Learner Satisfaction Study 2003

Research Report

prepared for

London Central LSC

by

IFF Research Ltd

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1   Management Summary

1.1   This document reports the findings of a survey of learners funded by London Central LSC. The views of 1,488 learners were obtained, divided by programme type as follows:

Ø   895 Modern Apprenticeship learners, the majority of these (527 learners) being on Foundation Modern Apprenticeships (FMAs)

Ø   496 NVQ students

Ø   97 Life Skills learners

1.2   Most interviews were conducted by telephone (1,357) with 131 postal questionnaires returned. The interviewing took place from 23rd January 2003 to 2nd March 2003.

1.3   The aim of the survey was to assess the extent to which training is meeting the needs of learners, and to identify possible areas of improvement.

Overall satisfaction

1.4   The vast majority of learners (88%) are satisfied overall with the training to date (or the training they received if they have now left the course / programme). The proportion describing themselves as extremely satisfied is 18%, as very satisfied 38% and as fairly satisfied 32%. Only 8% are dissatisfied with their training programme.

1.5   There are some differences by programme type, with those on Life Skills courses less satisfied than average (though the rating is still very positive): 44% were extremely or very satisfied (compared with 57% among other learners) and 12% were dissatisfied (compared with 7% among other learners).

1.6   Female and white learners are more satisfied overall than average. They tend to be more positive on all measures covered in the research, whether this is teaching, the facilities or the skills gained or developed as a result of the training.

1.7   High levels of overall satisfaction are reflected in the fact that 88% say they would recommend the course of training they are undertaking to someone looking to do the same sorts of things as them. Even two thirds (68%) of early leavers would do so.

Skill Development

1.8   In terms of the effects of the training on their skills, providers were rated very highly for:

Ø   Covering health and safety issues so that learners can train safely (75% who gave a rating gave a rating of 8-10 out of 10)

Ø   Helping them learn how to work with others as part of a team (66% giving an 8-10 rating)

Ø   Giving them the particular skills needed for the job they want to do (58% of NVQ and FMA/AMA learners giving an 8-10 rating)

Ø   Helping their communication skills (58% giving an 8-10 rating).

1.9   Providers were rated much lower for helping people improve their writing skills, their confidence with numbers and their computer skills. Among those giving a rating on these measures:

Ø   17% were dissatisfied (a rating of 1-3 out of 10) with how the training had helped them develop their computer skills

Ø   14% were dissatisfied in the extent to which it had helped them improve their writing skills

Ø   13% were dissatisfied in regard to its helping them improve their confidence with numbers.

1.10   In addition, quite large proportions of learners indicated that training had not (yet) taken place in these subject areas. For developing computer skills, for example, a quarter (24%) of all learners were unable to rate this aspect of their training since it had not been covered, and for writing skills and helping their confidence with numbers around one in six indicated it had not been covered. For some this may be because they are in the relatively early days of their training. However, even among those who had completed and now left their training, 15% indicated they had not received computer skills training.

This does suggest that these subject areas are not always being well integrated in the training courses or programmes. This does vary though by programme – only a small proportion of Life Skills learners appeared not to have had computer skills training (7%), whereas over a quarter (29%) of FMA trainees were unable to rate this aspect of their training.

1.11   Computer skills, writing skills and developing confidence with numbers were exactly the three areas least likely to have been covered and rated lowest when they had been covered in the 2002. Levels of dissatisfaction in these three areas have remained similar to 2002.

1.12   However, two very encouraging findings compared with 2002 are:

Ø   In all areas of skill development satisfaction is at least as high as in 2002 if not higher. Improvements were most noticeable (using mean score ratings) for covering health and safety issues, giving job-specific skills and helping to improve confidence with numbers

Ø   Fewer in 2003 than in 2002 said they had not received help developing their computer skills (24% compared with 33% in 2002).

1.13   Other very positive findings in terms of the effects of the training are the high proportions across all programmes feeling that the training has or will help them get into further training if they chose that route (88%) or will help them get the sort of job they want (84%). There were also clear signs of increased confidence both in their ability to learn (90%) and in their dealings with other people (84%).

Trainers and tutors

1.14   Views on the quality of training are the single biggest influence on overall views of the training (analysis from the LSC's national learner survey suggests on average it accounts for approximately 50% of an individual's overall rating). Ratings are generally very positive, indeed over three in five (63%) are extremely or very satisfied with the quality of teaching / training. Overall 8% are dissatisfied, though this rises to 13% among those undertaking an NVQ level 1.

1.15   Trainers / tutors are rated particularly highly for their knowledge of the subject (71% give a rating of 8, 9 or 10 out of ten) and how they relate to the learner as an individual (68% give a high rating). They do less well for making the subject interesting and enjoyable (52% give a high rating, with 7% thinking this poor) and for planning the lessons (54% give a high rating, and 7% think this poor).

1.16   Trainers / tutors are rated more highly by FMA/AMA learners (and hence also, given the profile of those on this programme), female, older and white respondents.

Facilities

1.17   Satisfaction with the facilities provided, such as IT facilities, Careers Centres, library / learning facilities and areas for socialising, were reasonably high. For each individual facility discussed. Among those able to give a rating, typically 45-50% felt each facility be good (a rating of 8, 9 or 10 out of 10) and 10-15% thought them poor (a rating of 1, 2 or 3 out of 10).

1.18   Poor ratings on two aspects were noticeably higher: one in five (19%) rated childcare facilities as poor, and one in four (25%) only scored the canteen / café a 1, 2 or 3 out of ten.

1.19   These satisfaction ratings are based on those able to rate each facility. Quite high proportions were unable to rate each aspect indicating no such facility was available, they were unsure or they had not made use of it.

Planning

1.20   Views on planning were reasonably generally positive with approaching three in five highly satisfied with how the first few days of the training were organised (56%) and then with their training plans (58%). However, still over one in twenty thought each of these poor (7% and 6% respectively). This was not confined to any programme type.

Desired improvements

1.21   The most common area in which learners felt their training could be improved related to aspects to do with teaching: 14% overall wanted more access to trainers / tutors, for example, more one-to-one time and / or more support (a particular issue for FMA/AMA learners but not for those on Life Skills courses), 7% wanted better teachers / trainers and 4% simply wanted more of them. Other quite common desired improvements related to better facilities (this quite often related to computers) and better organisation.

2   Introduction

2.1   This report details the main findings from a study conducted by IFF Research Ltd on behalf of Learning and Skill Council London Central (LSCLC). The key aims of the research were to see the extent that training provision is meeting the needs of local learners and to understand how this may differ by different types of learner, to identify any areas for improvement and to understand what learner circumstances and needs are post learning.

2.2   Differences by the following variables were of particular interest:

Ø The training programme: National Vocational Qualifications (NVQ); Foundation and Advanced Modern Apprenticeship; and Life Skills.

Ø Within this, differences between those studying NVQ level 1 and those studying at level 2 or higher were of interest, as were differences between those on Foundation Modern Apprenticeships (FMA) and Advanced Modern Apprenticeships (AMAs).

Ø Demographic details such as gender, ethnicity and age.

2.3   The study is the second such study IFF Research have conducted for Central London LSC. Two similar studies were undertaken for FOCUS Central London TEC in 1999 and 2000. The methodologies for these previous surveys were somewhat different from that for the 2003 study, as described in the following section.

Methodology

2.4   The three previous learner / trainee satisfaction studies that IFF conducted for the LSC / TEC used a self-completion methodology, with questionnaires distributed to learners by training providers. This approach was adopted because no central database of learners was kept by the LSC. The response rate for the 2002 study (based on the number of learners that each provider indicated that they had and would distribute questionnaire to) was 24%. While this is in line with surveys employing this method, this overall level of response was considered disappointing.

2.5   Because a database of learners complete with their contact details was available for the 2003 survey it was possible to go direct to the individuals rather than go through their provider. Because this direct approach would increase response rates this was in fact the broad approach employed. In addition this method reflected that used in the National Learner Satisfaction Survey 2001/2002, a major study conducted by the national office of the LSC in April to August 2002. This study involved over 13,000 telephone interviews.

2.6   The key features of the methodology for the 2003 learner satisfaction study for Central London LSC were our attempting a telephone interview where we were supplied or could obtain a telephone number for the respondent, and a postal questionnaire being sent to the remainder.

2.7   The sample of current learners on NVQ, AMA/FMA and Life Skills courses / programmes was supplied by the LSC. A total of 3,907 names were provided. Of these:

Ø   3,505 had telephone numbers

Ø   38 had no telephone numbers but a number was found via computer searches

Ø   364 had no telephone number nor could one be found once searched

2.8   For those learners for whom we were supplied with a telephone number, half were sent a letter from the LSC explaining the survey and asking for their participation, and half were called cold. This was to test the benefits or not of sending a prior letter. In fact the letter had a very minor positive impact – 685 interviews were carried out with those sent a letter, 672 with those not sent a letter. The interviews were carried out using Computer Aided Telephone Interviewing (CATI) and were undertaken from IFF's telephone centre in London. All interviewers working on the project were briefed by the research team. Interviewing took place in the early evening (5pm-9pm) Monday to Friday, and most of the day at weekends (10am to 6pm).

2.9   Those sent a self-completion questionnaire received a covering letter from the LSC and a reply-paid envelope. Sample supplied with no telephone number for whom we were unable to find a telephone number via searches were sent a reminder approximately two weeks after the first mail out if they had not responded. Those where the telephone number supplied turned out to be unobtainable or incorrect were also sent a postal questionnaire if the discovery that the telephone number was incorrect happened before the midway point in the fieldwork. For the remainder, there was not time within the fieldwork period to send these respondents a reminder.

2.10   Fieldwork began on the 23rd January 2003 and ended on 2nd March.

The questionnaire

2.11   The questionnaire was designed by researchers at IFF and Central London LSC. The questionnaire used for the National Leaner Survey 2002 served as the initial template for this, together with the questionnaire used in the Central London LSC's Trainee Satisfaction survey of 2002. One version of the questionnaire was produced for the telephone survey, with different filtering of questions depending on whether the respondent's programme was NVQ, FMA/AMA or Life Skills. For the postal element of the survey, three separate versions were produced for each programme type. The wording of the postal questionnaire had to be amended slightly from the telephone one to make it suitable for self-completion.

2.12   Copies of the questionnaire are appended.

Response rate

2.13   A total of 1,488 responses were achieved by the end of fieldwork (a further 17 postal questionnaires were returned after this date).

2.14   The following table gives a full break down of the responses. It should be noted that where we encountered an unobtainable telephone number, these respondents were sent a postal questionnaire as long as this unobtainable number was encountered before the mid-way point in the fieldwork). Hence an individual can appear in both the telephone and the postal columns, and for this reason the final column is not simply the sum of the other two columns.

Sample breakdown			
	Telephone	Postal	**Total**
Initial sample	**3,505**	**711[1]**	**3,907**
Wrong number (unobtainable/dead line fax number)	778	-	778
Respondent has moved	116	-	116
Respondent does not qualify (no recall of training)	116	-	116
Not available during fieldwork	147	-	147
Refusal (no response)	534	563	788
No definite outcome by the end of fieldwork (all called 7 plus times)	457	-	457
Completed / received in fieldwork period	**1357**	**131**	**1,488**
Received after fieldwork finished	-	17	17

2.15   The number of interviews achieved within the fieldwork period represents 38% of the initial supplied sample. The response rate for the telephone survey, based on valid sample (i.e. excluding number unobtainables, respondent moved and respondent not qualifying) is 54%.

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[1] The number sent a postal questionnaire consists of 364 for whom we had no initial telephone number, plus those called by mid-fieldwork where we found the number to be unobtainable.

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Comparisons with other surveys

2.16   Throughout the report we make comparisons with, and draw on findings from, two other surveys. Broad details of these are as follows:

Ø   *Trainee Satisfaction Study 2002 for Central London LSC*: this involved an analysis of 869 responses to a self-completion study and covered: 411 from trainees on NVQ programmes, 379 from those on FMA/AMA programmes and 79 from those undertaking Life Skills training. When comparing results between the 2002 and the 2003 study, a difference in the sample profile by programme type should be noted: NVQ learners represented almost half (47%) the 2002 sample compared with a third (33%) in 2003.

Ø   *LSC's first National Learner Satisfaction Survey 2001/2*: this involved almost 13,000 telephone interviews with learners, split between those on FE provision (10,000 interviews), Work Based Learners (2,032) and those on Adult and Community Learning (723). In this report we only make direct comparisons between FMA/AMA respondents and those undertaking Work Based Learning.

