy;
- construction; and
- engineering/technology and manufacturing.

203 Subjects in which lower proportions of learners recalled the information they had been given on health and safety were:

- English languages and communications;
- foundation courses;
- health/social care and public services;
- humanities;
- ICT; and
- business administration/management and professional courses.

Table 6.4: (Q20) Health and safety issues (by subject)

	Further Education														
	Total	Agriculture/horticulture	Business administration/ management and professional	Construction	Engineering/technology/ manufacturing	English/languages and communication	Foundation programmes	Hairdressing and beauty therapy	Health/social care and public services	Hospitality/sports/leisure/ and travel	Humanities	ICT	Retailing/customer service	Sciences and mathematics	Visual/performing arts and media
Base: All respondents															
Unweighted	10,000	381	1,344	212	494	2,069	116	228	1,133	676	1,640	2,540	67	1,835	1,587
Weighted	10,000	180	1,101	328	641	1,535	122	304	1,296	525	740	2,886	78	950	1,125
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Emergency arrangements for fire and first aid	79	79	76	89	82	70	83	93	77	88	81	71	(75)	79	77
What to do if you have an accident and how to report it	62	72	56	84	74	49	59	89	60	74	60	53	(69)	62	61
Who to ask for any health and safety advice or instructions	63	73	58	81	74	49	63	89	62	71	58	57	(77)	62	63
Any dangers involved with your work and how to avoid them	59	77	45	86	84	35	65	94	58	69	50	53	(67)	61	69
Any things that you are not allowed to do, for example, using certain machinery	56	65	49	78	71	40	64	71	49	59	52	51	(60)	60	62
Tour of the workplace/ premises or relevant areas pointing out health and safety matters	67	73	63	86	80	52	68	89	66	80	63	60	(72)	67	72

Note: brackets indicate base size is less than 100 and figures should be treated with caution

204 The provision of health and safety information varied by both course type and mode of delivery, with the biggest difference seen between full-time and part-time students. Part-time students were much less likely to have been informed about health and safety issues than their full-time counterparts, as can be seen in table 6.5.

205 Across types of courses, students on GCSE courses, followed by access students, were the least likely to have been informed of all health and safety issues.

Table 6.5: (Q20) Health and safety issues (by type of course and mode of delivery)

Further Education	Total	Course type						Mode	
		GCE A/AS level	GNVQ	NVQ	Access	GCSE	Professional	Full time	Part time
Base: All respondents									
Unweighted	10,000	3,212	611	1,018	268	303	605	5,393	4,607
Weighted	10,000	1,291	516	1,381	341	357	848	2,913	7,087
	%	%	%	%	%	%	%	%	%
Emergency arrangements for fire and first aid	79	81	84	84	68	61	74	89	68
What to do if you have an accident and how to report it	62	59	72	76	49	40	57	73	52
Who to ask for any health and safety advice or instructions	63	59	69	75	53	41	60	73	55
Any dangers involved with your work and how to avoid them	59	53	65	77	46	30	61	70	51
Any things that you are not allowed to do eg. using certain machinery	56	60	66	62	41	32	49	69	44
Tour of the workplace/premises or relevant areas pointing out health and safety matters	67	67	77	79	55	42	64	80	57

6.4 Work based learning

6.4.1 Arriving and welcome

206 Nearly all work based learners were made to feel welcome by their provider. Only 2% replied that they did not feel welcome. Of these, a high percentage (28%) could not specifically say why. Other reasons, provided by more than 5% of those who did not feel welcome, were:

- just not very welcoming/helpful/friendly (16%);
- you feel that you are just there to learn/just turn up, work, go away/there is little communication beyond the course contents (13%);
- they didn't seem interested in us/felt I was wasting their time (13%);
- treat you like a kid/phone your parents (9%); and
- was OK to start with but then went downhill/started to fall apart (6%).

6.4.2 Learner health and safety issues

Course/provider variables

207 As with further education, the information provided varied according to the subject being studied. Those training in construction and agriculture were more likely to have been given, or to remember having been given, health and safety advice than those training in other areas.

Table 6.6: (Q20) Health and safety issues (by subject)

Work Based Learning	Course subject									
	Total	Construction/agriculture	Engineering/technology/ manufacturing	Business administration and professional	ICT	Retailing/customer services	Hospitality/sports/leisure	Hairdressing and beauty therapy	Health/social care	Sciences & mathematics/ arts/media/humanities/English /communications & foundation
Base: All respondents										
Unweighted	2,032	271	429	406	155	189	153	116	237	169
	%	%	%	%	%	%	%	%	%	%
Emergency arrangements for fire and first aid	94	98	97	91	92	95	92	95	92	91
What to do if you have an accident and how to report it	91	96	93	90	83	92	92	92	88	86
Who to ask for any health and safety advice or instructions	89	95	93	87	79	93	90	95	84	79
Any dangers involved with your work and how to avoid them	87	93	91	81	77	88	86	92	86	80
Any things that you are not allowed to do, for example, using certain machinery	79	92	88	71	72	73	78	79	73	74
Tour of the workplace/premises or relevant areas pointing out health and safety matters	90	93	93	86	87	93	90	91	89	83

208 The provision of health and safety information varied according to subject and mode of delivery. Those studying at level 2 were more likely to feel informed about health and safety than those at other levels.

Table 6.7: (Q20) Health and safety issues (by level of course)

Work Based Learning	Level of course			
	Total	Level 3 or above	Level 2	Level 1
Base: All respondents				
Unweighted	2,032	658	883	164
	%	%	%	%
Emergency arrangements for fire and first aid	94	93	95	93
What to do if you have an accident and how to report it	91	90	93	88
Who to ask for any health and safety advice or instructions	89	89	90	90
Any dangers involved with your work and how to avoid them	87	86	89	84
Any things that you are not allowed to do, for example, using certain machinery	79	78	81	76
Tour of the workplace/premises or relevant areas pointing out health and safety matters	90	88	92	91

6.5 Accredited adult and community learning

6.5.1 Arriving and welcome

209 Almost all (99%) of those on accredited courses were made to feel welcome.

6.5.2 Learner health and safety issues

210 Adult and community learners on accredited courses were much less likely to have been given advice on health and safety matters than other learners.

Demographics and personal circumstances

211 There are differences in the health and safety information being provided relating to age and gender, as can be seen in table 6.8 but these are probably driven by the type of course which learners follow. Male learners felt they had been better informed about health and safety matters than females. In terms of age, 16-24 year olds had also received more information than those of other ages. The least well-informed were those aged 55+.

Table 6.8: (Q20) Health and safety issues (by gender and age)

Accredited Adult and Community Learning	Total	Gender		Age			
		Males	Females	16-24	25-34	35-54	55+
Base: All respondents							
Unweighted	723	192	531	90	132	311	190
	%	%	%	%	%	%	%
Emergency arrangements for fire and first aid	75	75	74	(83)	75	77	66
What to do if you have an accident and how to report it	53	59	50	(77)	48	53	45
Who to ask for any health and safety advice or instructions	54	59	53	(69)	52	57	45
Any dangers involved with your work and how to avoid them	45	52	43	(68)	42	46	36
Any things that you are not allowed to do eg. using certain machinery	37	42	35	(60)	37	37	26
Tour of the workplace/premises or relevant areas pointing out health and safety matters	54	58	52	(74)	60	54	40

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Early Leavers and Those Seriously Thinking About Leaving

7.1 Introduction

212 Learners leave their courses before completion for a variety of reasons. To ascertain whether any patterns could be discerned, learners involved in the survey were asked several questions about whether they had left their course before completing or had seriously considered this. Questions were first asked at the screening stage. We also asked several follow-up questions in order to understand why some learners had left early and others were vulnerable to consider leaving.

213 This section first focuses on demographic factors relating to early leavers to see if there were any common reasons, including when they started their course. It next looks at the attitudes of early leavers and why they left and at other learners who had considered leaving, their attitudes to learning and why they stayed.

7.2 Overview

214 The proportions of learners in our sample who have left early (either through their own decision or for failing part of their course), and of those who have seriously considered leaving, are given in table 7.1.

Table 7.1 Early leavers and those who have seriously considered leaving

	Early leavers	Learners seriously considering leaving
Further education (10,000)	6%	16%
Work based learning (2,032)	9%	18%
Adult and community learners on accredited courses (723)	6%	14%

225 It should be stressed that these figures do not show the complete picture in further education and accredited adult and community learning as far as early leavers are concerned, given that our sample captures those students who were still attending courses in November and, therefore, excludes those who left before that date.

226 Interestingly, the profile of early leavers differs very little from the general profile of learners. The only differentiating factors are those which one might expect, that is that they are much less likely to be satisfied with their learning experience and their choice of course. Whilst these two elements are factors in their decision to leave, or to have thoughts of leaving, personal circumstances and difficulties in coping with the course are also important factors.

7.2.1 Early leavers

227 Nearly one in ten work based learners are early leavers, which is the largest group. Learners in general further education colleges are more likely to leave than those in sixth form colleges and other further education institutions.

Table 7.2: (Intro3) Course outcome (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Early leaver	6	7	4	4	9	6
Still studying on course	54	53	73	54	74	61
Failed course/not successful	1	1	0	2	1	1
Successfully completed course	38	39	23	39	16	32

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

7.2.2 Learners seriously thinking about leaving

228 Those studying at sixth form colleges are the most likely to have switched course subjects, followed by work based learners. Most learners expect to complete their course.

Table 7.3: (Q6, Q13A, Q13B) Learners who have considered leaving (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Still studying on same course	97	97	92	97	95	96
Do you expect to complete the course	97	97	98	98	97	96
Have you ever seriously thought about leaving	16	16	16	18	18	14

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

Further education

Early leavers

229 There was a marginal difference in start dates between early leavers and other leavers in that 82% of early leavers had started their course on time compared with 87% of the total learner population. Otherwise the main difference is that whilst 91% of the further education learners felt they had chosen the most suitable course, only 71% of early leavers felt this. There is evidence, however, that choice of course is not the sole factor at play here. For those learners where choice of course was not a problem, their decision to leave seems to have been prompted by the following factors (in broad order of importance):

- personal reasons including sickness, family reasons, getting a job;
- poor teaching/support from the college/tutors; and
- struggling to cope.

Learners seriously thinking about leaving

230 Younger students are marginally more likely to have considered leaving than older students.

231 Again, choice of course was a factor in prompting them to consider leaving but it was less important than problems relating to tutors and the college organisation.

232 Struggling to cope was a factor, but it is clear that many of these students had managed to overcome these problems (sometimes with the help of tutors or parents) and hence had decided to stay on. The remainder had decided to persevere because they did not want to waste the effort they had already put in.

Work based learning

Early leavers

233 Work based learning had a higher proportion of early leavers and learners who had considered leaving. Again there were no significant differences between the profiles of early leavers and the average learner profile. The main reason for leaving early was because they had changed their job or got a job. This accounted for around four out of ten leavers.

Learners seriously thinking about leaving

234 Women aged 19 or over were marginally more likely to have considered leaving than other groups of students. It is tempting to speculate that this may link with the earlier finding that they were less likely to have chosen a course for personal interest and that employers played a bigger role in helping to select the course. The reasons for thinking of leaving and for deciding to stay on were very similar to those given by further education learners, that is a mix of dissatisfaction with the course, the quality of teaching/training and problems in coping.

Accredited Adult and Community Learning

235 Those who had left early or considered leaving, generally did so because of problems with the course or problems juggling their commitments.

7.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

7.3.1 Early leavers

Demographics and personal circumstances

236 The profile of early leavers on further education courses reflects that of the average respondent. The table below shows that the age and gender of early leavers do not significantly differ from the overall average. Ethnic minority leavers are not more likely to be early leavers nor are early leavers in this survey more likely to have dependents or disabilities. The sampling process used for the survey, however, means that only those who left the course within one or two months have been picked up.

Table 7.4: (Intro3) Early leavers in further education (by demographics and personal circumstances)

Further Education	Age within gender, dependents and disabilities	
	Total	Early leavers
Base: All respondents		
Unweighted	10,000	645
Weighted	10,000	772
	%	%
Male 16-18	12	10
Male 19-24	6	6
Male 25+	19	21
Female 16-18	13	10
Female 19-24	6	8
Female 25+	44	45
No dependents	72	70
With dependents	28	30
Dependents pre school	8	8
No disabilities	91	93
With disabilities	9	7
Full time	29	24
Part time	71	76
Not working in term time	34	37
Working in term time	64	60
White	90	88
Ethnic minority	8	9

Course/provider variables

237 There are marginal differences between early leavers and the continuing students in terms of start date.

Table 7.5: (Intro3) Early leavers (by start dates)

Further Education	When started course	
	Total	Early leaver/failed
Base: All respondents		
Unweighted	10,000	645
Weighted	10,000	772
	%	%
Started on time	87	82
Started within a couple of weeks after the starting date	8	11
Started within a month after the starting date	2	3
Started a month or more after the start date	2	1

238 Early leavers and those who failed were less satisfied with the course and the quality of teaching overall than the average respondent. In particular, they were much less likely to agree that they had chosen the most suitable course. Their overall satisfaction rating was one point lower than average, as can be seen in the table below.

Table 7.6: (Intro3) Early leavers (by satisfaction factors)

Further Education	Satisfaction factors	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	10,000	645
Weighted	10,000	772
	%	%
Chose the most suitable course	91	71
Satisfied with information given about course	91	80
Overall teaching rating (mean score)	5.63	4.91
Course met expectations (mean score)	3.3	2.7
Overall satisfaction (mean score)	5.6	4.5

239 Early leavers are marginally, but only marginally, less likely to enjoy learning than others.

Table 7.7: (Intro3) Early leavers (by attitudinal statements)

Further Education	Attitudinal statements	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	10,000	645
Weighted	10,000	772
	%	%
I enjoy learning and get a buzz from it	70	66
I enjoy learning mostly because of the social aspects	41	38
I am carrying on learning because I can't think of anything better to do	11	10
I don't really enjoy learning	5	9

Why they left

240 Early leavers left the course for a variety of reasons. The main reasons (given by 5% or more) were:

- it was the wrong course for me/I hated it/was bored/fed up (17%);
- personal/family reasons (16%);
- tutor/assessor was not very good/didn't help/poor organisation (13%);
- I got a full-time job/thought I would get a job (9%);
- I was sick/injured/lost a lot of time (9%);
- too much hard work/don't have time for it with my other commitments (8%);
- not getting any help or support from employer/too busy to work (8%);
- tutors kept chopping and changing/didn't turn up/lack of consistency (5%);
- the college was poor/didn't run things well/messed me about/disorganised (5%); and
- it got on top of me/I couldn't keep up/I was failing exams/too hard/too much pressure/stress (5%).

241 It is clear that some of these issues can be tackled by colleges or providers, but others are personal.

7.3.2 Learners seriously thinking about leaving

Demographics and personal circumstances

242 As can be seen from table 7.8, the demographic factors relating to learners who considered leaving are not very different from those relating to the average respondent. The only slight differences are that 16-18 year olds (both men and women) are a little more likely to have changed courses. Those with pre-school aged children are the least likely to have changed courses.

243 When asked if they had ever seriously thought about leaving, men under the age of 25 and women again aged 16-18 are the most likely to have thought of this. Respondents with disabilities are more likely to have considered leaving than other learners.

Table 7.8: (Q6, Q13A, Q13B) Learners who have considered leaving (by demographics and personal circumstances)

Further Education	Age within gender, dependents and disabilities										
	Total	Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	No disabilities	With disabilities
Base: All respondents											
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,054	1,946	583	9,281
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	7,231	2,769	845	9,103
	%	%	%	%	%	%	%	%	%	%	%
Still studying on same course	97	94	97	98	94	97	98	96	98	97	97
Do you expect to complete the course	97	97	97	97	96	98	97	97	98	97	95
Have you ever seriously thought about leaving	16	19	20	12	21	15	15	16	16	16	20

244 As with age and gender, ethnic group is not a factor in promoting thoughts of leaving. It is interesting to note, however, that 100% of Indian learners are planning to complete their course. Respondents with a disability are slightly less likely to expect to complete their course than others.

Table 7.9: (Q6, Q13A, Q13B) Learners who have considered leaving (by ethnic group)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
Still studying on same course	97	97	(97)	95	95	95	98
Do you expect to complete the course	97	97	(98)	100	96	98	98
Have you ever seriously thought about leaving	16	16	(41)	10	12	17	9

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

245 We also looked into when learners who have considered leaving started their courses. This group once again did not differ significantly from the overall total.

Table 7.10: (Q6, Q13A, Q13B) Learners who have considered leaving (by when they started their course)

Further Education	When started course	
	Total	Still studying, but thought of leaving
Base: All respondents		
Unweighted	10,000	1,573
Weighted	10,000	1,486
	%	%
Started on time	87	88
Started within a couple of weeks after the starting date	8	7
Started within a month after the starting date	2	2
Started a month or more after the start date	2	1

Satisfaction and attitude

246 Learners who considered leaving were less satisfied about aspects of their courses than the average respondent. In particular, they were less satisfied about the information they had been given to make their course choice. Their overall satisfaction rating, however, was only 0.6% lower than average, as can be seen from the table below.

Table 7.11: (Q6, Q13A, Q13B) Learners who considered leaving (by satisfaction factors)

Further Education	Satisfaction factors	
	Total	Still studying, but thought of leaving
Base: All respondents		
Unweighted	10,000	1,573
Weighted	10,000	1,486
	%	%
Chose the most suitable course	91	84
Satisfied with information given about course	91	82
Overall teaching rating (mean score)	5.63	5.03
Course met expectations (mean score)	3.3	2.9
Overall satisfaction (mean score)	5.6	5.0

247 The attitude towards education of those who had considered leaving differs somewhat, as can be seen in table 7.12. A particular difference is 'I enjoy learning and get a buzz from it' (9% lower than average). As might be expected, the differences are not as large as those between the average respondent and early leavers.

