Further Education Follow on Survey **2005**

REPORT

Customer Research Strategy – Report 5

Sponsored by Welsh Assembly Government

FURTHER EDUCATION FOLLOW ON SURVEY 2005

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The team working on this report is in the division that specialises in Social Research and there are 30researchers dedicated to this field. The team has relevant experience of both large-scale social research surveys and of carrying out customer satisfaction research.

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1.0 EXECUTIVE SUMMARY

1.1 Introduction

In 2003, ELWa commissioned a survey of post 16 learners' satisfaction with their learning experiences which looked into their perceptions of learning and the experience from their point of view. Following the learner satisfaction survey, ELWa commissioned NOP to conduct a follow-up survey with FE learners to ascertain what had happened since their original interview in 2003.

The survey involved a 15-minute telephone interview and 541 interviews were achieved during April 2005. The overall aim of this survey was to track the progression of FE learners after leaving their learning event, in terms of their careers and further learning experiences. The survey also aimed to capture information about any changes in attitude or motivations to learn which may have been caused by the learning experience in 2003. Hereafter the learner satisfaction survey of 2003 will be called the 2003 survey and the follow-up longitudinal survey will be called the 2005 survey.

Overall satisfaction with the course

Just 72% of respondents who reported that they were extremely satisfied with their course in 2003 said the same in 2005. Of those who were very satisfied in 2003, slightly more respondents became less positive than became more positive (13% moved down to fairly satisfied and 9% moved up to extremely satisfied). On a more positive note, 24% of those who were fairly satisfied in 2003 said that they were very satisfied in 2005.

Respondents were asked why their satisfaction level had changed over time. The responses were mainly course and teacher related, for example, 12% said they had found the course helpful and achieved what they wanted to and 8% said the teacher/tutor was good. A significant proportion of respondents (12%) said they did not know why their satisfaction level had changed over time.

Relevance of course to needs

Around three quarters of respondents (73%) felt that the course had been relevant to their needs. Those who felt the course was relevant to their needs also expressed higher levels of satisfaction. Of those who said extremely satisfied, 89% said their course was wholly relevant to their needs. Of the very satisfied learners, 80% thought their course was wholly relevant to their needs.

Learners' expectations

Learners were asked in 2003 what their expectations were from a prompted list. In the 2005 survey learners were read out the expectations they had mentioned in 2003 and asked if they had been met. Of the ten expectations learners had, between 77% and 51% agreed that each expectation had been fully met. The expectations most likely to have been met were 'soft' expectations. Around three-quarters of those whose expectations had been met had reported having the following expectations in 2003:

- Meet new people (77% said this had been fully met)
- Improve your knowledge of the subject (75% said this had been fully met)
- To do something useful in your spare time (74% said this had been fully met)
- Gain new skills (72% said this had been fully met).

Meeting aspirations

Interviewees were also asked if their course had helped with a range of aspirations. Eight out of ten respondents said the course had helped them to increase their confidence. Three quarters (74%) said it had helped them to make new friends, 69% of respondents said it had helped them to keep up with new technology and 67% said it had helped them to gain qualifications.

Use of skills at work

Employed respondents were asked if any of the skills they were using in their current job were gained on their FE course. Fifty six per cent reported that they were using skills gained on their course. The skills most often mentioned were as follows:

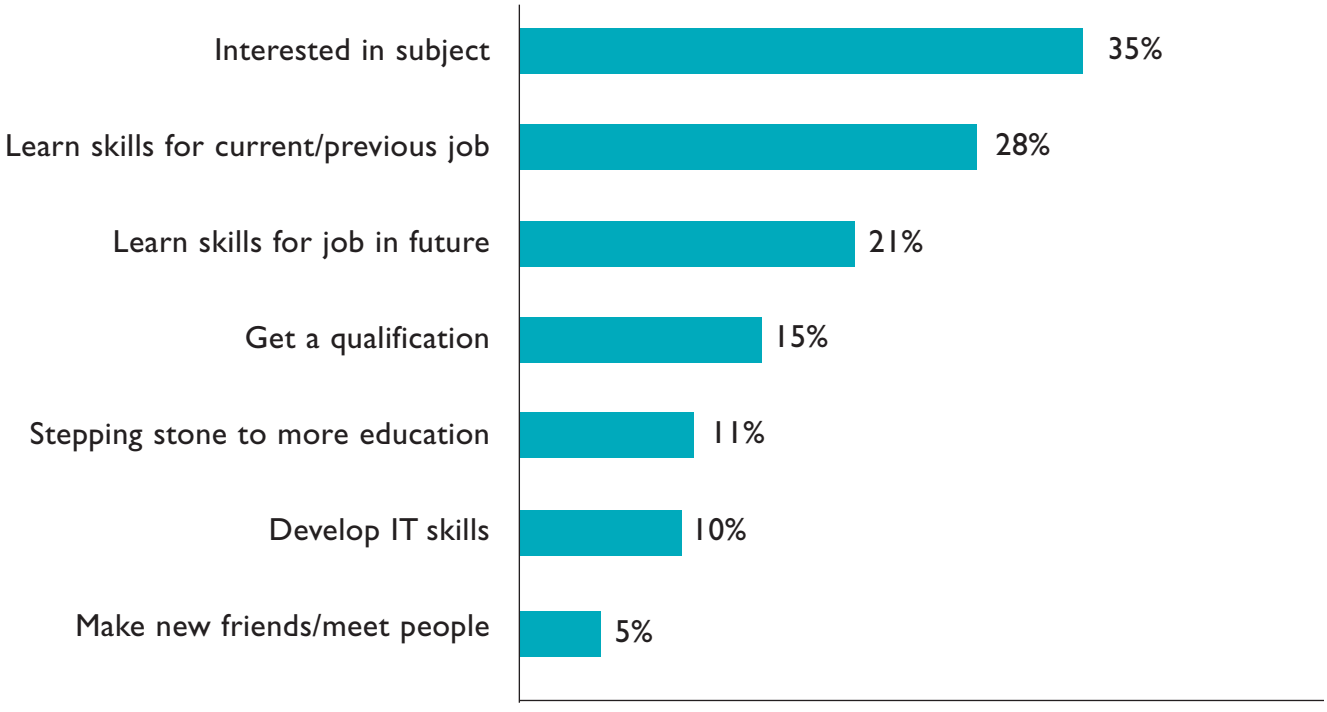
- Computer skills/specific software knowledge (29%)
- Communication/listening skills (16%)
- Interpersonal skills (10%)

1.2 Returning to learning

Thirty six per cent of learners had returned to learning between finishing the course they were on in 2003 and being interviewed in 2005. Those who were extremely or very satisfied with their learning experience in 2003 were significantly more likely to have returned. Thirty eight per cent of respondents who were extremely satisfied and 40% of those who were very satisfied in 2003 had returned to learning. The proportion reduces in relation to those who were only fairly satisfied with their learning experience (just 26% of this group returned to learning within three years). Only 11% of those who said they were indifferent or dissatisfied returned to learning.

Respondents who completed the course that they were taking in 2003 were significantly more likely to have returned to learning since leaving (39% compared to 20% of those who did not complete the course).

Chart 1.0: Reasons for undertaking subsequent learning (%)



Source: 2005 survey; Base: all respondents (541); multiple responses allowed

Reasons for learning

Most of the reasons for undertaking subsequent learning were employment related. However, the top answer was not. Over a third of learners stated that their reason for learning was that they were interested in the subject (35%). A further 28% said it was to learn skills for their current job and 21% said it was to learn skills for a future job. Chart one shows all of the responses given.

Motivation and learning

The responses to the 2003 survey identified the importance of satisfaction with teachers/tutors in terms of driving overall satisfaction, and the 2005 survey again highlights the importance of the quality of teaching. Respondents were read out a list of motivational factors and were asked to rate how important each factor was to them. The factors rated as very important by at least 40% of respondents were:

- Support from teacher or trainer (50%)
- Need to self improve (47%)
- Gaining a qualification (42%)
- Personal development (41%).

Likelihood of return to learning

Those who said they were either extremely or very satisfied in both the 2003 and 2005 survey were more likely to say that they would return to learning in the future (in 2005, 75% of those who were extremely satisfied were very or quite likely to return and 74% of those who were very satisfied), as were those who had positive feelings when they left school (75% with a positive feeling were very or quite likely).

In 2003, 90% of those who took part in the 2005 survey said they were very or fairly likely to return to learning in the next three years. It may be cause for concern therefore that in 2005 only 75% said they were very or fairly likely to return to learning in the next three years.

A higher proportion of learners who completed their course were extremely or very satisfied with their current employment (60% compared with 46%). Satisfaction with learning, both in 2005 and 2003, appear to correlate with respondents' satisfaction with current employment:

- 69% (64% in 2003) of respondents who were extremely satisfied with their learning overall were extremely/very satisfied with their current employment
- 60% (58% in 2003) of respondents who were very satisfied with their learning overall were extremely/very satisfied with their current employment
- 43% (51% in 2003) of respondents who were fairly satisfied with their learning overall were extremely/very satisfied with their current employment.

2.0 INTRODUCTION AND BACKGROUND

Education and Learning Wales (ELWa) has responsibility for planning, funding and promoting post 16 learning provision in Wales with the exception of Higher Education. This includes Further Education (FE), Adult Continuing Education (ACE), School Sixth Forms and Work Based Learning (WBL) programmes.

An important part of fulfilling its responsibilities to learners is that ELWa should understand learners' needs and experiences and, should use this knowledge to continually improve the range and quality of available provision.

With this in mind, in 2003 ELWa commissioned a survey of satisfaction amongst post 16 learners about their learning experiences.

The survey looked into learners' perceptions and the learning experience from their point of view. The information it provided has been used to help ELWa and other stakeholders to improve the quality of education and training for young people and adults aged over 16.

In January 2005 ELWa commissioned NOP to conduct a follow-up survey (the 2005 survey) with FE learners to build upon the findings of the original blanket survey. There are also plans for a longitudinal survey of work-based learners which will be designed to complement this survey.

The overall aim of this survey was to track the progression of FE learners after their learning event, in terms of their careers and further learning experiences. The survey also aimed to capture information about any changes in attitude or motivations to learn which may have been caused by the learning experience in 2003.

The more specific objectives were to provide:

Destination data: Analyse the nature of destinations such as employment, further learning or training and the impact that the 2003 learning event has had on this.

Impact data: Assess what impact the learning event has had on socio economic circumstances and explore the cumulative impact of learning on the individual's welfare.

A copy of the questionnaire is included as Appendix 2.

3.0 METHODOLOGY

3.1 Sampling

The 2005 survey returned to respondents from the National Learner Satisfaction Survey (LSS) that took place in the summer of 2003. The advantage of using this sample frame was that we could link progression and destination data with satisfaction and other data relating to individuals' experiences of the course/programme.

The sample used for the 2005 survey came from FE learners who had said that they would finish their course in the 12 months after the 2003 interview and had agreed to be re-contacted. There were 1,471 respondents from the 2003 survey who were eligible and had agreed to take part in future research. In order to achieve the required 500 interviews, all of these people needed to be contacted. This meant that the sample could not be made representative by factors such as personal demographics and satisfaction of the overall LSS sample in 2003. We show later however, that whilst the demographic profile varies a little by age and gender, overall satisfaction rates with the course in 2003 are the same. This means that we are confident that the cohort used for the 2005 survey were not biased toward being more positive or negative about the course than the overall sample of learners interviewed in 2003. There are some instances where there is an age bias between the 2003 and 2005 surveys due to the age differences of the re-contactable learners. These differences are covered in section 3.

Prior to the start of fieldwork, a letter was sent from NOP to each person in the re-contactable sample. The letter introduced the 2005 survey and explained that NOP would be calling soon. The contact telephone number that had been used during the 2003 survey was also provided in the letter, and potential respondents were asked to contact NOP if the telephone number held in the records had changed. A copy of this letter is included as Appendix 1.

3.2 Questionnaire design

The questionnaire lasted 15 minutes on average. Apart from needing the respondent to think about changes in employment and to also list all learning events since 2003, the questionnaire also aimed to explore how the learning event has benefited the individual in terms of softer gains, e.g. relating to self-image and social confidence. It also needed to gather information on how satisfied the respondent was at the end of the learning event in 2003 (the satisfaction data gathered in 2003 would have reflected how the respondent felt before the end of their course and it was felt that it would be interesting to establish whether this view had changed in retrospect).

Another issue for question design was creating modules of questions for each learning event and/or change in employment status. A loop of employment questions was designed, asking about the respondent's current employment and then about each previous position they had held since finishing their course. After careful testing during the pilot stage it was decided that respondents recall was the most effective if ordered that way. Similar questions were asked regarding learning undertaken since the 2003 course.

Regarding employment, the 2005 survey questionnaire asked a series of questions relating to:

- Satisfaction with current employment
- Attitude statements regarding their current job
- Statements regarding the effects the course had on their job or working prospects
- Skills gained on their course
- Why the previous job came to an end (If had been in more than one job).

Regarding learning events that had been undertaken since the 2003 survey the 2005 survey asked:

- Type and details of learning, e.g., qualification type, level and subject
- Reasons why on course
- Motivations for learning
- Likelihood of completing the course.

Table 3.1: Profile of sample and achieved sample

	2005 survey (%)	Sample for 2005 survey (%)	2003 survey (%)
Gender			
Male	35	35	43
Female	65	65	57
Age			
16 – 18	17	16	25
19 – 24	8	10	14
25 – 34	11	15	17
35 – 44	23	21	19
45 – 54	16	16	14
55+	27	22	12
Disability			
Yes	9	9	9
No	91	91	91
Learning difficulty			
Yes	6	6	7
No	94	94	93
Ethnicity			
White – British	90	89	89
White – any other background	8	8	8
Any other ethnic group	1	2	1
Welsh	7	6	5

	2005 survey (%)	Sample for 2005 survey (%)	2003 survey (%)
Socio-economic group			
A	1	1	1
B	12	12	13
C1	40	38	38
C2	28	28	28
D	9	9	9
E	9	11	10
Overall satisfaction			
Extremely satisfied	29	30	27
Very satisfied	45	43	43
Fairly satisfied	18	20	22
Neither satisfied nor dissatisfied	2	2	2
Fairly dissatisfied	3	3	3
Very dissatisfied	1	1	1
Extremely dissatisfied	1	1	1

3.3 The survey

The survey involved a 15-minute telephone interview using CATI (computer aided telephone interviewing) and 541 interviews were achieved during April 2005. The response rates are included as Appendix 3.

3.4 Profile of respondents in the 2005 survey

The profile of respondents in the 2005 survey differs from that of the 2003 survey due to criteria that they needed to meet for inclusion (to have planned to finish their course in a year from the time of the satisfaction survey and to have agreed to be interviewed again at a later date). Table 3.1 shows the profile of learners in the 2003 survey, the profile of those who said they could be re-contacted and the profile of the 541 respondents in the 2005 survey.

3.5 Setting the context: data from the 2003 survey for the respondents in the 2005 survey

The purpose of this section is to provide an overview of responses given in the 2003 survey specifically for the 541 respondents who participated in the 2005 survey. It is contextual information about what they were doing at the time of the Learner Satisfaction Survey and how satisfied they were.

3.5.1 Overall satisfaction with the learning experience

In 2003, satisfaction levels were such that over a quarter (29%) of respondents were extremely satisfied, and 45% were very satisfied with their overall learning experience. Overall, 92% expressed some degree of satisfaction and just 6% expressed dissatisfaction, with their learning experience.

3.5.2 Objectives of learners before their course

Overall, the most popular pre-course objective named during the 2003 survey was 'improve your knowledge of the subject' (96%). There were significant differences across the age groups regarding their objective before the course, as can be seen in Table 3.3. Generally, career related objectives such as 'get a different job/better job' and 'the ability to progress through your career generally' were progressively less important as the respondent's age increased. Nearly nine out of ten 16 – 18 year olds undertook their course to 'get a different job/better job' whereas significantly fewer 25 – 34 year olds (61%) and 35 – 54 year olds (52%) saw this as an objective. A distinction should be made between career progression objectives and those that were related to their current job, which were more popular to ages 25 – 34 and 35 – 54. Significantly more 25 – 34 (46%) and 35 – 54 (57%) year olds stated the objective 'learn skills for a job you were doing at the time' as an objective compared to 16 – 18 year olds (46%). This suggests that younger learners looked at their FE course as a chance to progress through their jobs but older learners use it as an opportunity to help them in their current job situation, perhaps because they were already settled into their current job.