Reporting conventions

2.17   When talking about satisfaction both overall and with specific aspects of their training, for ease we write as if learners were all still on their course – in fact over one in five (22%) had left the programme, split evenly between those who had left early and those who had completed their course.

2.18   In tables we use the following conventions:

Ø   '-' denotes 0%

Ø   '*' denotes greater than 0% but less than 0.5%.

3   The Profile of Learners

3.1   In this chapter we present background information on the demographic profile of the learners who took part in the study and look at:

Ø Age

Ø Gender

Ø Ethnicity

Ø Disability

Ø Whether they have parental or primary caring responsibilities

Ø Where they live

Ø Whether they are (or were if they have left) doing any paid work working while on their course or training programme

Ø For those that are no longer on the course, what they are currently doing

Ø Qualification levels

Age

3.2   Trainees split into three broad age bands, the 17s and under, those aged 18 or 19 and then those aged 20 plus. The first of these constitutes the smallest group, making up a quarter (25%) of our sample of learners, with the remaining age bands each making up almost two fifths (37%) of our sample.

Age	2002	2003				
	All Trainees	All Trainees	FMA	AMA	NVQ	LS
Base: all	896	1,488	527	366	496	97
	%	%	%	%	%	%
17 and under	37	25	18	2	41	71
18-19	33	37	35	30	47	27
20+	26	37	46	68	12	2
Not stated	5	-	-	-	-	-

3.3   Age varies enormously by programme type. Nearly all those undertaking NVQ training are 19 or under (88%). This is twice the level on Modern Apprenticeships (44% are 19 or under) – on this programme the majority are aged 20 or over (55%). AMA learners tend to be much older than those on FMAs. Life Skills learners have the youngest profile, with over two thirds being 17 or under (71%).

3.4   The age profile is somewhat older than that found for the 2002 survey, reflecting the higher proportion of FMA/AMA learners in the total sample.

Gender

3.5   Three in five learners (61%) overall are female. There are large gender
       differences by programme type: the FMA/AMA programme has a high proportion
       of females (71 per cent), the NVQ programme is split almost 50:50, and the Life
       Skills programme has a male majority (67%). The profile is broadly similar to
       2002 although our sample of Life Skills learners then was more evenly split in
       terms of gender.

Gender	2002	2003				
	All Trainees	All Trainees	FMA	AMA	NVQ	LS
Base: all	896	1,488	527	366	496	97
	%	%	%	%	%	%
Male	35	39	30	27	52	67
Female	61	61	70	73	48	33
Not stated	5	-	-	-	-	-

Ethnicity

3.6   Overall, the majority of learners (62%) classify themselves as white. Black
       learners account for one in five (20%) of our sample. One in ten (10%) learners
       classify themselves as Asian and 7% have mixed ethnic origin. The ethnic make
       up of the three programmes differs somewhat:

       Ø The FMA/AMA programme has a particularly large proportion of
          white trainees (71 per cent). On the AMA programme as many as
          three in four are white trainees.

       Ø On the NVQ programme there is an even split between white and non-
          white learners, with a high relative proportion of black students (28%)

       Ø On the Life Skills programme black learners make up the largest
          single grouping (40%).

Ethnicity	2002	2003				
	All Trainees	All Trainees	FMA	AMA	NVQ	LS
Base: all	896	1,488	527	366	496	97
	%	%	%	%	%	%
White	57	62	68	75	51	34
Black	20	20	16	10	28	40
Asian	8	10	10	10	9	7
Mixed	6	7	5	5	9	15
Other	3	2	*	*	3	3
Not stated	6	-	-	-	-	-

3.7   The ethnic make up of the learners overall and by programme type is similar to
       that found in 2002.

3.8   We have seen that the age profile of the three programmes is quite different. Given that the programmes have a quite varied mix by ethnic origin, there were not surprisingly large differences in the age profile of the ethnic groups. White and Asian learners tended to be older (42% of white and Asian trainees were 20 plus), reflecting the high proportion undertaking FMA/AMA programmes. In contrast among black and mixed ethnic origin learners only around a quarter were aged 20 or over (28% and 24% respectively).

Disability

3.9   Eighty-two learners, representing 6% of our sample, indicated that they had a disability. (This is significantly higher than the 3% found in 2002, but then the question asked specifically if they were registered disabled as opposed to the more general 'do you have a disability?' as asked in 2003). The proportion of those with a disability was highest among Life Skills learners (16%, compared with 7% among NVQ learners and 3% among those on an FMA/AMA programme).

Parental or caring responsibilities

3.10   A small but not insubstantial proportion of learners (6%) had parental or primary caring responsibilities for children under 16. This was usually for children aged under 5 (4%). Those more likely to have caring responsibilities were those aged 20 plus (8%), those who have a disability (13%), black and mixed ethnicity learners (9%) and early leavers from their programme (9%). Differences by programme type were negligible.

Location where learners live

3.11   Learners were asked in which borough they lived. Results are summarised on the following table, which shows the proportion living in:

Ø   *Central London LSC boroughs* (Camden, Islington, Kensington and Chelsea, Lambeth, Southwark, Wandsworth and Westminster)

Ø   *Other London boroughs* (such as Brent, Ealing, Harrow, Merton and Waltham Forest)

Ø   In the *Home Counties or further afield*.

Where live	All Trainees	FMA	AMA	NVQ	LS
Base: all	1,488 %	527 %	366 %	496 %	97 %
Central London LSC boroughs	43	30	28	59	80
London (non-central)	43	52	45	36	20
Home counties and further afield	14	18	26	4	-

3.12   A minority of learners (43%) lived in the boroughs covered by Central London LSC. Within these specific boroughs, learners were most likely to live in Lambeth (8% of the total sample) and Southwark (8%) and least likely to live in Kensington and Chelsea (4%).

3.13   There are considerable differences in location by programme type. The vast majority of Life Skills learners live in Central London LSC boroughs (80%) as do most NVQ students (59%). In contrast less than a third (30%) of FMA/AMA learners live in the LSC's boroughs.

Qualifications

3.14   Respondents were asked a number of questions about the qualifications they had achieved, covering the number of GCSEs and the number grade A-C, whether they had A or A/S levels and how many, and whether they had any higher qualifications.

3.15   We look first at GCSEs and A and A/S levels. The table shows row percentages which should be read across the page.

GCSEs and A or A / S levels					
Row percentages		**Any GCSEs**	**Any grade A*-C**	**5 or more grade A*-C**	**A or A / S level**
All learners	%	81	71	29	13
AMA	%	90	83	47	24
FMA	%	88	79	37	13
NVQ 2 plus	%	78	67	17	5
NVQ 1	%	63	48	6	3
Life Skills	%	51	42	2	1
Male	%	75	64	21	13
Female	%	84	75	34	14
17 and under	%	70	56	13	1
18-19	%	84	74	28	13
20 plus	%	84	77	41	20

3.16   Four in five learners (81%) indicate that they had passed at least one GCSE. This was higher among FMA/AMA learners, females and older respondents. Half of Life Skills learners had passed a GCSE (51%), as had almost three quarters (72%) of NVQ learners (higher among those on a level 2 or higher course).

3.17   The vast majority of those with any GCSEs (and over two thirds of all learners) had at least one GCSE at grade A-C. Approaching a third (29%) had five or more GCSEs grade A-C (equivalent to a level 2 qualification). This varied widely by programme type, from 2% among Life Skills learners to almost half (47%) those on an AMA programme.

3.18   NVQ and FMA/AMA learners were asked whether they had any A or A/S levels. A quarter (24%) of AMA students had either an A or A/S level, almost twice the level than for FMA learners (13%). One in twenty (5%) of those on an NVQ course had an A or A/AS level.

3.19   Differences by some of the key demographic variables reflect in part the different demographic profile of the programme types. For example, older respondents and white respondents, who make up the bulk of AMA learners, are much more likely than average to have an A or A/S level. Those aged 20 plus (20%), and Asian (16%) and white learners (15%) were more likely than average to have an A or A/S level.

3.20   Finally on qualifications, respondents were asked if they had any qualifications higher than the GCSEs or A levels they had just mentioned, and if so what level this qualification was. Just over a third (36%) did have such a qualification. This was most often an NVQ (16% of all respondents) or a GNVQ (10%). Each of the following was mentioned by 2% of all respondents: City and Guilds, HND and BTEC.

3.21   The following table summarises the highest qualification level among our sample of learners. Results should be read across the page.

Highest qualification					
Row percentages		**None**	**Level 1**	**Level 2**	**Level 3 plus**
All learners	%	14	40	29	18
AMA	%	6	18	36	40
FMA	%	8	38	38	16
NVQ 2 plus	%	13	53	27	8
NVQ 1	%	29	60	7	4
Life Skills	%	40	46	10	3
Male	%	18	46	22	14
Female	%	11	36	34	20

3.22   Overall 14% of learners have no qualification at all. This is much higher among those on a Life Skills course (40%) or an NVQ level 1 course (29%). It was also higher among those of mixed ethnicity (20%). The remainder were most likely to have a level 1 qualification (40% overall).

3.23   Female learners tended to be more qualified than males (54% had a level 2 or higher compared with 36% among males).

Working while studying

3.24   Almost two in three learners (63%) indicated that they were doing paid work while on their course / training programme. There were very wide differences by programme type, with Life Skills learners the least likely to be working (18%), and not surprisingly, FMA / AMA learners the most likely to be undertaking paid work. It was much higher for those at the Advanced (93%) than the Foundation level (81%).

Whether doing paid work while studying				
	All Trainees	FMA/AMA	NVQ	LS
Base: all	1,488 %	895 %	496 %	97 %
Yes	63	86	30	18

3.25   Differences by key demographic details on the likelihood of having undertaken paid work while studying largely reflect differences in the profile of those undertaking different programmes. Hence those groups more likely to be undertaking FMA/AMAs (those aged 20 plus, women and white respondents) were more likely to be doing paid work (88%, 72% and 72% respectively).

3.26   However, the relationship is not always a straightforward one in terms of being determined by programme, as there are differences by demographic characteristics within individual programmes. For example, among those undertaking an NVQ level 1, women were more likely to be working than men (44% compared with 21%) as were white respondents (39%), though there was no difference by age. In contrast, among those on an NVQ level 2 course or higher, there was no difference on ethnicity, but very large differences by age (16% of those aged 17 and under worked compared with 63% of those aged 20 plus).

3.27   Those in paid work were on average working 33 hours a week. Within this, 8%
        were doing what is likely to be weekend or evening work (less than 10 hours a
        week), and overall around a quarter (27%) were doing part time work of 30 hours
        or less a week.

Hours being worked a week	All Trainees	FMA/AMA	NVQ	LS
Base: all working	939	772	150	17
	%	%	%	%
10 or less hours	8	4	22	30
11-20 hours	9	6	17	30
21-30 hours	10	9	12	29
31 plus hours	72	79	44	12
Don't know	1	1	4	-
Mean	34 hours	36 hours	26 hours	20 hours

3.28   Working patterns vary widely by programme type. Most of the FMA/AMA
        learners are working full time (79%), whereas most Life Skills learners who are
        working are doing 20 hours or less (60%). NVQ learners who work on average do
        26 hours a week.

Current activity among those no longer on the course

3.29   Approximately three-quarters (78%) of our sample of learners were still on their
        training programme. The remainder split evenly between those that completed the
        course / programme and those that left early. We look in the next chapter at
        reasons for early leaving. Here we examine what leavers are currently doing.

Current status	Total				
		Completer	Early leaver	FMA /AMA	NVQ
Base: all leavers	332	168	164	201	94
	%	%	%	%	%
Working for previous employer	35	44	26	51	13
Working for a new employer	25	21	29	27	25
Looking for work	16	13	18	8	24
Training with a training provider	8	12	4	3	11
At college / university	5	5	5	4	7
Caring	2	1	4	1	5
Nothing	8	3	12	5	12
Other	1	1	1	*	2

3.30   A majority of leavers (60%) are in work. The remainder split between those
        looking for work (16%), those training (13%) and those doing nothing (8%) – a
        small number also have caring responsibilities.

3.31   There are very marked differences between the programme which they left and by whether they completed the course or not. FMA/AMA leavers are very much more likely than NVQ leavers to be in employment (78% as against 38%), and while a significant minority of NVQ leavers are now undertaking further training (18%) it is noticeable that a relatively large proportion are neither working nor training: a quarter (24%) are looking for work and one in eight (12%) are doing nothing.

3.32   Those who completed their training are more likely to be working than early leavers (65% compared with 55%), while early leavers are significantly more likely to say they are currently doing nothing (12% compared with 3%).