Table 7.12: (Q6, Q13A, Q13B) Learners who have considered leaving (by attitudinal statements)

Further Education	Attitudinal statements	
	Total	Still studying, but thought of leaving
Base: All respondents		
Unweighted	10,000	1,573
Weighted	10,000	1,486
	%	%
I enjoy learning and get a buzz from it	70	61
I enjoy learning mostly because of the social aspects	41	42
I am carrying on learning because I can't think of anything better to do	11	13
I don't really enjoy learning	5	8

Why they thought of leaving the course early

248 We asked those respondents who are still studying but had seriously thought of leaving why this was. Their reasons seemed to be course/workload-related, personal, work-related or financial reasons. Responses (given by 5% or more) are listed below:

- tutor/assessor was not very good/didn't help/poor organisation (18%);
- too much work/hard work/don't have time for it with my other commitments (14%);
- it was the wrong course for me/I hated it/was bored/fed up (13%);
- it got on top of me/I couldn't keep up/I was failing exams/too hard/too much pressure/stress (13%);
- the college was poor/didn't run things well/messed me about/was disorganised (10%);
- personal/family reasons (8%);
- was not getting any help/support from employer/too busy to work (5%); and
- tutors kept chopping and changing/didn't turn up/lack of consistency (5%).

249 Some of these issues can be tackled by colleges, but others are personal.

Why they decided to stay on the course

250 These leavers who considered leaving were next asked what changed their mind and made them decide to stay. The most common response, from 28% of respondents, was 'I wanted/needed to finish the course/get the qualification'. Other responses, (5% or greater) are listed below. It is interesting to note that many of these responses are much influenced by the college:

- I had got so far/put in so much/didn't want to waste it (14%);
- was advised by tutor/teacher (11%);
- I just got on with it/can't quit halfway through (9%);
- the course got easier/better (9%); and
- my family/parents persuaded me to carry on (6%).

7.4 Work based learning

7.4.1 Early leavers

251 The profile of early leavers again reflects that of the average work based learning respondent. The age and gender of early leavers does not differ much from the general patterns.

Satisfaction and attitude

252 The 9% of early leavers, however, were significantly less satisfied with their course and training than the average learner. They also gave lower overall levels of satisfaction. On a scale of 1-7, their mean score is almost 1 point below average.

Table 7.13: (Intro3) Early leavers (by satisfaction factors)

Work Based Learning	Satisfaction factors	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	2,032	203
	%	%
Chose the most suitable course	93	77
Satisfied with information given about course	94	85
Overall teaching rating (mean score)	5.57	4.98
Course met expectations (mean score)	3.2	2.8
Overall satisfaction (mean score)	5.6	4.7

253 Early leavers are more negative in attitude than other learners. They are particularly less likely to enjoy learning than others.

Table 7.14: (Intro3) Early leavers (by attitudinal statements)

Work Based Learning	Attitudinal statements	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	2,032	203
	%	%
I enjoy learning and get a buzz from it	48	44
I enjoy learning mostly because of the social aspects	48	44
I am carrying on learning because I can't think of anything better to do	12	12
I don't really enjoy learning	11	21

Why they left

254 The main reason why 9% of work based learners left their course was because they changed their jobs or plans (29%). Other reasons (given by more than 5% of respondents) were:

- it was the wrong course for me/I hated it/was bored/fed up (11%);
- personal reasons (10%);
- got a full-time job or thought they would get a job (10%);
- financial reasons/fed up with having no money/not paid enough (9%);
- tutor/assessor was not very good/didn't help/poor organisation (8%);
- was not getting any help/support from employer/too busy to work (8%);
- problem at work/work not going well/quarrelled with supervisor/got moved (6%); and
- the college was poor/didn't run things well/messed me about/disorganised (5%).

7.4.2 Learners seriously thinking about leaving

Demographics and personal circumstances

255 As can be seen from the table below, the demographic factors relating to learners who have considered leaving are not any different from those of the average respondent. Learners with disabilities are a little more likely to have changed courses.

256 Women are more likely to have considered leaving, particularly those aged 19+. Respondents with dependents and with disabilities are also more likely to have considered leaving than other learners.

Table 7.15: (Q6, Q13A, Q13B) Learners who have considered leaving (by demographics and personal circumstances)

Work Based Learning	Age within gender, dependents and disabilities								
	Total	Male 16-18	Male 19+	Female 16-18	Female 19+	No dependents	With dependents	No disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	465	678	341	539	1,891	141	1,940	88
	%	%	%	%	%	%	%	%	%
Still studying on same course	95	95	95	95	94	95	94	95	(90)
Do you expect to complete the course	97	96	97	97	97	97	95	97	(94)
Have you ever seriously thought about leaving	18	15	17	19	22	18	23	18	(25)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

257 As with age and gender, ethnicity is not an issue in relation to learners who have considered leaving. Ethnic minority learners, however, are slightly less likely to expect to complete their course.

Table 7.16: (Q6, Q13A, Q13B) Early leavers (by ethnic group)

Work Based Learning	Ethnic group		
	Total	White	Ethnic minority
Base: All respondents			
Unweighted	2,032	1,882	137
	%	%	%
Still studying on same course	95	95	95
Do you expect to complete the course	97	97	93
Have you ever seriously thought about leaving	18	18	19

Satisfaction and attitude

258 Overall levels of satisfaction for those who have seriously considered leaving their courses are shown in the following table.

Table 7.17: (Intro3) Early leavers (by satisfaction factors)

Work Based Learning	Satisfaction factors	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	2,032	203
	%	%
Extremely satisfied	17	9
Very satisfied	45	31
Fairly satisfied	30	40
Indifferent/dissatisfied	9	19

Why they thought of leaving the course early

259 We asked respondents who said they were considering leaving their course early (517) why this was. Amongst the 18% who had seriously considered leaving, the reasons given were varied. All of the reasons below were mentioned by more than 5% of these respondents:

- it was the wrong course for me/I hated it/was bored/fed up (16%);
- I changed my job/plans (10%);
- tutor/assessor was not very good/didn't help/poor organisation (13%);
- financial reasons/fed up with having no money/not paid enough (8%);
- it got on top of me/I couldn't keep up/I was failing exams/too hard/too much pressure/stress (8%);
- the college was poor/didn't run things well/messed me about/was disorganised (6%);
- was not getting any help/support from employer/too busy to work (5%);
- too much work/hard work/don't have time for it with my other commitments (8%); and
- problem at work/work not going well/quarrelled with supervisor/got moved (6%).

260 It is clear that some of these responses could be tackled by the provider or employer, whilst others are personal.

Why they decided to stay on the course

261 We then asked these leavers who considered leaving what changed their mind/why they decided to stay on. As with further education learners, by far the main reason (given by 24%) was because they wanted, or needed, to finish the course/get the qualification. Other reasons are very similar to those given by other types of learner. All of the following reasons were given by 5% or more of these respondents:

- I had got so far/put in so much/didn't want to waste it (9%);
- I just got on with it/can't quit halfway through (9%);
- I knew it would benefit me/my career in the future (8%);
- would keep me in a job/it was part of my contract (7%);
- they sorted it out for me/got me a different place/helped me with it (7%);
- was advised by tutor/teacher (6%); and
- the course got easier/better (5%).

262 The last three reasons which are cited specifically relate to the influence of the provider.

7.5 Accredited adult and community learning

7.5.1 Early leavers

263 Only 41 respondents, 6% of learners on accredited adult and community courses were early leavers. This is too small a sample to analyse.

7.5.2 Learners seriously thinking about leaving

Demographics and personal circumstances

264 Those under age 35 are slightly more likely to have changed courses. When asked if they had ever seriously thought about leaving, men aged 55+ are by far the least likely to have considered this, whilst women under 35 are the most likely.

Table 7.18: (Q6, Q13A, Q13B) Learners who have considered leaving (by demographics and personal circumstances)

Accredited Adult and Community Learning	Age within gender, dependents and disabilities								
	Total	Male under 35	Male 35-54	Male 55+	Female under 35	Female 35-54	Female 55+	No dependents	With dependents
Base: All respondents									
Unweighted	723	55	74	63	167	237	127	472	251
	%	%	%	%	%	%	%	%	%
Still studying on same course	96	94	99	95	94	98	98	96	97
Do you expect to complete the course	96	98	97	92	99	97	92	95	97
Have you ever seriously thought about leaving	14	13	15	5	18	15	13	13	16

Satisfaction and attitude

265 Overall levels of satisfaction for learners in the accredited adult and community learning sector who have considered leaving early are shown in table 7.19.

Table 7.19: (Intro3) Early leavers (by satisfaction factors)

Accredited Adult and Community Learning	Satisfaction factors	
	Total	Early leavers/failed
Base: All respondents		
Unweighted	723	41
	%	%
Extremely satisfied	32	(19)
Very satisfied	44	(30)
Fairly satisfied	19	(40)
Indifferent/dissatisfied	5	(11)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Why they thought of leaving the course early

266 14% of learners in accredited adult and community learning had ever seriously thought about leaving their course. We asked these respondents why this was. Their reasons given (by 5% or more) are listed below:

- tutor/assessor was not very good/didn't help/poor organisation (17%);
- too much work/hard work/don't have time for it with my other commitments (15%);
- it got on top of me/I couldn't keep up/I was failing exams/too hard/too much pressure/stress (13%);
- it was the wrong course for me/I hated it/was bored/fed up (12%);
- was not getting any help/support from employer/too busy to work (7%);
- personal/family reasons (7%);
- the college was poor/didn't run things well/messed me about/was disorganised (6%);
- course wasn't very good/wasn't learning much/it was slow/basic (5%); and
- tutors kept chopping and changing/didn't turn up/lack of consistency (5%).

Why they decided to stay on the course

267 When asked what changed their mind/why they had decided to stay on, the main reason was because they wanted or needed to finish the course/get the qualification. The other reasons are very similar. All of the reasons given below apply to at least 10% of these respondents:

- the course got easier/better (14%);
- I just got on with it/can't quit halfway through (11%); and
- I had got so far/put in so much/didn't want to waste it (10%).

Satisfaction with Facilities

8.1 Introduction

268 The survey explored the degree to which students and learners were satisfied with the following facilities:

Facilities to support the course and learner	Other facilities
<ul style="list-style-type: none"> 1) Library/learning centre 2) IT facilities/equipment 3) Other specialist facilities or equipment related to the course 4) Childcare 5) Facilities for people with disabilities/special needs 	<ul style="list-style-type: none"> 1) Careers centre 2) Canteen café 3) Sports facilities/equipment 4) Facilities provided for socialising with other students

8.2 Overview

8.2.1 Facilities to support the course and the learner

269 There are significant differences between the mean scores for facilities in relation to the type of provision. Library/learning centre facilities and/or IT facilities are rated eight out of ten (mean score) by students in the further education sector but receive lower ratings from those in work based learning. Ratings for facilities and specialist equipment related to their course are slightly lower for people with disabilities compared with facilities for other learners. Childcare facilities typically receive the lowest rating across all types of learner.

270 Understandably, ratings for childcare are much higher in general further education colleges compared with sixth form colleges and other colleges. Whilst work based learners rate childcare slightly lower than all further education learners (a score of 6.6 compared with 7.0) learners in accredited adult and community learning are slightly more satisfied.

Table 8.1: (Q34) At your college/workplace, how would you rate the following facilities? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents	10,000	9,160	650	154	2,032	723
	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Library/learning centre	8.0	7.9	8.3	7.8	7.5	7.7
IT equipment and facilities	8.2	8.2	8.4	8.0	7.9	8.2
Other specialist equipment and facilities related to your course	7.5	7.5	7.5	7.6	7.5	7.6
Childcare	7.0	7.2	4.9	5.8	6.6	7.7
Facilities for people with disabilities/special needs	7.7	7.7	7.3	7.8	7.4	7.7

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

8.2.2 Other facilities

271 Points to note on ratings for other facilities are given below.

- Work based learners rate sports facilities lower than other types of learners. In some instances, this is due to lack of access. The highest ratings for sports facilities comes from sixth form colleges respondents.
- Ratings for the canteen/café are higher for learners on accredited adult and community courses than other types of learner.
- The mean score for social facilities is below seven out of ten in further education and slightly higher for other work based learners and adult and community learners on accredited courses.

Table 8.2: (Q34) At your college/workplace, how would you rate the following facilities? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents	10,000	9,160	650	154	2,032	723
	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Careers centre	7.3	7.3	7.3	6.9	7.2	7.1
Canteen/café	6.9	6.9	6.8	6.9	7.0	7.3
Sports facilities/equipment	7.2	7.1	7.5	6.8	6.6	6.8
Facilities for socialising	6.8	6.8	6.8	6.9	7.0	7.1

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

Further education

272 The range of mean scores spans from 8.2 for IT facilities/equipment to 6.8 for social facilities. The biggest variation in ratings is by type of institution.

273 Students at sixth form colleges give higher ratings for:

- libraries/learning centres;
- IT equipment and facilities; and
- sports facilities and equipment.

Work based learning

274 Work based learners whose training is delivered by training providers give lower than average ratings for most facilities, the exception being IT facilities. The results reflect the fact that many training providers do not have the infrastructure that a college or workplace can offer. The widest discrepancies relate to sports and canteen facilities.

Accredited adult and community learning

275 Where respondents were able to rate the facilities (for example library, IT equipment, specialist equipment for their course) scores were relatively high with older people again giving higher scores than younger people.

8.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

8.3.1 Facilities to support the course and the learner

276 There is very little variation in ratings for these types of facilities in relation to age, gender and whether a respondent has dependents or not (both parents and those without dependents rate child care facilities the same).

277 It is interesting to note that those without disabilities rate the facilities for people with disabilities the same as those with disabilities (7.7 compared with 7.6). The respondents with disabilities who were most satisfied with their specialist facilities were the 16-18 year olds, yet earlier in this report it was shown that these 16-18 years olds are the least satisfied with teaching and most likely to have problems. The message seems to be that whilst some support mechanisms are in place and working, teacher support is still lacking for many learners.

8.3.2 Other facilities

278 Learners with disabilities give higher ratings to all facilities, the most notable examples being for:

- careers centre (7.9 compared with 7.3); and
- social facilities (7.4 compared with 6.7).

8.4 Work based learning

8.4.1 Facilities to support the course and the learner

Demographics and personal circumstances

279 Generally, the data reveal that age, gender and ethnicity have minimal impact on learners' levels of satisfaction with facilities. The only points to note are shown below.

- Younger learners are slightly more positive about facilities to help them socialise with other learners.
- 16-18 year old female learners are most negative about the library/learning facilities (a mean score of 7.1 compared with the overall score of 7.5).
- Trainees with children rate childcare provision lower than those without (a mean score of 6.4 compared with an overall score of 6.6). This finding is different from the finding for the further education sector.

Provider variables

280 Trainees attending a training provider (rather than college or workplace) give lower ratings for all facilities, except IT equipment.

Table 8.3: (Q34) At your college/workplace, how would you rate the following facilities? (by provider)

Work Based Learning	Provider			
	Total	College	Training Provider	Workplace
Base: All respondents				
Unweighted	2,032	886	295	1,120
	Mean Score	Mean Score	Mean Score	Mean Score
Library/learning centre	7.5	7.7	7.1	7.3
IT equipment and facilities	7.9	8.0	7.9	7.9
Other specialist equipment and facilities related to your course	7.5	7.6	7.1	7.5
Childcare	6.6	6.7	6.0	6.7
Facilities for people with disabilities/special needs	7.3	7.6	6.8	7.3

8.4.2 Other facilities

Demographics and personal circumstances

281 Male learners tend to rate other facilities slightly higher than females and the 16-18 year olds are slightly happier than older learners with social facilities (a mean score of 7.2 compared with 6.9 for 19 + learners).

Provider variables

282 Ratings from learners based with training providers are lower for all other facilities. They are much less satisfied with the canteen/café facilities and sports facilities.

Table 8.4: (Q34) At your college/workplace, how would you rate the following facilities? (by provider)

Work Based Learning	Provider			
	Total	College	Training Provider	Workplace
Base: All respondents				
Unweighted	2,032	886	295	1,120
	Mean Score	Mean Score	Mean Score	Mean Score
Careers centre	7.2	7.3	7.2	7.0
Canteen/café	7.0	7.1	6.2	7.0
Sports facilities/equipment	6.6	6.9	5.4	6.6
Facilities for socialising	7.0	7.1	6.7	7.1

8.5 Accredited adult and community learning

8.5.1 Facilities to support the course and the learner

283 Because a high proportion of learners in this sector are not using some facilities, reporting is limited to the library/learning centre, IT facilities and facilities for people with disabilities/special needs.

284 Generally speaking, satisfaction with facilities increases with age, for example 55 year olds award higher ratings than their younger counterparts to the following:

- library/learning centre (a mean score of 8.3 for 55+ learners compared with 7.4 for 16-24 year olds);
- IT facilities/equipment (8.7 compared with 7.9); and
- specialist facilities/equipment relating to the course (8.1 compared with 7.2).

285 Finally, respondents with disabilities rated their specialist facilities higher than those without disabilities (a mean score of 8.5 compared with 7.6 from learners with no disabilities).

8.5.2 Other facilities

286 Reporting is limited to canteen/cafe facilities and social facilities. Once again, the older the respondents the more satisfied they appear to be. The 55+ learners rated all facilities higher:

- 7.6 out of 10 for the canteen/café compared with a score for 6.9 from the 16-24 years olds; and
- 7.8 out of 10 for facilities provided for socialising compared with a score of 6.6 for the 16-24 year olds.

287 Female learners appear to be slightly more satisfied with the canteen/café facilities (a mean score of 7.4 compared with 7.0 for male learners) and facilities for socialising (7.3 compared with 6.8 for male learners).