Table 3.2: Overall satisfaction with the learning experience

Base: All respondents	
Total	541
	%
Extremely satisfied	29
Very satisfied	45
Fairly satisfied	18
Neither satisfied nor dissatisfied	2
Fairly dissatisfied	3
Very dissatisfied	1
Extremely dissatisfied	1

Source: 2003 survey; Refused not included

Table 3.3: Learners' objectives in undertaking course

Base: All respondents	Total	16 – 18	19 – 24	25 – 34	35 – 54	55+
Total	541	91	*42	57	206	145
	%	%	%	%	%	%
Get a different job/better job	49	87	64	61	52	12
Learn skills for a job you were doing at the time	46	46	33	60	57	29
The ability to progress through your career generally	66	92	86	81	70	31
Get more satisfaction out of your work	69	86	71	72	71	52
Get onto other courses or further your education	76	96	83	86	77	56
Improve your knowledge of the subject	96	99	95	93	99	92
Gain new skills	94	99	95	89	95	92
Further your personal development	93	98	90	89	95	90
Meet new people	83	95	79	82	82	79
To do something useful with your spare time	79	85	81	67	77	85

Source: 2003 survey; Don't know and 'other' responses are not included; Multiple responses allowed; Responses of 2% or less not included; *Base size is below 50

3.5.3 Whether course had helped learners' objectives

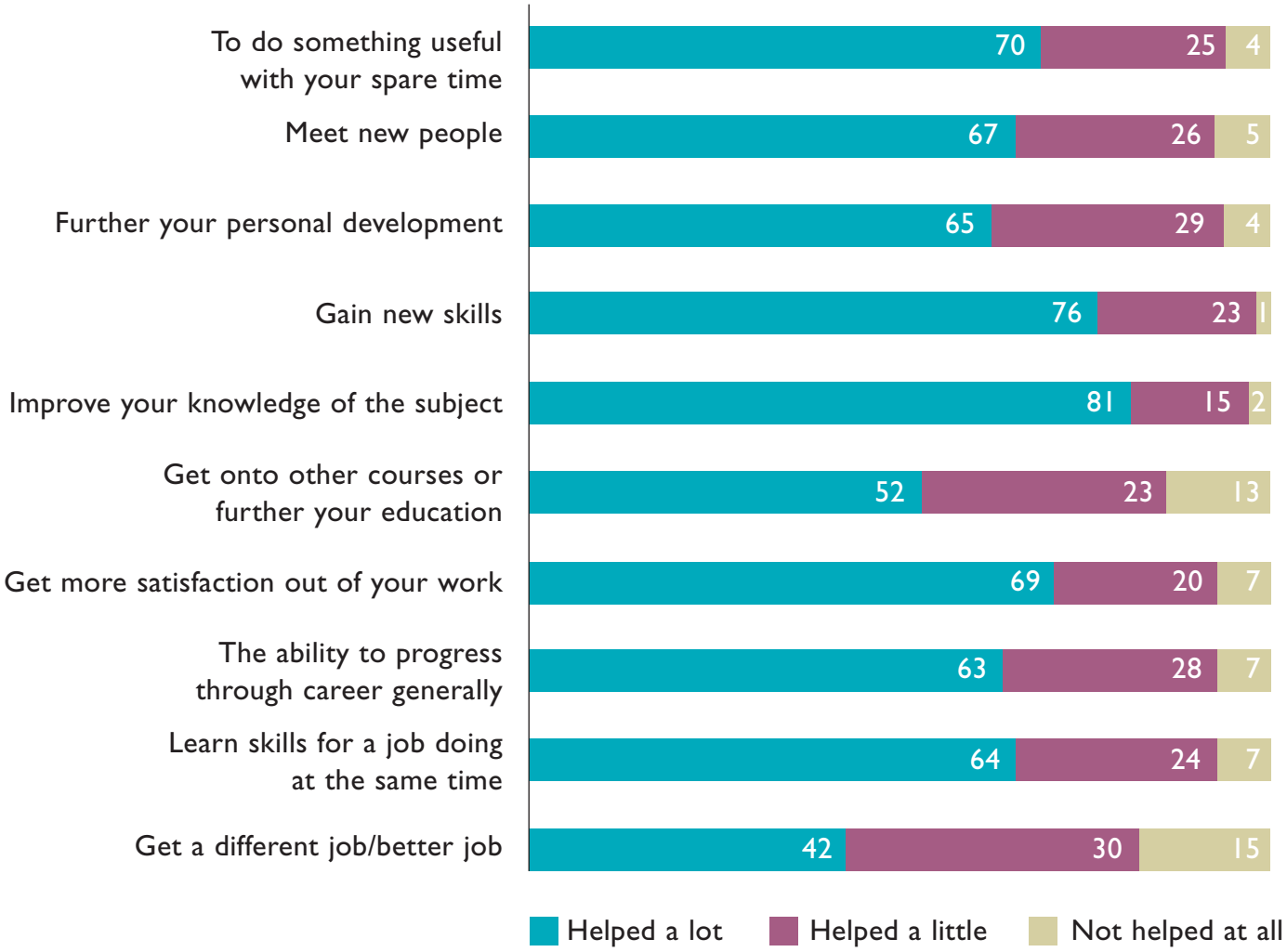
Learners were asked the extent to which their course had helped them meet their pre-training objectives (mentioned above). The objective that most felt their training had been helped a lot by was 'improve their knowledge of the subject' (81%) as shown in Chart 3.1. Respondents felt that their objective to 'get a different job/better job' had benefited the least by attending their course. It had the smallest proportion of respondents who stated it 'helped a lot' (42%) and largest proportion of those stating that it had 'not helped at all' (15%).

3.5.4 Getting the first choice of provider/course

Over three-quarters (79%) of respondents got their first choice of provider. Only 4% of learners did not get their first choice of provider and 12% of learners did not actually have any choice over their provider.

Nearly all respondents were on their first choice of course (88%). Just 5% of learners were not on their first choice.

Chart 3.1: Extent to which course helped meet objectives (%)



Source: 2003 survey; Base: All respondents (541); 'Don't know' responses are not included

3.5.5 Reasons for choosing provider

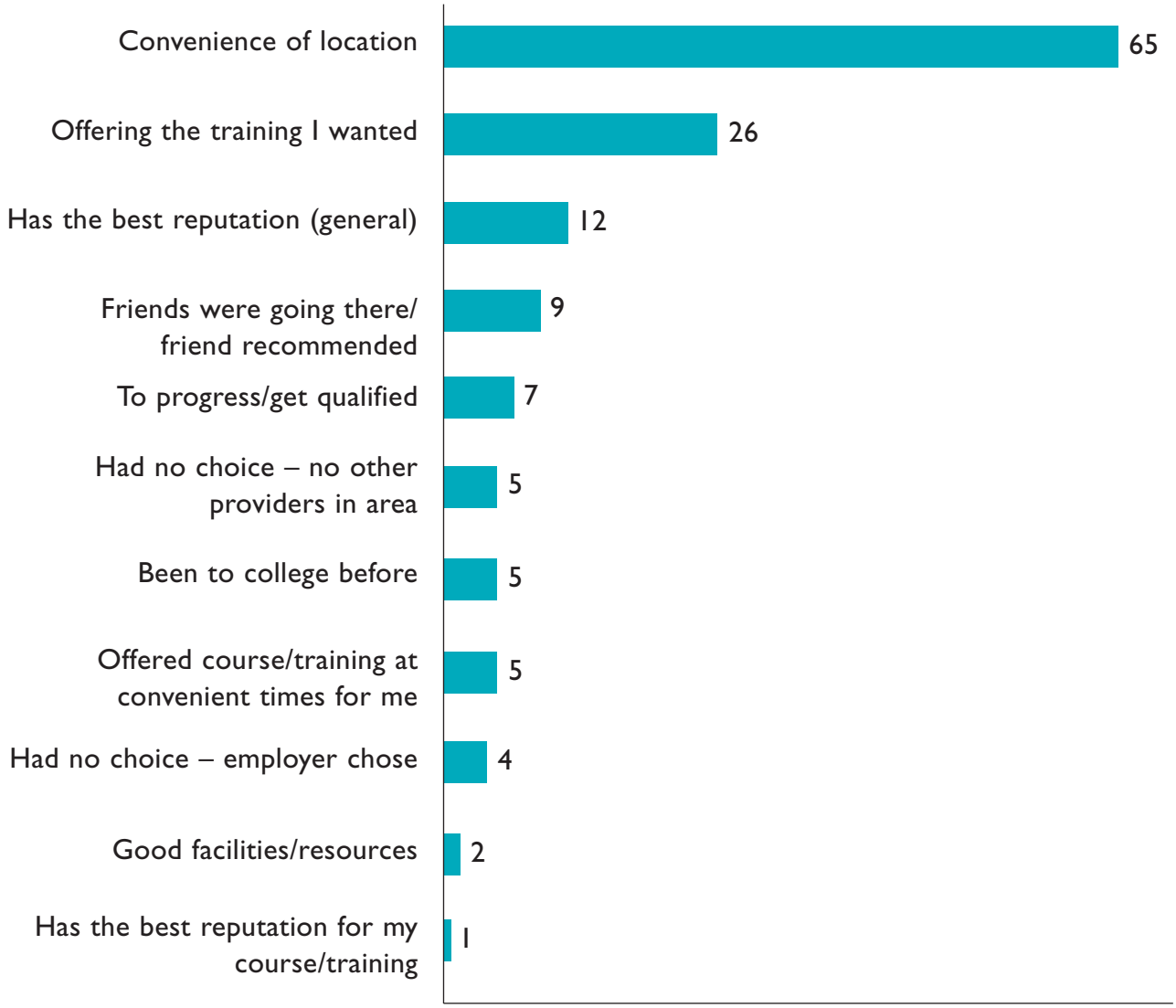
The most popular reason for choosing a provider, cited by nearly two thirds of learners in 2003 (65%), was 'convenience of location'. This reason, by far, governed learners choice of provider as can be seen in chart 3.2, with the second most popular reason – 'offered the training I wanted' stated by just over a quarter of learners (26%).

3.5.6 Sources of advice about learning

The most common source of advice was 'tutors at college/provider', both amongst males (38%) and females (39%). However, males were more likely to use multiple sources of advice compared to their female counterparts. Significant differences for sourcing their advice about learning between the genders are highlighted below:

- Parents or family (27% males vs. 17% females)
- School career advisors (21% males vs. 10% females)
- College admissions office (37% male vs. 28% females).

Chart 3.2: Reasons for choosing provider (%)



Source: 2003 survey; Base: All respondents (541); Don't Know and 'other' responses are not included; Multiple responses allowed

3.5.7 Whether pre-course expectations had been met

During the 2003 survey, respondents were asked to think of their expectations of the course and say whether the course had met these expectations. All types of pre-course expectations were largely felt to be met by learners. Most learners felt that expectations regarding the 'standard of work expected' (95%) and 'the amount of responsibility you would have to take' (94%) were met, as Table 3.5 demonstrates. Expectations about 'the teaching styles and methods used in the sessions' were the least often met with this applying to 1 in 10 learners.

Table 3.4: Sources of advice about learning

Base: All respondents	Total	Male	Female
Total	541	190	351
	%	%	%
Careers Wales	14	18	12
College admissions office	31	37	28
Teachers at school	15	18	13
Tutors at college/provider	39	38	39
Parents or family	20	27	17
Friends	34	35	33
Employer	18	15	20
School Careers Advisor	14	21	10
learndirect service	8	8	7
learndirect website	4	5	3
Newspaper	4	4	5

Source: 2003 survey; Don't Know and 'other' responses are not included; Multiple responses allowed; mentions of 3% or less not included

3.5.8 Satisfaction with teaching/training

There was a high level of satisfaction with teaching in the 2003 satisfaction survey. Just over a third (34%) of learners were extremely satisfied with their training and 36% were very satisfied. Nearly 9 in 10 respondents (89%) rated their teaching/training with some degree of satisfaction. Only 7% in total gave a dissatisfied rating.

Respondents in the 2003 survey were given various indicators and asked to rate their teachers/tutors against these indicators. They were asked to score them on a scale of 1 to 10 where 10 was excellent. The aspect of teaching that scored highest was 'the ability to explain the subject' (57% rated teachers or tutors a 9 or 10 out of 10). Scores were high across all indicators.

3.5.9 Management of learning

Respondents in the 2003 survey were given various indicators relating to the management of their learning and asked to score their provider on a scale of 1 to 10 where 10 was excellent for each. 'Helping people settle in' was given the highest rating by respondents (52% rated them a 9 or 10 out of 10). Once again the other indicators scored highly.

3.5.10 Facilities

Of those respondents who rated their on site facilities, the 'IT facilities/equipment' were the most frequently rated 9 or 10 out of 10 (59%). 34% of respondents rated 'facilities provided for socialising with other learners' as 9 or 10 out of 10, the lowest proportion.

Table 3.5: Whether pre-course expectations were met

		Extent to which expectation met		
Base: All those with pre course expectations	Base	Met	Not met	Don't know
		%	%	%
The amount of work you have to do	469	92	7	1
Structure of the course	481	90	9	1
The amount of responsibility you would have to take	414	94	2	4
The amount of deadlines to meet	423	90	6	5
Course content	502	92	7	1
Teaching styles and methods used in the sessions	491	89	10	1
Standard of work expected	490	95	5	0
The types of people on the training	410	93	4	3

Source: 2003 survey; Table shows row percentages

3.5.11 Demand for learning in the Welsh medium

Only a small proportion of learners can speak Welsh fluently (6%) and over half could not speak Welsh at all (55%). An even larger proportion of learners could not write any Welsh (65%),

Only a small proportion of learners wanted some or all tuition in Welsh (5%). Over three quarter of learners (78%) said they preferred no Welsh tuition, this perhaps comes as no surprise as around a quarter of learners consider themselves only to have a basic ability in spoken Welsh (28%) and written Welsh (24%).

Table 3.6: Rating of facilities at college/provider (all rating 9/10 out of 10)

Base: All learners rating	
Total	541
	%
IT facilities/equipment	39
Library or learning centre	30
Other specialist facilities/equipment related to your course	25
Canteen/café	22
Facilities for people with disabilities/ learning difficulties	21
Facilities provided for socialising with other learners	17
Learning support services	15
Careers advice	13
Sports facilities/equipment	11
Other support services	10
Childcare facilities	6

NB: Percentages shown are based on those rating each factor. This means that in some instances the base sizes will be slightly lower than those given in the table

3.5.12 Problems experienced

Over half of the respondents (52%) had experienced no problems whatsoever for the duration of their FE course. The most common problem that did arise amongst learners was 'fitting the course in with commitments at home' (18%). Learners who had responsibilities for children and/or adults at home, had more problems than those with none at all as table 3.8 shows. Aspects where these learners had significantly more problems than those learners without any responsibility included:

- Keeping up with the standard of work required (20% with children and/or adults vs. 13% with none at all)
- Fitting the course in with commitments at home (24% with children and/or adults vs. 13% with none at all)
- Fitting the course in with commitments at work (19% with children and/or adults vs. 12% with none at all).