4 Situation prior to the learning and motivations for starting

4.1 This section examines the situation of learners prior to their starting the training, and their motivations for doing the training. We also look at how they heard about their training course or programme.

Situation prior to starting the training course / programme

4.2 Most learners were either in education (46%) or working (36%) prior to starting their training course. Results are summarised on the following table. Although we asked whether the education or the work was full time or part time, for both categories the vast majority had been in that activity full time, hence for simplification we do not separate full and part time out.

Activity prior to training				
	All Trainees (2002 in brackets)	FMA/AMA	NVQ	LS
Base: all	1,488 %	895 %	496 %	97 %
In education	46 (45)	40	59	51
Working	36 (31)	50	14	9
Unemployed / job hunting	9 (10)	4	15	29
On another training course	8 (9)	6	12	8
Other	1 (5)	-	-	3

4.3 Learners on FMA / AMA programmes were nearly all either working prior to starting (50%) or in education (40%). NVQ students had most often been in education (59%), with the remainder relatively evenly split between coming from another training course, from work or from being unemployed. Half of Life Skills students had been in education (51%) and over a quarter had been unemployed (29%) – few (9%) had been working.

4.4 The activity prior to starting the training varied particularly by age. Predictably, older respondents were more likely than average to have been working (64% of those aged 20 plus) while those aged 17 or under most often entered the training having just left education (68%).

4.5 The pattern was similar to that found in 2002, though for the 2003 survey FMA/AMA learners were more likely than in 2002 to have come straight from education and less likely to come straight from work, while those on Life Skills courses were more likely than in 2002 to have come from education, and less likely to have been unemployed.

Source of information about the course

4.6 There were three key means by which people had heard about their training programme: from their employer (30%), from a careers / Connexions adviser (29%) or from a friend or relative (19%). Other sources, each mentioned by around one in twenty, were teachers, local newspapers and training companies.

4.7 How learners heard about their programme varied widely by their circumstances prior to the training, and hence varied widely by programme type and, related to this, by demographic variables. We have already seen, for example, that FMA/AMA learners were particularly likely to have been in employment prior to starting their training programme. Exactly half FMA/AMA learners had been working, and almost all of these (47% of all those on FMA / AMA programmes) indicated that they first heard about it through their employer.

4.8 In contrast, employers played a minor role for those on NVQ and Life skills programmes (mentioned by 5% or less of these learners). For both groups, the careers / Connexions advisers played the leading role in telling them about the training, this source mentioned by 47% of NVQ learners and 44% of Life Skills learners. Informal contacts also play a fairly important role for both these groups of learners. A quarter of those on these two programmes indicated that they first heard about the course through friends or relatives.

Reasons for undertaking the training

4.9 The following table lists the reasons people gave as to why they decided to do their FMA / AMA training. This shows responses given by 4% or more of these respondents.

Reason for deciding to start their FMA / AMA	All FMA / AMA Trainees	FMA	AMA
Base: all FMA / AMA learners	895 %	527 %	366 %
To gain qualifications	41	39	42
Help get the job / career want	29	28	31
To learn skills / advance skills	19	19	19
Personal interest	15	17	12
Learn and get paid	7	6	10
To get a job	6	7	4
Employer required it	6	6	6

4.10   FMA / AMA learners are typically looking to gain a qualification or to advance their skills to help them get the job or career that they want. Some put it simply in terms as it being of interest to them. Only a small proportion (6%) gave any indication that it was done because this was required by their employer. It is interesting to see that there was little difference in the relative importance of these issues between foundation and advanced level learners.

4.11   There was little difference by gender, but there were significant differences by age. Older learners (those aged 20 plus) on FMA/AMA programmes were particularly likely to be wanting a qualification (48%) and to advance their skills (23%). In comparison the motivation for younger learners was as likely to be personal interest (30% of those aged 17 or under gave this response compared with only 10% of those aged 20 plus) as about gaining a qualification (25%).

4.12   Broadly, the reasons for individuals deciding to start an NVQ training programme were similar to those just described for AMA / FMA programmes. In comparison there was slightly more emphasis on doing it for personal interest (reflecting the younger profile in comparison to FMA/AMA learners) and slightly less on gaining qualifications. One in eight (12%) also described their motivation as being that they hoped it would get them a job.

Differences between different levels of NVQ were slight hence we summarise results among NVQ learners as a whole.

Reason for deciding to start their NVQ programme	All NVQ Trainees
Base: all FMA / AMA learners	496
	%
Help get the job / career want	32
To gain qualifications	32
Personal interest	26
To learn skills / advance skills	20
To get a job	12
Learn and get paid	7
To help change job / career	4
Because did not do well at GCSEs	4

4.13   Life Skills trainees were motivated by a mix of reasons. Some were thinking specifically in terms of gaining skills which would help them get work or change the type of work they are doing. Others appeared to be thinking more generally, citing the desire to increase their confidence (20%) or to gain and improve their skills (14%). Others saw it as the stepping stone to further training (14%).

Why decided to do Life Skills training	
Base: all LS trainees	97
	%
To help me get the sort of work I want	25
To increase my confidence	20
So I could get a job	16
I couldn't think of anything else / no particular reason	16
It will help me get on another training course	14
To gain or improve skills	14
To meet people and make new friends	6
Other	8

4.14   Clearly it is encouraging that the vast majority undertook the Life Skills training for positive reasons to do with the expected benefits it would bring. Overall 16% said they started the course because they could not think of anything else or had no particular reason. This was particularly the case with male learners, among whom 23% giving this reason compared with only 3% among female Life Skills trainees.

5   Course details: subject, level and early leaving

5.1   In this chapter we provide details about the courses that the learners are undertaking or recently undertook, both in terms of the qualification they are intended to lead to and the subject or skill area. We also look at the level of early leaving from the courses and the reasons for this.

Qualification of the course / training programme

5.2   Nearly all NVQ students were aware that the their training programme was intended to lead to an NVQ as well as the level of the NVQ. In half the cases (51%) this was described as being a level 2, with a third (32%) working towards an NVQ 1. Again in some cases information given by the respondent is not consistent with that supplied about the individual from LSC records (for example 7% of those the LSC indicated on the sample as being working to a level 2 or higher indicate they are working towards a level 1). Hence again throughout the report when making comparisons between different levels of NVQ, we have used the information as supplied on the sample rather than how they responded to this question.

Qualification of NVQ training		From the Sample	
	All NVQ learners	NVQ 1	NVQ 2 or higher
Base: all NVQ learners	496	205	276
	%	%	%
NVQ 1	32	68	7
NVQ 2	51	22	72
NVQ 3	11	5	16
NVQ 4 or 5	1	*	2
Other	2	2	2
Don't know	2	3	1

5.3   Sample supplied as FMA or AMA learners were asked if their training programme was leading to a Foundation Modern Apprenticeship (FMA), an Advanced Modern Apprenticeship (AMA), a Modern Apprenticeship (MA), a National Traineeship (NT) or some other qualification. Those not giving one of the main four responses (a significant proportion answered in terms of NVQs) were then asked which *programme* they were on (the list of four was read to them again). The following table shows results across these two questions, such that if a respondent answered the follow-up question with one of the four programme types this answer has been taken, otherwise the response to the first question has been used).

5.4   The final two columns show responses based on the information we had about respondents in terms of their programme on the sample supplied.

Qualification / programme type		From the Sample	
	All FMA/AMA learners	FMA	AMA
Base: all FMA / AMA learners	895	527	366
	%	%	%
FMA	24	36	5
AMA	22	9	42
MA	14	15	14
NT	4	4	4
NVQ2	13	20	2
NVQ3	12	3	26
Other	11	13	7

5.5   Results suggest that many individuals (as many as a third) undertaking FMA or AMA programmes are unaware of their being on this specific programme or are at least unsure of the programme name. Most of these think in terms of the level NVQ that they are aiming for.

5.6   Even among the majority who can name their training programme, results suggest that some respondents are mistaken about the programme. For example, 5% of those who are known to be doing an AMA (from information supplied by the LSC with the sample) thought they were doing a lower level FMA. For this reason we use the information supplied with the sample throughout the report when comparing differences between FMA and AMA learners.

Subject or skill area of the course / training programme

5.7   The main NVQ courses being studied were as follows (this lists those mentioned by 5% or more of NVQ learners):

Ø   Information and Communication Technology (24%)

Ø   Administration / Business / Management (16%)

Ø   Care / Hospital work / Childcare (12%)

Ø   Construction (11%)

Ø   Retailing / Customer Service (5%)

Ø   Hair and Beauty (5%)

Ø   Motor vehicle repair / maintenance (5%)

5.8   There were very clear (and predictable) gender differences for nearly all these subjects. There was a heavy female bias for:

Ø   Administration / Business / Management (22% of female NVQ learners were studing this compared with 11% of male NVQ learners)

Ø   Care / hospital work / Childcare (24% compared with 2%)

Ø   Hair and Beauty (10% compared with less than 0.5%)

5.9   There was a large male bias for:

Ø   Information and Communication Technology (33% of male NVQ learners were studying this compared with 15% of female NVQ students)

Ø   Construction (19% compared with 2%)

Ø   Motor vehicle repair / maintenance (10% compared with 1%).

5.10   There were also differences in the subject depending on whether it was being studied to NVQ level 1, or to level 2 or higher. Construction, Motor vehicle repair / maintenance and Hair and Beauty were all much more likely to be being studied to level 1 than to level 2 or higher. The reverse was true for Administration / Business / Management and for Care / Hospital work / Childcare. For example a fifth (21%) of those undertaking a level 2 or higher course were studying Administration, while this course was only being studied by one in ten (10%) of those on level one courses.

5.11   A slightly different range of subjects is being studied by FMA/AMA learners compared with those undertaking NVQs. In particular it was noticeable that few were undertaking Information and Communication Technology (3%), Construction (2%) or Motor vehicle repair / maintenance (1%), and a much higher proportion were on retailing programmes. We list training programmes mentioned by 5% or more of FMA/AMA learners:

Ø   Care / Hospital work / Childcare (23%)

Ø   Retailing / Customer service (22%)

Ø   Administration / Business / Management (20%)

Ø   Hair and Beauty (10%)

Ø   Accountancy / Banking (6%)

Ø   Catering (5%)

5.12   Again there are some clear gender differences. Care / Hospital work / Childcare is much more popular among female FMA/AMA learners (this is being studied by 31% of female FMA/AMA students but only 2% of male learners) as is hair and beauty, where as catering has a male bias (this course is being studied by 11% of male FMA/AMA learners compared with 3% among women).

5.13   There are also marked differences in the level to which different subjects are being taken. Retailing / Customer Service is much more likely to be the subject studied at foundation level than at advanced level (29% undertaking an FMA were studying Retail compared with 11% of AMA learners), as is Hair and Beauty. In contrast, Care / Hospital work / Childcare is much more likely to be the subject studied at advanced level, indeed two in five (39%) of those doing an AMA were undertaking this subject (compared with 11% among FMA learners).

5.14   The vast majority of FMA / AMA learners (81%) were able to get exactly the apprenticeship they wanted, a slight increase compared with 2002 (76%). Those able to get their first choice was significantly lower for male (76%) and Asian learners (71%). Those unable to get their first choice split evenly between those who got an apprenticeship close to the one they wanted (9%) and those who had to settle for what was available (10%).

5.15   Asians were particularly likely to have had to settle for an apprenticeship that was available (19% of the 90 Asian respondents undertaking an apprenticeship). Base sizes are relatively small by individual subject area, but of the larger programmes, a relatively high proportion of those who ended up doing an apprenticeship in the Admininstration / Business / Management category (16%) or in Retailing / Customer Sevice (14%) took this only because it was available. For both these two courses around a quarter said this was not their first choice.

5.16   We look in detail at satisfaction levels later in the report, but one very clear finding is that the extent to which individuals got the apprenticeship they wanted has a direct affect on their satisfaction with their training. Of those who got exactly the apprenticeship they wanted, 63% were extremely or very satisfied overall with their training and only 4% were dissatisfied. Among those who only got an apprenticeship close to the one they wanted, 46% were extremely or very satisfied overall, and 18% were dissatisfied. Among those who had to settle for what was available (some 90 respondents) only a third (32%) were extremely or very satisfied, and 21% were dissatisfied.

5.17   Most of the Life Skills learners (68%) indicated that they were learning 'skills for everyday life, like mixing and talking with other people, and feeling confident.' A small proportion (10%) were learning to speak and write English. The other subject /skill areas that respondents indicated that their training covered included: various skilled trades (10%), IT (5%) and business (2%).