Problems Encountered and Complaints Made

9.1 Introduction

288 The survey addressed the range of problems encountered by learners, the proportion that seek help, and the usefulness of guidance.

289 This section focuses first on what problems, if any, learners have experienced and, if they sought advice, how useful it was. It then goes on to discuss the proportion of learners that have made a complaint to the college, employer or training provider, the nature of that complaint and the outcome according to learners' perceptions. After piloting a fairly complex set of questions about complaints processes, we made a conscious decision to keep this area of questioning simple. The question we asked was:

'Have you ever made a complaint to the college/employer about the course or other experiences?'

290 We are aware that the wording is open to interpretation and the responses include some 'informal' complaints and what we may term 'minor grievances'.

9.2 Overview

9.2.1 Types of problem encountered

291 All respondents were asked:

'Since you started the course have you had any of the following problems?' A pre-coded list was read out and the interviewer probed for any others.

292 The main points are that.

- Overall, 52% of work based learners had not experienced any problems at all. Half of the learners in the further education sector had experienced problems (slightly more in general further education colleges than in sixth form colleges and other colleges).
- For further education and accredited adult and community learning, managing the course and home commitments were the most common problems mentioned followed by the standard of work required and managing course and work commitments.
- Owing to their age, most work based learners do not have the same type of commitments at home but cite financial problems more often than the other learner types.
- Issues relating to discrimination and basic skills are experienced by a small minority of learners and are not particularly associated with any one type of learner.

Table 9.1: (Q29) Problems encountered (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	753	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
No problems	50	51	47	46	52	56
Managing to fit in course commitments with other commitments at home	22	22	20	23	12	20
Managing to keep up with the standard of work required	19	19	27	22	16	18
Managing to fit in course commitments with other commitments at work	18	18	16	20	16	16
Dealing with money pressures	12	12	14	16	16	8
Travel	9	9	15	12	10	7
Extra help you were promised not being provided	5	5	4	6	8	3
Maths or numeracy skills	5	5	5	6	8	4
Reading/writing skills	4	4	3	6	6	4
Discrimination of any kind from a member of your college/work staff	2	2	3	3	3	1
Discrimination of any kind from other students/learners	2	2	3	3	2	2

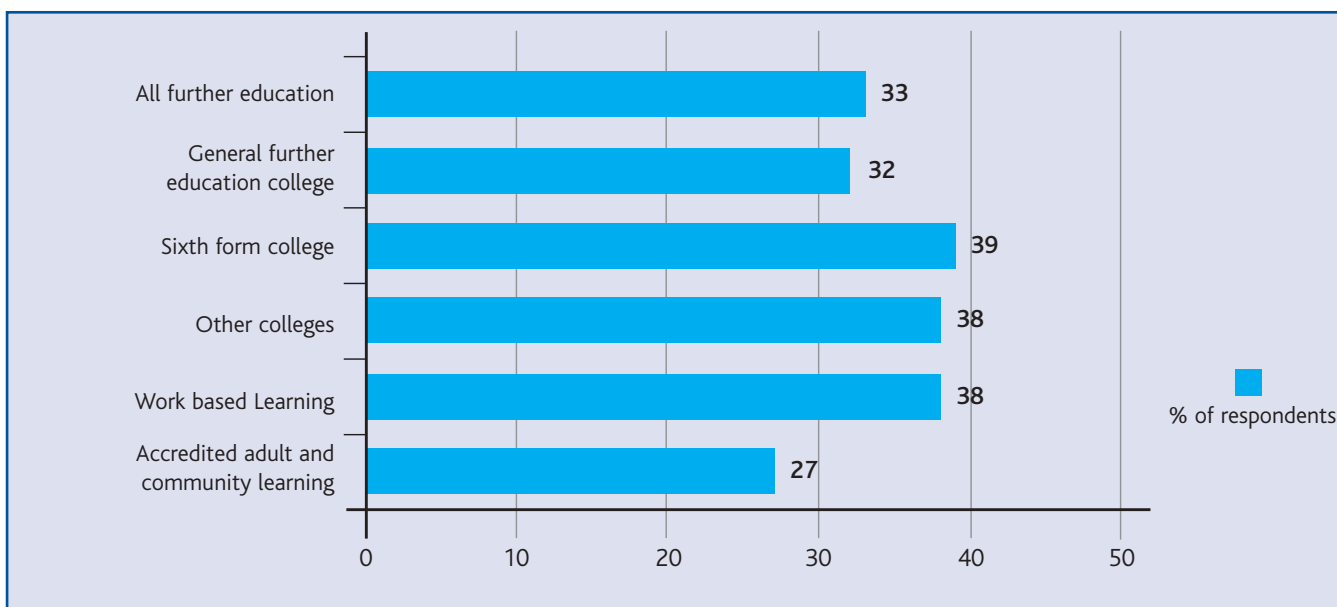
*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

9.2.2 Advice/help sought for problems and usefulness

293 A third of further education respondents who had experienced a problem had sought advice or help (within this learner group, those in general further education colleges were least likely). The rate for seeking advice/help is slightly higher for work based learners (38%), but lower for adult and community learners on accredited courses.

Chart 9.1: (Q30) Percentage of those with problems seeking help/advice from the college or employer

Base: all respondents experiencing problems (All further education 4,900 weighted and 5,098 unweighted, general further education college 4,460 weighted and 2,848 unweighted, sixth form college 341 weighted and 1,766 unweighted, other college 82 weighted and 403 unweighted, work based learners 969, accredited adult and community learning 315.



*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included

294 In terms of usefulness, approximately eight in ten further education learners and work based learners said that the advice/help received had been very or quite useful. Within this figure, the balance is towards the top end of the scale (45% of further education respondents said very useful and 33% said quite useful). Once again, we see that learners on accredited adult and community learning courses appear most positive with 81% saying that help had been very or quite useful.

Table 9.2: (Q31) Usefulness of help/advice (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents with a problem who sought advice/help						
Unweighted	1,628	1,458	133	31	373	84
Weighted	1,876	1,006	688	154	N/A	N/A
	%	%	%	%	%	%
Very useful	45	45	42	(34)	43	(57)
Quite useful	33	32	41	(38)	37	(25)
Not very useful	12	11	13	(17)	10	(10)
Not at all useful	10	10	3	(10)	10	(8)
Don't know	1	1	<0.5	(1)	1	(0)

*Other colleges includes agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

Note: brackets indicate base size is less than 100 and figures should be treated with caution

9.2.3 Complaints made and outcome

295 Just over one in ten learners in further education have made a complaint (this increases to 15% for sixth form college students). A total of 14% of work based learners have made a complaint. The incidence is lowest for learners on accredited adult and community learning courses (probably reflecting the fact that fewer have experienced problems), where 7% of learners have complained. In each case, complaints were most likely to be linked to teaching or training.

296 Chart 9.2 looks at the outcomes of complaints made. It is interesting to note that only two fifths of complainants in both types of provider feel that issues have reached a satisfactory conclusion. A similar proportion feel that no outcome has been reached at all.

Chart 9.2: Outcome of complaints made

	Further Education	Work Based Learning
Base: All respondents making a complaint about teaching/training	634 Unweighted 556 Weighted	77 Unweighted
% reaching a satisfactory outcome	38%	(40%)
% reaching an unsatisfactory outcome	18%	(19%)
% reaching no outcome at all	41%	(36%)

Note: base too low for accredited adult and community learning. Brackets indicate base size is less than 100 and figures should be treated with caution

Further education

297 The most common problem for further education learners as a whole was the juggling of commitments. There are, however, some other specific problems which need highlighting. These are:

- keeping up with the standard of work –younger learners;
- money pressures – 19-24 year olds, black/mixed race students;
- home commitments – those with pre-school children;
- basic skills - students with disabilities, black male students; and
- multiple problems – Black Caribbean/mixed race students.

298 A third of those with problems sought advice, though it would seem that older students, particularly male students and part-time students are less likely to seek advice. However, learners in these groups who have sought advice rate its usefulness either the same or more highly than other students.

299 A total of 12% of learners in further education have made a complaint of some sort. This rises to 15% amongst sixth form college students. Of the complaints made by learners in further education most are specifically related to teachers/trainers:

- 6% of all learners will have complained about a teacher/trainer or the style in which they teach/train;
- 3% will have made a complaint about the college administration;
- 2% will have made a complaint related to discrimination; and
- 1% will have either complained to the college about personal-related issues (for instance juggling commitments or travel problems) and/or course-related issues (such as the syllabus being boring).

Work based learning

- 300 Whilst juggling commitments is also the main problem for work based learning, money pressures also rate amongst the most mentioned problems, which is perhaps not surprising. Those with dependents are more likely to have problems of all types, not just juggling commitments but also money pressure. Those with disabilities also face a wide range of problems but difficulties with basic skills are the most commonly mentioned.
- 301 Just under four in ten of work based learners (38%) have sought help. Learners with dependents were more likely than most to seek help but those with disabilities were less likely.
- 302 Those attending training providers were more likely to seek advice but least likely to find it very or quite useful.
- 303 About 14% of work based learners make complaints and 4% make a complaint specifically about the trainer or training.

Accredited adult and community learning

- 304 For learners on accredited adult and community learning courses their problems rest mainly in juggling commitments and keeping up with the standard of work required. Older learners (55+) experience significantly fewer problems than those below the age of 55.
- 305 They are less likely than other learner types to seek help and in this respect resemble their older, part-time peers in the further education sector. When they do seek help, however, they give the most positive verdict on its usefulness.

9.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

9.3.1 Types of problem encountered

Demographics and personal circumstances

- 306 Half (50%) of all further education respondents have experienced some type of problem.
- Older (25 years+) males and females are less likely than their colleagues to have experienced some problem since starting the course.
 - Younger learners more commonly mention managing to keep up with the standard of work required (25% of 16-18 males and 27% of 16-18 females compared with the average of 19%).
 - Money pressures appear to be more of an issue for the 19-24 age group.
- 307 Balancing the course with commitments at home is, unsurprisingly, an issue for those with dependents, particularly those with pre-school children (36% mention this problem compared with just 18% of learners with no dependents).
- 308 Whilst people with disabilities are more likely to say that they have experienced a problem compared with their colleagues, they are no more likely to mention problems with juggling commitments (the most common mentions overall). Basic skills are more of a problem for this group; 16% mention problems with reading and writing skills compared with the 4% average reported and 3% reported by learners in this survey who have no disabilities¹. A similar pattern appears for mathematics/numeracy. Exploring this further, young males with disabilities mention these problems most. Just over a fifth (21%) of males with disabilities and a third (32%) of 16-18 year olds with disabilities mentioned reading/writing problems. These figures are at least five times the overall average. A similar pattern is revealed for mathematics/numeracy.

¹ Note that these proportions will not match other national figures as they reflect the respondents' own perception of their ability.

Table 9.3: (Q29) Problems encountered (by demographics and personal circumstances)

Further Education	Total	Age within gender						Dependents			Disabilities	
		Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	Dependents pre-school	No disabilities	With disabilities
Base: All respondents												
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,054	1,946	583	9,281	706
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	7,231	2,769	845	9,103	879
	%	%	%	%	%	%	%	%	%	%	%	%
No problems	50	48	44	56	43	42	53	51	48	45	51	43
Managing to fit in course commitments with other commitments at home	22	14	18	19	18	21	26	18	31	36	22	20
Managing to keep up with the standard of work required	19	25	20	15	28	20	17	20	17	20	19	22
Managing to fit in course commitments with other commitments at work	18	14	17	18	17	22	18	17	19	16	18	13
Dealing with money pressures	12	15	20	7	18	20	9	12	11	14	12	14
Travel	9	15	12	5	18	11	6	10	6	5	9	13
Maths or numeracy skills	5	8	7	3	8	9	2	5	3	5	4	10
Extra help you were promised not being provided	5	5	8	4	7	10	3	5	4	5	4	9
Reading/writing skills	4	7	8	3	4	6	2	4	3	4	3	16
Discrimination of any kind from a member of your college/work staff	2	3	2	<0.5	5	2	1	2	1	1	2	3
Discrimination of any kind from other students/learners	2	3	3	1	4	3	1	2	1	1	2	4

310 There are particular issues affecting ethnic minority learners.

- Mixed race learners tend to experience far more problems than others. Just 24% said that they had had no problems compared with 50% overall. These learners are at least 10% more likely to mention juggling commitments, managing to keep up with the standard of work required, money pressures, travel and basic skills.
- Indian and Pakistani/Bangladeshi students appear to have fewer problems balancing learning with home commitments than other groups.

- Almost two thirds of Black Caribbean learners have experienced a problem. Whilst balancing learning with work commitments is not such a problem, balancing it with home life and keeping up with standard of work is mentioned by significantly more of this group.
- Dealing with money pressures was experienced as a problem by a higher proportion of Black Caribbean and Black African students than other groups (23% and 24% respectively compared with 12% overall).

Table 9.4: (Q29) Problems encountered (by ethnic group, mentions of 2% and above)

Further Education	Ethnic group						
	Total	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents							
Unweighted	10,000	8,927	92	218	182	166	138
Weighted	10,000	9,030	75	169	131	171	133
	%	%	%	%	%	%	%
No problems	50	51	(22)	56	41	34	45
Managing to fit in course commitments with other commitments at home	22	22	(33)	12	16	30	22
Managing to keep up with the standard of work required	19	19	(32)	21	20	30	20
Managing to fit in course commitments with other commitments at work	18	18	(30)	10	12	15	9
Dealing with money pressures	12	11	(27)	14	18	23	24
Travel	9	8	(29)	11	20	14	17
Maths or numeracy skills	5	4	(13)	7	9	11	10
Extra help you were promised not being provided	5	4	(7)	10	10	9	11
Reading/writing skills	5	3	(15)	9	8	9	7
Discrimination of any kind from a member of your college/work staff	2	2	(8)	2	6	3	2
Discrimination of any kind from other students/learners	2	2	(7)	2	6	4	6

Note: brackets indicate base size is less than 100 and figures should be treated with caution

311 When we look at gender within ethnic group the points to note are that:

- black males were more likely to mention problems with mathematics/numeracy (14% compared with 5% of white males); and
- a higher proportion of Asian males mention dealing with money pressures (20% compared with 12% of Asian females and 11% of white males).

Course/provider variables

312 Generally speaking, full-time learners face problems which are different to those of part-time learners:

More of a problem for full time	More of a problem for part-time
<p>Keeping up with standard of work (26% of full-time compared to 17% part-time)</p> <p>Money pressures (20% full-time compared to 9% part-time)</p> <p>Travel to college (16% full-time compared to 6% part-time)</p> <p>Maths/numeracy (8% full-time compared to 3% part-time)</p>	<p>Balancing commitments at home (23% part-time compared to 18% full-time)</p>

313 The data does indicate, however, that:

- in general further education colleges, full-time females aged 25+ have problems balancing learning commitments with home commitments (31% of mentions); and
- Money pressures are more pronounced for the 19-24 year old full-time learners (29% mentioned this problem) and the 25+ full-time learners (26%) than they are for the 16-18 year old full-time learners (17%).

314 Type of subject has some bearing on experience of problems.

- Agriculture/horticulture, arts/media, health and social care and humanities have at least 5% more learners experiencing problems.
- Learners undertaking construction and ICT courses experience significantly fewer problems.

315 Finally:

- As one might expect, learners on short courses have fewer problems (just 37% of learners on courses that last up to six months experienced a problem compared with the overall average of 50%).
- Learners in general further education colleges aged 16-18, studying for level 3 do not appear to experience more problems than those in sixth form colleges (54% in further education experienced a problem compared with 53% in sixth form colleges). Those that did cite problems appeared to have experienced very similar ones.

9.3.2 Advice/help sought for problems and usefulness

Demographics and personal circumstances

316 Certain groups are more inclined to seek advice/help.

- Females (16-18) and females (19-24) were the groups most likely to have sought advice for problems.
- Older males of 25 + were least likely (23% compared with 33% overall) but those that had, rated the help highly (52% said it had been very useful).
- Learners with dependents experience more problems yet the proportion seeking help is below average. Over half (51%) of those with pre-school children who had sought help said that it had been very useful.
- Over two fifths (44%) of learners with disabilities seek help for their problems (11% points above the average).

Table 9.5: (Q30 and Q31) Percentage of those with problems seeking help/advice from the college or employer and levels of usefulness (by demographics and personal circumstances)

Further Education	Total	Age within gender						Dependents			Disabilities	
		Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	No dependents	With dependents	Dependents pre-school	No disabilities	With disabilities
Base: All respondents experiencing problems												
Unweighted	5,098	1,079	273	551	1,446	330	593	4,080	1,018	335	4,674	420
Weighted	4,900	607	320	831	743	349	402	3,480	1,419	63	4,406	489
	%	%	%	%	%	%	%	%	%	%	%	%
% seeking help/advice	33	40	38	23	43	43	28	34	30	29	31	44
Base: All respondents seeking advice												
Unweighted	1,876	417	117	196	319	157	402	1,553	323	105	1,674	200
Weighted	1,628	245	127	136	647	149	593	1,199	429	140	1,408	218
	%	%	%	%	%	%	%	%	%	%	%	%
Very useful	45	46	40	52	39	44	46	44	45	51	44	47
Quite useful	33	39	36	27	40	35	28	33	32	31	34	27

College/provider variables

- 317 The likelihood of learners seeking advice/help from the college shows some variations relating to type of college.
- Full-time learners were much more likely than part-time learners to seek help/advice (45% compared with 27%). Over half (54%) of the 19-24 full-time learners seek help for their problems.
 - Learners on agriculture/horticulture and health and social care courses are most likely to seek help (41% and 43% respectively compared with the overall average of 33%).
 - Fewer learners on short courses seek help (22%).
 - Early leavers do not appear to have sought help more often than others. It is interesting to see that a high proportion of those who thought about leaving (40%) asked for help and are still on the course. Given that they rate the help as more useful than other learners one could assume that it may have contributed to their decision to continue.