Table 3.7: Problems experienced

Base: All respondents	Total	Children and/or adults at home	None at all at home
Total	541	214	327
	%	%	%
Keeping up with the standard of work required	16	20	13
Maintaining your personal motivation	14	18	12
Fitting the course in with commitments at home	18	24	13
Fitting the course in with commitments at work	15	19	12
Dealing with money pressures	7	8	6
Travel to college/provider	7	7	7
Problems of any kind with a member of staff	5	5	5
Extra help you were promised not being provided	5	7	5
Maths or numeracy skills	6	5	7
Problems of any kind with other learners	3	4	3
Reading/writing skills	3	5	2
No problems	52	48	55

Source: 2003 survey; Don't know and 'other' responses are not included;
Responses of 1% or less not included, multiple responses allowed

3.5.13 Future intentions in 2003

Just under two thirds of learners (64%) said they were very likely to undertake learning in the next three years. There are significant differences between males and females over their future intentions toward learning. Males stated they were less likely to undertake learning in the next three years (83% said they were either very likely or quite likely to undertake learning in the next three years, as opposed to 94% of females). Many more males (15%) said that they were not very or not at all likely to undertake further learning in the next three years than females (5%).

Table 3.8: Likelihood of undertaking further learning in next 3 years

Base: All respondents	Total	Male	Female
Total	541	190	351
	%	%	%
Very likely	64	53	70
Fairly likely	27	30	25
Not very likely	6	11	3
Not at all likely	3	4	2
Don't Know	1	3	1
Very likely/quite likely	90	83	94
Not very/not at all likely	9	15	5

Source: 2003 survey; Don't know responses are not included

3.6 Summary

The contextual paragraphs above have highlighted the following aspects from the 2003 Survey for the respondents in the 2005 survey:

- There was a high level of satisfaction with the learning experience at the time of the 2003 satisfaction survey (this was up to a year before they finished the course)
- There was also a very high level of satisfaction with the standard of teaching
- A fair amount of respondents had experienced problems whilst on the course (48%)
- A vast majority had got their first choice of provider and course
- There had been a multitude of objectives for undertaking the course amongst the respondents back in 2003.

4.0 COMPLETING THE COURSE UNDERTAKEN IN 2003

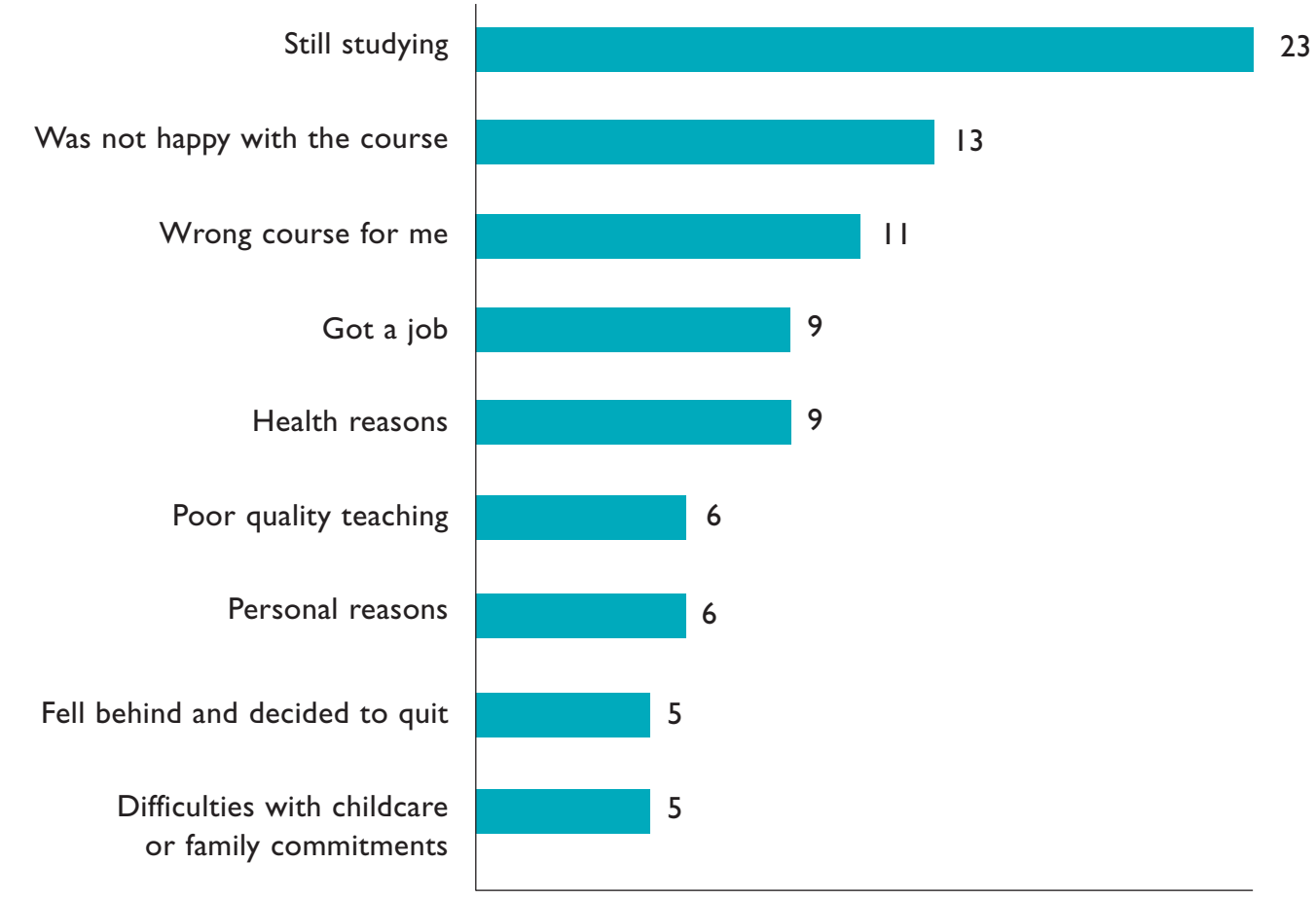
4.1 Introduction

In the 2005 survey, all respondents were asked a series of questions about whether they had completed the course they were undertaking in 2003, and whether or not they had gained their qualification. They were also asked to think back to the objectives they had for taking the course originally and whether they thought these objectives had been met. They were asked about the impacts that the course undertaken in 2003 had had on their lives. Those who were currently employed were also asked if any of the skills they were using for their job had been gained from their course and what those skills were.

4.2 Incidence of early leavers and reasons for leaving early

Overall, 83% of respondents completed the course they were undertaking in 2003. Of those who did not, 23% said that they were actually still studying the same course. Chart 4.1 shows that the two most popular reasons cited amongst those that were not still studying were "not happy with the course" (13%) and "wrong course for me" (11%). Other reasons for leaving early were arguably factors that the provider has little control over; such as got a job (9%), or health reasons (9%) and personal reasons (6%). One area that can be addressed by providers is the 6% who stated poor quality teaching.

Chart 4.1: Why learners left course before completion (%)



Source: 2005 survey; Base: Those who did not complete the course; Responses of 4% or less have not been included

4.3 Gaining qualifications

Respondents were asked whether they had gained their further education qualification, either in part or fully. Two thirds of respondents gained full qualifications and one in ten gained their qualification in part.

Nearly a fifth of respondents however, did not gain their qualification. Respondents aged 35 – 54 were significantly more likely to gain a full qualification than those aged 16 – 18 or 55 plus (74% compared to 53% and 61% respectively).

Respondents who gained their qualification in full were more satisfied with their learning event, both at the time of learning (the Learner Satisfaction Survey) and after completion. Respondents who were extremely/very/fairly satisfied with their 2003 experience were significantly more likely to complete their qualification than those who said they were indifferent/dissatisfied.

The satisfaction levels of those who had partially gained their qualification did not change significantly between and 2003 and 2005 surveys.

Table 4.1: If completed further education qualification by age

Base: All respondents	Total	16 – 18	19 – 34	35 – 54	55+
Total	541	91	99	206	145
	%	%	%	%	%
Yes, completely	66	53	67	74	61
Yes, in part	10	20	10	6	11
No	19	21	19	17	22

Source: 2005 survey

Table 4.2: If completed further education qualification by satisfaction level

		Satisfaction level from 2003 survey			
Base: All respondents	Total	Extremely	Very	Fairly	Indifferent/ Dissatisfied
Total	541	159	241	99	40
	%	%	%	%	%
Yes, completely	66	75	67	62	30
Yes, in part	10	8	10	15	13
No	19	14	17	20	48

Source: 2005 survey

4.4 Overall satisfaction on leaving/completion of course

As part of the longitudinal survey, the cohort of respondents was asked:

'When we last talked to you, you said that you were (satisfaction level from 2003 survey) with your learning experience. Overall, how satisfied would you say that you were at the end of your experience?'

As can be seen in table 4.3, satisfaction with the overall experience was once again very high. The overall satisfaction levels were similar to those stated in the 2003 survey. Respondents were slightly less likely to have said extremely or very satisfied and slightly more likely to have said fairly satisfied. However, none of these differences are statistically significant. It is interesting to note that overall satisfaction rates do not vary significantly over time, between gauging satisfaction on the course, and afterwards when outcomes have been achieved.

A distinction should perhaps be made between the overall satisfaction levels amongst the learner group, in which there is only a small perceptible change, and the fact that there has been a sizeable movement of satisfaction levels for individuals within the group. In fact, a third of respondents (30%) said that their level of satisfaction changed between surveys and this is explored in Section 5.

Table 4.4 shows respondents' overall satisfaction at the end of their learning experience split by age and gender. Female respondents were slightly more likely to give the two highest satisfaction ratings than male, whilst male respondents were significantly more likely to have said they were fairly satisfied with their learning experience.

Table 4.3: Overall satisfaction with the learning experience

Base: All respondents	2003 survey	2005 survey
Total	541	541
	%	%
Extremely satisfied	29	26
Very satisfied	45	43
Fairly satisfied	18	21
Neither satisfied nor dissatisfied	2	1
Fairly dissatisfied	3	5
Very dissatisfied	1	2
Extremely dissatisfied	1	1

Source: 2005 survey; Don't know responses are not included

When looking across the age bands, respondents aged 55 plus were most likely to have said they were either extremely or very satisfied, and the least likely to be fairly satisfied. Respondents aged 16 – 18 had the highest propensity to say fairly satisfied on completion.

Table 4.4 Satisfaction level at the end of the learning experience

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
Extremely satisfied	26	25	27	22	26	24	32
Very satisfied	43	41	45	33	46	45	46
Fairly satisfied	21	26	18	35	19	20	12
Neither satisfied nor dissatisfied	1	2	1	2	0	2	1
Fairly dissatisfied	5	4	5	4	5	4	6
Very dissatisfied	2	1	2	1	1	3	1
Extremely dissatisfied	1	1	1	1	0	1	1

Source: 2005 survey; Don't know responses are not included

Table 4.5: Satisfaction level by social grade

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
	%	%	%	%	%
Extremely satisfied	26	22	23	33	28
Very satisfied	43	44	43	43	44
Fairly satisfied	21	25	22	18	18
Neither satisfied nor dissatisfied	1	0	2	0	3
Fairly dissatisfied	5	6	6	3	5
Very dissatisfied	2	0	2	2	1
Extremely dissatisfied	1	1	0	1	1

Source: 2005 survey; Don't know responses are not included

Other noteworthy variables in relation to satisfaction include:

- Respondents in social grade[1] C2 and DE were significantly more likely to have said they were extremely satisfied with their learning experience (as seen in table 4.6)
- Respondents who left full time education under the age of 16 were more likely to have said extremely satisfied on completion (31% compared with 26% who left aged 16 – 18 and 23% who left aged 19+). It may be the case that older learners left education at an earlier age than younger learners
- Respondents who thought the course was relevant to their needs were much more likely to have said extremely or very satisfied on completion (80% compared to 43%)
- Respondents who completed the course were also more likely to have said they were extremely or very satisfied than those who did not complete it (75% compared to 44%).

4.5 Change in satisfaction levels

Table 4.6 looks in greater detail at the correlation between the responses from the 2003 survey and what respondents said more recently about overall satisfaction. The two responses have been cross tabulated.

The table shows that just 72% of respondents who were extremely satisfied in 2003 said the same about their experience on completion or leaving the course. Of those that were very satisfied in 2003, slightly more people became more dissatisfied between 2003 – 2005 than became more satisfied (13% said fairly satisfied and 9% moved up to extremely satisfied). More encouragingly, 24% of those who were originally fairly satisfied said that they were very satisfied at the end of the experience.

If a respondent answered that their satisfaction level was different to that in 2003 this was recorded and a third of respondents (30%) answers had changed. Table 4.7 shows the outcome of this satisfaction change – whether their satisfaction levels had risen or fallen.

31% of respondents whose satisfaction levels had changed (and 9% of all learners) had given a rating one category higher, and occasionally two, within the 'satisfied' ratings.

39% of all learners whose satisfaction had changed experienced a level of satisfaction in 2003, which has since fallen by mostly one, or occasionally two, levels on the satisfaction scale .Similar to those respondents whose satisfaction level had risen, the respondents whose satisfaction had fallen did so mostly within the 'satisfied' ratings.

These respondents were asked why their satisfaction level had changed over time. Chart 4.2 shows these responses broken down by whether their satisfaction level had risen or fallen and overall. All of the responses given by more than 5% of respondents were course and teacher related. Most of the reasons were positive ones, even though the majority of respondents whose satisfaction had changed had done so negatively.

Overall, the highest proportion of learners (12%) stated that their satisfaction had changed because they found the course beneficial and had achieved what they had wanted to. A smaller proportion of respondents (12%) said they did not know why their satisfaction level had changed over time. Negative responses about why their satisfaction had changed were actually quite rare the highest stated being 'the course was poorly planned' (5%).

[1]The social classification system used for this survey was the market research social class coding, developed originally by the advertising industry and now maintained by the Market Research Society. The classification is a household one, based on the current or previous occupation of the chief income earner in the household. Classification is carried out by the interviewer after asking questions, on job title, type of work done, qualification required and supervisory responsibility. It is technically a six-way classification, but at either end the two extreme categories are usually combined, producing the following classification: AB – Professional and managerial, C1 – Administrative, clerical and other white-collar, C2 – Skilled manual, DE – Unskilled manual and those dependent on state benefit.

Table 4.6: Overall satisfaction with the learning experience 2003compared to 2005

Base: All respondents	Total	Extremely satisfied 2003	Very satisfied 2003	Fairly satisfied 2003	Indifferent/ dissatisfied 2003
Total	541	159	241	99	*40
	%	%	%	%	%
Extremely satisfied 2005	26	72	9	5	5
Very satisfied 2005	43	18	74	24	8
Fairly satisfied 2005	21	7	13	64	10
Neither satisfied nor dissatisfied 2005	1	0	0	1	15
Fairly dissatisfied 2005	5	2	2	4	35
Very dissatisfied 2005	2	1	0	0	15
Extremely dissatisfied 2005	1	0	0	0	10

Source: 2003 and 2005 surveys; Don't know responses are not included; * Base size is less than 50. Figures should be treated with caution.