Whether selected the most suitable course

5.18   We have already seen that around one in five of those on apprenticeship training did not get their first choice. All FMA/AMA and NVQ learners were asked if they feel, looking back, that they chose the most suitable programme or apprenticeship. It is encouraging to see that the vast majority (89%) feel they did. AMA students were the most likely to feel they chose correctly (93%).

5.19   There was a direct correlation between programme suitability and satisfaction. Among those dissatisfied overall almost two in five (38%) feel they did not choose the most suitable programme. This compares with 2% among those extremely or very satisfied, and 9% among the fairly satisfied.

5.20   It was of particular interest to know whether the cases of unsuitable selection of courses / programmes came about through literature being either lacking or confusing, or careers / Connexions advisers giving misleading advice. In fact very few gave these reasons. Much more common was simply that they had not enjoyed the training or not learnt anything new, and hence looking back they do not feel it was particularly suitable. Where the sentiment was expressed that they had not known enough about the course before they started, it was at least as common for people to 'blame' themselves (for example for not having looked into it more), than to feel the adviser had made it sound better than it was, or that this was a result of insufficient information about the course.

Why feel they did not choose the most suitable course / programme	
Base: NVQ and FMA/AMA trainees not selecting most suitable course	102
	%
The course was boring / I didn't like it	17
I didn't research the course sufficiently	13
Didn't learn anything	12
The course was not relevant to my end goal	11
Wasn't my first choice / chosen by employer	9
Literature about the course was confusing	8
The careers / Connexions adviser did not know enough	4
Not what expected (e.g. too difficult, took longer than told)	4
Not enough literature available	3
The careers / Connexions adviser made it sound better than it was	3
Tutors (e.g. not very organised / didn't like tutor)	3
Work placement poor	2
Other	12
Don't know	3

Early leaving

5.21 So far in the report we have spoken as if all respondents are still on their course or training programme. For ease of reporting we continue with this protocol, but in fact over a fifth (22%) had left their programme. (For the telephone interviews, all those who had left were asked the questions in the past tense about the course they had recently left).

5.22 These leavers split evenly between those who had left at the end of their course / programme and those who left early, hence overall one in nine (11%) of our sample were non-completers. This varied very little by programme as shown in the following table:

Completion and early leaving	All Trainees	FMA/AMA	NVQ	LS
Base: all	1488 %	895 %	496 %	97 %
Still on the programme	78	62	81	78
Completed and now left	11	26	8	11
Early leaver	**11**	**12**	**10**	**11**

5.23 Early leaving for FMA/AMA learners in central London (12%) was slightly higher than found nationally in 2001/2 (9%).

5.24 Although differences in early leaving by overall programme type were slight, they were higher for lower level elements within the two main programmes: hence early leaving was more common among NVQ level 1 learners than those working towards level 2 or higher (14% v 9%), and was higher among FMA than AMA learners (14% v 7%). This is to be expected since higher level learners will in most cases have built up basic experience in the subject area and realise they enjoy the subject at least enough to wish to continue.

5.25 Non-completion /early leaving did not differ significantly by demographic factors such as gender, age or ethnicity. However, there were large differences by the degree of satisfaction with the training programme (this a subject discussed in chapter 6). Among the 115 respondents dissatisfied with their training programme overall 39% had left it early. Among those neither satisfied nor dissatisfied (56 respondents) 20% left early. Among those extremely or very satisfied only 6% left without completing the course.

5.26   The main reasons for early leaving are presented in the following table, which shows responses given by 4% of more of the early leavers. We do not show results for Life Skills trainees separately as there are only 12 such respondents.

Reasons for early leaving	All early leavers	FMA/AMA	NVQ
Base: all early leavers	164 %	100 %	52 %
Personal problems / issues	24	26	21
Changed job / got a job	17	22	6
Not learning any new skills	12	8	13
It was boring	11	5	23
Did not like teachers / trainers	9	8	12
Not sure wanted to this work	7	5	10
Falling behind with work	6	9	2
Money problems	5	5	6
Problems balancing work & study	4	5	4
Didn't like the course / college	4	2	10

5.27   The most common reason for leaving the course without completing it was personal issues or problems, mentioned by a quarter of early leavers (24%). This was a particular issue among women (29% compared with 16% among men). (As a point of comparison, in a study IFF conducted for DfEE in 2000 which explored the reasons for non-completion of Modern Apprenticeships among 772 early leavers, 10% of female non-completers indicated that left because they became pregnant.)

5.28   Another key reason was respondents changing job (or deciding to leave the course to start work). This was particularly common among FMA/AMA early leavers (22% compared with only 6% among NVQ early leavers). (Again, on the study IFF conducted for DFEE, changing job was the most common reason given for not completing a Modern Apprenticeship, typically the change coming about because this new job offered better pay or better prospects than the existing one.)

5.29   The remaining responses tended to focus on some element of discontent with the course, in particular their not feeling they were learning new skills, it being boring, not liking the trainers or not liking the course or the college. These reasons were all much more likely than average to be cited by those dissatisfied overall with their training course.

5.30   Falling behind with work was the reason for leaving for around one in twenty (6%) early leavers, and a similar proportion (4%) indicated that the problem of balancing work and study led them to leave the course. Both would appear to be areas where colleges or providers may be able to assist if the problem is spotted and addressed early. These problems are particular issues for older learners aged 20 plus (e.g. 13% cite falling behind as the reason for leaving the course) and for those undertaking AMAs (12% of early leavers from these courses mentioned *each* of the reasons of falling behind and the work-study balance).

6   Overall Satisfaction and overall measures

6.1   In this chapter we look at key overall ratings of the training received. This covers overall satisfaction, but also whether they would recommend the training to anyone else, and what improvements they feel could be made to their programme.

Overall satisfaction

6.2   Learners were asked to rate their overall satisfaction with their programme on the following seven-point scale: extremely satisfied, very satisfied, fairly satisfied, neither satisfied nor dissatisfied, fairly dissatisfied, very dissatisfied or extremely dissatisfied. As well as replicating the wording of the National Learner Satisfaction Survey 2001/2002, we also copied this survey in asking this question twice, first before detailed questions were asked rating individual elements of the training, and then after these aspects had been rated. Following exactly the reporting procedures of the National Survey it is the second of these which we have used in the reporting.

6.3   As well as the proportions giving each answer, we also show a mean score rating out of 100. These have been calculated using the figures shown in brackets. These work as follows: if everyone was extremely satisfied with their training the mean would be 100, if everyone had been very satisfied it would the mean would be 80 etc. Similarly if half the sample had been extremely satisfied and half extremely dissatisfied then the mean would be 50, as it would be if everyone rated the training as neither satisfactory nor dissatisfactory.

Overall satisfaction	2003			
	All Trainees	NVQ	FMA/ AMA	LS
Base: all	1,488 %	496 %	895 %	97 %
Extremely satisfied (100)	18	19	17	12
Very satisfied (80)	38	34	41	32
Fairly satisfied (65)	32	34	31	37
Neither satisfied nor dissatsified (50)	4	4	4	4
Fairly dissatisfied (35)	5	5	4	4
Very dissatisfied (20)	1	2	1	3
Extremely dissatisfied (0)	2	2	2	5
Don't know / not stated	*	*	*	2
MEAN SCORE	*73*	*73*	*74*	*68*

6.4   The vast majority of learners (88%) are satisfied with their overall experience on the programme, and a majority are extremely or very satisfied (56%). This is clearly an encouraging picture.

6.5   Results for FMA/AMA learners closely match those found for the LSC's first
        National Learner Satisfaction survey 2001/2. For that survey, 17% of those on
        Work Based Learning nationally were extremely satisfied (as found in Central
        London), 45% were very satisfied, 30% were fairly satisfied. Hence London
        FMA/AMA trainees are on balance slightly less satisfied than found nationally,
        though differences are slight. Results on the national survey are summarised in
        the following table:

Overall satisfaction National Learner Satisfaction study	Work based Learning trainees
Base: all	2,032
	%
Extremely satisfied	17
Very satisfied	45
Fairly satisfied	30
Neither satisfied nor dissatsified	2
Dissatisfied	6
Don't know / not stated	-

6.6   There are some differences by programme type. NVQ learners and those on FMA
        or AMA programmes had very similar overall ratings (ratings which were very
        close to the overall average given that these two groups make up the vast majority
        of learners). Those on Life Skills programmes were less satisfied than average:
        for example they were significantly less likely to be extremely or very satisfied
        (44% compared with 57% among other learners).

6.7   Differences by more detailed programme type were slight. AMA learners were a
        little more positive than FMA learners but the differences were not significant
        (mean scores out of 100 of 75 and 73 respectively). The same was true of those
        undertaking NVQ at level 1 (a mean score of 72) and those taking it at level 2 or
        higher (a mean of 74).

6.8   Some differences emerged by some of the key demographics, with females more
        positive than males. By ethnicity white respondents were positive than other
        learners (60% extremely or very satisfied). Among black respondents although
        fewer than average were extremely or very satisfied (45%) it was not the case that
        more were dissatisfied, it was just that a large proportion were fairly satisfied
        (41%). Differences by age were relatively slight. Results are summarised in the
        following chart, which shows the proportion extremely or very satisfied, the
        proportion dissatisfied and the overall mean score.

Overall Satisfaction by key demographic variables

	Dissatisfied	Extremely or very satisfied	Mean
Male	9%	49%	71
Female	7%	60%	75
17 or under	10%	54%	72
18 or 19	8%	56%	73
20 plus	6%	57%	74
White	7%	60%	75
Black	8%	45%	71
Asian	9%	52%	71
Mixed	8%	50%	71

Base: All learners (1,488)
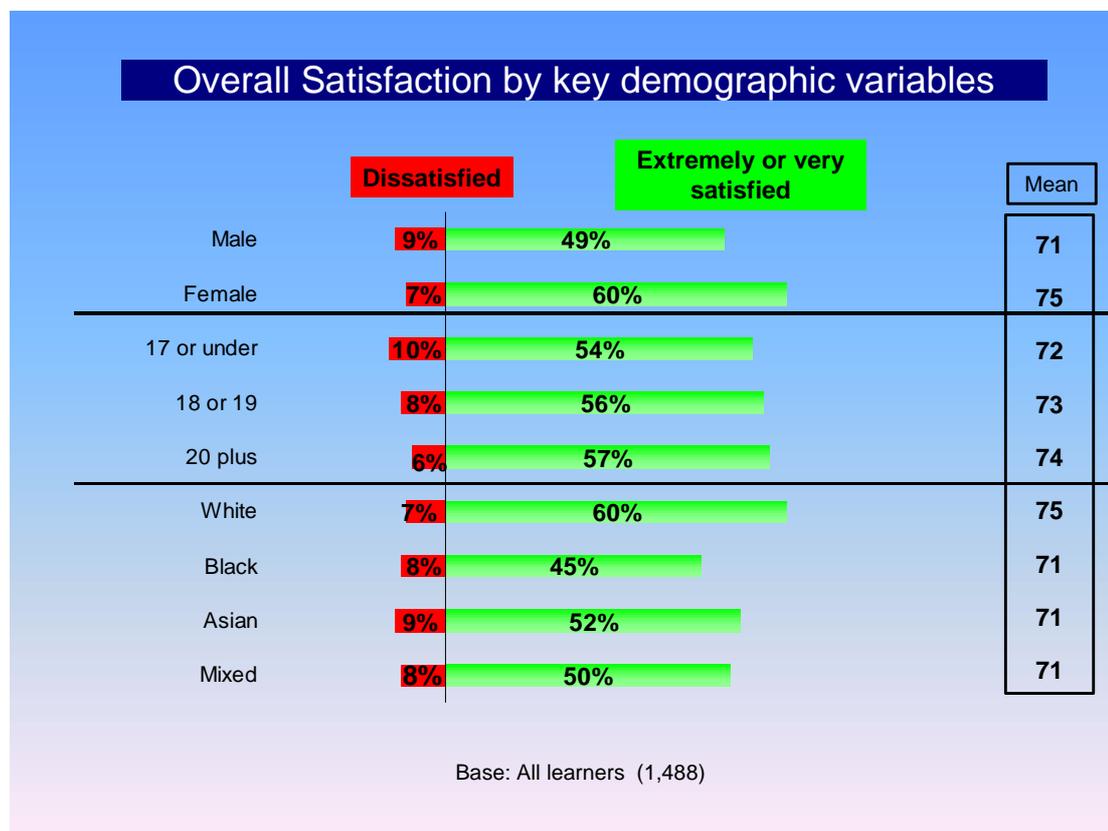
Recommending the course / programme

6.9   In many private sector customer satisfaction studies, one element that is often used to judge satisfaction and loyalty is the extent to which customers would recommend a company or product to others. For the current study we asked learners whether they would recommend the course or training programme 'to someone looking to achieve the same sort of things as you'. Many are likely to answer this in terms of whether they themselves with hindsight, would undertake the same course of action.