9.3.3 Complaints made and outcome

- 318 A total of 6% of learners in further education have complained about teachers/trainers, 3% about the college, 2% about discrimination from staff or students and 1% about problems stemming from personal circumstances and/or course-related issues. In all cases approximately a third to two fifths of complaints will have received a satisfactory outcome.
- Teacher/trainer-related complaint – 38% will have reached a satisfactory outcome, 18% an unsatisfactory outcome and 41% will have reached no outcome at all.
 - College-related complaints – 33% satisfactory outcome, 16% unsatisfactory and 44% no outcome at all.
 - Discrimination-related complaints – 33% satisfactory outcome, 27% unsatisfactory and 39% no outcome at all.
 - Personal-related complaints – 39% satisfactory outcome, 23% unsatisfactory and 37% no outcome at all.
 - Course-related complaints – 35% satisfactory, 21% unsatisfactory and 42% no outcome.

Demographics and personal circumstances

- 319 Young (16-18) females in further education are significantly more likely to have made a complaint than other groups. Over a fifth (22%) said they had complained compared with the overall figure of 12%. Males aged 16-18 were the only other group where the proportion complaining is above average.
- 320 Exploring the rate of complaints by college variables helps build the picture further.
- A fifth of the full-time learners have made a complaint compared with one in ten part-time students (the highest number in the 16-18 and 19-24 full-time groups).
 - More complaints are made by 16-18 year olds studying level 3 in general further education colleges than those in sixth form colleges (25% compared with 12%).
 - Making a complaint is not a strong indicator of an early leaver. Just 16% of these learners made a complaint compared with 12% overall.
 - Very few learners on short courses complain (6% compared with 12% overall and 19% of students on courses up to two years).

9.4 Work based learning

9.4.1 Types of problem encountered

Demographics and personal circumstances

- 321 Overall, 48% of learners have experienced a problem. Females aged 16-18 are least likely to have experienced problems and 19+ females most likely. The slightly older females have experienced more problems than the other groups in resolving course commitments with other commitments at work and in the home.
- 322 Almost six out of ten (58%) learners with dependents have experienced problems compared with 47% of those without. The percentages for those experiencing problems with standard of work, commitments at home and work are at least 10% higher than the average. Dealing with money pressures and getting the help that was promised is also a particular problem for this group (at least 5% above the average).
- 323 Trainees with disabilities are far more likely to mention all types of problems than other groups of learners. They not only have real problems with standards and commitments but the data indicate relatively widespread problems with mathematics/numeracy skills (27% mentioned this problem compared with 8% on average) and reading/writing (32% compared with 6% on average). This may, however, not be surprising given that this group have particular needs. Later in this section we see that people with disabilities were less likely to seek help or advice, and when they did, fewer respondents found it very useful.

Table 9.6: (Q29) Problems encountered (by demographics and personal circumstances)

Work Based Learning	Total	Age within gender				Dependents		Disabilities	
		Male 16-18	Male 19+	Female 16-18	Female 19+	No dependents	With dependents	No Disabilities	With disabilities
Base: All respondents									
Unweighted	2,032	465	678	341	539	1,891	141	1,940	88
	%	%	%	%	%	%	%	%	%
No problems	52	50	55	52	49	53	42	53	(32)
Dealing with money pressures	16	18	15	16	15	15	21	15	(25)
Managing to keep up with the standard of work required	16	15	15	16	19	15	28	16	(25)
Managing to fit in course commitments with other commitments at work	16	10	15	13	25	15	26	16	(24)
Managing to fit in course commitments with other commitments at home	12	8	12	11	17	11	23	12	(17)
Travel	10	14	9	9	6	10	10	9	(13)
Maths or numeracy skills	8	9	7	8	7	8	10	7	(27)
Extra help you were promised not being provided	8	7	6	11	10	8	13	8	(17)
Reading/writing skills	6	8	5	6	5	6	9	5	(32)
Discrimination of any kind from a member of your college/work staff	3	4	2	4	4	3	4	3	(8)
Maintaining your personal motivation	3	2	4	2	4	3	3	3	(2)
Discrimination of any kind from other students/learners	2	3	2	4	1	2	1	2	(8)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

324 The only point of any significance to note on course variables is that those who were qualified to level 3 when starting the course were much more likely to say that they had problems with fitting the course in with work commitments (27% compared with the overall average of 16%).

9.4.2 Advice/help sought for problems and usefulness

Demographics and personal circumstances

325 Age and gender are not significant factors in relation to seeking advice/help. The 19+ females tended to seek advice/help most often but the incidence is not significantly above average. The younger (16-18) males were no more likely to seek help/advice than the overall group but when they did, they tended to find it more useful.

326 Learners with dependents were more likely to seek help/advice than those with no dependents at home. This is encouraging because many more have experienced problems. One might expect similar figures for those with disabilities, as opposed to those without, but this is not the case. 68% of those with disabilities experienced problems but only a third of them have sought help/advice. With many more respondents in this group citing basic skills as the problems they face this may highlight a gap in basic skills services for work based learning.

Table 9.7: (Q30 and Q31) Percentage seeking help/advice and usefulness (by demographics and personal circumstances)

Work Based Learning	Total	Age within gender				Dependents		Disabilities	
		Male 16-18	Male 19+	Female 16-18	Female 19+	No dependents	With dependents	No Disabilities	With disabilities
Base: All respondents experiencing problems									
Unweighted	969	232	301	164	273	890	83	912	60
	%	%	%	%	%	%	%	%	%
% seeking help/advice	38	38	35	39	42	38	(46)	39	(33)
Base: All respondents seeking advice									
Unweighted	373	88	104	64	116	335	38	352	20
	%	%	%	%	%	%	%	%	%
Very useful	43	(52)	38	(39)	41	41	(53)	43	(35)
Quite useful	37	(33)	42	(31)	38	38	(24)	36	(45)

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

327 Whilst type of provider does not indicate whether a learner is likely to have more or fewer problems, it does appear that a higher proportion of work based learners who are with training providers seek help and advice. Learners with this type of provider, however, were least likely to find the help given very useful.

Table 9.8: (Q30 and Q31) Percentage seeking help/advice and usefulness (by provider)

Work Based Learning	Provider			
	Total	College	Training Provider	Workplace
Base: All respondents experiencing problems				
Unweighted	973	432	142	525
	%	%	%	%
% seeking help/advice	38	34	54	40
Base: All respondents seeking advice				
Unweighted	373	145	76	211
	%	%	%	%
Very useful	43	45	(36)	41
Quite useful	37	33	(43)	37

Note: brackets indicate base size is less than 100 and figures should be treated with caution

9.43 Complaints made and outcome

328 The data indicate that demographic and personal circumstances do not have any impact on the incidence of complaints. At this stage the bases are too low to look into detail at the subgroups for outcomes of complaints.

9.5 Accredited adult and community learning

9.5.1 Types of problem encountered

Demographics and personal circumstances

329 Overall, 43% of learners on accredited adult and community learning courses had experienced a problem. The 16-34 year olds show evidence of more problems with the standard of work required. The 55+ learners experienced significantly fewer problems than other age groups.

330 Unsurprisingly, home commitments are proving a problem for those with dependents at home (26% mentions compared with 16% for those with no dependents).

Table 9.9: (Q29) Problems encountered (by demographics and personal circumstances)

Accredited Adult and Community Learning	Age within female				Dependents		Disabilities	
	Total	Female <35	Female 35-54	Female 55 plus	No dependents	With dependants	No Disabilities	With disabilities
Base: All respondents								
Unweighted	723	167	237	127	472	251	648	75
	%	%	%	%	%	%	%	%
No problems	56	52	54	64	58	51	56	(51)
Managing to fit in course commitments with other commitments at home	20	22	25	11	16	26	20	(15)
Managing to keep up with the standard of work required	18	22	15	22	18	18	18	(20)
Managing to fit in course commitments with other commitments at work	16	17	16	6	15	18	17	(8)
Dealing with money pressures	8	13	9	2	7	10	7	(16)
Travel	7	7	7	6	7	6	5	(17)
Maths or numeracy skills	4	5	3	1	3	5	3	(9)
Reading/writing skills	4	4	5	1	4	4	4	(9)
Extra help you were promised not being provided	3	5	3	0	3	3	2	(7)
Discrimination of any kind from other students/learners	2	2	2	0	1	2	2	(3)
Discrimination of any kind from a member of your college/work staff	1	1	1	0	<0.5	2	1	(3)

Note: table does not include a breakdown of age within male learners due to low base sizes. Brackets indicate base size is less than 100 and figures should be treated with caution

9.5.2 Advice/help sought for problems and usefulness

Demographics and personal circumstances

331 Females are more likely than males to have sought help, and younger learners rather than the older learners (58% of 16-24 year olds had experienced problems, most commonly with the standard of work required, and 42% of them had sought advice). It is surprising that with specific problems being so common to the 35-54 age group (balancing work commitments for males and home commitments for females) higher proportions of this group do not seek advice.

9.5.3 Complaints made and outcome

332 Like work based learning, the data indicate that most demographic factors and personal circumstances bear little impact on the incidence of complaints. Perhaps the only pattern to emerge is that the youngest age groups report complaints most often (10% of the 16-24 year olds compared with 5% in the 25-34 and 35-54 age categories).

Overall Satisfaction

10.1 Introduction

333 This section explores how satisfied learners are with the learning experience overall. We also look at their reasons for satisfaction and dissatisfaction with the course or learning programme.

10.2 Overview

10.2.1 Overall satisfaction

334 Overall levels of satisfaction with the learning experience are high. Importantly, the levels of reported dissatisfaction are low: 7% in further education, 6% in work based learning and 4% amongst adult and community learners on accredited courses.

335 It is important to stress that the satisfaction levels recorded are not solely a reflection of quality of delivery. They are also strongly influenced by learners' motivation and by the type and length of course/learning programme. Consistently across all our groups, older and part-time learners report higher levels of satisfaction than their full-time younger counterparts. This age factor contributes to the higher satisfaction scores achieved in the accredited adult and community learning sector.

336 Across all sectors, the quality of teaching is the dominant influence on satisfaction with the overall learning experience. This is shown both by the reasons that respondents themselves cite for satisfaction /dissatisfaction, and by the regression analysis which has been used to derive drivers of satisfaction (see annex A).

- 64% of learners in further education are very/extremely satisfied with their learning experience and 26% fairly satisfied.
- 62% of learners in work based learning are very/extremely satisfied and 30% fairly satisfied.
- 76% of learners in accredited adult and community learning are extremely/very satisfied and 19% fairly satisfied.

Table 10.1: (Q38) Taking everything into account, how satisfied are you with your current learning experience at your college/provider/workplace? (by type of provision)

	Provision type					
	All further education	General further education college	Sixth form college	Other colleges*	Work based learning	Accredited adult and community learning
Base: All respondents						
Unweighted	10,000	5,706	3,363	735	2,032	723
Weighted	10,000	9,160	650	154	N/A	N/A
	%	%	%	%	%	%
Extremely Satisfied	20	20	16	20	17	32
Very Satisfied	44	44	49	44	45	44
Fairly Satisfied	26	26	28	25	30	19
Neither/nor	3	3	3	2	3	1
Fairly/very/extremely dissatisfied	7	7	5	7	6	4
Mean (out of 7, where 7 = extremely satisfied and 1 = extremely dissatisfied)	5.6	5.6	5.7	5.6	5.6	5.9

Note: don't know not included

*Other colleges include agriculture/horticulture colleges, art and design and designated colleges. National specialist colleges are not included.

Further education

337 Although levels of satisfaction are very high, there is some divergence in the degrees of satisfaction expressed by different groups.

Chart 10.1: Groups with higher/lower than average ratings (further education)

Higher than average satisfaction	Lower than average satisfaction
25+ year olds	16-18 year olds
	Learners studying for GNVQ and GCE A/AS level qualifications
	Specific ethnic minority learners (less likely to give extremely/very satisfied ratings than white learners)

338 The higher ratings given by older learners are in line with other customer satisfaction research conducted. Older customers are consistently more generous in their ratings than their younger counterparts. Interestingly, there is little difference between men and women learners in rating overall levels of satisfaction— a finding which possibly runs counter to expectations.

339 Amongst the small percentage of learners who are dissatisfied (7%), the reasons for dissatisfaction centre largely around problems with quality of teaching, but further education learners also cite problems relating to poor organisation and communication within the college.

Work based learning

340 Satisfaction for this group also runs very high. Just over nine in ten (92%) work based learners said that they were satisfied overall.

341 There are no particular groups of work based learners who stand out as more or less satisfied than others but, when we look at reasons for satisfaction and dissatisfaction, these vary by provider type. Generally, the reasons for dissatisfaction amongst the 6% who commented negatively were the attitude of the trainers, levels of support and training standards.

Accredited adult and community learning

342 Almost all learners (95%) on accredited courses were satisfied overall. There was very little dissatisfaction.

10.3 Further education (general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges)

10.3.1 Overall satisfaction

Demographics and personal circumstances

343 Overall satisfaction with the learning is relatively consistent across the various groups interviewed. There is much less variation than when we look at specific aspects of the learning experience such as the quality of teaching. One explanation for this could be that, whilst each group of learners may identify weaknesses in certain aspects of the provision, they find compensating strengths in other aspects which balance out their overall view.

344 In terms of demographics, the most satisfied groups are the 25+ learners. Gender does not appear to drive satisfaction rates. The least satisfied groups are the young males and females, and most ethnic minority learners (with the exception of Black African learners) have lower satisfaction ratings than white learners. Age is a factor in driving ethnic minority scores down, in that there is a higher proportion of 16-18 year olds in these groups.

Table 10.2: (Q38) Taking everything into account, how satisfied are you with your current learning experience at your college? (by demographics and ethnicity)

Further Education	Age							Ethnicity					
	Total	Male 16-18	Male 19-24	Male 25+	Female 16-18	Female 19-24	Female 25+	White	Mixed race	Indian	Pakistani/ Bangladeshi	Black Caribbean	Black African
Base: All respondents													
Unweighted	10,000	2,111	504	1,262	2,553	547	3,023	8,927	92	218	182	166	138
Weighted	10,000	1,183	580	1,923	1,313	608	4,393	9,030	75	169	131	171	133
	%	%	%	%	%	%	%	%	%	%	%	%	%
Extremely Satisfied	20	14	15	22	14	16	23	20	(16)	19	13	14	21
Very Satisfied	44	41	42	45	44	46	45	45	(26)	35	40	42	51
Fairly Satisfied	26	36	32	23	32	27	23	26	(42)	33	39	34	19
Neither/nor	3	3	3	2	3	3	3	3	(4)	3	3	3	1
Fairly/very/extremely dissatisfied	7	7	8	7	6	8	6	7	(13)	7	4	6	8
Mean (out of 7 where 7 = extremely satisfied and 1 = extremely dissatisfied)	5.6	5.5	5.5	5.7	5.5	5.5	5.7	5.6	(5.2)	5.5	5.5	5.5	5.7

Note: brackets indicate base size is less than 100 and figures should be treated with caution

Course/provider variables

345 Those on access courses and those studying for professional qualifications were most likely to be extremely or very satisfied. Learners on GNVQ courses, closely followed by learners studying for GCE A/AS levels, were least likely to be extremely or very satisfied with their overall experience. Reflecting a general theme in this report, we see that full-time learners are less satisfied than part-time (particularly the full-time 16-18 year olds and the full-time 19-24 year olds) are generally less satisfied than part-time learners.

Table 10.3: (Q38) Taking everything into account, how satisfied are you with your current learning experience at your college?
(by course/mode of learning)

Further Education	Course type							Mode of learning	
	Total	GCE A/AS level	GNVQ	NVQ	Access	GCSE	Professional	Full-time	Part-time
Base: All respondents									
Unweighted	10,000	3,212	611	1,018	268	303	605	5,393	4,607
Weighted	10,000	1,291	516	1,381	341	357	848	2,913	7,087
	%	%	%	%	%	%	%	%	%
Extremely satisfied	20	13	16	19	21	19	18	15	21
Very satisfied	44	45	35	44	46	45	50	43	45
Fairly satisfied	26	34	36	26	25	26	21	32	24
Neither/nor	3	3	4	3	2	3	3	3	2
Fairly/very/extremely dissatisfied	7	4	7	9	4	7	8	7	7
Mean (out of 7 where 7 = extremely satisfied and 1 = extremely dissatisfied)	5.6	5.6	5.4	5.6	5.8	5.6	5.6	5.5	5.7

Note: the total reflects all course types not just those illustrated in the table

346 Reasons for satisfaction and dissatisfaction (for mention of above 5%) are given in the chart 10.2. This highlights just how important a factor teaching is in relation to levels of overall satisfaction. The reasons for dissatisfaction also reveal some intolerance of poor organisation/administration within colleges.

Chart 10.2: Reasons for overall levels of satisfaction/dissatisfaction in further education (5% mention and above)

87% of learners were satisfied with their experience at their college. Reasons for satisfaction were:	7% of learners were dissatisfied with their experience at their college. Reasons for dissatisfaction were:
Good course/learned a lot (32%)	Teaching standard was poor/didn't learn much (23%)
Tutors are good/make it interesting/help us through it (20%)	Poor attitude of teachers/unsupportive (19%)
Helpful/get all the help/support I need (19%)	Badly organised/run (16%)
Gives me what I wanted/needed/the qualification (14%)	It was disappointing/not what I expected/not the right course for me (12%)
Good facilities/resources/equipment (7%)	Communication poor/don't tell you what you need to know (11%)
They were friendly/welcoming (7%)	Lack of staff/assessors/changes in staff (11%)
I am pleased with my progress/doing better than I expected/feel positive (7%)	Poor facilities/inadequate equipment (10%)
	Didn't get the help I needed/didn't respond to my needs (8%)
	Was boring/repetitive/not interesting/not motivating (6%)

Base: All satisfied (9077); all dissatisfied (621)

10.4 Work based learning

10.4.1 Overall satisfaction

Demographics and personal circumstances

347 All things considered there are no particular groups of work based learners who are significantly more satisfied than others. Although males and learners with disabilities are least likely to rate themselves as 'extremely' satisfied, their mean scores balance out to an average score of 5.6 out of 7.