Table 4.7 Change in satisfaction levels

Base: Those whose satisfaction level has changed since 2003 survey	165
	%
Satisfaction level has risen	39
Satisfaction level has fallen	57

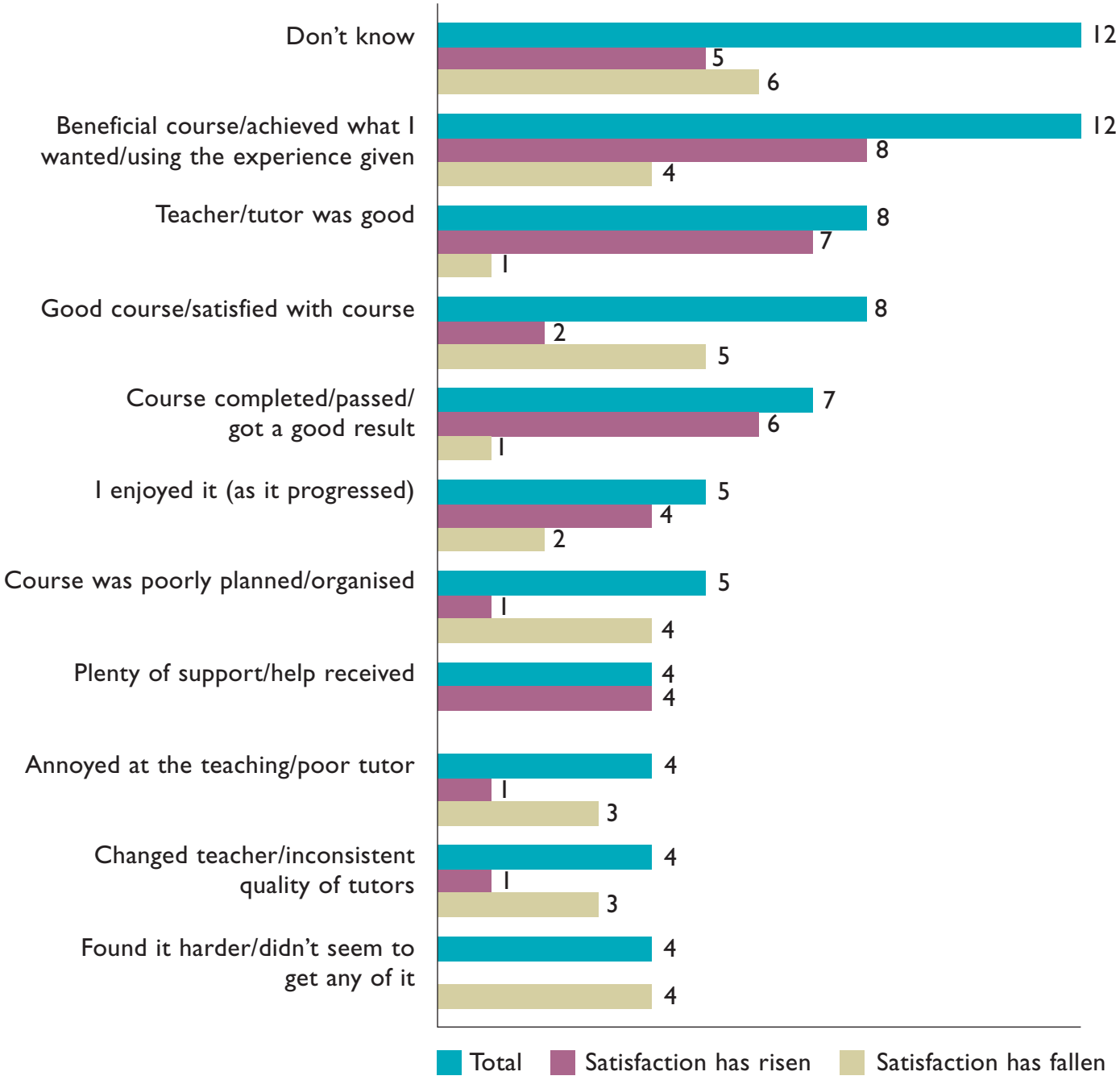
Source: 2005 survey; Don't know not included

4.6 Relevance of course to needs

Nearly three quarters (73%) of respondents felt that the course attended in 2003 was wholly relevant to their needs. Just over a fifth (22%) found the course partly relevant, and only 5% said the course was not relevant to them.

As mentioned earlier, respondents who felt the course was relevant to their needs expressed higher levels of overall satisfaction.

Chart 4.2: Why satisfaction level changed over time (responses 4% and over)



Source: 2005 survey; Base: 165; % shown for the total of respondents only; Other responses are not included; Multiple responses allowed

Table 4.8 shows the correlation between the relevance of the course and overall satisfaction on finishing the course. It is not surprising to see that those who did not feel the course was relevant expressed lower satisfaction with the experience.

Female respondents were significantly more likely than males to have said the course was relevant to their needs. When looking across the age groups, respondents who were aged 16 – 18 were much less likely to have felt the course was wholly relevant.

Table 4.8: Relevance of course to needs by overall satisfaction

		Overall satisfaction after completing course			
Base: All respondents	Total	Extremely	Very	Fairly	Indifferent/ Dissatisfied
Total	541	143	235	111	47
	%	%	%	%	%
Wholly relevant	73	89	80	51	43
Partly relevant	22	10	17	41	36
Not very relevant	3	0	2	5	15
Not at all relevant	2	1	1	3	6

Source: 2005 survey; don't know not included

Table 4.9: Relevance of the course to your needs by age and gender

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
Wholly relevant	73	70	75	58	79	72	80
Partly relevant	22	24	20	34	19	21	17
Not very relevant	3	3	3	1	2	5	3
Not at all relevant	2	3	1	7	0	2	1

Source: 2005 survey; don't know not included

Table 4.10: Relevance of course to your needs by social grade

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
	%	%	%	%	%
Wholly relevant	73	83	76	71	63
Partly relevant	22	14	19	25	29
Not very relevant	3	3	3	1	6
Not at all relevant	2	0	2	3	2

Source: 2005 survey; don't know not included

Some other variables that are interesting to note include:

- Respondents who were employed in 2005 were more likely to have found the course relevant to their needs than those who were not employed (76% compared to 69%)
- Respondents of AB social grade were more likely to have found their course wholly relevant, as can be seen in table 4.10
- Not surprisingly, respondents who completed the course were significantly more likely to have found it wholly relevant (76% compared to 59% who did not complete their course).

4.7 Meeting the original expectations of the course

In the 2003 survey, respondents were asked the following:

'Before you started, did you expect that the training would enable you to gain any of the following?'

- Get a different job/better job
- Learn skills for a job you were doing at the time
- The ability to progress through your career generally
- Get more satisfaction out of your work
- Get onto other courses or further your education
- Improve your knowledge of the subject
- Gain new skills
- Further your personal development
- Meet new people
- To do something useful with your spare time.

Their responses were followed up in the 2005 survey, when they were asked:

'In the last survey, we asked you what you expected to gain from the learning. For each one would you say that your expectations were fully met, partly met, not met at all or not relevant to me? '

Table 4.11 shows the responses. All respondents who replied 'not relevant to me' have been removed from the base, so only respondents who agreed that this was an expectation from the 2003 survey are included in the figures. As can be seen from table 4.11, more than half

of all respondents agreed that each expectation had been fully met. Around three quarters agreed that the following expectations had been fully met:

- Meet new people
- Improve your knowledge of the subject
- To do something with your spare time
- Gain new skills.

It is noticeable that these are 'soft' expectations, whereas the more measurable objectives such as 'the ability to progress through your career generally', 'get onto other courses or further your education' and 'get a different job/better job' were less often felt to have been achieved. However, these more measurable objectives were still achieved by a high proportion of respondents and this is an encouraging and significant finding.

4.8 Impact of the course

Respondents were asked to reflect upon whether their course had helped with certain aspirations.

Eleven example aspirations were read out to respondents who were invited to choose any of, which that the course had helped them with. The chart below shows the overall responses. As can be seen, eight out of 10 said the course had helped them to increase their confidence, three quarters said it had helped them to make new friends and over two thirds said it had helped them to keep up with new technology or gain a qualification.

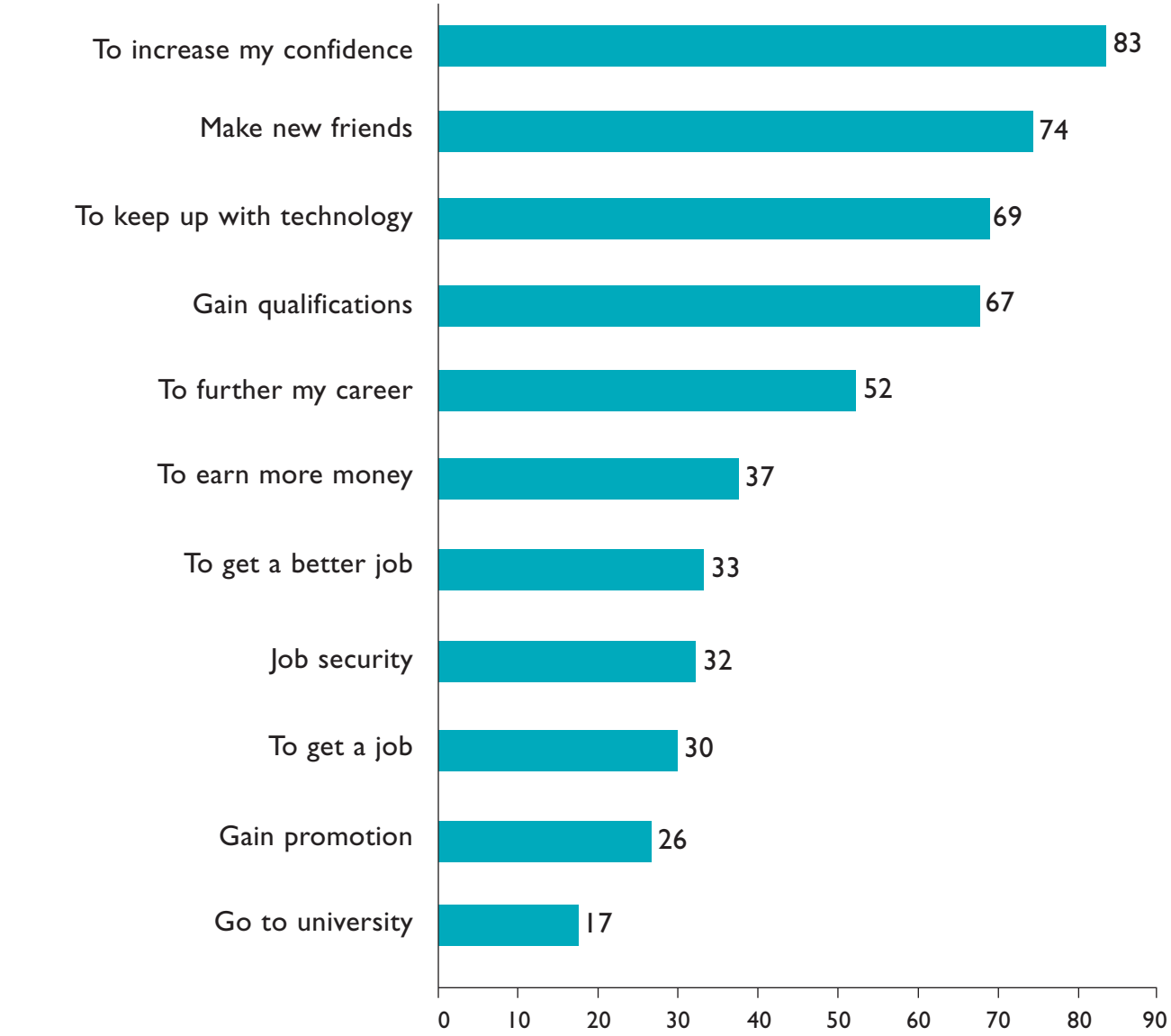
These aspirations can be categorised into personal, learning and career related. The top two impacts all relate to personal reasons.

Table 4.11: If expectations from 2003 were met

Base: All those with pre course expectations	Total	Fully met	Partly met	Not met at all
Total	541	%	%	%
Meet new people	419	77	17	5
Improve your knowledge of the subject	517	75	22	3
To do something useful with your spare time	388	74	19	6
Gain new skills	502	72	24	4
Learn skills for a job you were doing at the time	225	69	26	4
Get more satisfaction out of your work	322	67	28	5
Further your personal development	483	66	30	4
The ability to progress through your career generally	310	59	33	7
Get onto other courses or further your education	317	59	21	18
Get a different job/better job	215	51	33	15

Source: 2005 survey; Don't know and not relevant to me are not included in base

Chart 4.3: Aspirations course helped respondents achieve (% all agreeing)



Source: 2005 survey; Base: all respondents (541); Don't know and 'other' responses are not included; Multiple responses allowed

Regarding gender, women were more likely to have agreed that the course had helped with most of the aspirations than their male counterparts with all bar one statement. Males were more likely to have agreed their course had helped to them 'to keep up with technology' than females. The same amount (17%) of males and females agreed that it helped to 'go to university'.

When looking across the age groups, respondents who were aged 16 – 18 when interviewed in 2005 were significantly more likely to say that the course helped with all aspirations, except for 'to increase my confidence' and 'to keep up with technology'.

Respondents aged 55 plus were significantly less likely to have agreed with all of the statements except:

- To increase my confidence
- Make new friends
- To keep up with new technology.

It should be noted that the contrasting responses amongst demographics might be due to differing aspirations rather than differing experiences of how the course fulfilled their aspirations.

Table 4.12: Impact of course on aspirations by age and gender

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
To increase my confidence	83	79	84	81	81	85	81
Make new friends	74	70	76	86	66	74	72
To keep up with technology	69	72	67	68	51	70	81
Gain qualifications	67	58	72	79	75	71	47
To further my career	52	50	53	69	65	61	19
To earn more money	37	28	41	45	55	40	15
To get a better job	33	28	35	47	43	37	10
Job security	32	27	35	41	39	39	12
To get a job	30	28	32	48	45	33	6
Gain promotion	26	24	28	37	28	33	9
Go to university	17	17	17	41	30	11	3

Source: 2005 survey; Don't know and 'other' responses are not included; Multiple responses allowed

As can be seen in table 4.13, respondents with social grade AB were less likely than other social grades to have agreed that their course had any of the impacts listed.

4.9 Skills used in job gained from course

Respondents who were currently employed were asked if any of the skills they were using in their current job were ones they gained from their course. Of the 336 respondents currently working, 56% said they were using skills gained from their course.

Those respondents who were using skills gained from the course were then asked what the skills were. This was an open-ended question. As can be seen in table 4.14 below, just under a third of respondents said they had learned computer skills from their course. Interestingly, many learners cited skills that were incidental to the learning as ones they had gained from the course such as communication and interpersonal skills.

Table 4.13: Impact of aspirations on course by social grade

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
	%	%	%	%	%
To increase my confidence	83	74	80	86	89
Make new friends	74	60	74	78	78
To keep up with technology	69	67	69	69	70
Gain qualifications	67	63	68	69	63
To further my career	52	33	55	61	46
To earn more money	37	22	40	39	39
To get a better job	33	22	37	36	27
Job security	32	18	36	39	26
To get a job	30	17	35	35	27
Gain promotion	26	21	30	29	19
Go to university	17	13	18	19	16

Source: 2005 survey; Don't know and 'other' responses are not included; Multiple responses allowed

Table 4.14: Skills being used in current job gained from course

Base: All respondents currently learning	Total
Total	139
	%
Computer skills/specific software knowledge	29
Communication/listening skills	16
Dealing with people/interpersonal skills	10
Teaching/coaching skills/lesson planning	7
Develop more confidence	7
Health and safety skills	5
Presentation skills/public speaking	4
Patient care/caring	4
Electrical/mechanical/technical skills	4
Creative skills/design/drawing/photography	4
Manual handling/hand skills/machining	4

Source: 2005 survey; Don't know and 'other' responses are not included; Multiple responses allowed; only responses above 4% listed

4.10 Summary

More than eight out of ten (83%) respondents had completed the course they were taking during the 2003 survey. Of those who did not complete the course, just under a quarter (23%) said they were still studying on the same course.

Two thirds (66%) of respondents had gained the qualifications they were studying for in 2003 in full. An additional one in ten respondents had gained their qualification in part. The satisfaction levels of those who had partially gained their qualification did not change significantly between 2003 and 2005 surveys.

Unsurprisingly, those who had gained their qualification were more satisfied both at the time of learning and after completion than those who did not gain their qualification.

The overall satisfaction responses in 2005 were very similar to those in 2003. There is a direct correlation between the satisfaction level stated while on the course and that stated after completion.

A third of respondents overall said that their satisfaction level had changed since 2003. 72% who were extremely satisfied in 2003 said the same about their experience in 2005. Of those that were very satisfied in 2003, slightly more became less positive than more positive (13% said fairly satisfied and 9% moved up to extremely satisfied). More encouragingly, 24% of those who were originally fairly satisfied said that they were very satisfied at the end of the experience.

Just under three quarters of respondents felt that the course was wholly relevant to their needs, and a further fifth (22%) found the course partly relevant. Respondents who found the course relevant to their needs were more likely to express higher levels of satisfaction.

Over half of all respondents agreed that all of the expectations they said they had for the course in 2003 had been met.

5.0 LEARNING EVENTS SINCE THE 2003 COURSE

5.1 Introduction

Respondents were asked what learning, if any, they had undertaken since their course in 2003. Respondents were asked to think of the most recent event and work back in time.