6.10   Reflecting the high levels of satisfaction discussed, almost nine in ten (88%) learners would recommend their course to others. The overall level of satisfaction directly affects the likelihood that it would be recommended, it being as high as 98% among those extremely or very satisfied and falling to 39% among the dissatisfied.

6.11   Not surprisingly figures were much lower than average among early leavers, though even among this group two in three (68%) would still recommend their training programme.

6.12   Life Skill learners were relatively the least satisfied group by programme type, and they were also noticeably the least likely to say they would recommend their course (75% compared with 85% among those on NVQ courses and 91% among FMA/AMA learners).

6.13   Differences by age and gender were relatively slight but non-white respondents were significantly less likely to recommend their training course or programme than white learners (83% compared with 91% respectively).

Suggested improvements to the training programme

6.14   All respondents were asked how they thought the training could have been improved. A majority (three in five) were able to suggest some way in which they felt their programme or course could be improved. Reflecting the broad findings of the National Learner Satisfaction Survey 2001/2002 which showed the vital importance to overall satisfaction of being satisfied with the teaching, the most common suggestions for improvements related to aspects of teaching, followed by issues to do with the facilities.

Suggested improvements				
	All Trainees	FMA/AMA	NVQ	Life Skills
Base: all	1,488 %	895 %	496 %	97 %
Nothing / can't think of anything	39	39	39	36
Tutors should be more accessible / more one-to-one time / more support from tutors	14	**18**	9	4
More / better facilities	9	5	**15**	**15**
Better teachers / assessors	7	7	6	7
Better / more computers & equipment	7	6	9	4
Better organisation	7	8	5	7
More / more regular lessons	6	6	6	7
Make the course more relevant	6	7	5	5
More teachers / assessors	4	3	6	4
Make it more interesting / challenging	4	2	6	7
Improve location (e.g. closer to work or home)	2	2	2	1
Other	7	11	7	6

6.15   The main desire in relation to trainers / tutors was to be able to have more of their time and generally more support, this was particularly important for Work Based Learners on FMA / AMA courses. Few on Life Skills courses came up with this suggested improvement (4%), indicating that there is no real issue in this regard for this programme. Others simply wanted *better* or *more* teachers / tutors / assessors (7% and 6% respectively).

6.16   The next most common desire was for improved facilities. This was often not specified in detail (9%), while others mentioned specifically computers and course-related equipment (7%). NVQ learners were particularly likely to feel improvements were possible in this area, while FMA/AMA trainees were the least likely to feel this had been a shortcoming.

6.17   Many of the other suggestions related to the content of the courses and the way they were organised, and included:

Ø   Better planning of the course or programme (7%)

Ø   More lessons (6%)

Ø   Making the course more relevant (6%) or challenging (4%)

6.18   The range of recommended improvements among early leavers was not dissimilar to that among those still on their programme. However, it was noticeable that early leavers were more likely to suggest improved trainers / tutors (14% compared with 5% among those still on their programme) and better planning and organisation (10% compared with 5% for those still studying).

7   Views on the trainers / tutors and the facilities

7.1   The report on the LSC's National Learner Satisfaction Survey 2001/2 found that the quality of training / teaching is the dominant influence determining overall satisfaction. Indeed for both FE and Work Based Learners, half their overall satisfaction was explained by their views of the teaching (or put another way the rating of the quality of teaching was as important as all other factors put together).

7.2   We look here at ratings of the quality of teaching and training, first overall and then for specific aspects such as their knowledge of the subject, how well sessions were planned and their providing prompt feedback.

7.3   The following chart shows the proportion rating the overall teaching / training as extremely or very satisfied, fairly satisfied and then satisfied. We also show the mean score out of 100. We also show comparisons among Work Based Learners on the national survey in brackets.

Overall Satisfaction with the quality of training provided by the college / provider

|	Dissatisfied	Fairly satisfied	Extremely or very satisfied	Mean
All trainees	8%	25%	63%	75
FMA/AMA	6% (6%)	25% (31%)	65% (59%)	76
NVQ level 1	13%	27%	54%	71
NVQ level 2 or higher	6%	23%	66%	76
Life Skills	9%	33%	55%	72

Base: All learners (1,488)
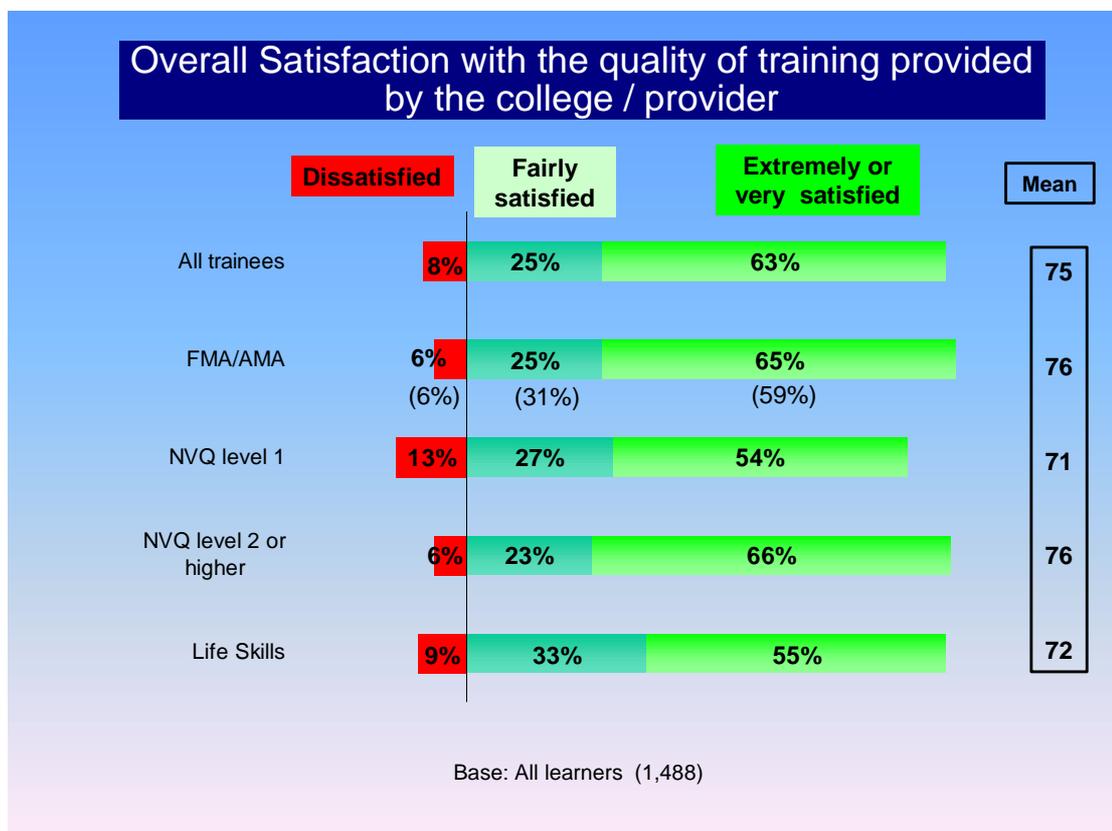
7.4   Satisfaction with the quality of training / teaching is high, with 88% satisfied and almost two in three (63%) extremely or very satisfied. It is also encouraging that FMA/AMA learners in London are more likely to be extremely or very satisfied with the quality of training / teaching (65%) than was found nationally (59%).

7.5   Satisfaction on this measure varies somewhat by programme type, and is highest for FMA/AMA learners (the difference between those on FMA and AMA programmes is minimal) and lowest for those on NVQ level 1 and Life Skills courses.

7.6   Although among all key demographic sub-groups within the total sample satisfaction with the quality of training and teaching is high, some differences emerge:

   Ø   Female learners are significantly more satisfied than male (66% of the former were extremely or very satisfied compared with 58% of the latter).

   Ø   White learners are significantly more satisfied than non-whites (69% of the former were extremely or very satisfied compared with 54% of the latter).

   Ø   These variations by ethnic grouping do not just reflect the fact that the ethnic profile of different programmes differs. Even within specific programmes white learners tend to give higher very positive ratings for the teaching / training provided by the college or provider. For example white respondents on FMA courses were significantly more likely to give an excellent or very good rating on this measure than (71%) than non-white learners (52%).

7.7   These groups more satisfied with the teaching / training provided by the college were just those particularly likely to be satisfied overall.

Rating of trainers / tutors on specific aspects

7.8   On specific measures for rating trainers / tutors, respondents were asked to give a rating from 1 to 10 where 10 was described as excellent, 5 as okay and 1 that it is very poor. To summarise this information we show the proportion of those giving a rating who give a score of 8, 9 or 10 (i.e. the most positive), those who give a rating of only 1-3, and then the mean score out of 10. These are ranked in descending order of mean score.

Rating of trainers /tutors on individual measures	Low rating (1-3)	High satisfaction rating (8, 9 or 10)	Mean
Knowledge of the subject	2%	71%	8.2
How they relate to you	3%	68%	8.0
The support they give	6%	62%	7.8
Setting clear targets for helping you improve	5%	63%	7.7
Managing the group of learners	5%	58%	7.6
Providing prompt and regular feedback on progress	6%	57%	7.5
Understanding you and how you like to learn	6%	57%	7.5
The quality and availability of teaching materials used	5%	53%	7.4
Planning their lessons	7%	54%	7.3
Making the subject interesting and enjoyable	7%	52%	7.2

Base: All learners (1,488)

7.9   Views on all these measures concerning their trainer / tutor are generally positive, and for each one a majority give a rating of 8-10 out of 10. There are two aspects where ratings are noticeably higher than average:

Ø   their knowledge of the subject

Ø   how they relate to you as a person.

7.10   The aspect of some concern is the *relatively* low rating for making the subject interesting and enjoyable. We have seen that this is a key reason (or perhaps excuse) for non-completion and as an explanation for why people feel retrospectively they chose an unsuitable course.

7.11   On every measure except one:

Ø   FMA/AMA learners gave higher ratings (measured by mean score) than NVQ learners who gave higher ratings than those on Life Skills Courses

Ø   Women gave higher ratings than men

Ø   Older respondents gave higher ratings than younger learners

Ø   White respondents gave higher ratings than non-white learners.

These are just the groups giving higher overall satisfaction and higher ratings for their trainer / tutor overall.

7.12   The one slight exception was for the support the trainers / tutors give you, for example to improve your study techniques, where the rating was marginally higher for NVQ students than for those on FMA/AMA programmes.

7.13   The difference by programme type was most marked for the tutor/trainer's knowledge of the subject. Here 75% of FMA/AMA learners gave a high rating of 8-10, whereas the equivalent figure among NVQ learners was 67% and among those on Life Skills courses was only 49%. (On other measures differences were much lower than this).

Facilities

7.14   The LSC's National Learner Satisfaction Survey 2001/2 found that learning facilities contributed around 6 to 7% to overall satisfaction, and general facilities around 10% (the latter was higher for FE learners than for Work Based Learning trainees). As we have seen teaching in comparison accounted for approximately 50% of total satisfaction.

7.15   We show satisfaction with the facilities at the college or learning provider on the following table, ranked in descending order of (mean score) satisfaction. Results are presented as row percentages and should be read across the page. The table shows the percentage giving high ratings (a score of 8-10) and low ratings (1-3) and also mean scores out of 10. Percentages are based only on those giving a satisfaction rating. Those who indicated that they thought there was no such facility at the college / provider, who felt unable to give a rating (either because they had not used the facility or were unsure if it existed) have thus been excluded from these percentages. However, we do also show in the first column of data the percentage who thought that each individual facility was not available.

Rating of college / provider facilities					
		Base: all	*Base: all those giving a rating for each facility*		
Row percentages		Say no such facility	**High satisfaction rating (8-10)**	**Low rating (1 – 3)**	*Mean score*
IT facilities	%	21	50	10	*7.0*
Careers Centre	%	32	47	13	*6.8*
Specialist facilities / equipment for your course	%	22	43	10	*6.8*
Facilities for socialising with other students	%	20	45	13	*6.7*
Facilities for people with disabilities / special needs	%	21	45	15	*6.6*
Library / learning facility	%	36	40	14	*6.5*
Childcare facilities	%	38	46	19	*6.4*
Canteen / café	%	37	29	25	*5.9*

7.16   Among those actually rating each facility, views are relatively favourable, with mean scores around 6.5 to 7 out of 10. For most of the facilities discussed around 45%-50% gave a high rating, while around 10%-15% thought the facilities poor.