Course/provider variables

348 The overall level of satisfaction is consistent across provider, subject and other provider variables. Chart 10.3 looks at the main reasons for satisfaction and dissatisfaction.

Chart 10.3: Reasons for overall satisfaction/dissatisfaction in work based learning (5% mentions and above)

92% of learners were satisfied with their experience at their college. Reasons for satisfaction were:	6% of learners were dissatisfied with their experience at their college. Reasons for dissatisfaction were:
Good course/learned a lot (26%)	Poor attitude of teachers/unsupportive (21%)
Helpful/get all the help/support I need (18%)	Didn't get the help I needed/didn't respond to my needs (18%)
Tutors are good/make it interesting/help us through it (15%)	Teaching standard was poor (13%)
Gives me what I wanted/needed/the qualification (13%)	It was disappointing/not what I expected/not the right course for me (13%)
Good facilities/resources/equipment (8%)	Communication poor/don't tell you what you need to know (12%)
Relates well to my work/increased careers prospects (7%)	Badly organised/run (12%)
Social life is good/met lots of people/good fun (5%)	Lack of staff/assessors/changes in staff (9%)
They were friendly/welcoming (5%)	Was boring/repetitive/not interesting/not motivating (8%)
	Poor facilities/inadequate equipment (7%)
	Problems with placements/practical work (6%)
	Not good/didn't enjoy it at all(5%)

Base: All satisfied (1857); all dissatisfied (121)

10.5 Accredited adult and community learning

10.5.1 Overall satisfaction

Demographics and personal circumstances

349 Satisfaction is high for learners on accredited adult and community courses compared with other learner types. Within the group however, we can see that gender and age have an impact on ratings. The younger males appear to be less satisfied than others, but caution must be exercised because the survey samples for all male learner groups are small. It should also be noted that the different age profile of these learners means that we have had to use different age breaks to those applied to the further education sector.

Course/provider variables

350 Whilst reasons for satisfaction are similar to those for other types of learner, adult and community learners on accredited courses are the first group to refer to a sense of camaraderie, (6% mentioned working with other members of their group as a reason for satisfaction).

Table 10.4: (Q38) Taking everything into account, how satisfied are you with your current learning experience at your college/centre? by demographics

Accredited Adult and Community Learning		Gender		Age within gender		
	Total	Males	Females	Female <35	Female 35-54	Female 55+
Base: All respondents						
Unweighted	723	192	531	167	237	127
	%	%	%	%	%	%
Extremely satisfied	32	28	33	28	38	31
Very satisfied	44	42	44	48	40	48
Fairly satisfied	19	24	17	17	17	17
Neither/nor	1	0	2	2	2	0
Fairly/very/extremely dissatisfied	4	6	3	4	4	3
Mean (out of 7 where 7 = extremely satisfied and 1 = extremely dissatisfied)	5.9	5.8	6.0	5.9	6.0	6.0

Note: Age within males is not included due to low base numbers

Chart 10.4: Reasons for overall satisfaction/dissatisfaction in accredited adult and community learning (mentions of 5% and above)

95% of learners were satisfied with their experience at their college. Reasons for satisfaction were:	4% of learners were dissatisfied with their experience at their college. Reasons for dissatisfaction were:
Good course/learned a lot (35%)	Poor attitude of teachers/unsupportive (20%)
Helpful/get all the help/support I need (18%)	Teaching standard was poor (20%)
Tutors are good/make it interesting/help us through it (22%)	Lack of staff/assessors/changes in staff (17%)
Gives me what I wanted/needed/the qualification (17%)	Didn't get the help I needed/didn't respond to my needs (13%)
I am pleased with my progress/doing better than I expected/feel positive (9%)	Badly organised/run (13%)
Friendly/welcoming (8%)	Communication poor/don't tell you what you need to know (10%)
Good facilities/resources/equipment (7%)	Poor facilities/inadequate equipment (7%)
Good group of students/work well together help each other (6%)	Time pressure/workload (7%)
Social life is good/met lots of people/good fun (6%)	Not good/didn't enjoy it at all(5%)

Base: all satisfied (684); all dissatisfied (30)

Non-Accredited Adult and Community Learning

11.1 Overview

- 351 Learners on non-accredited adult and community courses are, as a rule, a very satisfied group. Because of the small sample (only 278 interviews were conducted), conclusions are necessarily more tentative.

11.2 Current attitudes to learning and effects of the course

11.2.1 Attitudes to learning and effects

- 352 Older female learners are more likely to be getting a buzz from learning and enjoying the social side more than their younger counterparts. Further analysis is restricted because of the small sample.

Table 11.1: (Q41) Which of the following statements about learning apply to you and the way you feel now?

Non-Accredited Adult Community Learning	
Base: All respondents (unweighted)	278
	%
I enjoy learning and get a buzz from it	87
I enjoy learning mostly because of the social aspects	46
I am carrying on learning because I cannot think of anything better to do	7
I don't really enjoy learning	1

Note: Don't know/none of the above not included

- 353 At the time of the survey, almost all (95%) learners on non-accredited adult and community courses had more of an appreciation for the subject than before they started their course. Work-related benefits, such as acquiring the skills for a job, were given a lower rating in this group compared with other types of learner, which probably reflects the personal development or recreational nature of some courses.



Table 11.2: (Q42a) Effects that the course has had on the respondent (% agreeing)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
On balance I have a greater enthusiasm for the subject	95
It has given the skills I can use for my/a job	42
I feel more confident socially	55
I feel more confident in my ability to learn	77
I have a more structured approach to managing my time and responsibilities	45
I feel more positive about learning than I did when I started	68

11.2.2 Would you recommend the course at this college/provider

354 A total of 98% said that they would recommend the course to others. This is extremely high and the data show that this rating is consistent over all subgroups.

11.3 Satisfaction with teaching/training

11.3.1 Overall satisfaction with teaching

355 Overall satisfaction with the quality of teaching broadly tallies with ratings for the overall quality of the learning experience: 91% said they were extremely/very satisfied with the overall quality of teaching.

356 Ratings of 9 out of 10, or 10 out of 10 were given to the following:

- teacher's knowledge 89%; and
- relating to you as a person 78%.

357 Half the learners on non-accredited adult and community learning courses gave their teachers the highest rating (extremely satisfied). This far outweighs the satisfaction displayed by any other types of learner. Females, and those in socio economic C1 and C2 categories, are more likely to be extremely satisfied with teachers but taken as a mean score, satisfaction levels are relatively consistent across gender, age and socio economic group.

Table 11.3: (Q21) Overall, how satisfied are you with the quality of teaching at your centre/college?

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Extremely satisfied	50
Very satisfied	41
Fairly satisfied	8
Neither/nor	1
Fairly/very/extremely dissatisfied	0
Mean (7 = extremely satisfied)	6.4

Note: Don't know not included

11.3.2 Relating to the learner

- 358 Learners on non-accredited adult and community learning courses rate the teacher highly. The areas that received lower ratings were understanding you and how you like to learn and the support they give you.

Table 11.4: (Q22) How would you rate the teachers/trainers on the following aspects of teaching? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
How well they relate to you as a person	78
Making your subject interesting or enjoyable for you	77
Understanding you and how you like to learn	64
The support they give you, for example in improving your study techniques or time management	48

- 359 The data show that the 55+ females are generally more satisfied with how teachers relate to them than females aged 34-54. There are not enough males in the sample to look at differences in age for male learners.

Chart 11.1: (Q22) Summary of scores for female learners (by age)

Aspect of teaching	'Scores' for comparison	Female 34-54	Female 55 plus
Base: All respondents (unweighted)		87	107
How well they relate to you as a person	% rating extremely satisfied Mean-score	49% 9.1	69% 9.5
Subject interesting and enjoyable for you	% rating extremely satisfied Mean-score	54% 9.2	65% 9.4
Understanding how you like to learn	% rating extremely satisfied Mean-score	36% 8.6	55% 9.1
The support they give to you	% rating extremely satisfied Mean-score	38% 8.5	49% 9.0

11.3.3 Management of teaching/training

360 There is little difference between female learners 55+ and those aged 35-54 in their levels of satisfaction with the management of teaching.

Table 11.5: (Q22) How would you rate the teachers on the following aspects of teaching? (% of respondents giving 9 out of 10 or 10 out of 10 for each aspect)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Knowledge of subject	89
Planning their lessons	69
The quality and availability of teaching materials they use	63
Setting clear targets to help you improve	59
Providing prompt and regular feedback on progress	63
Managing the group of learners	73

11.3.4 Motivating the learner

- 361 With teaching scoring so highly, it is not surprising to see that adult and community learners are more likely to rate feedback as motivating (89%). Very few of the learners on non-accredited adult and community courses actually said that the feedback was demotivating.
- 362 Levels of motivation appear extremely high for all groups of learners on non-accredited adult and community courses.

Table 11.6: (Q26) In general how do you feel about the feedback on how you are doing from your teachers/trainers?

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Motivating	89
Demotivating	0.5
No effect either way	7

Note: Don't know and other responses not included, * = above zero but less than 0.5

11.3.5 Proportion of teaching hours 'put to good use'

- 363 Almost eight in ten learners (79%) in this category said that no lessons were unproductive.

11.4 Choice of course

11.4.1 Course choice

- 364 The high levels of personal motivation expressed by members of this group are matched by the very high proportions feeling that they chose the right course and had sufficient information (99%).
- 365 As one might expect, 71% of learners on non-accredited adult and community learning courses are motivated by personal reasons. A further 20% are taking their course to advance their skills and knowledge.



Table 11.7: (Q10) Why did you choose your course? (mentions of over 5%)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
For my own personal interest	71
Learn/advance my skills and knowledge in this area	20
I like the subject	10
Fitted in with my career plans/it was relevant to my job	8
To meet other people/to make new friends	6
To gain qualifications	5

11.4.2 Do you feel you chose the most suitable course?

366 Only 1% of learners on non-accredited adult and community courses (4 respondents) felt that they had not chosen the right course. Only 4% (10 respondents) were not satisfied with the information they had been given about courses.

11.4.3 Match to expectations

367 96% of learners on non-accredited adult and community course felt that their course had matched their expectations, and 73% said it had matched them very closely. These learners, more than any other group, felt their expectations had been met.

Table 11.8: (Q36) How closely did the course meet your expectations?

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Very closely	73
Quite closely	23
Not very closely	2
Not at all closely	1
Too early to say	1

11.5 Early impressions

11.5.1 Arriving and welcome

368 All learners (100%) on non-accredited adult and community courses felt welcome.

11.5.2 Learner health and safety issues

369 Just under half the adult and community learners on non-accredited courses received information on health and safety issues. They were the least likely of all learner types to have been given health and safety information.

Table 11.9: (Q20) Health and safety issues (% of respondents who recall receiving information on health and safety)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Emergency arrangements for fire and first aid	63
What to do if you have an accident and how to report it	44
Who to ask for any health and safety advice or instructions	53
Any dangers involved with your work and how to avoid them	45
Any things that you are not allowed to do, for example, using certain machinery	29
Tour of the workplace/premises or relevant areas pointing out health and safety matters	42

11.6 Early leavers and learners who seriously considered leaving

11.6.1 Early leavers

370 Only 3% of learners on non-accredited adult and community courses learners (9 respondents) had left their course early.

11.6.2 Learners who considered leaving

371 Only 5% of learners did not expect to complete their course, and 9% had seriously thought about leaving.



Table 11.10: (Q6, Q13A, Q13B) Learners who had considered leaving

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
Still studying on same course	98
Do you expect to complete the course	95
Have you ever seriously thought about leaving	9

11.7 Satisfaction with facilities

11.7.1 Facilities to support the course and the learner

372 Many of the facilities listed are not strictly relevant to learners in the non-accredited adult and community sector. Where they were able to rate the facilities (for example library, IT equipment, specialist equipment for their course) scores were relatively high, with older learners giving higher scores than younger learners.

Table 11.11: (Q34) At your centre/college, how would you rate the following facilities?

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	Mean score
Library/learning centre	8.3
IT equipment and facilities	8.3
Other specialist equipment and facilities related to your course	7.6
Childcare	N/A
Facilities for people with disabilities/special needs	7.5

N/A less than 30 respondents rating facility

11.8 Problems encountered and complaints made

373 The responsiveness of colleges or providers to learners' needs is considered by assessing the range of problems encountered by learners, the proportion that seek help, the usefulness of guidance and whether or not complaints have been made.

	Experienced problems	% with problems who have sought help	Made complaint
Non-Accredited Adult and Community Learning	32%	13%	5%

11.8.1 Types of problem encountered

374 The main points were:

- Those on non-accredited courses were the least likely of any of the learner groups to experience problems (68% did not experience any problems).
- Managing to keep up with the standard or work required and managing to fit in course commitments with home commitments were the top mentions.

375 There are no significant differences between learners on non-accredited adult and community courses and other types of learners in terms of the problems experienced.

Table 11.12: (Q29) Problems encountered (by type of provision)

Non-Accredited Adult and Community Learning	
Base: All respondents (unweighted)	278
	%
No problems	68
Managing to keep up with the standard of work required	12
Managing to fit in course commitments with other commitments at home	11
Travel	7
Managing to fit in course commitments with other commitments at work	6
Dealing with money pressures	5
Extra help you were promised not being provided	2
Maths or numeracy skills	1

11.8.2 Advice/help sought for problems and usefulness

- 376 Only 13% of learners on non-accredited adult and community courses learners who had experienced a problem have sought advice or help.

11.8.3 Complaints made and outcome

- 377 Just 5% of learners on non-accredited courses have complained. Of these, 43% felt there had been a satisfactory outcome, 21% an unsatisfactory outcome and 29% no outcome.
- 378 The data indicate that demographic and personal circumstances have very little impact on the incidence of complaints. The only pattern to emerge is that the youngest age groups are more likely to report complaints most often (10% of 16-34 years olds compared with 3% of those aged 55+).

11.9 Overall satisfaction

- 379 Satisfaction with the learning experience is high. The percentage of learners describing themselves as being extremely/very satisfied was 89%.
- 380 Satisfaction rates were higher amongst learners on non-accredited adult and community courses than any other learner type. The older learners on non-accredited courses appear to be more satisfied overall than the younger (75% of those under 25 said that they were extremely/very satisfied compared with 90% of the 55+ learners).

Annex A Regression analysis

Regression analysis was used to calculate the influence that different aspects of provision have on overall levels of satisfaction scores.

There are two commonly used methods for establishing the importance of attributes for a product or service. The first is to ask respondents explicitly to rate each of the attributes for their importance. Analysis of this approach suggests that respondents are likely to overstate the importance of tangible factors and understate the softer, more emotive factors. There is also likely to be a tendency to overstate those factors respondents think should be important (for example the quality of facilities).

This has led to the development of the second method, which relies on the analysis of data and the derivation of the importance of factors.

Regression analysis enables us to measure the relationship between a learner's level of satisfaction with particular components of a service to that of the overall rating. The rationale being, that the stronger the relationship between an attribute and overall level of satisfaction, the more important is this factor. If we have one attribute which rises or falls in line with overall satisfaction, this is a 'key driver' of overall satisfaction.

The analysis involves:

- condensing all aspects of provision into particular service dimensions that, together, hold some correlation in the data (factor analysis). This identifies the significant components of the service; and
- identifying the contribution that each service dimension is making to overall levels of satisfaction and/or loyalty (that is giving it an importance weighting).

In carrying out this process, we identified six service dimensions. The chart below details each of these and includes a description of which questions are included in each.

Chart Annex.1: Service dimensions in the learner satisfaction index

<p>Teaching/training</p> <p>Q22a Knowledge of subject Q22b How well they relate to you as a person Q22c Making your subject interesting/enjoyable to you Q22d Understanding how you like to learn Q22e The support they give you Q22f Planning their lessons Q22g Quality and availability of teaching materials Q22h Setting clear targets to help you improve Q22i Providing prompt and regular feedback on progress Q22j Managing the group of learners Q26 How do you feel about the feedback on how you are doing?</p> <p>Learning facilities</p> <p>Q34a Library/learning centre Q34b IT Q34h Other specialist facilities/equipment</p>	<p>General facilities</p> <p>Q34c Childcare Q34d Careers Q34e Canteen/café Q34f Facilities for people with disabilities Q34g Sports facilities/equipment Q34i Facilities for socialising with other students</p> <p>Usefulness of advice/help</p> <p>Q31 Generally how useful was this?</p> <p>Whether had problems or not</p> <p>Q29 Since starting the course, have you had any problems?</p> <p>Choice of course</p> <p>Q15b. Do you feel you chose the most suitable course? Q15c. Did the information you were given enable you to choose the right course? Q36. How closely did the course match expectations?</p>
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The analysis showed the strong impact that quality of teaching has on overall levels of satisfaction with the learning experience. The figures overleaf show the importance weighting for each service dimension for learners in further education colleges and work based learning. The way that the dimensions are weighted will of course mean that some show relatively low importance. This should not be an indication that they are unimportant to the learner. It simply means that they have relatively less importance compared with other dimensions. The main points to note across learner types are the higher importance of the teacher/trainer for work based learners and the fact that facilities play a less important role.