5.2 Number of learning events since the 2003 course

Three in ten respondents (31%) had undertaken one other course since leaving/ completing the one they were attending in 2003. Another 5% had undertaken more than one course. This means that of all those in the 2005 survey, just over a third (36%) had returned to learning or training in less than three years.

Females were slightly more likely than males to have returned to learning and the younger respondents were significantly more likely than older respondents to have done so (41% of the 16 – 18 year olds compared to 30% of the 35 – 44 year olds). A high proportion of the respondents in the 2003 survey that were classed as 16 – 18 year olds were 18 or 19 years old during the 2005 survey and many of them had gone onto other further or higher education courses.

Respondents who were extremely or very satisfied with their learning experience in 2003 were significantly more likely to return to learning (see Table 5.2). Thirty eight per cent of respondents who said that they were extremely satisfied and 40% of those who were very satisfied with their learning event in 2003 returned to learning. The proportion reduces significantly in relation to those who were only fairly satisfied with their learning experience (just 26% of this group returned to learning within three years).

Respondents who completed their course in 2003 (as opposed to those who did not) were significantly more likely to have returned to learning since leaving (39% compared to 20% of those who did not complete).

The link found here between satisfaction and repeat learning is a significant one and adds more weight to the suggestion that the quality of the learner experience (as well as qualifications gained, performance and assessment) is crucial in the lifelong learning agenda.

Table 5.1: Respondents returning to learning by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
Yes	36	33	38	41	48	30	34
No	64	67	62	59	52	70	66

Source: 2005 survey

Table 5.2: Respondents returning to learning by satisfaction level and completion

Base: All respondents	Total	Extremely satisfied	Very satisfied	Fairly satisfied	Course completed	Course not completed
Total	541	159	241	99	448	93
	%	%	%	%	%	%
Yes	36	38	40	26	39	20
No	64	62	60	74	61	80

Source: 2005 survey; Base too low for table to include respondents dissatisfied

This section continues to discuss the most recent event in detail for respondents. The remainder of this section looks at what types of learning the respondents returned to, what motivated them to learn again and if they completed this learning event or left early.

5.3 Most recent learning event

5.3.1 Type of learning

In order to provide background to the 31% of respondents who returned to learning, it is worth looking at what, if any qualification their course led to and what subjects they had gone on to study.

All respondents who were learning at the time of the second interview were asked what qualification, if any, they were taking. 7% of those currently learning were not undertaking a qualification at all. Almost a quarter (23%) said that they were undertaking a degree level qualification, 15% said that they were doing an NVQ and 6% said that they were undertaking an entry level qualification.

Table 5.3: What qualification, if any, were you studying?

Base: All respondents currently learning	Most recent learning event
Total	139
	%
Degree level qualification	23
NVQ	15
Entry level qualification/certificate	6
BTEC/BEC/TEC/EdExcel	5
A Level/Vocational A Level or equivalent	4
Open College Network	4
ECDL/CLAIT courses	4
City and Guilds	3
GCSE/Vocational GCSE	3
Diploma in higher education	3
No qualification	7

Source: 2005 survey; Table shows responses with 3% or above for most recent

In terms of subject area, the most often mentioned courses are listed below:

- ICT (23%)
- Health, social and child care (22%)
- Arts and media (11%)
- Business, administration and law (8%)
- Languages other than English or Welsh (6%).

5.3.2 Reasons for returning to learning

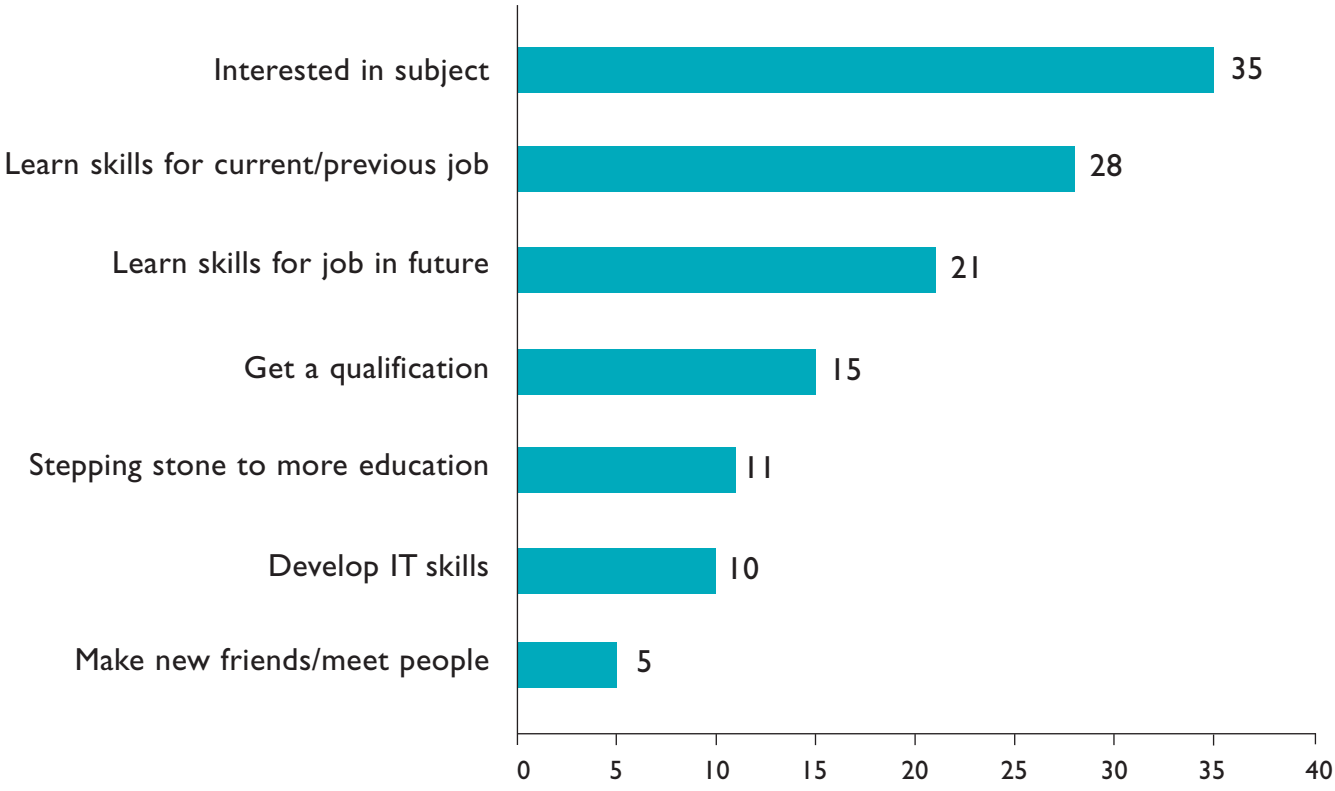
Respondents were asked why they had decided to undertake their most recent learning event. The reasons mentioned by most respondents were related to:

- Interest in the subject (35%)
- To learn skills for a job (28%) and/or
- Learn skills for a job they may want in the future (21%).

There were some differences by age and gender relating to reasons the respondent undertook the course:

- Females and the 55 plus age group were more likely to mention interest in the subject than males or younger respondents
- Males were more likely than females to mention gaining skills for a current job (32% compared to 26%)
- 16 – 18 year olds were significantly more motivated by qualifications than average within the group (30% said to gain qualification). However, overall 16 – 18s were more motivated to learn by their interest in the subject (38%) and to learn skills for a job in the future (32%).

Chart 5.1: Reasons for undertaking learning



Source: 2005 survey; Base: all currently learning (139); Don't know and other not included; Multiple responses allowed; Responses greater than 2% included.

Table 5.4: Reasons for returning to learning by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
Interested in subject	35	32	37	38	33	30	43
Learn skills for current/previous job	28	32	26	27	31	38	14
Learn skills for job in the future	21	23	20	32	29	20	4
Get a qualification	15	18	14	30	21	10	4
Stepping stone further education	11	5	14	22	15	10	2
Develop IT skills	10	11	10	5	4	7	24

Source: 2005 survey; Don't know and 'other' responses are not included; Multiple responses allowed; Responses of 2% or less not included

5.4 Importance of various factors on decision to return to learn

5.4.1 Overall importance of factors on motivation to learn

All respondents were given a list of various factors that they may or may not have motivated them to learn and were asked to rate their importance. These mostly revolved around access to resources, time, teacher or tutor support and financial help. Chart 5.2 shows the overall results and the following observations have been made.

The responses in the 2003 survey identified the importance of satisfaction with teachers/tutors in terms of driving overall satisfaction. The data the 2005 survey again highlights the importance of the quality of teaching. We know that this drives satisfaction and we also know that the more satisfied return to learn. The responses to this question show that 50% of respondents said 'teacher/trainer support' was very important in motivating them to learn again and a further 32% said it was quite important.

The factors rated as very important by at least 40% of respondents were:

- Teacher/trainer support (50%)
- Need to self improve (47%)
- Gaining a qualification (42%)
- Personal development (41%).

For some factors it is more illuminating to look at the combined 'very' and 'quite' important ratings. This is because whilst they may not be the factors that prove to be very important to high proportions of respondents, they are important to some extent to almost all respondents.

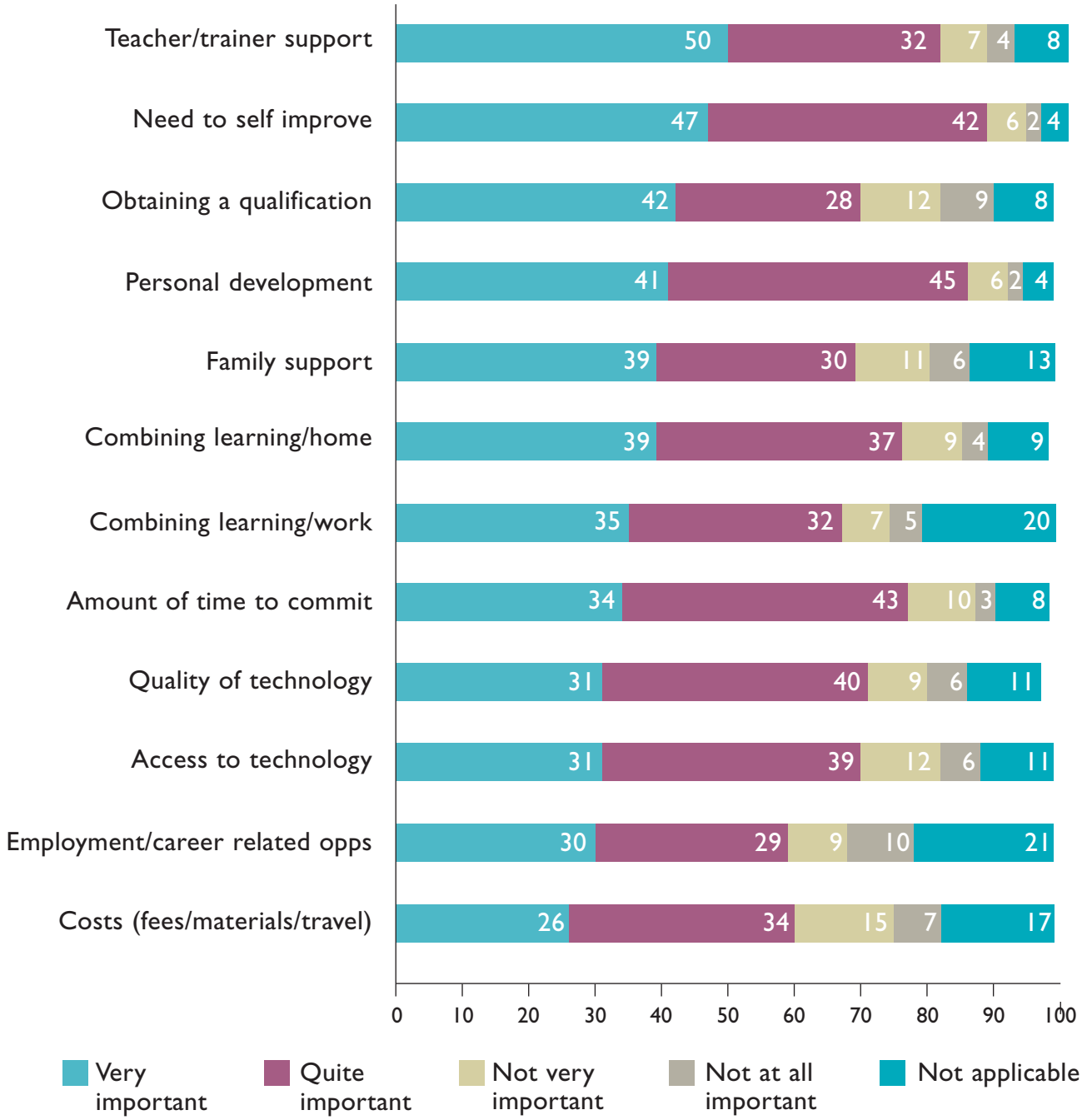
Most respondents said the following factors were either very or quite important in their decision to return to learning:

- Need to self improve (89% said either very or quite important)
- Personal development (86%)
- Teacher/trainer support (82%)
- Time to commit to learning (77%)
- Combining learning and home (76%).

Some factors are simply not applicable some individuals. For example:

- Employment/career opportunities linked with the learning (21% said not applicable)
- Ability to combine learning with work (20%)
- Costs of the course such as course fees, material and travel (17%)
- Family support (13%)
- Quality of technology (11%)
- Access to technology (11%).

Chart 5.2: Importance of factors in order to return to learn



Source: 2005 survey; Base: all respondents (541); Don't know and 'other' responses are not included; Multiple responses allowed

The next section explores the above factors. For readability they have been categorised into the following groups:

Teaching

Teacher-tutor support

Other responsibilities

Family support
Combining learning and home
Amount of time to commit to learning

Motivations

Combining learning and work
Career related opportunities
Personal development
Gaining a qualification
Desire for self-improvement

Logistics resources and costs

Access to technology
Quality of technology
Costs fees material travel

5.4.2 Teaching support

Teacher support was more important to females than males (52% rated it as very important compared to 46% of males). It was more important for the middle aged 35 – 54 year olds, rather than the youngest or oldest categories of respondent (55% said very important compared to 46% of the 16 – 18 year olds and 44% of the 55 plus respondents). Similarly family support was significantly more important for females (42% compared to 33%). In terms of age, the significance of this type of support was greater for respondents under the age of 55.

Table 5.5: Importance of teacher support in order to return to learn by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
Teacher support	%	%	%	%	%	%	%
Very important	50	46	52	46	51	55	44
Quite important	32	32	31	34	34	28	34

Source: 2005 survey; Don't know responses are not included

Table 5.6: Importance of teacher support in order to return to learn by socio economic group

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
Teacher support	%	%	%	%	%
Very important	50	43	48	56	50
Quite important	32	35	33	29	30

Source: 2005 survey; Don't know responses are not included

Socio economic group AB were less likely to mention teacher/tutor support as being very important in motivating them to learn than all other groups.

Generally speaking those who felt negatively about learning when leaving school were slightly more likely than average to say that teacher support was important in motivating them to learn.

Table 5.7: Importance of teacher support in order to return to learn by feelings about education when leaving school

Base: All respondents	Total	Generally positive feelings	Generally negative feelings	No feeling either way
Total	541	247	113	158
Teacher/tutor support	%	%	%	%
Very important	50	48	52	51
Quite important	32	35	33	25

Source: 2005 survey; Don't know responses are not included

If the respondent said that a factor was very important in terms of motivating them to learn they were asked why this was the case. Their answers were coded and the top responses were given in Chart 5.3. Some quotes have been provided below Chart 5.3 and can be summarised as follows:

There was a clear message that the teachers/tutors need to be able to steer the respondent, to guide them. Whilst their professionalism in terms of ability to teach a subject was mentioned, more references were made to them being supportive and understanding.

Teacher/tutor support

"When things don't go right you need (to be shown) the right way to go. I had problems with my assignment and I was in tears and spoke to the teacher and without that support I wouldn't have done it. The guidance and their support are very important."