7.17   Poor ratings on two aspects were noticeably higher: one in five (19%) rated childcare facilities as poor, and one in four (25%) only scored the canteen / café a 1, 2 or 3 out of ten.

7.18   These satisfaction ratings are based on those able to rate each facility. The first column of data in the table shows the proportion who said no such facility existed. Here we see that a third said they had no careers centre available, and approaching one in five did not have the following: a canteen, a library or childcare facilities. This *may* underestimate the proportion that did not have these facilities available to them, since in addition, approximately 15-25% for each facility were unable to give a rating and replied 'don't know'. For some this would reflect the fact that they had not used the facility and so felt unable to rate it, but inevitably some of these respondents would have been unsure if there was such a facility available. On two measures a minority of learners were able to rate the facility – a library / learning centre and childcare facilities.

7.19   Results varied relatively little by key demographic variables. One phenomenon discussed elsewhere in the report was apparent again: those most satisfied with their training overall were the most positive about the facilities, those who were dissatisfied overall were much less satisfied with facilities. We do not suggest the dissatisfaction with the facilities is the cause of the overall dissatisfaction, rather negative overall views appear to affect and taint their attitudes to all aspects of the training.

As an example of this effect, the situation where it was most marked was in relation to the facilities for socialising with other students. Among those dissatisfied with their training overall who rated the facilities for socialising with other students (80 learners), one in four (26%) thought them very poor (a rating of one). Among those satisfied overall only 4% thought this facility very poor.

7.20   Differences by programme type were relatively few. However:

Ø   Life Skills learners gave much higher ratings than average for the careers centre (a mean of 7.7 – the mean among FMA students was 6.3, though among Work Based Learning students one would expect less interest in careers issues).

Ø   Life Skills learners gave higher ratings than average for facilities for people with disabilities and special needs (a mean of 7.2).

7.21   On facilities for people with disabilities and special needs it is encouraging that ratings among those people with a disability (82 of our respondents) were high: 33% rated these facilities as excellent (10 out of 10). Still there is room for improvement here: almost a quarter of those who gave a rating (23%) thought these facilities poor (a rating of 1,2 or 3 out of 10).

Satisfaction with induction and planning

7.22   Learners were asked to rate the way the first few days of the programme were organised and then their training plan. Results on these two aspects are presented in the following table.

Rating of organisation of first few days and training plans				
Base: all *Row percentages*		**High satisfaction rating (8, 9 or 10)**	**Low rating (1 – 3)**	*Mean score [2002 in brackets]*
How the first few days were organised	%	56	7	*7.4*
Training plans	%	58	6	*7.5 [7.7]*

7.23   Most thought the organisation of the first few days of the programme and then the planning of the subsequent training activity to be good. The proportion dissatisfied with the organisation of the first few days and then with their training plans did not vary widely by training programme nor by demographic variables, although those dissatisfied overall with their training were very likely to be dissatisfied on these measures (e.g. 33% of the dissatisfied overall gave a rating of 1-3 out of 10 in regard to their training plans). Rating of their training plans was very similar to 2002 (as shown by the comparative mean scores in the table).

### Being treated equally and fairly

7.24   Few respondents complained of not being treated equally and fairly, indeed over half (54%) were totally satisfied on this measure (giving a rating of 10 out of 10) and four in five (81%) gave a rating of 8, 9 or 10. Overall 3% were not satisfied (a rating of 1, 2 or 3).

7.25   There was little variation by programme or by demographic variables. Slightly more disabled clients than average were dissatisfied (6%) but the overall mean score among those classifying themselves as disabled was exactly the same as among all learners (8.7). Black learners were somewhat less satisfied than average: 74% gave a rating of 8-10 and 5% were dissatisfied. This compares with 80% of white learners satisfied and 3% dissatisfied.

7.26   There has been no change on this measure compared with 2002, when the mean score was exactly the same as found in 2003 (8.7 out of 10).

Satisfaction with progress being made

7.27   Those learners still on their course were asked how satisfied they were with the progress they were making.
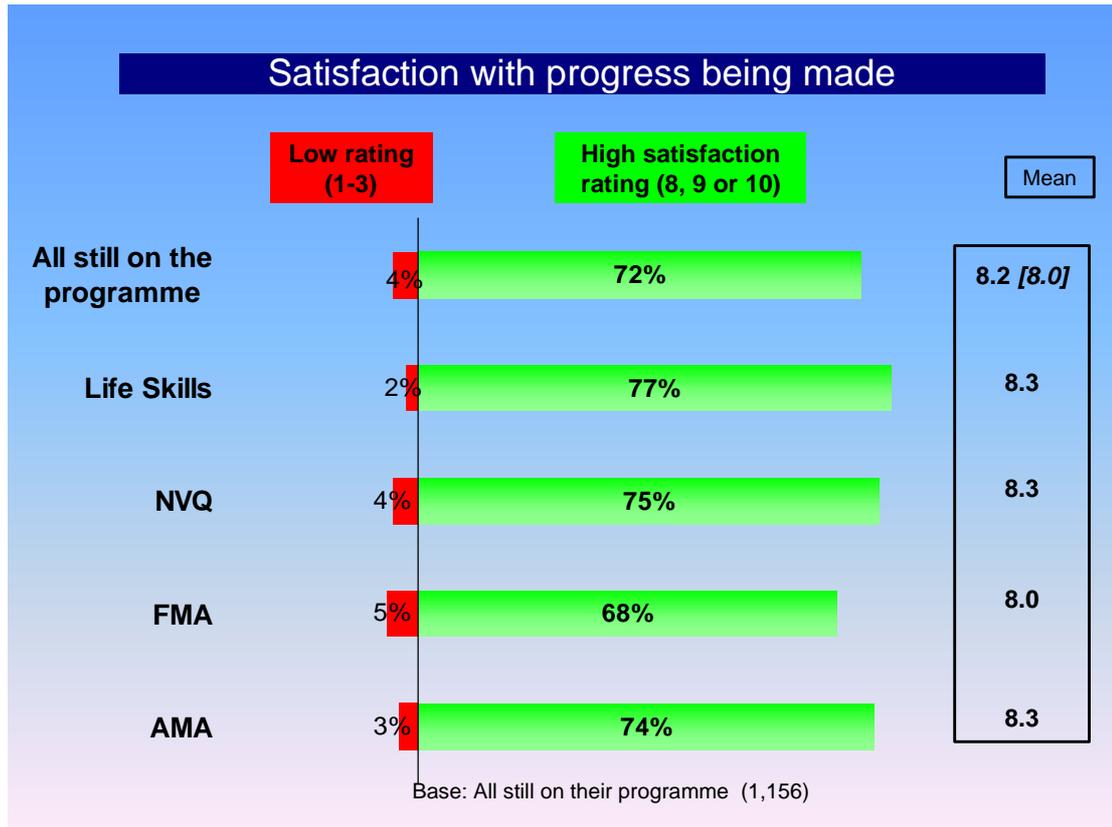
7.28   Approaching three in four learners who are still on their programme are happy with the progress they are making (72%). Overall 4% are dissatisfied on this measure (a rating of 1-3 out of 10). Life Skills learners are particularly satisfied, and FMA learners relatively least so (5% dissatisfied). Results are very similar overall to 2002, as can be seen in a comparison of the mean scores.

7.29   Female learners are much more content with their progress (76%) than males (67%). It is not that more males are more dissatisfied (4% compared with 3% among females) but rather they are more likely to think their progress is okay. It is interesting to note that this gender difference is not what would be expected given the differences by programme type: males make up a particularly large proportion of NVQ learners, and NVQ students are actually more satisfied with their progress than average.

7.30   White students were more satisfied with their progress than average: 75% gave a rating of 8-10, compared with 68% among non-whites.

8   The effects of the training

8.1   In this chapter we report results on two questions which look at the effects of the training. The first of these asked individuals if the training had any of a list of seven effects on them, covering such aspects as increasing their confidence and making them feel more positive about learning. Results are shown below.

Whether the training had the following effects	All Trainees	FMA / AMA	NVQ	Life Skills
Base: all	1,488	895	496	97
	%	%	%	%
Increase my confidence in ability to learn	90	89	92	86
Help me get into further training	88	89	87	86
Has given me skills can use in my / a job	87	87	88	79
Will help me get the job I want	84	86	84	67
Made me feel more confident with people	84	81	87	87
Feel more positive about learning	82	82	84	76
Better at managing my time	80	77	86	76
None of these	3	3	1	7

8.2   Results are clearly very favourable, with 80%-90% overall saying their training had had each of the effects listed, hence the vast majority feel more confident in their ability to learn and with other people, have gained skills which will help get them the sort of job they want, and are more positive about learning than they were when they started their training.

8.3   With such high figures there was relatively little difference by demographic variables nor particularly by programme type.

8.4   Overall only 3% felt it had had none of the effects, this being higher among Life Skills learners (7%), early leavers (13%) and the dissatisfied (14%).

Skill development

8.5   Learners were asked to rate the training out of 10 for the way it has developed various skills. Results are presented in the following table which ranks these skills in descending mean score order. For some of the skill areas quite a large proportion of learners indicated this aspect had not (yet) been covered, and we show this proportion for each skill area in the first column of data.

We also show comparative mean scores on these measures from the 2002 survey conducted by Central London LSC – these are shown in brackets.

Satisfaction with training for developing particular skills					
		Base: all	*Base: all those giving a rating*		
Row percentages		Not covered / unable to rate	**High satisfaction rating (8-10)**	**Low rating (1 – 3)**	*Mean score [2002 mean]*
Covering health and safety issues to know you are safe where you are training	%	3	75	2	*8.4 [7.8]*
Helping you learn how to work with others as part of a team	%	5	66	4	*8.0 [7.8]*
(NVQ and AMA only) Giving you the particular skills needed for the job you want to do	%	7	58	5	*7.5 [7.0]*
Helping you improve your communication skills	%	8	58	7	*7.4 [7.4]*
Helping you improve your confidence with numbers	%	16	41	13	*6.5 [5.9]*
Helping you improve your writing skills	%	15	40	14	*6.4 [6.1]*
Developing computer / IT skills	%	24	39	17	*6.2 [6.2]*

8.6   For most of the skill areas, the vast majority of learners (90% plus) say this had been covered in their training. There were, however, three skill areas where higher proportions indicated that it had not (yet) been part of their course or programme:

Ø   Developing computer / IT skills (24% said this had not been covered)

Ø   Helping you improve your confidence with numbers (16%)

Ø   Helping with writing skills (15%).

8.7 This does suggest that these aspects are either not being delivered on many courses or that these elements are not being fully integrated and instead are being left to towards the end of programmes. One thing that is reassuring is that Life Skills learners were very unlikely to say that they had not been provided with training in these areas. Indeed for all the skill areas listed on the previous table, 93% or more of Life Skills learners said each aspect had been covered. The difference was most marked for computer and IT skills: 93% of Life Skills learners were able to give a rating for the development of their computer and IT skills, but only 71% of FMA learners were able to do so.

8.8 Among those actually giving a rating, satisfaction with the extent to which skills had been developed in these areas varied somewhat. Although for all skill areas the balance of opinion was that favourable, the proportion dissatisfied (giving a rating of 1-3 out of 10) was noticeably higher than average for three skill areas:

Ø Developing IT skills (17% dissatisfied)

Ø Helping you improve writing skills (14% dissatisfied)

Ø Helping you improve confidence with numbers (13% dissatisfied).

8.9 Hence not only are these three areas where a relatively high proportion feel unable to provide a rating (on the basis that they have not yet received skill development in this area), they are also the areas where those giving a rating feel most dissatisfied.

8.10 Learners are particularly satisfied in two areas: the fairly discrete issue of covering health and safety issues so they feel safe at their place of training (75% satisfied) and then giving them particular skills needed for the job they want to do (66% of NVQ and FMA/AMA learners satisfied).

8.11 One very encouraging sign is that satisfaction levels as measured by the mean scores are all the same or higher than found in 2002. The improvement is most marked for:

Ø Covering health and safety issues to know you are safe where you are training

Ø Giving you the particular skills needed for the job you want to do

Ø Helping you improve your confidence with numbers

9   The Future

9.1   The bulk of the questionnaire asked about how and why individuals started their training and their satisfaction with the training they have received. A small number of questions asked those still on their training course about their future plans, in particular:

- Ø   Whether they expect to complete their training and if not why this is the case
- Ø   What they expected to do after the course

Whether expect to complete the course / programme

9.2   Nearly all (97%) those on the course at the time of the interview (i.e. excluding completers and early leavers) expect to complete their course. Only 1% thought this would not happen (2% were unsure). The only group where there were significantly higher levels of expected non-completion were those dissatisfied with their course. Among these 54 respondents, 7% predicted that they would not complete the course. Hence even among the dissatisfied the vast majority still plan to finish their programme.