Dimension	Importance Weight Further Education	Importance Weight Work Based Learning
Teaching/training	50	53
Choice of course	17	20
General facilities	12	6
Usefulness of advice/help	9	6
Learning facilities	7	6
Whether had problems or not	5	9

Creating an action matrix for teaching/training

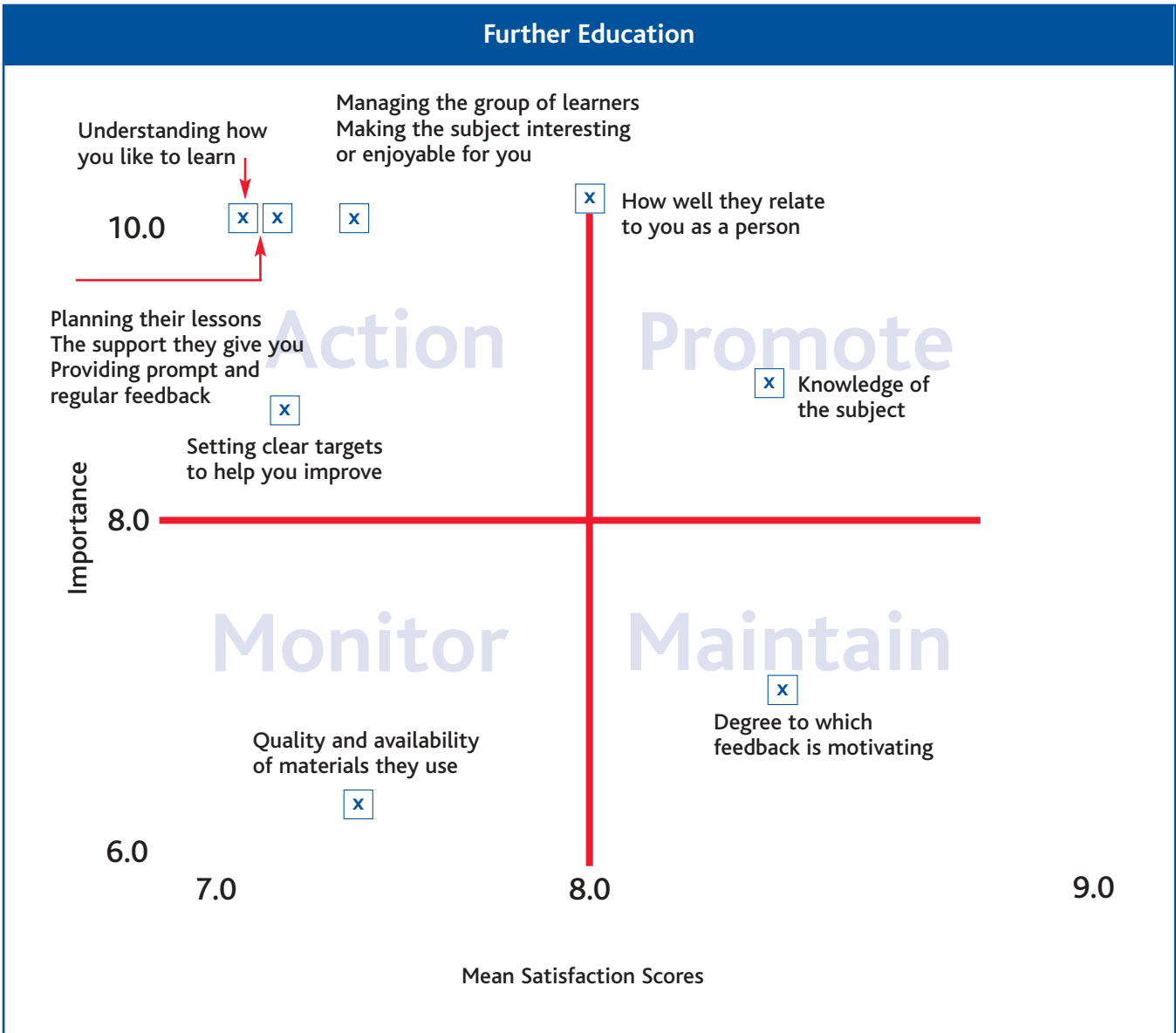
The final step in making this model useful and fit for purpose is to produce a chart which cross references importance and performance to give an action matrix. The following matrices show the teaching/training components for further education and work based learning and is split into quarters:

- Action (top left): high importance and low satisfaction;
- Promote (top right): high importance and high satisfaction;
- Monitor (bottom left): low importance and low satisfaction; and
- Maintain (bottom right): low importance and high satisfaction.

Apart from the fact that teaching/training is more important in driving overall satisfaction for work based learning, there are also some interesting differences when exploring the components within this factor. The practical elements (management and administration) of teaching/training appear to have more impact for work based learning.

- Quality and availability of teaching materials are much more important to this group of learner (moving from lower to upper quartiles on the matrix)
- Target-setting and prompt, regular feedback on progress and level of motivation obtained from feedback appear to be more important
- 'Understanding how you like to learn' and 'how well they relate to you as a person', although still high in importance, appear to be slightly less influential for work based learning.

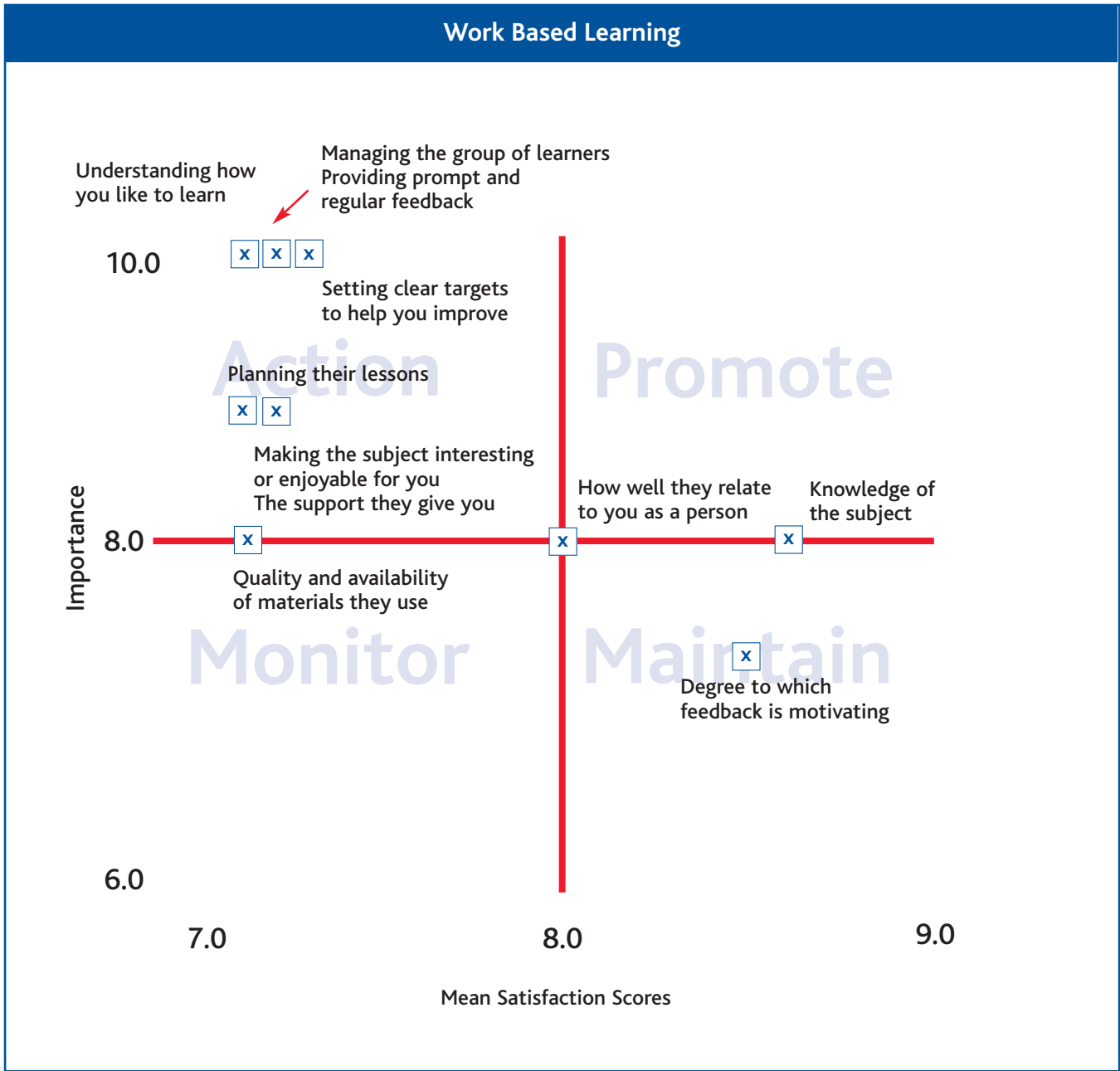
Chart Annex.2: Satisfaction matrix for teaching/training – further education



Note: Includes general further education colleges, sixth form colleges and agriculture/horticulture, art and design and designated colleges



Chart Annex.3: Satisfaction matrix for teaching/training – work based learning



Annex B Technical Report

Sample Design

Sample Coverage

At this stage the survey was designed to cover the following types of learner:

- those in the further education sector, in other words, attending general further education colleges, sixth form colleges, agriculture/horticulture, art and design, and designated colleges;
- those undertaking work based learning;
- those undertaking accredited adult and community learning; and
- those undertaking non-accredited adult and community learning.

In designing the sampling process the ideal would have been to sample directly from the new ILRs. While we were able to do this for work based learning, we had to rely on the individualised student record (ISR) for the further education and accredited adult and community learning sample. The ISR does not give names or contact details for learners and, therefore, the sampling exercise depended on the co-operation of colleges. Colleges and external institutions offering accredited adult and community learning gave us the names and addresses for the student reference numbers we sampled at random for their college.

Sample selection for accredited adult and community learners and further education learners

The database of students from the LSC was first split into two types - general further education colleges, sixth form colleges agriculture/horticulture art and design, and designated colleges (type 1s) and external institutions (type 2s). Prior to sampling the database was stratified by the following variables:

- college/institution;
- sex ;
- ethnicity;
- age;
- student mode of attendance ;
- widening participation factor .

Learners were split into the following three group in terms of age:

- 16-18;
- 19-24; and
- 25+ or missing.

The sampling was done on a '1 in n' basis with a computer-generated random start.

We stratified the sample by ethnic background to ensure it was representative of the survey universe in terms of sampling. We examined the possibility of boosting ethnic minorities to a point which would allow us to disaggregate this group but decided that the numbers needed to boost the ethnic minority samples to a point where meaningful separate analysis was possible per wave would involve using too high a proportion of the total interviewed sample available for that wave. Going back to the college/institution for booster sample would also have added an extra burden on them which we were anxious to avoid. It was decided instead to run waves 1 and 2 together, to provide an ethnic minority sample big enough for sub-analysis.

At the time the data were supplied to NOP, information had been received from 301 colleges, out of the total of 652.

Analysis was conducted comparing the 301 with the 652 on two key variables – institution type and region – and in each case the match was sufficient for the sample to be considered representative enough for sampling to proceed using just the 301 colleges and external institutions.

Because of the relatively low number of colleges/institutions included in the data, it was decided that all should be used for the survey.

The sample size was calculated on the basis of the number of interviews required to meet the overall target, the expected opt-out rate, and the expected non-interview rate. To save time, a sample was drawn which was large enough to cover each college for both the first two waves. In the event, we needed to use all the further education sector sample for wave 1 and had to make repeat requests to colleges and external institutions which had co-operated in wave 1 as well as to additional colleges which had subsequently sent in an ISR return.

Once student reference numbers had been generated they were distributed to colleges and external institutions. Colleges and external institutions were given the option of either contacting students directly to give them the opportunity of opting out of the survey or supplying the contact details to NOP so that it could undertake this part of the process.

This process involved several stages of contact:

- Anonymised ISR data sent to NOP;
- NOP sampled individual learners and sent the student reference numbers, by college/external institution, back to LSC;
- NOP returned ISR data to the LSC;
- LSC sent out the student reference numbers, by college/external institution to local LSCs who then forwarded them, with instructions to the colleges institution included;
- Colleges/external institutions were given a reference at the local LSC, national LSC and NOP to call with any queries
- Colleges were requested to send contact details for learners back to NOP (on spreadsheet or hard copy) or to do the mailouts themselves;
- Learners dialled into the NOP Freephone number to opt out;
- Opt-outs were deleted from each college's/external institution's sample file before it was entered into the master sampling frame.

The numbers sampled in each wave were as follows:

Table: Annex 1: Sample collection/provision from colleges

	Wave 1	Wave 2
Number of colleges sampled*		
No. of further education (GFEC, sixth form college, other)	189	180
No. of external institutions	112	124
Total	301	304
Number of learners sampled per college**:		
No. of learners for further education (GFEC, sixth form college, other)	100	200
No. of learners for external institutions	35	35
Total	22,820	40,340
Number of colleges that responded to request for sample:		
Further education	80	84
Sixth form college	39	30
External institutions	71	59
Total	190	173***
Number of learners for whom personal details were received:		
Further education	7,883	16,341
Sixth form college	3,793	3,248
External institutions	2,611	1,498
Total	14,287	21,087

* Not all of colleges from wave 1 agreed to help again

** A contingency was built in for the proportion of colleges we did not expect to make a return

***13 sixth form colleges were not added to sample, 15 external institutions, and two further education and one sixth form college arrived too late to be included in the sample

Sixth form colleges were over represented owing to three factors:

- 1) For some reason, general further education colleges were more receptive to early AoC advice, and, therefore, less likely to return the students' contact details as requested.
- 2) Circumstances did not allow for a probability proportionate to size (pps) sampling approach, which meant that smaller colleges, such as sixth form colleges, were over-represented. This is basically because of the initial problems in collecting samples on a case-by-case basis. If data had been allocated for all 600+ colleges and external institutions there could have been a proper pps sampling. In theory we should have drawn different numbers from each college, based on number of students, but if we had done that the fieldwork would have been too reliant on the larger colleges, and there was a risk that some of these would not respond. This might have left us short of numbers overall.
- 3) This approach should still have given us the opportunity to use more of the sample from general further education colleges than from sixth form colleges, to correct some of the imbalance introduced at 2) above, but given the final shortage of sample we had to use all the sample available to us, even though we knew it over-represented sixth form colleges.

Sample selection for work based learning

Personal details are present on the ILR for work based learning. For each wave we sampled a random selection of 6,000 names with a computer-generated random start. This was checked against the death register and was then loaded to achieve 1,000 interviews.

Sample selection for learners on non-accredited adult and community courses (wave 2)

Given there are no central databases of learners on non-accredited adult and community courses, it was decided, after discussions with NIACE and the LSC, that it was not feasible to implement any form of random sampling method for this group of learners. The route taken, therefore, was as follows:

- We stratified LEAs by method of delivery, geographical distribution and authority type, and selected 30 LEAs.
- Letters were sent from the LSC to chief education officers and adult education officers of LEAs to explain the aims of the survey and to ask for their co-operation in supplying the sample.
- NOP then called adult education officers to confirm their co-operation and to take down the names and contact details of five adult education institutions within their area.
- These were then contacted by post with a letter, asking them to hand out a form (with its attachments) to tutors that were taking the first four non-accredited classes time tabled for the day after receipt of the letter.
- Tutors read out a brief description of the survey and forms were passed round the class so that those happy to take part could fill in their name and home telephone number.

Twenty-five of the 30 LEAs agreed to take part but many of the institutions contacted considered that there was insufficient time to get the sampling done before the end of term. In the end, we received a total of 620 leads. It is impossible to tell which leads came from which centres as tutors generally did not fill in the requisite details at the top of the form.

This is about the best we could have expected given the timing of the sampling exercise (last two weeks of the summer term) and the multiple stages involved in obtaining the sample.

Sample structure

The original aim was to carry out 8,000 interviews per wave, split as follows:

Further education students	6,000
Work based learners	1,000
Adult and community learners	1,000

This balance was judged to meet the need for the survey to provide a robust picture of each group and also to allow for results from the further education student population to be broken down by region. Difficulties in collecting the sample made the achievement of these targets impossible for wave 1 and whilst some ground was made up on wave 2, there was still a shortfall on the overall targets for both further education and adult and community learners. Final numbers of interviews achieved were as follows:

Provision type	Wave 1	Wave 2	Total
Further Education	3,374	6,626	10,000
Work Based Learning	1,001	1,031	2,032
Accredited Adult and Community	350	373	723
Non-accredited Adult and Community	0	278	278

Given the difficulties in sampling non-accredited adult and community learners, it was decided to use wave 2 as an opportunity to pilot an approach to this sector.

Fieldwork and Response Rates

The survey was carried out by means of a telephone interview, lasting 20 minutes on average. Telephone interviewing was chosen in preference to other data collection methods on the following grounds:

- telephone interviewing avoids the need to cluster the sample;
- it is generally faster than face-to-face interviewing or self-completion methods; and
- the subject matter lends itself well to questioning over the telephone.

That said, the option for a face-to-face interview was built into the study for those who would find a telephone interview difficult for example because of language difficulties or other communications difficulties. It was also recognised at the outset that telephone interviews alone would not necessarily be able to provide the depth of information required on certain topics. The option of follow-up qualitative research was, therefore, built into the survey design.

Wave 1 fieldwork was carried out between 15 April and 17 May 2002. Wave 2 fieldwork was carried out between 5 June and 14 August 2002.

Full response rate data are given overleaf. In looking at the breakdown, it is worth noting the following:

- The quality of the contact data was relatively poor. There was a high incidence of telephone numbers which were not contactable or which did not lead us to the individual we were trying to contact. Contact data from sixth form colleges were far more accurate than data from general further education colleges, which increased the extent to which they were over represented in the sample finally achieved.
- For all groups except work based learning, we were loading sample as it arrived. Those in sample batches which arrived towards the end of the fieldwork period would, therefore, have had less of a chance of being successfully contacted than those which were available earlier on in the process.