"The tutor can generate enthusiasm especially if your own is lacking. The role of the tutor is also important in re-engaging people back into learning especially those who have not studied for a while."

"I still have health problems therefore tutor support is essential as my problems still cause problems with attendance therefore support is important in allowing me to keep up."

"I have learning difficulties. I need things explained differently sometimes."

"The teacher gives you more confidence."

"The teacher helps you and if you have a good teacher then you do well. To be encouraging, get you motivated."

"Because somebody is there backing you up. Boosting your confidence/giving you feedback."

Table 5.8: Why factor is so important to return to learning

Reasons for a strong importance on motivation for learning	
Teacher/tutor support	%
Need guidance/need them to steer you along/progress	38
Need to be approachable/understanding	21
It gets you more motivated	13
Need tutors to teach you properly/ have the right skills	10

Source: 2005 survey; Base: All respondents (541); open question to probe detail; coded responses with mentions of 10% or more

5.4.3 Other responsibilities

Females were significantly more likely than males to say that all of these factors were important. The differences in percentages are emphasised below:

- 44% of females said that the ability to combine learning with home was very important (13% higher than males)
- 36% of females said that having the time to commit to learning was very important (6% higher than males).

Combining learning with home was significantly more important for respondents in the mid age bands (19 – 34 and 35 – 54) than those at either end of the scale (16 – 18 and 55 plus). Those with responsibilities at home were more likely to say this was very important to them.

Once again if the respondent said that a factor was very important in terms of motivating them to learn they were asked why this was the case. Their answers were coded and some quotes have been included in table 5.4.

In terms of family support over half 54% of those who said this aspect was very important in motivating them to learn simply said that you need it to cope, to get through the experience.

Time pressures were much more relevant to the importance of being able to combine learning and home life. Respondents wanted and needed to spend time with families and once again, this commitment could not be compromised at the expense of learning.

Table 5.9: Importance of factors in order to return to learn by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
Family support	%	%	%	%	%	%	%
Very important	39	33	42	38	40	28	28
Quite important	30	29	31	33	34	9	30
Ability to combine learning with home	%	%	%	%	%	%	%
Very important	39	31	44	25	52	50	26
Quite important	37	38	37	38	31	33	46
Amount of time I can commit to learning	%	%	%	%	%	%	%
Very important	34	30	36	38	43	34	23
Quite important	43	42	44	41	43	42	46

Source: 2005 survey; Don't know responses are not included

In terms of finding the time to commit to learning, most respondents were talking in reference to managing their time, ensuring that they did have the spare time to commit. Interestingly a significant amount of respondents mentioned that if they undertook the learning they believed they needed to put 100% into it and if not, they would not yield the returns.

Family support

"Because you need family behind you – financial support."

"Support from husband was essential to allow me to do the course as having 3 children means they all need looking after."

"Parents should support children with everything."

"To give you time to do homework and encourage you."

"I've got a family, if they weren't there to support me I wouldn't be able to do it."

"My husband picks me up and takes me from college, my daughter helps me around the house."

"I have two children so my fiancée supports me. I couldn't do it without him. Financially doing the degree I would not have enough to live on."

Combining learning with home

"3 jobs 3 children and a dog... it's important to fit everything in."

"Well it's for happiness in the home – you have to have both."

Table 5.10: Why factor is so important to return to learning

Reasons for a strong importance on motivation for learning					
Family support	%	Ability to combine learning with home	%	Having time to commit to learning	%
Need family to support you/allow you to study/need help to cope	54	Need to spend time with family	27	Need to manage time properly/find time to do course	29
It gets you more motivated	10	Need correct balance/ want to combine all	27	You need time to be able to do course	17
Need to spend time with family	10	It would have to fit in/other commitments equally as important as the learning	15	Need to be able to put 100% into your studies/ the more you give the more you achieve	14
				Extend knowledge/get new skills/qualifications	11

Source: 2005 survey; Base: all respondents (541); Open questions to probe detail; chart shows coded responses with mentions of 10% or more

"I have a daughter and partner. I think it is important to spend a lot of time with them although my course is important too."

"If you've got responsibilities at home you can't devote time to study."

"Because I have got children and I need to be able to fit in with their routine."

"I think it's important for learning to be combined with home life. I think if it's not possible to combine learning with home life then it would be demotivating."

Having time to commit to learning

"Because you don't want to take on anything you can't finish and you have to consider home life. I couldn't possibly do a course right now for instance as I am pregnant."

"Because its good to put 100% into your studies for deadlines and exams."

"You do need a lot of time to do an Open University course as there is a lot of studying and reading and I have the time to do it."

"If you don't put in the hours the course will simply pass you by and you won't be able to get on top of things."

5.4.4 Motivations

In terms of the importance of particular motivations:

- 38% of females said that the ability to combine learning with work was very important (9% points higher than males)
- Combining learning with work was significantly more important for respondents in the mid age bands (19 – 34 and 35 – 54) than those at either end of the scale (16 – 18 and 55 plus)
- Employment/career opportunities linked with the learning were more important to the younger respondents (just 8% of the 55 plus age group said this was very important)

- Personal development was significantly more important for females (44% said very important compared to 36% of males) and the respondents in the mid age categories (19 – 34 and 35 – 54 years old). The desire for self improvement was also more important to this mid age category
- Obtaining a qualification was much more important in motivating the youngest respondents (63% of the 16 – 18 year olds said this was very important).

Table 5.11: Importance of factors in order to return to learn by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
Ability to combine learning with work	%	%	%	%	%	%	%
Very important	35	29	38	27	51	42	19
Quite important	32	31	33	49	36	33	17
Employment/career opportunities linked with learning	%	%	%	%	%	%	%
Very important	30	29	30	48	43	30	8
Quite important	29	25	32	34	34	37	12
Personal development	%	%	%	%	%	%	%
Very important	41	36	44	27	61	49	27
Quite important	45	48	43	60	34	39	52
Obtaining a qualification	%	%	%	%	%	%	%
Very important	42	39	43	63	58	42	17
Quite important	28	25	30	33	23	31	23
Desire for self improvement	%	%	%	%	%	%	%
Very important	47	44	48	32	61	51	40
Quite important	42	42	41	53	31	36	49

Source: 2005 survey; Don't know responses are not included

Table 5.12: Importance of factors in order to return to learn by socio economic group

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
Ability to combine learning with work	%	%	%	%	%
Very important	35	33	39	34	29
Quite important	32	22	31	40	30
Employment/career opportunities linked with learning	%	%	%	%	%
Very important	30	22	28	36	32
Quite important	29	19	31	32	29
Personal development	%	%	%	%	%
Very important	41	43	40	42	43
Quite important	45	42	47	48	40
Obtaining a qualification	%	%	%	%	%
Very important	42	32	42	47	40
Quite important	28	29	28	28	29
Desire for self improvement	%	%	%	%	%
Very important	47	54	43	51	45
Quite important	42	38	49	37	37

Source: 2005 survey; Don't know responses are not included

In terms of socio economic group:

- Combining learning with work is less of a motivating factor for group DE
- Employment and career opportunities linked with learning were more important to C2/DE respondents
- ABs were significantly less likely to have said that obtaining a qualification was very important.

The importance of the combination of learning with work life show that respondents wanted their learning to have an impact on their progression at work. Respondents want to gain skills via learning that they can take back to

work and use in their jobs. There was also the aspect of time pressures: 16% of respondents who said that combining learning with work was an important motivation for them, said that this was because their work was equally as important as the learning event and could not be compromised at the expense of learning. It is interesting to see that once probed, whilst many of the respondents mentioned self-development and personal development as being very important in terms of motivating them to learn, they actually interpreted this as having an impact of their work life/career. Hence, a fifth who rated personal development as being a very important factor in encouraging them to learn said that this was because it would, in turn, help their career progression. A significant proportion of those encouraged into learning by employment/career related factors mentioned changing career or getting a new job (28%). A similar proportion made reference to this in terms of increasing their the ability to get better at what they currently do.

Table 5.13: Why factor is so important to return to learning

Reasons for a strong importance on motivation for learning									
Ability to combine learning with work	%	Employment/ career related opportunities	%	Personal development	%	Gaining a qualification	%	Desire for self improvement	%
Enables me to be better at what I do/ career progression/ get a better job	27	Help career progression/ get better at what I do	29	Extend knowledge/ get new skills/ qualifications	19	To go back into employment/ change job or career	27	Extend knowledge/ get new skills/ qualifications	18
It would have to fit in/other commitments equally as important as the learning	16	To go back into employment/ change job or career	28	Help career progression/ get better at what I do	17	Help career progression/ get better at what I do	25	Need to develop myself/my talents	17
Extend knowledge/ get new skills/ qualifications	14	Extend knowledge/ get new skills/ qualifications	16	Gives you confidence/ prove yourself	16	More choices for employment/ opens up possibilities	14	Gives you confidence/ prove yourself	17
Hands on experience/ practice things back at work	12			Need to develop myself/my talents	13	Need to get something out of it/recognition for what I have done	10	Will help me get better job/progress career	15

Source: 2005 survey; Base: all respondents (541); Open questions to probe detail; chart shows coded responses with mentions of 10% or more

Combining learning with work

"Well, combining with work you got to learn to get a job anyway. You have to be confident in your work or you won't be able to do it."

"No point in having a lot of knowledge unless you have practical experience as well."

"So that I can do the job better. To enable me to use Sage because I have to use it in the future."

Employment/career related opportunities

"The more studying you do and the more you put into it, the more chance you have got to get into a job with better qualifications."

"I suppose you need the experience behind you when you are starting a job."

"Improving yourself and raising standards in the workplace."

Personal development

"Achievement, to show that I have achieved something that I have tried to set out to do."

"Basically to better myself, give me more confidence because I didn't have it before. I met different people and to have a laugh really. It was something I wanted to try to see if I was capable of doing it and I surprised myself."

Gaining a qualification

"You need qualifications before you are accepted into employment."

"No point doing the course if you don't get the qualification."

"Because you worked hard and it shows you achieved something. To take your career further, you can go onto level three. You get satisfaction, I can go further."

"Because you have something to back up your learning to prove that you have been on the course and passed the course."

"Because you gain qualifications, so you are more employable. I am giving myself the skills to become aroma therapist."

Self improvement

"In retirement you can't just vegetate. You need stimulation to keep the mind active and for enjoyment/enjoyed the company and friendship."

"Increases my confidence – curious mind."

"Because I just want to and I can and my grandson says that if you have a brain then why don't you use it so I did."

"I wanted to start my own business so I needed to know how computers worked/to help the children."

"I felt I wanted to learn more computer skills for my work and personal satisfaction."

"You have to make yourself marketable in the workplace, to be flexible adaptable and being able to adapt and rise to new challenges."

5.4.5 Logistics, resources and costs

The importance of access and quality of technology showed very little variance in terms of ratings across sub groups. Perhaps the only point to mention is that these issues were slightly less important for the 55 plus respondents:

- 26% of the 55 plus group said access to technology was very important compared to 33% of the 35 – 54 year olds and 31% overall
- 26% of the 55 plus group said quality of technology was very important compared to 36% of the 16 – 18 year olds and 31% overall.

Costs, however, were significantly more important for females (30% said this aspect was very important in motivating them to learn as opposed to 17% of males) and also the respondents in the mid age brackets (33% of the 35 – 54 year olds compared with 16% of 55 plus respondents and 15% of the 16 – 18 year olds).

Whilst costs were more likely to have been rated as very important by respondents from socio economic group DE than those from socio economic group AB, (29% compared to 22%), there were no significant findings on any other factors in this category.

The importance of technology was underpinned by a belief in keeping up with the times and keeping up with changes. Quality of technology was driven by the need to optimise learning and new skills. The importance of costs was, as one might suspect, down to the fact that some respondents had limited means and that for some people, budget and costs were the all-important factors.

Access to technology:

"You wouldn't get anywhere without a computer. There is lots of information on the Internet, a part of everyday life."

"A lot of research needs to be done. I need to use technology."

"I need a computer to learn."

"The Internet access and because you have to do all your assignments on word/its the way of the world."

"I write up my questions up on the computer and I have to do research using the Internet. We use a lot of technology to do the lecture and the lecturer uses it as well. We also have the ability to email our work to the lecturer/access to further notes via the college website."

Quality of technology

"Because to enrich learning experience, it enables you to reach a higher level of skill."

"Because then I know if its good quality it will help me."

"The better the technology the easier it is to learn. It is important to learn using technology so you can use it in the work place."

Table 5.14: Importance of costs in order to learn by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
Costs (fees/materials/travel)	%	%	%	%	%	%	%
Very important	26	17	30	15	34	33	16
Quite important	34	34	34	37	30	33	35

Source: 2005 survey; Don't know responses are not included

Table 5.15: Why factor is so important to return to learning

Reasons for a strong importance on motivation for learning					
Access to technology	%	Quality of technology	%	Costs (fees/materials/travel)	%
Need it for my course/helps my learning	23	Need to keep up with changes in technology	28	Has to be affordable/ all depends on cost	45
Have to keep up with the times	17	Have to keep up with the times	15	Have limited means/ low budget	24
Technology runs a lot of things these days/ everything computerised	14	You need good materials to get most out of learning	15		
Need it for my work/ to do my job	11	Extend knowledge/get new skills/qualifications	15		
Extend knowledge/get new skills/qualifications	11				

Source: 2005 survey; Base: all respondents (541); Open questions to probe detail; chart shows coded responses with mentions of 10% or more

Costs

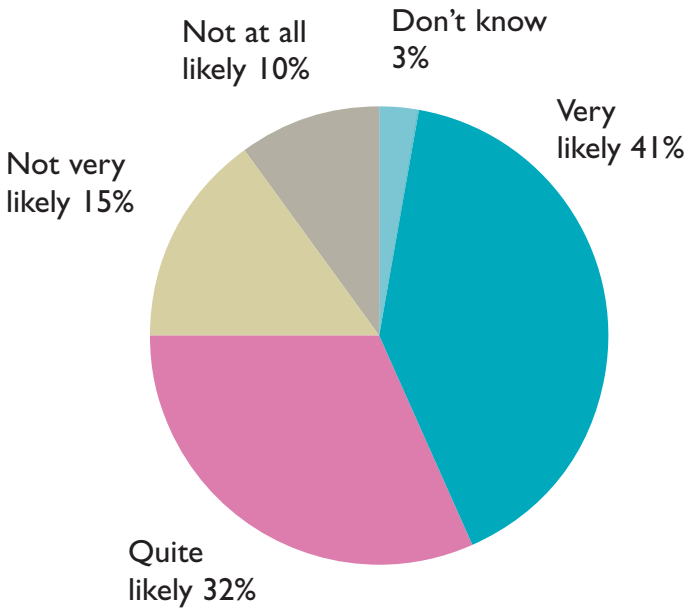
"As a pensioner I have a restricted income because of this I have to consider all the costs and not just the course fees. Although being an old age pensioner receiving subsidised course fees does help."

"Well because not everybody has the financial backing by their company and they don't have a high income and don't get the chance."

5.5 Likelihood to learn again in the next three years

All respondents were asked how likely they would be to undertake further learning in the next three years. Around 2 in 5 said very likely and another third (32%) said that they were quite likely. A quarter were either not very or not at all likely.