9.3   Given that only 16 respondents indicated that they would not complete the course, it is difficult to make firm conclusions about why this is the case. However, the types of reasons given were similar to those given by early leavers, and included a feeling that they were not learning new skills, it being boring, falling behind with the work and not being sure if they wanted to work in this sort of area.

Expected activity after the course finishes

9.4   The majority currently still on their training programme expect to continue working or to get a job after they complete the training (57%). Nearly all the remainder expect to continue training / learning, either with a training provider or at college or even university.

Expected activity once complete training				
	All Trainees	FMA/ AMA	NVQ	LS
Base: those still on the course	1156 %	694 %	402 %	60 %
Work (continue working / change job / get a job)	57	64	46	37
Do some more training with a training provider	25	22	29	33
Go to college / university	14	9	20	30
Other (e.g. take a break)	1	2	*	-
Don't know	4	4	4	-

9.5   Those on FMA/AMA courses are particularly likely to expect to continue employment (64%). Among NVQ students still on the course there is a roughly even split between those who expect to do some further training or learning, and those who expect to enter employment. Among Life Skills students still on the programme, more expect to follow this with further training or learning (63%) than expect to enter employment (37%).

Appendix

TELEPHONE QUESTIONNAIRE

PRIVATE& CONFIDENTIAL   **Training and Satisfaction**   9th January 2003

Company Name:	
Respondent:	
Job Title:	
Interviewer:	

S1)   **FROM SAMPLE**

	( )
Life Skills	1
NVQ	2
AMA / FMA	3

S2)   Good morning / afternoon / evening could I speak to [CONTACT FROM SAMPLE] please?

	( )	
TRANSFERRED / SPEAKING	1	
NO ONE OF THAT NAME	2	CHECK CORRECT ADDRESS
NOT AROUND AT THE MOMENT	4	MAKE APPOINTMENT
NOT AVAILABLE UNTIL AFTER MID-FEBRUARY	3	THANK AND CLOSE

NB: SAMPLE SENT LETTERS – HALF NOT SENT LETTERS

S3)   **IF RECEIVED LETTER**: Good morning / afternoon / evening my name is _____ and I'm calling from IFF Research, an independent market research company. You may remember that you recently received a letter telling you about an important survey that is being conducted about people's views on training courses and programmes. We are conducting the survey on behalf of Central London Learning and Skills Council **IF DIDN'T RECEIVE LETTER:** Good morning / afternoon / evening my name is _____ and I'm calling from IFF Research, an independent market research company. We are currently conducting an important survey for the Central London Learning and Skills Council (IF NECESSARY: the organisation responsible for funding and planning education and training for over 16-year-olds in the London area.)

ASK ALL
The survey is being conducted with individuals like yourself who are currently on training courses and programmes, or who may recently have left, and looks at what they think of the training. The survey will help the LSC decide how best to improve training courses and programmes in the future.

As a thank you for taking part in the survey we are holding a prize draw with 5 prizes of £50 on offer to those who participate. This will take place mid to late February.

Please be reassured that everything is strictly confidential, and nothing about what you say will be passed on to your training provider or the LSC

The questionnaire takes around 10 minutes to complete on average. Would you be able to answer a few questions now?

Yes	1	ASK S4
No	2	ARRANGE TIME TO CALL BACK
Refused	3	CLOSE

REASSURANCES IF NECESSARY

Ø The Central London Learning and Skills Council are the organisation responsible for funding and planning education and training for over 16-year-olds in the London area.

Ø Your name and contact details were provided to us by the Learning and Skills Council

Ø The Central London Learning and Skills Council is conducting the research to improve training programmes and courses in the future.

Ø All people taking part will be entered into a prize draw where 5 prizes of £50 are on offer.

Ø The survey is done in the strictest confidence no results will be attributable to you.

Ø If you have any queries about this, you can contact Alistair Kuechel at IFF Research on 020 7250 3035

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

S4)   Firstly can I just check, are you…
        READ OUT AND CODE ONE ONLY

q 1 Still on the [TEXT SUB: IF SAMPLE TYPE = LS or NVQ 'course'; IF TYPE = FMA/AMA 'programme or apprenticeship?']

q 2 Have you completed and left the[TEXT SUB: IF SAMPLE TYPE = LS or NVQ 'course'; IF TYPE = FMA/AMA 'programme or apprenticeship?']

q 3 Have you left the [TEXT SUB: IF SAMPLE TYPE = LS OR NVQ 'course'; IF TYPE = FMA/AMA 'programme or apprenticeship?'] early

IN REMAINDER OF THE QUESTIONNAIRE CODE 2 AND 3 AT S4=LEAVER

ASK LS (S1 /1) ONLY

Q1) [IF S4= 1: What is the subject / skill area of your current training Is it….?]
[IF S4= 2 or 3: What was the subject / skill area of your recent training. Was it…?]
READ OUT. ALLOW MULTI

- ❑ 1 Learning skills for everyday life, like mixing and talking with other people, and feeling confident (Life Skills)
- ❑ 2 Learning to speak and write English (ESOL)
- ❑ 0 Something else (specify)
- ❑ X Don't know.. **NOW GO TO Q3**

ASK NVQ (S1 /2) AND AMA/FMA (S2 /3) ONLY

Q1a). [IF S4= 1 What is the subject / skill area of your current training?]
[IF S4= 2 or 3 What was the subject / skill area of your recent training?]

PROMPT IF NECESSARY. CODE ONE ONLY

- ❑ 1 Accountancy / Banking
- ❑ 2 Administration / Business / Management
- ❑ 3 Animal care
- ❑ 4 Art and design / Graphic Design
- ❑ 5 Call Centre
- ❑ 6 Care / Hospital Work / Childcare (Early Years Education)
- ❑ 7 Catering
- ❑ 8 Construction (e.g. bricklaying, plumbing, plastering, carpentry, painting / decorating)
- ❑ 9 Engineering
- ❑ 10 Learning to speak English (ESOL)
- ❑ 11 Film and Video
- ❑ 12 Hair and Beauty
- ❑ 13 Horticulture / gardening / floristry
- ❑ 14 Information and Communication Technology (e.g. telecommunications, IT)
- ❑ 15 Improving your writing skills and use of numbers
- ❑ 16 Learning skills for everyday life, like mixing and talking with other people, and feeling confident
- ❑ 17 Mail / Post Operating
- ❑ 18 Motor Vehicle Repair / Maintenance
- ❑ 19 Retailing / Customer Service
- ❑ 20 Sports and Recreation
- ❑ 21 Transportation (e.g. Road Haulage / Freight forwarding)
- ❑ 22 Warehousing
- ❑ 0 Other (Please specify)
- ❑ X Don't Know

ASK AMA/FMA (S2 /3) ONLY

Q2) [IF S4=1: What qualification is your current training programme leading to?]
[IF S4= 2 or 3: What qualification was it intended to lead to?]
PROMPT IF NECESSARY. CODE ONE ONLY

- ❑ 1 Foundation Modern Apprenticeship (FMA)
- ❑ 2 Advanced Modern Apprenticeship (AMA)
- ❑ 3 Modern Apprenticeship (MA)
- ❑ 4 National Traineeship (NT)
- ❑ 0 Or some other qualification *(please write in)*
- ❑ X Don't know

IF ANSWER 'OTHER' AT Q2 ASK

Q2X   And can I just check, are you on one of the following programmes? READ OUT

- ❏ 1 Foundation Modern Apprenticeship (FMA)
- ❏ 2 Advanced Modern Apprenticeship (AMA)
- ❏ 3 Modern Apprenticeship (MA)
- ❏ 4 National Traineeship (NT)
- ❏ 5 None of the above
- ❏ X Don't know

ASK NVQ (S2 /2) ONLY

Q2a) [IF S4=1: What qualification is your current training programme leading to. Will it lead to a…?]
[IF S4= 2 or 3 What qualification was your training programme intended to lead to? Was it a….?] READ OUT. CODE ONE ONLY

- ❏ 1 NVQ 1
- ❏ 2 NVQ 2
- ❏ 3 NVQ 3
- ❏ 0 Or some other qualification *(specify)*
- ❏ X Don't know

BEFORE THE TRAINING

ASK ALL

Q3)   What were you doing before starting your current training? Were you...
READ OUT. CODE ONE ONLY

- ❏ 1 In full-time education
- ❏ 2 In part-time education
- ❏ 3 On another training course
- ❏ 4 Working full-time
- ❏ 5 Working part-time
- ❏ 6 Unemployed / job-hunting
- ❏ 0 Other *(specify)*

ASK ALL

Q3a)   How did you hear about your training programme?
PROMPT IF NECESSARY. ALLOW MULTICODE

- ❏ 1 From your employer
- ❏ 2 From a teacher
- ❏ 3 From a careers / Connexions adviser
- ❏ 4 At a Jobcentre
- ❏ 5 From a training company
- ❏ 6 From a friend or relative
- ❏ 7 From a Pupil Referral Unit (known as PRU)
- ❏ 8 On the radio
- ❏ 9 On the TV
- ❏ 10 In a local newspaper
- ❏ 11 Through a previous training course
- ❏ 0 Some other way *(specify)*

ASK LS (S1 /1) ONLY

Q4)   Why did you decide to do the training?
PROMPT IF NECESSARY. ALLOW MULTICODE

q 1 To help you get the sort of work I want

q 2 So I could get a job

q 3 To help you get on another training course

q 4 Because friends are doing the course

q 5 To meet people and make new friends

q 6 To increase your confidence

q 7 Because you couldn't think of anything else / no particular reason

q 0 Some other reason *(specify)*

ASK NVQ (S1 /2) AND AMA/FMA (S1 /3) ONLY

Q5)   Why did you decide to do the training?
PROMPT IF NECESSARY. ALLOW MULTICODE

q 1 To help you get the sort of work I want / help my career

q 2 So you could get a job

q 3 To help you change job / career

q 4 To gain qualifications

q 5 To learn / advance my skills in this area

q 6 Personal interest e.g. you like the subject

q 7 Your employer required / wanted you to do it

q 8 You didn't do very well in my GCSEs

q 9 It was a good way of learning something and getting paid

q 10 Because friends are doing the course / programme

q 11 Because you could do it near home

q 12 To meet people and make new friends

q 13 To increase my confidence

q 14 You couldn't think of anything else / no particular reason

q 0 Some other reason *(specify))*

ASK AMA/FMA (S1 /3) ONLY

Q6)   Was your Modern Apprenticeship arranged for you by…?
READ OUT. CODE ONE ONLY

q 1 Your employer

q 2 A training provider / college

q 0 Someone else (*ask who this was*)

ASK AMA/FMA (S1 /3) ONLY

Q6a)   Were you able to…?
READ OUT. CODE ONE ONLY

q 1 Get exactly the apprenticeship you wanted

q 2 Get an apprenticeship close to the one you wanted

q 3 Or did you have to settle for what was available

ASK NVQ (S1 /2) AND AMA/FMA (S1 /3) ONLY

Q7)   Looking back do you feel you chose the most suitable [TEXT SUB: IF FMA/AMA =programme or apprenticeship? IF NVQ = course]

q 1 Yes   ▶   *ASK Q8*
q 2 No   ▶   *ASK Q7a*
q X Don't know / too early to say .... *ASK Q8*

ASK ALL NVQ (S1 /2) AND AMA/FMA (S1 /3) WHO ANSWERED NO AT Q7

Q7a)   Why was that?
        PROMPT IF NECESSARY. ALLOW MULTICODE.

q 1 Not enough literature available (eg brochures, leaflets)

q 2 Literature about the programme was confusing / not clear

q 3 The careers/Connexions adviser didn't know enough

q 4 The careers/Connexions adviser made it sound better than it is

q 5 I didn't research the course sufficiently

q 0 Some other reason *(write in)*

ASK ALL

Q8)   Approximately how long [TEXT SUBSTITUTION: S4 = 1 'have you been doing your current training programme' S4 = 2 OR 3: did you do your training programme for]?
        READ OUT. CODE ONE ONLY

q 1 Less than 3 months

q 2 3 to 6 months

q 3 More than 6 months up to a year

q 4 More than a year but less than two

q 5 2 years or more

q X Can't remember

YOUR TRAINING

ASK ALL

Q9)   Before we go on to discuss your experiences in a bit more detail, how satisfied [TEXT SUBSTITUTION: IF S4 = 1: 'are you overall with your experiences on the programme so far'? IF S4 = 2 or 3 'were you overall with your experiences on the programme?']
        READ OUT. CODE ONE ONLY

q 1 Extremely satisfied

q 2 Very satisfied

q 3 Fairly satisfied

q 4 Neither satisfied nor dissatisfied

q 5 Fairly dissatisfied

q 6 Very dissatisfied

q 7 Extremely dissatisfied

q X Don't know

ASK ALL LEFT COURSE EARLY [FROM S4]

Q10a) Why did you leave early?