The response rates across waves 1 and 2 were as follows:

	Further Education	Work Based Learner	Adult and Community (accredited and non-accredited)
Completed interviews	10,000	2,032	1,001
Hard appointments and soft appointments	535	634	125
Quits	471	145	100
Stopped interview	13	12	5
Referred elsewhere	116	92	20
Refusal	3,381	727	669
Ex directory number	124	39	9
Respondent not available during fieldwork	156	123	0
TOTAL CONTACTS	14,796	3,804	1,929
No answer/ busy	3,410	2,644	380
Voicemail	110	244	55
TOTAL LIVE BUT NO CONTACT	3,520	2,888	435
Number not in service	2,680	888	374
Claimed duplicate already interviewed	60	27	18
No eligible respondent	1,699	387	306
Under 16	21	4	8
Courses completed before deadline	394	91	42
Number changed/ recorded message	158	76	24
Direct line/ not main number	112	26	2
Business use only	134	24	23
Computer/fax/modem line	344	75	76
Others cannot continue	1,042	378	172
TOTAL DEAD SAMPLE	6,644	1,976	1,045
TOTAL SAMPLE USED	24,960	8,668	3,409
RESPONSE RATE ON CONTACTED SAMPLE	68%	53%	52%
RESPONSE RATE ON CONTACTED AND OTHER LIVE SAMPLE	55%	30%	42%
RESPONSE RATE ON TOTAL SAMPLE	40%	23%	29%

Note: 'contact' sample is where contact was made with the intended respondent. 'Live' sample is where no contact was made for a variety of reasons, for example, no answer/busy, voicemail switched on

Questionnaire design

The survey questionnaire was developed in consultation with learners in the post-16 sector. NOP carried out a series of in-depth telephone interviews and focus group discussions with learners and used these to establish the issues that were of most importance to learners in influencing their levels of satisfaction with the learning experience.

The questionnaire was then piloted. The pilot involved 100 telephone interviews.

A copy of the final version of the questionnaire is included in annex B.

Management of telephone interviewing

Interviewer quality control scheme (IQCS)

The quality of work undertaken by NOP's Telephone Interviewing Services is in accordance with the standards laid down by the IQCS. All member companies of the IQCS are inspected annually by an independent inspector appointed by the IQCS Council. The inspector assesses the company's performance and this is submitted to the IQCS Council of Management for approval.

It is a condition for membership of the IQCS that:

- On appointment, each interviewer is issued with a current copy of the MRS Code Of Conduct, covering at least the sections relating to the following:
 - responsibilities to informants
 - responsibilities to the general public and the business community.
- The words 'Conducted within the Code of Conduct of the Market Research Society' are, wherever practical, included on the screen at the start and end of every interview or shift, requiring the interviewer to confirm compliance at that time, or covered in a separate sheet, identifying a specified period of time on a specific job and signed by the interviewer.
- Interviewers are made aware of the MRS Freefone facility, which verifies the bona fides of companies conducting genuine market research work.

Interviewers receive a minimum of 2 days basic training covering quality-related issues such as:

- the purpose and value of market research;
- the importance of accurate and ethical interviewing;
- the MRS Code of Conduct;
- special care when interviewing children, OAPs etc;
- use of freefone numbers;
- assurance of respondent's confidentiality and anonymity;
- quality control procedures;
- the interviewer's manner and need for courtesy;
- interviewing technique;
- types of questions including prompting and probing;
- demographics / classification / social grading; and
- some practical experience of interviewing.

10% of all completed interviews are monitored via remote listening-in and on-screen verification.

In addition, NOP's Telephone Interviewing Services applies a 7-hour rule which ensures that each individual interviewer is monitored for a minimum of every 7 hours they work, to ensure there is no bias in terms of who is monitored within the general 10% target.

Verbatim answers are scanned by NOP Team Leaders on a session by session basis to ensure that the quality of these open-ended answers reaches the standard required for each project.

Miscodes are reviewed and corrected at the telephoning interviewing centre where possible to ensure the data are as accurate as possible prior to leaving the centre.

Analysing the data

Weighting the data

The further education sector data has been weighted to correct for over-representation of sixth form college students and under-representation of part-time students.

	Interviews Wave 1 and 2		Student profile		Weighted data	
	No	%	No (000s)	%	No	%
GFEC	5,706	57	2803.7	92	9,160	92
Full time	2,188	22	700.1	23	2,290	23
Part time	3,518	35	2103.7	69	6,870	69
Sixth form college	3,363	34	197.4	6	650	6
Other specialist	753	7	56.1	2	154	2
Non classified	168	2			38	
Total	10,000	100	3057.2	100	10,000	100

Interpreting the data

Interim results were produced from wave 1 data, but for the purposes of this report we have aggregated wave 1 and wave 2 data. Given the substantial sample size involved, this gives us the opportunity to analyse results, particularly those for the further education sector, in some detail.

The following grid provides a useful rule of thumb when judging the statistical significance of the figures contained in this report.

95% confidence intervals for different expected proportions and sample sizes.

Sample size	Expected Proportion			
	50% or 50%	40% 60%	30% 70%	20% 80%
200	+/- 9.8%	+/- 9.6%	+/- 9.0%	+/- 7.8%
400	+/- 6.9%	+/- 6.8%	+/- 6.4%	+/- 5.5%
600	+/- 5.7%	+/- 5.5%	+/- 5.2%	+/- 4.5%
800	+/- 4.9%	+/- 4.8%	+/- 4.5%	+/- 3.9%
1,000	+/- 4.4%	+/- 4.3%	+/- 4.0%	+/- 3.5%
2,000	+/- 3.1%	+/- 3.0%	+/- 2.8%	+/- 2.5%
3,000	+/- 2.5%	+/- 2.5%	+/- 2.3%	+/- 2.0%
4,000	+/- 2.2%	+/- 2.1%	+/- 2.0%	+/- 1.8%
5,000	+/- 2.2%	+/- 1.9%	+/- 1.8%	+/- 1.6%

Note: this takes account of sample design factors and weighting effects

Documentation of methodology and core questions

NOP will document the core questions and core survey methodology and this will be published by the LSC. If colleges and other providers rigorously apply this guidance to carry out their own surveys, they will be able to compare their findings against national survey results.

Letters used in collecting sample

Letter from college/external institution to student regarding opt-out process

March 2002

Dear Student,

National Learner Satisfaction Survey

I am contacting you in connection with a survey that we are carrying out with students in further education, work based training and adult learning. The survey is sponsored by the Learning and Skills Council (LSC), which is the organisation responsible for funding and planning education and training for people aged over 16 in England. The LSC wishes to explore current levels of satisfaction with your course/training, and to use these data strategically to boost and maintain the quality of education and training. The LSC has asked NOP Research to conduct this survey because, as an independent body, it will ensure that your participation in the survey and individual responses are kept confidential. This letter has been sent to you by your college/institution on our behalf.

We would like to conduct a telephone interview with you that will last no longer than 15 to 20 minutes. To this end one of NOP's interviewers will call you between late March and July of this year. They will see if you are willing to participate in the research and to either conduct the interview at that time or to arrange a more convenient time.

I should emphasise that the survey will be carried out according to the Market Research Society's Code of Conduct - a Code which guarantees absolute confidentiality and anonymity of response. Neither the LSC nor your college/institution will be made aware of your participation or individual responses. The LSC is not seeking to assess individual cases, the aim is to produce an aggregate picture of satisfaction.

For the survey to be as useful as possible, it needs to represent the views of all students and learners. To achieve this it is important that as many of the selected students as possible take part in the study, and I do hope that you will be one of them. Your views are important.

If you do not want your name and address to be passed on to NOP for the purposes of the survey, please call this freephone number 0800 within the next two weeks and quote the following serial number (SERIAL NUMBER).

Should you have any other questions concerning the survey please contact either of the following or await a call from the interviewer who should be able to answer any queries you may have:

Julie Talbot	NOP Research Group	020 7890 9075
Karen Cutts	NOP Research Group	020 7890 9187

Thanking you in advance for your co-operation in this exercise.

Yours sincerely,

Avril Willis,
Director of Quality and Standards

Letters used in collecting sample

Letter from LSC to student regarding opt-out process

March 2002

Dear Student,

National Learner Satisfaction Survey

I am contacting you in connection with a survey that we are carrying out with students in further education, work based training and adult learning. The survey is sponsored by the Learning and Skills Council (LSC), which is the organisation responsible for funding and planning education and training for people aged over 16 in England. The LSC wishes to explore current levels of satisfaction with your course/training, and to use these data strategically to boost and maintain the quality of education and training. The LSC has asked NOP Research to conduct this survey because, as an independent body, it will ensure that your participation in the survey and individual responses are kept confidential.

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Thanking you in advance for your co-operation in this exercise.

Yours sincerely,

Avril Willis,
Director of Quality and Standards

Letters used in collecting sample

Letter from LSC to college/external institution carrying out opt-out process

College/external institution name

May 2002

Dear,

National Post-16 Learner Satisfaction Survey

Thank you for agreeing to help us with this survey. Enclosed are the letters to distribute to your students. The letter is an opt-out letter, so it explains the survey to the students and gives them a freephone number to call if they do not wish to take part. We are giving the students a two week period after receiving the letter to opt out of the survey.

After the two week period, we will then send you a list of the reference numbers of students who do not wish to take part in the survey. We would like you to remove these reference numbers from the sample, match the remaining reference numbers to names, addresses and telephone numbers and send the file, preferably in electronic format to NOP. You can e-mail it to j.talbot@nopworld.com. If the students do not opt out, but do not want to take part in the survey, they can refuse to take part when the interviewer telephones them.

Each envelope has a reference number on it. Please insert the appropriate contact details for each reference number onto the envelope. We need to allow the students two weeks in order to decide whether or not to take part. It would, therefore, be really helpful if you could inform us of the date you sent the letters by e-mailing j.talbot@nopworld.com.

I should emphasise that the survey will be carried out according to the Market Research Society's Code of Conduct - a Code which guarantees absolute confidentiality and anonymity of response. Neither the LSC nor the college/institution will be made aware of who participates in the survey or individual responses. The LSC is not seeking to assess individual cases, the aim is to produce an aggregate picture of satisfaction.

If you have any queries, please contact Julie Talbot at NOP on 020 7890 9075. If, alternatively, you would prefer to contact LSC direct, please contact Janet Smith, on telephone number 02476 703 281.

Once again, thank you very much for your help in this matter.

Yours sincerely,

Julie Talbot

Senior Research Executive

Letters used in collecting sample

Letter to LEAs for sampling non-accredited adult and community learning

14 June 2002

Dear Colleague,

I am writing to ask for your help in obtaining the contact details of adult learners who are willing to be interviewed for the Learning and Skills Council's national learner satisfaction survey. This is the first ever, comprehensive survey of learners in the post-16 education and training sector in England.

Non-accredited adult and community learning has a vital role in post-16 provision, and as such, seeking the views of adult learners studying at centres offering adult learning is important, particularly if we are to obtain a sample that is as representative as possible of learner opinion. We believe that we have a good representation of adult and community learners currently on accredited courses, but need your assistance in obtaining the sample for non-accredited courses.

Background information

The purpose of the survey is to gauge learners' views on their experience and the benefits of learning, and to use the findings strategically to inform policy and practice both within the LSC and by its stakeholders. Following a rigorous tendering process, we appointed NOP Research to carry out the survey on our behalf.

The survey, which will be carried out using telephone interviewing followed by a series of focus groups, is a means by which national levels of satisfaction can be measured and tracked over time. Findings will be reported at national and regional level - it is not our intention to analyse at LEA or individual provider level.

We are setting up an advisory group to look at how findings might be interpreted and used to bring about improvements in the sector, and have invited NIACE to become a member of this group to represent adult learning provision. The survey's findings will be made public to LEAs, other education and training providers and interested parties directly on the LSC's Internet website (www.lsc.gov.uk) or via a link to a dedicated site. It is intended that these will be available in autumn 2002.

How you can help

We would like to ask some of your centres offering non-accredited adult and community learning to approach learners to find out if they are prepared to take part in a short telephone interview at a later date. Our intention is for your tutors to circulate a short letter explaining the purpose of the survey, with a form so learners who are interested can write in their name, telephone number and sign their consent to take part. An example copy of this letter and form are enclosed for your information.

As we do not hold details of the centres where non-accredited adult and community learning is provided in your area, this is where we are hoping you can help. We would like you to supply us with names and addresses of up to five centres where adult and community learning is offered, and if possible a contact name for each organisation or venue. We will then send letters and instructions to these contacts to explain the sampling process. The task for centres is straightforward and involves a centre passing information about the survey to a sample of four of their adult education classes.

We would like the centres selected to be a mixture of different establishment types – for example, if you provide non-accredited adult and community learning through community schools and adult education centres we would like some of each, and similarly we would like a geographical spread. The 2001-02 survey will establish a baseline against which future survey findings can be compared, so it would be helpful if you could also take into consideration the quality of the provision at each centre. Ideally, we would like a mix of different quality provision in order to establish a robust baseline. To achieve, during the next few weeks, the target of collecting approximately 200 learners' contact details from each LEA contacted, please only include those centres which have more than 15 classes a week.

An interviewer will telephone you within the next day or so to ask for the names and address of the centres which you select. The interviewer will also ask if you have any feedback on the design of the form for collecting learners' permissions and contact details.

Please would you let the centres selected know that we will be contacting them – it would be helpful if you could convey to them how invaluable their assistance is in this exercise and that a quick response would be very much appreciated.

If you have any queries about the project, please call Janet Smith on 024 76 703281.

Yours sincerely,

Toni Fazaeli
Assistant Director, Quality and Standards

Letters used in collecting sample

Letter to student for non-accredited adult and community learning sample

Survey contact number:

02476 703281

July 2002

Dear Students,

National Learner Satisfaction Survey

I am contacting you in connection with a survey that we are carrying out with students in adult learning, further education and works based training.

The survey is sponsored by the Learning and Skills Council (LSC), which is the organisation responsible for funding and planning education and training for people aged over 16 in England. The LSC wishes to explore your current levels of satisfaction with your course/training. The LSC has asked NOP Research to conduct this survey because, as an independent body, it will ensure that your participation in the survey and individual responses are kept confidential.

For the survey to be as useful as possible, it needs to represent the views of all students and learners. Your views are very important and will help influence national policy developments and improve the quality of post-16 education in England. The students, who have already taken part in the survey, valued very much the opportunity to express their views on the quality of courses or training which they receive.

We would like to conduct a telephone interview with you that will last no longer than 15 to 20 minutes. To this end, one of NOP's interviewers may telephone you between now and the end of July of this year. They will see if you are willing to participate in the research and either conduct the interview at that time or arrange a more convenient time.

If you would like to take part please give your name, home telephone number, and sign your consent to be contacted for the survey on the form overleaf – please do not give your mobile number.

Thanking you in advance for your co-operation in this exercise.

Yours sincerely,

Avril Willis,
Director of Quality and Standards



Questionnaire

NOP will be preparing guidance and information on the core, methodology and core questions so that colleges and other providers can replicate the national survey at local level and compare findings with findings from the national survey. The LSC will publish the guidance prepared by NOP.

INTRO1

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

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

Good MORNING / AFTERNOON / EVENING, my name is _____ and I am calling from NOP.

We would like to speak to you about your (COURSE) at (COLLEGE / PROVIDER / WORKPLACE) to find out how satisfied you are.

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

ASK ALL EXCEPT WBL

'You should have received a letter which explains the survey and provided you with the opportunity to opt out'

Are you happy to continue?

- YES - OK TO CONTINUE 1 GO TO S1
- NO - NOT OK TO CONTINUE 2

SCREENER

S1 Can you tell me your age?

IF UNDER 16 THANK AND CLOSE

T&C1 – I'm sorry we only wish to interview people who are aged 16 or over. Thank you for your time.

Q53 And can you tell me your exact date of birth?

RECORD DATE OF BIRTH - TYPE IN DATE/ MONTH AND YEAR (4 DIGITS). USE LEADING ZEROS. E.G. 04011967

Refused X

INTRO3

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

ADD IF NECESSARY: The survey should take 20 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about your course/training.

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

Yes - Still studying on course	1 GO TO Q1
Yes - Early leaver	2 GO TO S2
Yes - Failed course/not successful	3 GO TO S2
Yes- Successfully completed course	4 GO TO S2
No - call back later	5
No - not available in fieldwork	6
No - refused	7
Other - cannot continue	8

IF CODE 2 OR 3 OR 4 AT INTRO 3

S2 Did you leave or finish your course in this academic year? PROMPT IF NEEDED This academic year will have started in September 2001?

1 Yes – finished or left course in this academic year
2 No – finished or left before the start of this academic year

IF CODE 2 SCREEN OUT

T&c2 I'm sorry, we only wish to talk to people who are on a course or recently finished one. Thank you for your time.

ASK ALL

QA What college do you attend or where do you take your course from?

INTERVIEWER: NOTE, IF YOU ARE TALKING TO A WORK BASED LEARNER THEY MAY TRAIN IN THE WORKPLACE, IF THIS IS THE CASE TYPE IN "WORKPLACE"

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Q1 What qualification (s) are you currently taking at COLLEGE/PROVIDER/WORKPLACE?
CODE ONE ONLY. Prompt type of qualification and level.

INTERVIEWER: DO NOT TAKE SERIAL NUMBER FOR OTHER, TAKE ANSWER NOW.