Chart 5.3: Likelihood to learn again in the next three years



Source: 2005 survey; Base: All respondents (541)

Table 5.16: Likelihood to learn in next three years by gender and age

		Gender		Age			
Base: All respondents	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	541	190	351	91	99	206	145
	%	%	%	%	%	%	%
Very likely	41	43	40	38	55	36	40
Quite likely	32	25	35	29	27	38	28
Not very likely	15	21	11	18	10	16	14
Not at all likely	10	9	11	14	6	8	13
Don't know	5	1	4	1	2	2	5

Source: 2005 survey

Table 5.17: Likelihood to learn in next three years by socio economic group

		Social Grading			
Base: All respondents	Total	AB	C1	C2	DE
Total	541	72	214	152	98
	%	%	%	%	%
Very likely	41	49	41	38	41
Quite likely	32	22	36	30	32
Not very likely	15	22	13	13	16
Not at all likely	10	6	9	14	8
Don't know	5	1	1	5	3

Source: 2005 survey

When looking at likelihood to learn again in the next three years by gender and age:

- Females were more likely than males to be very or quite likely to learn (a combined 75% compared to 68%)
- The 19 – 34 age group were most likely to learn again (55% said very likely, this is significantly higher than any other age band)
- Respondents in socio economic group AB were more likely than other groups to undertake learning in the next three years (49% said very likely)

In 2003, 64% of the 541 respondents said they were very likely to return to learning and 27% were quite likely. In total, 90% of respondents were positive about returning to learning. Clearly, over time they feel less strongly about this, as in the 2005 survey only 72% of respondents were positive about returning to learning in the future.

Of those respondents who would like to undertake further learning, the highest proportion mentioned ICT (19%), health, medical or social care (16%) or arts/craft and media (10%). Whilst the ICT courses were mentioned by a broad split of male versus female, significantly more females mentioned the courses related to care (23% compared to 5%).

Arts/craft and media courses were mentioned by significantly more respondents in the youngest and oldest age bands (14% of the 16 – 18 year olds and 21% of the 55 plus). A higher proportion of respondents in the mid age bands of 19 – 34 and 35 – 54 mentioned health, medical and social care (28% of the 19 – 34 year olds and 22% of the 35 – 54 year olds). ICT was appealing to the two oldest age categories (21% of the 35 – 54 year olds and 28% of the 55 plus).

5.6 Summary

Just over a third of respondents (36%) had returned to learning in the time since leaving the course that they were doing in 2003. The majority of these had taken only one course.

There is a clear correlation between satisfaction with the learning event and returning to learn. There is also a correlation between completion of previous course and returning to learn.

Many of the respondents in the 2005 survey were undertaking degree level courses and NVQs. In terms of subject, the most common areas were ICT, health/social care and childcare and arts/media and drama.

Interest in the subject was a prime driver (35%) and skills acquisition was also key (28% wanted to gain skills for their current job and 21% wanted to gain skills for a job they would like to do in the future).

The factors most often given a very important rating were:

- Support from teacher/tutor (50%)
- Having the desire to self improve (47%)
- Gaining a qualification (42%)
- Personal development (41%).

When respondents were talking about teacher/tutor support this was mainly in terms of encouragement.

Technology was also deemed as important and this was mainly in reference to it having become a necessary life skill.

Of respondents from the 2005 survey, 41% were very likely to learn again in the next three years and 32% quite likely. This is significantly lower than in 2003, when 64% said very likely and 27% said fairly likely.

6.0 EMPLOYMENT EVENTS SINCE THE 2003 COURSE

6.1 Introduction

This section explores employment events since the 2003 survey. The 2005 survey asked the respondent some detailed questions about their current employment situation and their satisfaction with their current job. It then went on to explore what other employment events, if any, the respondent had had since leaving their course.

6.2 Employment situation

6.2.1 Current employment situation

All respondents were asked about their current employment situation. The majority of respondents (62%) were in some type of employment at the time of the 2005 survey. Just over a third (35%) were in full time employment, almost a fifth (19%) were in part time employment and 9% were self-employed (full or part time).

There were significant differences by age and gender of respondent and their current employment situation:

- Males were more likely than females to be in full time employment (39% compared to 33%). Conversely females were more likely to be in part time employment (24% compared to 10% of males)
- Those retired were significantly more likely to be male (23% compared to 16%)
- Under 18 year olds were significantly more likely than any other age group to be unemployed and available for work (20% compared to the overall average of 6%). Almost a quarter (24%) of the under 18 year olds were in full time education.

Respondents who were not working at the time of the 2005 survey were asked if they had ever worked since the course. Just over a quarter (27%) had worked at some point.

The combination of the data from these questions provides the overall picture as follows:

- 62% were in employment at the time of the 2005 survey
- 10% had been in employment at some point but not at the time of the 2005 survey
- 28% had not been in employment at all since the course they were attending in 2003.

6.2.2 Respondents not working since the course attended in 2003

Of the 154 respondents that had not worked since their course in 2003, the majority of these (77%) were not available for work, either because they were retired or looking after the home/incapable of work. This leaves 23% who were potentially able to work.

6.2.3 Respondents who have worked but are not currently

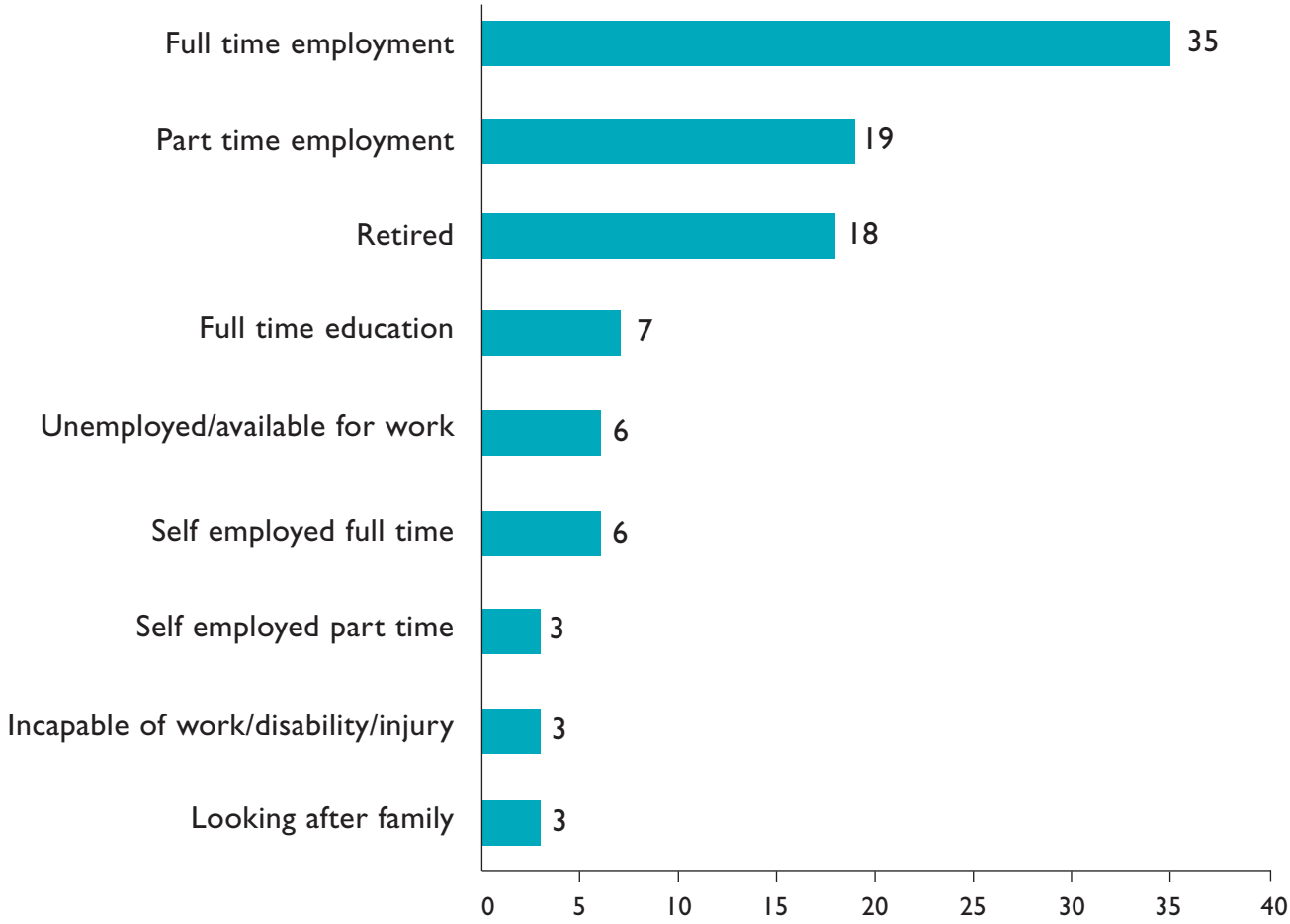
As mentioned above, 10% of all respondents (n=56, too small to analyse separately) had worked at some time following their learning, but were not currently employed.

6.3 Time spent in employment since leaving course in 2003

Data was aggregated to find out how many months respondents had been in employment for, after the course they were taking in 2003 finished. Because many respondents did not know the date they left their course or the date they started or finished their jobs, hence we only have data for 271 respondents.
Of these 271 respondents, 63% had been continually employed between completing the course and being interviewed in 2005.
The survey shows that 59% of learners were in employment before they started their course in 2003.

One in ten had been employed between 80 – 99% of the time since completing their course.

Chart 6.1: Current employment situation



Source: 2005 survey; Base: All respondents (541); Don't know not shown

A further 8% had been employed between 60 and 79% of the time that had lapsed since completing their course. The other 16% had been employed less than 50% of the time that had lapsed since completing their course.

6.4 Details of current employment

6.4.1 Current employment: start date

All respondents in employment were asked when their current job commenced.
It is interesting to note that a majority of respondents were in their current employment before they started their learning in 2003. Almost three in five (59%) respondents gave a date that preceded 2003.

Chart 6.2: Year that current employment started

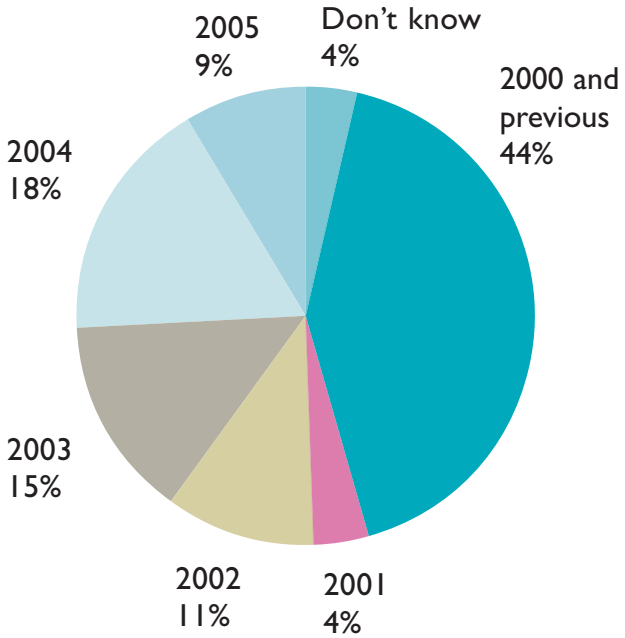


Chart 6.2 Source: 2005 survey; Base: all respondents in employment (336)

In terms of personal demographics there were some significant differences in the data when exploring length of time employed:

- Females were much more likely to have been employed longer by their current employer (55% said they started their employment in 2001 or earlier compared with 33% of males)
- The older respondents were more likely to mention being employed for longer (71% of the 55 plus group started their employment in 2001 or earlier compared with 59% of the 35 – 54 age group)
- Those working in catering/sales and accounts/finance/administration/clerical were far more likely than those working in other occupations to have started their current job in the last 2 years: 45% and 30% respectively had done so, compared with 21% or less in other groups
- Those who were self-employed were more likely than other working respondents to have started their job in 2000 or earlier

6.4.2 Current employment: Job title

Respondents were asked to provide their job title and their verbatim responses were coded by NOP. The most common types of occupation were Carer/childminder/play worker/health worker (20%) and Professional/management roles (18%).

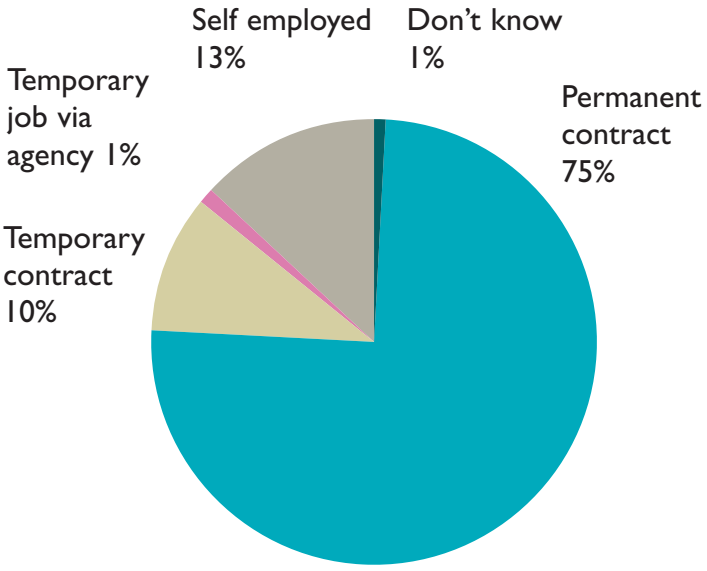
Personal demographics reveal that:

- Men were more likely than women to be employed in Professional/management occupations. Conversely, women were more likely to cite admin/clerical/secretarial and carer/child minder/playworker/health worker occupations
- Those aged 16 – 18 were more likely than their older counterparts to be employed in customer service/sales occupations
- Older respondents aged 55+ were more likely to hold Professional/management roles
- AB and C1 respondents were more likely to hold professional/management roles. Conversely, those in the C2, DE grades were more likely to cite Semi skilled operatives as their occupation type than those in AB, C1 grades.

6.4.3 Current employment: Type of contract

All respondents employed were asked about the type of contract that they had with their employer. A vast majority (75%) said that it was a permanent contract (one year or more). One in ten were employed on a temporary or casual contract (contracted for less than one year). Of the remaining respondents most (13%) were self employed.

Chart 6.3: Type of contract held



Source: 2005 survey; Base: All respondents employed (336)

Table 6.1: Occupation type by age and gender

		Gender		Age (in 2003)			
Base: Unweighted (all those in employment)	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	336	114	222	*49	70	175	*42
	%	%	%	%	%	%	%
Professional/management	18	25	14	8	13	19	31
Accounts/finance	4	2	5	2	6	3	2
Admin/clerical/secretarial	13	6	17	8	11	15	14
Carer/childminder/playworker/healthcare worker	20	2	29	8	21	23	14
Catering	3	3	4	6	6	2	0
Teaching related	9	5	11	0	7	13	7
Semi skilled operatives	12	25	5	18	13	9	17
Customer service/sales	7	8	7	24	4	5	2
Non skilled	3	9	0	4	6	1	5
Other	12	17	9	20	13	10	7

Source: 2005 survey. Base size is lower than 50; figures should be treated with caution

There were no significant differences by gender. The older respondents were much more likely to be self employed than the younger respondents. In terms of socio economic group, respondents classified as AB or C2 were most likely to be self-employed.

As expected, those working full time were more likely than other respondent to hold a permanent contract (89% versus 78% of part time workers). Those in Semi/non skilled/ operative occupations were the most likely to be self employed (30% versus 19% or less in other occupation groups).

6.4.5 Current employment: Satisfaction with job/attitude to job

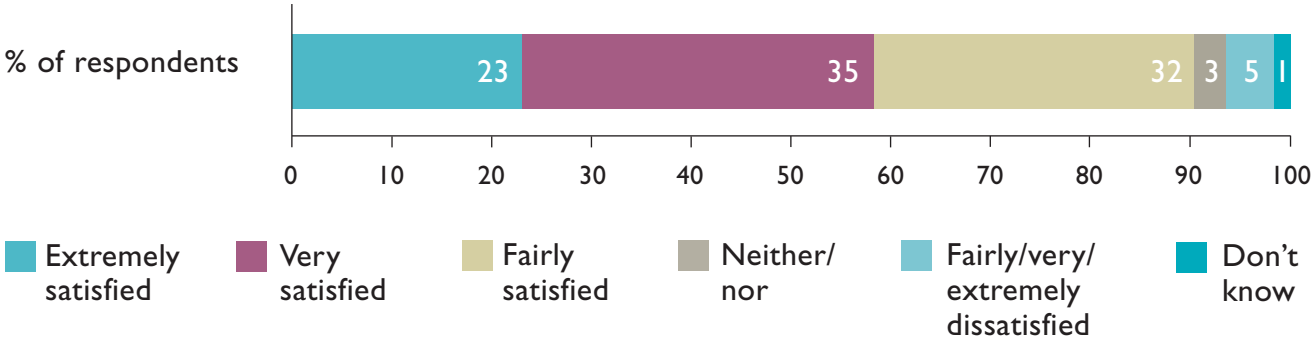
Respondents were asked how satisfied they were with their employment. Almost a quarter (23%) of respondents who were employed at the time of the follow up were extremely satisfied with their job all things considered. A further 35% were very satisfied and 32% were fairly satisfied.