DO NOT READ OUT. PROBE: What other reasons were there? ALLOW MULTI CODE

- ❏ 1 It was boring
- ❏ 2 You were not learning any new skills
- ❏ 3 Money problems
- ❏ 4 you were falling behind with the work/ finding it difficult
- ❏ 5 You didn't like the other people on the course
- ❏ 6 You didn't like the teachers / trainers
- ❏ 7 You weren't sure you want to do this sort of work
- ❏ 9 personal problems / issues
- ❏ 8 No particular reason
- ❏ 0 Some other reason (*specify*)

NOW GO TO Q11

ASK ALL STILL ON COURSE (FROM S4)

Q10b) Do you expect to complete the [TEXT SUB: IF S1/3 =programme or apprenticeship IF S1 / 1 OR 2 = course]?

- ❏ 1 Yes   ► *ASK Q11*
- ❏ 2 No   ► *ASK Q10c*
- ❏ X Don't know ► *ASK Q11*

ASK ALL WHO DON'T EXPECT TO COMPLETE COURSE Q10b=2

Q10c) Why don't you expect to complete the [TEXT SUB: IF S1 / 3 =programme or apprenticeship IF S1 / 1 OR 2 = course]?

DO NOT READ OUT. ALLOW MULTI CODE

- ❏ 1 It's boring
- ❏ 2 Not learning any new skills
- ❏ 3 Money problems
- ❏ 4 Falling behind with the work/ finding it difficult
- ❏ 5 Don't like the other people on the course
- ❏ 6 Don't like the teachers / trainers

- ❏ 7 No particular reason
- ❏ 8 I wasn't sure I want to do this sort of work
- ❏ 9 I've been offered a job
- ❏ 0 Some other reason (*write in*)

ASK ALL

Q11) Overall, how satisfied [TEXT SUBSTITUTION: S4=1 'are you with the quality of teaching / training provided by your college or training provider. Are you…?' IF S4=2 OR 3: were you with the quality of teaching / training provided by your college or training provider. were you…?]
READ OUT. CODE ONE ONLY

q 1 Extremely satisfied

q 2 Very satisfied

q 3 Fairly satisfied

q 4 Neither satisfied nor dissatisfied

q 5 Fairly dissatisfied

q 6 Very dissatisfied

q 7 Extremely dissatisfied

q X Don't know

ASK ALL

Q12) How would you rate the **trainers / tutors** on the following aspects. For one, please give a score from 1 to 10 to show how you rate it, where 1 means you think it is very poor, around 5 means you think it is okay and 10 means you think it is excellent. You can answer with any number from 1 to 10. If you are unsure please say don't know.

Rating of your trainers / tutors for….	1 = very poor 5 = okay 10 = excellent	Don't know
Their knowledge of the subject		
How they relate to you as a person		
Making the subject interesting and enjoyable		
Understanding you and how you like to learn		
The support they give you e.g. to improve your study techniques		
Planning their lessons		
The quality and availability of teaching materials they use		
Setting clear targets for helping you improve		
Providing prompt and regular feedback on progress		
Managing the group of learners		

ASK ALL

Q13) We'd like to know what you [TEXT SUBSTITUTION: S4=1: 'think' OR S4=2 OR 3 'thought'] about some other aspects of your training. For each, again please give a score from 1 to 10, where a score of: 1 means you [TEXT SUBSTITUTION S4=1: 'think it is' OR S4= 2 OR 3 'thought it was'] very poor, around 5 means you [TEXT SUB AS ABOVE] think/thought it is / was okay and 10 means you [TEXT SUB AS ABOVE] think / thought it is / was excellent. You can answer with any number you want from 1 to 10.Again if a particular aspect has not been covered or if you can't rate this aspect please say this.

Rating of your training for….	1 = very poor 5 = okay 10 = excellent	Not covered
Developing your computer (IT) skills		
NVQ and FMA/AMA ONLY (S1 / 2 OR 3) Giving you the ***particular*** skills (such as typing, cutting hair etc) you need to do the job you want to do?		
Helping you improve your writing skills		
Helping you improve your confidence with numbers		
Helping you improve your communication skills so you can speak clearly and confidently to other people		
Covering the health and safety issues you need to know about so that you are safe at your place of training		
Helping you learn how to work with other people as part of a team		

ASK ALL

Q15) Please now indicate how satisfied you [TEXT SUBSTITUTION: S4=1 'are' OR S4=2 OR 3 'were'] with the following aspects of your training programme. Again please give a score of 1 to 10, where 1 means not at all satisfied and 10 means totally satisfied – **you can answer with any number from 1 to 10.** If you are unsure please say don't know

How satisfied are you….	1 = not at all satisfied 10 = totally satisfied	Not applicable / don't know
With the way your first few days on the programme were organised		
With your training plan		
That you are being treated equally and fairly		
ONLY ASK IF STILL ON THE PROGRAMME (S4=1) With the progress you are making [TEXT ADDITION S1 /2 AND 3 ONLY 'towards your qualification']		

ASK ALL

Q14) Thinking now of the **facilities** at the college / training provider, how would you rate the following facilities on a scale of 1 to 10. Where 1 means very poor, around 5 means okay and 10 means excellent. You can answer with any number from 1 to 10. If there is no such facility at the college please answer 'not applicable' and if you are unsure please say 'don't know'.

Rating of the facilities at the college / training provider….	1 = very poor 5 = okay 10 = excellent	Not applicable	Don't know
Library / Learning centre			
IT facilities / equipment			
Childcare facilities			
Careers Centre			
Canteen / café			
Facilities for people with disabilities / special needs			
Any specialist facilities / equipment needed for your course			
Facilities for socialising with other students			

OVERALL VIEWS

ASK ALL

Q16) How closely [TEXT SUBSTITUTION S4=1 'has' OR S4=2 OR 3 'did'] the [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme'] [TEXT SUBSTITUTION S4=1 'matched' OR S4=2 OR 3 'match'] your expectations? Would you say…?
READ OUT. CODE ONE ONLY.

q 1 Very closely
q 2 Quite closely
q 3 Not very closely
q 4 Not at all closely
q 5 Or is it too early to say
q X Don't know

ASK ALL

Q17)   TEXT IF S4=1: Now taking all the issues we have discussed into account, how satisfied are you with your experiences on the [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme' so far? Are you…
TEXT IF S4=2 OR 3: Now taking all the issues we have discussed into account, how satisfied would you say you were with your experiences on the [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme' ? Were you…
READ OUT. CODE ONE ONLY.

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

ASK ALL

Q18)   How do you think the [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme'] could have been better or how could it be improved?

ASK ALL

Q19)   ...I'd now like to about what affects the [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme'] may have had on you personally. Would you say….. READ OUT STATEMENTS

	Yes	No
It has given you skills you can use in a / my job		
It will help you get the sort of job you want		
You feel more confident with other people		
You feel more confident in my ability to learn		
You are better at managing my time and responsibilities		
It will help you get into further learning / training		
You feel more positive about learning than you did when you started		

ASK ALL

Q20)   Would you recommend your [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme'] to someone looking to achieve the same sort of things as you?

- ❏ 1 Yes
- ❏ 2 No
- ❏ X Don't know

THE FUTURE

ASK STILL ON COURSE / PROGRAMME (S4=1)
Q21)   What do you expect to do after you finish your current [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme'] Will you..? READ OUT. CODE ONE ONLY

q 1 [S1/3: Stay with your current employer] [S1 /1 or 2 Get a job]
q 2 [S1/2 Get a new job with a different employer] [S1 /1 or 2 Change job]
q 3 Do some more training with a training provider
q 4 Go to college / university
q 0 Something else (specify)
q X Don't know

ASK IF NOT STILL ON COURSE / PROGRAMME (S4=2 OR 3)
Q21a)   What are you doing currently? READ OUT. CODE ONE ONLY

q 1 Working for an employer you had worked for before
q 2 Working for a new employer
q 3 Do some more training with a training provider
q 4 At college / university
q 5 Looking for work
q 6 Caring for family / relative
q 7 Something else (specify)
q 8 Nothing

ABOUT YOU

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ASK ALL
Q22)   The final questions are about you to help us understand your responses.
         How old are you?

years

ASK ALL
Q23)   How many GCSEs have you passed

GCSEs

ALLOW A CODE FOR HAVENT TAKEN ANY

ASK IF ANY AT Q23 (OTHERS CHECK Q25)
Q24).   And how many of these are grades A-C

GCSEs grade A-C

ASK NVQ (S1 /2) AND AMA/ FMA (S1 /3) ONLY

Q25)   Do you have any A or A/S Levels?

q 1 Yes   *ASK Q25a*

q 2 No   *ASK Q26*

ASK IF NVQ (S1 /2) AND AMA/FMA (S1 /3) AND HAVE A OR A/S LEVELS Q25=1

Q25a). How many A Levels do you have?

A levels

ASK IF NVQ (S1 /2) AND AMA / FMA (S1 /3) AND HAVE A OR A/S LEVELS Q25=11

Q25b)   And how many A/S Levels do you have?

A/S levels

ASK ALL

Q26)   Do you have any other qualifications higher than (IF A / AS LEVELS = 0 OR Q25
        NOT ASKED SAY 'GCSEs' OR IF Q25 = YES: 'these A or A/S level')?

q 1 Yes   *ASK Q26a*

q 2 No   *ASK Q27*

ASK ALL HAVE OTHER QUALIFICATIONS Q26=1

Q26a)   What is the name of this qualification (the highest you have after GCSE)?
                PROMPT IF NECESSARY
                1 City and Guilds
                2 NVQs
                3 GNVQs
                4 A level
                5 RSA
                0 Other (SPECIFY)
                X Don't know

ASK ALL HAVE OTHER QUALIFICATIONS Q26=1

Q26b)   What level is this qualification?
                PROMPT IF NECESSARY
                1 Level 1
                2 Level 2
                3 Level 3
                4 Level 4
                5 Level 5
                6 Basic
                7 Intermediate
                8 Advanced
                0 Other (SPECIFY)
                X Don't know

ASK ALL

Q27)   Which borough do you live in?
PROMPT IF NECESSARY. CODE ONE ONLY

q 1 Camden

q 2 Islington

q 3 Kensington & Chelsea

q 4 Lambeth

q 5 Southwark

q 6 Wandsworth

q 7 Westminster

q 0 Other (*please write in*)

q X Don't know

ASK ALL

Q28)   [TEXT SUBSTIT: S4=1 'Are' OR S4=2 OR 3 'were'] you doing any paid work while on your [TEXT SUB S1 / 1 or 2 = 'course' S1 /3 = 'training programme']?

q 1 Yes   *ASK Q28a*

q 2 No   *ASK Q29*

ASK IF DOING PAID WORK Q28=1

Q28a) Roughly how many hours a week [TEXT SUBSTIT: S4=1 'Are' OR S4=2 OR 3 'were'] you doing? PROBE FOR BEST ESTIMATE

Hours a week

ASK ALL

Q29).   Which of the following would you describe yourself as?
READ OUT **MAJOR CATEGORIES IN BOLD** AND WHERE 'Yes' DESCRIPTIONS BENEATH

White

q 1 British

q 2 Irish

q 3 Other white background

Black / Black British

q 4 Caribbean

q 5 African

q 6 Other Black background

Asian / Asian British

q 7 Indian

q 8 Pakistani

q 9 Bangladeshi

q 10 Other Asian background

11. Mixed

q **15 Chinese**

q **0 Other ethnic group**

q **X Prefer not to say**

ASK ALL

Q30).CODE GENDER (ASK IF UNSURE)

q 1 Male

q 2 Female

Q31)   Are you the parent or primary carer for any children under the age of 16 at home?
        PROMPT IF NECESSARY. ALLOW MULTICODE
    q 1 Yes – child / children aged under 5
    q 2 Yes – child / children aged 5-16 years
    q 3 No

Q32.   Finally can I just check, do you have a disability?
    q 1 Yes
    q 2 No

THANK RESPONDENT AND CLOSE INTERVIEW

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