HNC (higher national certificate)	1
HND (higher national diploma)	2
A level	3
AS level	4
GNVQ	5
NVQ	6
Access course	7
GCSE	8
Advanced modern apprenticeship	9
Foundation modern apprenticeship	10
Life skills	11
Preparatory Learning	12
Other	13
Refused	X
Don't know	Y

IF CODES 1 OR 2 AT Q1 SCREEN OUT
ASK IF Q1 IS 5, 6, 7, 9 OR 10 (GNVQ, NVQ, ACCESS COURSE, PROFESSIONAL QUALIFICATION OR OTHER)

Q1B And what level are you studying?

PROBE FOR LEVELS 1 THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER SPECIFY IF NECESSARY

1	1
2	2
3	3
4	4
5	5
ADVANCED	6
INTERMEDIATE	7
FOUNDATION	8
Other (specify)	
Refused	X
Don't know	Y

Q1C And are you full or part time?

Full time	1
Part time	2

Q2 And do you mainly attend lessons for your course in the daytime, evening or are you a distance learner?

CODE ONE ONLY

Day	1
Evening	2
Distance	3

Q3 And what subjects or skills are you studying/training?

DO NOT READ OUT. CODE ALL THAT APPLY.

SCIENCES AND MATHEMATICS	1
AGRICULTURE/HORTICULTURE	2
CONSTRUCTION	3
ENGINEERING/TECHNOLOGY/MANUFACTURING	4
BUSINESS ADMINISTRATION/MANAGEMENT AND PROFESSIONAL	5
INFORMATION AND COMMUNICATION TECHNOLOGY	6
RETAILING/CUSTOMER SERVICE AND TRANSPORTATION	7
HOSPITALITY/SPORTS/LEISURE AND TRAVEL	8
HAIRDRESSING AND BEAUTY THERAPY	9
HEALTH/SOCIAL CARE AND PUBLIC SERVICES	10
VISUAL/PERFORMING ARTS AND MEDIA	11
HUMANITIES	12
ENGLISH/LANGUAGES AND COMMUNICATIONS	13
FOUNDATION PROGRAMMES	14
Other (specify)	



Q4 MONTH When did you start the course(s)?

IF CURRENTLY STUDYING MORE THAN ONE COURSE AT COLLEGE ASK FOR EARLIEST START DATE - PROMPT FOR MONTH

1 TO 12

Don't know Y

Q4 YEAR When did you start the course(s)?

IF CURRENTLY STUDYING MORE THAN ONE COURSE AT COLLEGE ASK FOR EARLIEST START DATE - PROMPT FOR YEAR

1960 TO 2001

Don't know Y

NOT WORK BASED LEARNERS

Q5 Did you start attending the course from the original start date or did you start late?

READ OUT. CODE ONE ONLY

Started on time	1
Started within a couple of weeks after the start date	2
Started within a month after the start date	3
Started a month or more after the start date	4
Don't know	Y

NOT IF CODE 2, INTRO 2 (EARLY LEAVERS)

Q6 Are you still studying on the same course that you started on or have you switched courses since you began at COLLEGE/PROVIDER/WORKPLACE?

Stayed on same course	1
Switched courses	2

WORK BASED LEARNERS ONLY

Q7 Is your training

READ OUT Code all that apply

Based at a college	1
Based at a training provider	2
Within your workplace	3
Other (specify)	

ONLY IF PART TIME

Q8A How much time do you spend in COLLEGE/PROVIDER/WORKPLACE attending classes for your
READ OUT AND PROMPT WITH BRANDS FOR NUMBER OF HOURS. ASK FOR HOURS IN AN AVERAGE WEEK

1-2 Hours	1
3-4 Hours	2
5-7 Hours	3
8-10 Hours	4
11-17 Hours	5
18+ Hours	6
Refused	X
Don't know	Y

Q8B How much time do you spend

Studying independently outside classes, in or outside the COLLEGE/PROVIDER/WORKPLACE
READ OUT AND PROMPT WITH BRANDS FOR NUMBER OF HOURS. ASK FOR HOURS IN AN AVERAGE WEEK

1-2 Hours	1
3-4 Hours	2
5-7 Hours	3
8-10 Hours	4
11-17 Hours	5
18+ Hours	6
Refused	X
Don't know	Y

Q9 And how long is your course/training?

Less than three months	1
Three to six months	2
Six months to a year	3
Up to two years	4
Up to three years	5
Over three years	6
No time limit/time specified	7
Don't know	Y



Q10 And why did you choose this particular course of study/training?
DO NOT READ OUT. CODE ALL THAT APPLY. PROBE FOR OTHER

- Fitted in with my career plans/it was relevant to my job 1
- To gain qualifications 2
- Because it was on offer at my local college/this college 3
- Learn/advance my skills and knowledge in this area 4
- Suggested by employer 5
- Suggested by career advisor 6
- Suggested by parents/relatives 7
- For my own personal interest 8
- My friends are doing this course 9
- To increase my self confidence 10
- To meet other people/make new friends 11
- NO PARTICULAR REASON 12
- Required by my employer 13
- Ability to change career or type of work 14
- To get a job 15
- I like the subject 16
- To get greater respect from friends and colleagues 17
- Type of people on the course 18
- Other (specify)
- Don't know Y

Q11B IF S1 = 16, 17 or 18

When you were deciding where to study or train, which of these did you consider?
PROBE FULLY

- Further education college 1
- School sixth form 2
- Sixth form college 3
- Specialist sixth form (e.g. art and design college, agricultural college) 4
- Modern Apprenticeship 5
- Not 16-18 6
- Other (specify)
- Don't know Y

Q11C What are your main reasons for deciding to attend your COLLEGE/ PROVIDER/ WORKPLACE?

Q12 Before we go on to discuss your experiences in a bit more detail, how satisfied are you overall with your experience at COLLEGE/PROVIDER/WORKPLACE so far? Would you say you are satisfied or dissatisfied?

PROMPT FOR: Extremely, Very or Fairly READ OUT AND CODE ONE ONLY

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

NOT IF EARLY LEAVER / FINISHED COURSE

Q13A Do you expect to complete the course?

Yes	1
No	2
Don't know	Y

NOT IF EARLY LEAVER / FINISHED COURSE OR CODE 2 AT 13A

Q13B Have you ever seriously thought about leaving?

Yes	1
No	2
Don't know	Y



IF ANSWERED NO TO 13 A OR YES TO 13 B OR 2 AT INTRO 2

Q14 You said that you may leave/have left the course early. Why is this?
PROBE FULLY

IF ANSWERED NO TO 13 A OR YES TO 13 B OR 2 AT INTRO 2

Q15 What changed your mind? PROBE FULLY

Q15B This section of the interview is about the time when you were making your decision about joining the course.

Looking back, do you feel you chose the most suitable course?

Yes	1
No	2

Q15C Are you satisfied that the information you were given enabled you to make the right choice of course?

Yes	1
No	2

Q18 And what other information, if any, would you have liked?
PROBE FULLY

Q19A Did COLLEGE/PROVIDER/WORKPLACE make you feel welcome?

Yes	1
No	2

IF ANSWERED NO AT 19A

Q19B Why not?

Q20 Thinking about the site where you do most of your course or training, and of health and safety specifically, which of the following did COLLEGE/PROVIDER/WORKPLACE inform you of or carry out. READ OUT AND CODE (YES/NO) ALL THAT APPLY

1. Emergency arrangements for fire and first aid
2. What to do if you have an accident and how to report it
3. Who to ask for any health and safety advice or instructions
4. Any dangers involved with your work and how to avoid them
5. Any things that you are not allowed to do e.g. using certain machinery
6. Tour of the workplace/premises or relevant areas pointing out health and safety matters

Yes	1
No	2
Don't know	Y

Q21 Now moving on to teaching/training. Overall, how satisfied are you with the quality of the teaching/training at COLLEGE/PROVIDER/WORKPLACE? Would you say you are:

READ OUT AND CODE ONE ONLY

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



Q22 How would you rate the teachers, tutors or trainers on the following aspects of teaching/training? Please score on a scale of 1 to 10, where 1 represents very poor and 10 excellent.

IF NEEDED – WE RECOGNISE THAT RATINGS MAY VARY FOR INDIVIDUAL TEACHERS/TRAINERS - PLEASE TRY YOUR BEST TO GIVE US AN OVERALL RATING

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

Very Poor	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	Excellent
Don't know	Y

Q23A Would you say that all of your lessons or training sessions are put to good use or are some wasted?

READ OUT AND CODE ONE ONLY

More than half are wasted	1
Between a quarter and a half are wasted	2
Less than a quarter are wasted	3
None are wasted	4
Don't know	Y

IF CODED 1, 2 OR 3 AT 23A

Q24 What wastes your time the most? PROBE FULLY

Q26 In general, how do you feel about the feedback on how you are doing from your teachers/tutors?

READ OUT. CODE ONE ONLY. PROBE FOR OTHERS

Motivating	1
Demotivating	2
No effect either way	3
Other (specify)	

Q29 Since you started the course have you had any problems with any of the following?

READ OUT AND PROBE FOR OTHERS. IF NEEDED DESCRIBE DISCRIMINATION AS HARASSMENT/BULLYING/TREATED UNFAIRLY

Managing to fit course commitments in with other commitments at home	1
Managing to fit course commitments in with other commitments at work	2
Managing to keep up with the standard of work required	3
Dealing with money pressures	4
Discrimination of any kind from other students	5
Discrimination of any kind from a member of COLLEGE/PROVIDER/WORKPLACE staff?	6
Maintaining your personal motivation	7
Travel to college/training centre	8
Extra help you were promised not being provided	9
Reading/writing skills	10
Maths or numeracy skills	11
Other	
Refused	X
Don't know	Y

IF YES TO ANY STATEMENTS AT Q29

Q30 Have you sought advice or help from the COLLEGE/PROVIDER/WORKPLACE on any of these matters?

Yes	1
No	2



IF YES AT Q30

Q31 Generally, how useful was this?

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

Q32 ALL EXCEPT WORK BASED LEARNERS IN THE WORKPLACE - Have you ever made a complaint to the college about your course or other experiences?

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

- Yes 1
- No 2 GO TO Q34CON
- Don't know Y GO TO Q34CON

IF YES AT 32

Q32a What was your complaint about?

PROBE TO PRECODES, CODE ALL THAT APPLY

- Managing to fit course commitments in with other commitments at home 1
- Managing to fit course commitments in with other commitments at work 2
- Managing to keep up with the standard of work required 3
- Dealing with money pressures 4
- Discrimination of any kind from other students 5
- Discrimination of any kind from a member of COLLEGE/PROVIDER/WORKPLACE staff? 6
- Travel to college/training centre 8
- Extra help you were promised not being provided 9
- Reading/writing skills 10
- Maths or numeracy skills 11
- Other (write in)
- Refused X
- Don't know Y

IF YES AT Q32

Q33 Which of these best describes the outcome to your complaint?

There was an outcome that satisfied me	1
There was an outcome but it did not satisfy me	2
There was no outcome to the complaint at all	3
Don't know	Y

Q34 At COLLEGE/PROVIDER/WORKPLACE how would you rate the following facilities on a scale of 1 to 10, where 1 represents very poor and 10 excellent?

READ OUT AND CODE. FOR NOT APPLICABLE - USE NULL

1. Library and Learning centre
2. IT facilities/equipment
3. Childcare facilities
4. Careers Centre
5. Canteen/cafe
6. Facilities for people with disabilities/special needs
7. Sports facilities/equipment
8. Other specialist facilities/equipment related to your course
9. Facilities provided for socialising with other students

Very Poor	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	Excellent
No answer	X

Q36 How closely has the course matched your expectations?

READ OUT AND CODE ONE ONLY

Very closely	1 GO TO Q38
Quite closely	2 GO TO Q38
Not very closely	3
Not at all closely	4
Too early to say	5 GO TO Q38
Don't know	Y GO TO Q38



Q38 And now taking all the issues we have discussed into account, how satisfied are you with your current learning experience at COLLEGE/PROVIDER/WORKPLACE?

READ OUT. CODE ONE ONLY

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

Q39 You said you were ANSWER FROM Q38, what is the main reason for this?

PROBE FULLY

Q40 Thinking back to when you left school would you say that you had

READ OUT. CODE ONE ONLY

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

Q41 I am going to read out a number of statements which describe the way some people feel about learning and would like you to choose the ones that apply to you and the way you feel now:

READ OUT AND CODE ALL THAT APPLY. PROBE FOR OTHER

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

Q42 I am going to read out a few statements about what affect the course may have had on you personally. Could you tell me whether you agree or disagree to each.

1. On balance I have a greater enthusiasm of the subject
2. It has given me skills I can use for my/a job
3. I feel more confident socially
4. I feel more confident in my ability to learn
5. I have a more structured approach to managing my time and responsibilities
6. I feel more positive about learning than I did when I started

Agree	1
Disagree	2
Don't know	Y

Q43 What are the good things about your course and experiences at COLLEGE/ PROVIDER/ WORKPLACE?

Q44 What are the bad things about your course and experiences at COLLEGE /PROVIDER /WORKPLACE?

Q45 Would you recommend NAME OF COURSE at COLLEGE/ PROVIDER/ WORKPLACE to anyone looking to achieve the same as yourself?

Yes	1
No	2
Don't know	Y

READ OUT

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

Q46 ALL EXCEPT WORK BASED LEARNERS - Do you undertake any paid employment in term time? EMPHASISE "TERM TIME".

WORK BASED LEARNERS - Do you undertake any paid employment besides the work you do for your employer that forms part of your training?



IF YES

Q46 How many hours a week do you work in paid employment?

PROMPT FOR NUMBER OF HOURS. ASK FOR HOURS IN AN AVERAGE WEEK. USE ZERO FOR NONE

IF 46 MORE THAN ZERO

Q47A Is any of this work related or relevant to your NAME OF COURSE?

READ OUT AND CODE ONE ONLY

- All of it 1
 - Some 2
 - None 3
 - Don't know Y
-

IF CODE 1 OR 2 AT 47A

Q47B Is this term time employment helping or hindering your course/coursework?

- Helping 1
 - Hindering 2
 - Don't know Y
-

Q48 What were you doing before starting on the course?

IF MORE THAN ONE CODE PROMPT FOR WHAT THE RESPONDENT SPENT MOST TIME DOING. CODE ONE ONLY

- Working full time (30+ hours per week) 1
 - Working part time (8-29 hours per week) 2
 - Unemployed/looking for work 3
 - Was in full time education 4
 - Was in part time education 5
 - Looking after house/children 6
 - Retired 7
 - Carer 8
 - Other (specify)
-

Q49A And what qualifications, if any, did you have before starting on this course?

PROMPT FOR HIGHEST QUALIFICATION. CODE ONE ONLY.

HNC (higher national certificate)	1
HND (higher national diploma)	2
A level	3
AS level	4
GNVQ	5
NVQ	6
Access course	7
GCSE	8
Professional qualification	9
Other (specify)	0
Refused	x
Don't know	Y

ASK IF Q49A IS 5, 6, 7, 9 OR 10 (GNVQ, NVQ, ACCESS COURSE, PROFESSIONAL QUALIFICATION OR OTHER)

Q49All You said ANSWER FROM 49A What level did you achieve?

PROBE FOR LEVELS 1 THROUGH TO 5 OR ADVANCED/INTERMEDIATE OR FOUNDATION. USE OTHER SPECIFY IF NECESSARY

1	1
2	2
3	3
4	4
5	5
ADVANCED	6
INTERMEDIATE	7
FOUNDATION	8
Other (specify)	
Refused	x
Don't know	Y

NOT IF CODE 4 AT Q49 (FULL TIME)



Q49B At what age did you first leave full time education?

Under 16	1
16	2
17	3
18	4
19	5
20	6
21	7
22	8
23 plus	9
Refused	X
Don't know	Y

Q50 Are you responsible for any children under the age of 16 at home?

CODE ALL THAT APPLY

Under 5 years	1
5-16 years	2
No	3

Q54VERB What is the occupation of the chief income earner in your household?

PROBE FOR

- JOB TITLE
- JOB DESCRIPTION
- QUALIFICATIONS
- INDUSTRY + SIZE OF COMPANY
- IF MANAGER / SUPERVISOR / SELF EMPLOYED/ NUMBER OF PEOPLE RESPONSIBLE FOR

NB: If two or more related people in household have equal income, code the person who is the oldest. Treat couples living together as married, therefore, related. That respondent's occupation if not related to others in the household. Interviewer then code into social grade at end of interview

Q54B To which ethnic group do you consider you belong?
DO NOT READ OUT. CODE ONE ONLY - PROBE TO PRECODES

White - British	1
White - Irish	2
White - Any other white background	3
Mixed - White and Black Caribbean	4
Mixed - White and Black African	5
Mixed - White and Asian	6
Mixed - Any other mixed background	7
Asian or Asian British - Indian	8
Asian or Asian British - Pakistani	9
Asian or Asian British - Bangladeshi	10
Asian or Asian British - Any other Asian background	11
Black or Black British - Caribbean	12
Black or Black British - African	13
Black or Black British - Any other Black background	14
Chinese	15
Any other ethnic group	16
Refused	X

Q54C Do you consider yourself to have a disability?

Yes	1
No	2
Refused	X

Q54D The Learning and Skills Council will be doing further research about post-16 education in the year. Would you be interested in helping them again? This means we will need to pass your name and contact details to the Learning and Skills Council, but we will not attach any of the data you have given in this survey.

Yes	1
No	2
Don't know	Y

IF YES AT Q54D

ADD 1 What is your long-term address?

Q56 INTERVIEWER CODE:
IF IN DOUBT ASK

ENGLISH AS FIRST LANGUAGE	1
ENGLISH NOT A FIRST LANGUAGE	2

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

Q55 INTERVIEWER CODE:

MALE	1
FEMALE	2

NQ54 CODE SOCIAL GRADE FROM Q54

A	1
B	2
C1	3
C2	4
D	5
E	6
REFUSED	X

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This publication is available in electronic form on the Learning and Skills Council website: www.lsc.gov.uk.

Ref: LSC/MISC/0576/02