Table 6.2: Type of contract by age and occupation type

		Age (in 2003)				Occupation type				
Base: Unweighted (all those in employment)	Total	16 – 18	19 – 34	35 – 54	55+	Prof/ manager	Accounts/ finance/ admin/ clerical	Caring/ teaching	Catering/ sales	Semi/non skilled/ops
Total	336	49	70	175	42	59	56	97	35	50
	%	%	%	%	%	%	%	%	%	%
Permanent (more than a year)	75	84	74	76	62	75	88	72	77	68
Temporary/casual (less than a year)	10	8	13	10	5	5	7	14	17	0
Temporary job via an agency	1	4	1	0	2	0	2	1	3	2
Self employed	13	2	10	14	31	19	4	12	0	30
Other	0	0	1	0	0	2	0	0	0	0

Source: 2005 survey; Don't know not shown

Chart 6.4: Satisfaction with employment



Source: 2005 survey; Base: All respondents employed (336)

In terms of personal demographics:

- Overall, females were more satisfied with their current job (60% said extremely or very satisfied compared to 53% of males)
- Older respondents were more satisfied (65% of the 55 plus age group said extremely or very satisfied compared to 51% of the under 18s)
- Socio economic group DE were least likely to be extremely or very satisfied with their job
- Those employed in catering/sales or semi/non-skilled occupations were least likely to be extremely or very satisfied in their employment (37% and 44% respectively, compared with 63% or more in other occupation types).

In addition, a higher proportion of those who completed their course were extremely or very satisfied with their current employment (60% compared with 46%).

Satisfaction with their learning in 2005 appears to correlate with satisfaction with current employment:

- 69% of respondents who were extremely satisfied with their learning overall were extremely/very satisfied with their current employment
- 60% of respondents who were very satisfied with their learning overall were extremely/very satisfied with their current employment
- 43% of respondents who were fairly satisfied with their learning overall were extremely/very satisfied with their current employment.

Respondents were also given a series of statements about their work and asked how much they agreed to each one.

Table 6.3: Attitudes towards employment by gender and age (% agreeing strongly)

		Gender		Age			
Base: All those in employment	Total	Male	Female	16 – 18	19 – 34	35 – 54	55+
Total	336	114	222	49	70	175	42
	%	%	%	%	%	%	%
I enjoy the challenges that I face in my job	61	55	64	49	57	64	71
This type of work is a stepping stone until I find something more suitable for me	26	25	26	49	31	21	10
This type of role is new to me	16	18	15	29	14	15	12
The level of responsibility is higher than I am used to	18	22	17	29	20	15	19
This job is the start of a career for me in this type of work	29	34	26	49	36	23	19
I am more prepared to take on new tasks than I was 2 years ago	60	48	66	80	61	58	45

Source: 2005 survey; multiple responses allowed

Table 6.4: Attitudes towards employment by social grade (% agreeing strongly)

		Social Grading			
Base: All those in employment	Total	AB	C1	C2	DE
Total	336	41	143	105	46
	%	%	%	%	%
I enjoy the challenges that I face in my job	61	66	61	66	48
This type of work is a stepping stone until I find something more suitable for me	26	24	24	28	30
This type of role is new to me	16	12	17	17	15
The level of responsibility is higher than I am used to	18	15	16	23	20
This job is the start of a career for me in this type of work	29	24	29	32	24
I am more prepared to take on new tasks than I was 2 years ago	60	46	58	68	63

Source: 2005 survey; multiple responses allowed

Respondents tended to be more positive about their job: the majority of those in work agreed that they 'enjoyed the challenges that I face in my job', with little variation by gender, age or social grade. However, those employed in catering/sales occupations were less likely than other respondents to agree strongly (34% versus 58% or more in other occupation categories).

Around six in ten respondents (60%) agreed with the statement 'I am more prepared to take on new tasks than I was 2 years ago', and females were more likely than males to agree strongly that this was the case (66% versus 48%).

Notably smaller proportions of respondents agreed with the remaining statements relating to work. Significant points to note were:

- Not surprisingly, those who were aged 16 – 18 at the time of the 2005 survey were far more likely than their older counterparts to agree strongly with the statements: 'this type of work is a stepping stone until I find something more suitable for me', 'this type of role is new to me', 'the level of responsibility is higher than I am used to'
- In addition, those aged 19 – 34 at the time of the 2005 survey were more likely than older respondents to agree strongly that 'this job is the start of a career for me in this type of work'

Table 6.5: Attitudes towards employment by occupation type (% agreeing strongly)

		Occupation type				
Base: Unweighted (all those in employment)	Total	Prof/ manager	Accounts/ finance/ admin/ clerical	Caring/ teaching	Catering/ sales	Semi/non skilled/ops
Total	336	59	56	97	*35	50
	%	%	%	%	%	%
I enjoy the challenges that I face in my job	61	66	59	71	34	58
This type of work is a stepping stone until I find something more suitable for me	26	14	21	29	57	18
This type of role is new to me	16	15	18	15	11	12
The level of responsibility is higher than I am used to	18	19	16	19	11	28
This job is the start of a career for me in this type of work	29	24	30	34	9	34
I am more prepared to take on new tasks than I was 2 years ago	60	49	57	71	60	56

Source: 2005 survey; multiple responses allowed. Base size is lower than 50; figures should be treated with caution

- Respondents working in Catering/sales were far more likely than other people to agree strongly with the statement 'this type of work is a stepping stone until I find something more suitable for me' but least likely to agree strongly with the statement 'this job is the start of a career for me in this type of work'. This suggests that many viewed their work as a means to an end rather than a final career choice. It is also worth bearing in mind that this occupational group was highly correlated with those aged 16 – 18.

Positive attitudes towards work appeared to link with satisfaction levels in 2005. For example, in terms of the statement 'I enjoy the challenges that I face in my job'.

- 70% of respondents who were extremely satisfied with their learning overall agreed strongly with this statement
- 62% of respondents who were very satisfied with their learning overall agreed strongly with this statement
- 50% of respondents who were fairly satisfied with their learning agreed strongly with this statement.

Similarly, when considering the statement 'I am more prepared to take on new tasks than I was two years ago', levels of agreement correlated with levels of satisfaction with learning.

- 66% of respondents who were extremely satisfied with their learning overall agreed strongly with this statement
- 57% of respondents who were very satisfied with their learning overall agreed strongly with this statement.

6.5 Summary

Most respondents (62%) were in employment at the time of the follow up survey. Of those that were not working, just over a quarter (27%) had worked at some point since the last survey.

The majority of respondents were in their current employment before they started learning in 2003 (59%). The most commonly cited occupation types were carer/ childminder/play worker/health worker and professional/management occupations.

The overwhelming majority of respondents (75%) were employed under a permanent contract. One in ten were employed on a temporary/casual basis, whilst 13% were self-employed.

Satisfaction levels with employment were high: 58% of those employed at the time of the 2005 survey reported that they were extremely or very satisfied with their role. Furthermore, a higher proportion of those who had completed their course of learning were extremely or very satisfied with their current employment.

There was a positive correlation between satisfaction with learning in 2005 and satisfaction with current employment.

The majority of those in employment agreed with the following statements: 'I enjoy the challenges that I face in my job' and 'I am more prepared to take on new tasks than I was 2 years ago'.

APPENDIX 1

Learner Name
Learner Address

17.03.05

Dear Learner First name

National Learner Satisfaction Survey – your serial number is

In autumn 2003 you participated in a telephone survey to find out about any learning you might have done and your attitude towards learning. You allowed one of our interviewers from NOP to speak to you. We were working on behalf of the National Council – ELWa, who are the public body responsible for the promoting, planning and funding of education and learning, for those over 16 across Wales (with the exception of Higher Education). NOP, in conjunction with ELWa, would like to take this opportunity to say a huge thank you for your help with this research.

When you took part in the survey, you said that we could contact you again to help with future research. We are writing to you because we are now doing a follow up study on ELWa's behalf. ELWa would like to evaluate what learners have done after their course and the effects it has had on them. For the study to be as useful as possible, it needs to represent the views of all learners and ex-learners. It is therefore important that as many people as possible take part in the study, and I do hope that you will be one of them.

We would like to conduct a telephone interview with you that will last around 15 minutes. One of our interviewers will call you in the next few weeks to see if you are willing to take part in the survey. They will then either carry out the interview at the time, or arrange a more convenient time to call you back. NOP are an independent research agency, and we'd like to stress to you that your contact details are completely confidential and have not been passed on to ELWa.

The survey will be carried out using the Market Research Society's Code of Conduct. This guarantees absolute confidentiality and anonymity of response. Neither National Council – ELWa nor the college/institution where you carried out your further education will be made aware if you take part, or your individual answers to the survey questions. We do not wish to assess individual responses, but simply need to obtain an overall picture of satisfaction.

We would like to confirm that we have the correct contact details for you. The telephone number we have is «Telephone_2003». If this is not the correct number, can you please let us know by contacting freephone number 0800 6348101, leaving your serial number (found at the top of this letter) and your current telephone number.

Thank you in advance for your help. We look forward to hearing your views.

Yours sincerely,

Julie Talbot

Julie Talbot
Research Manager
NOP Social & Political

APPENDIX 2

FE longitudinal survey 2005

Good morning/afternoon/evening could I please speak to (Named respondent)

- Yes – 1 Go to intro 2
- No – 2 arrange another time
- No – 3 not available in fieldwork
- No – 4 refused
- Other – 5 cannot continue

Intro 2

Good morning/afternoon/evening my name is (Name) and I am calling from NOP. We spoke to you in Autumn 2003 about your (Name of FE Course) at (Name of College). We recently sent you a letter about this survey and we now want to revisit all those who said we could. We want to find out what has happened since the course so that ELWa can track impacts of learning.

The survey is being conducted for the National Council, ELWa. It should take about 15 mins depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about past learning and what you have been doing since then.

Check if respondent wishes to have interview in welsh:

- English – 1 continue with interview
- Welsh – 2 re-arrange a time for interview

S1 When we last spoke with you, you were on (Name of FE Course) at (Name of College). Can I just check that is correct?

- Yes – Go to Q1
- No – Go to Close

Section A: Course completion

READOUT thinking once again about (Name of FE Course) at (Name of College)

Q1 Did you complete the course?

ADD IF NECESSARY: By completed – we are referring to attending most, or all, of the course and staying on the course until it ended

- Yes – 1 Go to Q3
- No – 2 Go to Q2

IF CODE 2 AT Q1

Q2 Why did you leave your course early?

- Changed to a different course – 1
- Got a job – 2
- Changed jobs – 3
- Health reasons – 4
- Was not happy with the course – 5
- Fell behind and decided to quit – 6
- Course too difficult? – 7
- Finance problems – 8
- Travel too difficult – 9
- Lost interest – 10
- Had a baby – 11
- Change in personal circumstances – 12
- Poor quality teaching – 13
- Too much work – 14
- Wrong course for me – 15
- Lack of support from work – 16
- Personal reasons – 17
- Course was badly run – 18
- Difficulties with childcare or family commitments – 19
- Lost job/Was made redundant/company closed down – 20
- No particular reason – 21
- Other (specify)
- Don't know

ASK ALL

Q3 And what date did you complete or leave the course?

ENTER MONTH THEN YEAR

ASK ALL

Q4 And did you gain your (Name of FE course)?

READ OUT AND CODE ONE ONLY

- Yes, completely – 1
- Yes, in part – 2
- No – 3
- Other (specify) – 4
- Don't know – 5
- Refused – 6

ASK ALL

Q5 When we last talked to you, you said that overall you were (Satisfaction level) with your learning experience. Overall, how satisfied would you say you were at the end of your experience?

READ OUT AND CODE ONE ONLY

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

IF SATISFACTION RATING HAS CHANGED
You said that you were (SATISFACTION RATING FROM Q3) at the end of your course but in Autumn you were (SATISFACTION RATING FROM PREVIOUS SURVEY).

Q6 Why do you think your satisfaction changed over time?

Probe fully

ASK ALL

Q7 Do you feel that the course itself was relevant to your needs?

- Wholly relevant – 1
- Partly relevant – 2
- Not very relevant – 3
- Not at all relevant – 4

ASK ALL

Q8 In the last survey, we asked you what you expected to gain from the learning. For each one would you say that your expectations were…

CATI TO BRING IN THE CODES/ EXPECTATIONS FROM PREVIOUS SURVEY SKIP IF ANSWER WAS OTHER

- Fully met – 1
- Partly met – 2
- Not met at all – 3
- DK – 4
- Refused – 5

ASK ALL

Q9 Looking back more generally, do you think that your (Name of course) has helped with any of the following aspirations?

INTERVIEWER READ OUT CODES YES, NO OR NOT APPLICABLE

- To get a job
- Job security
- To get a better job
- Gain promotion
- Gain qualifications
- To further my career
- Go to university
- To earn more money
- To increase my confidence
- To keep up with technology
- Make new friends
- Other (specify)

Section B: Current employment status

ASK ALL

Q10 Could you please tell me your current employment situation.

DO NOT READ OUT. PROMPT TO THE PRECODES BELOW. CODE ALL THAT APPLY.

- Employee in full-time paid job (30 hours per week or more) – 1
- Employee in part-time paid job (less than 30 hours per week) – 2
- Self-employed full-time (30 hours per week or more) – 3
- Self-employed part-time (less than 30 hours per week) – 4
- Doing voluntary work – 5
- On a Work based training programme – 7
- On a local or government training scheme (including New Deal) involving paid work
- On a local or government training scheme (not including New deal) involving paid work
- Unemployed and available for work – 6
- Not registered unemployed but seeking work
- In full-time education – 8
- In part time education
- Looking after family/home – 9
- Retired from paid work – 10
- Incapable of work due to long-term illness, injury or disability – 11
- Other activity – 12
- No/DK – 13
- No/Ref – 14

If working full/part time or self employed/work based training programme (codes 1,2,3,4 & 7) in Q10. Others go to Section C.

ASK ALL IN EMPLOYMENT

Q11 When did this job start?

- If respondent is employed in two jobs or more probe for the job they spend most time doing
- If does not know month, take best estimate
- Enter month and year

ASK ALL IN EMPLOYMENT

Q13 What is your job title?

Enter job title (type in)

ASK ALL IN EMPLOYMENT

Q15 Is this job...

READ OUT AND CODE ONE ONLY

- A permanent contract (one more than a year) – 1
- A temporary or casual contract with the employer (less than a year) – 2
- A temporary job via an employment agency – 3
- Self employed – 4
- Other (specify) – 5
- Don't know – 6

IF CODES 2 OR 3 ASK

Q15B Was temporary employment your first choice?

- Yes – 1
- No – 2
- Don't know
- Refused

ASK ALL IN EMPLOYMENT

Q17 How satisfied are you with your job, all things considered?

READ OUT AND CODE ONE ONLY

- Extremely satisfied – 1
- Very satisfied – 2
- Fairly satisfied – 3
- Neither satisfied nor dissatisfied – 4
- Fairly dissatisfied – 5
- Very dissatisfied – 6
- Extremely dissatisfied – 7
- Don't know – 8

ASK ALL IN EMPLOYMENT

Q18 The following statements are taken from what people have said about their jobs. Can you tell me whether you agree strongly, agree slightly, neither agree nor disagree, disagree slightly or disagree strongly with each one.

READ OUT AND CODE LEVEL OF AGREEMENT.

- I enjoy the challenges that I face in my job
- This type of work is a stepping stone until
- I find something more suitable for me
- This type of role is new to me
- The level of responsibility is higher than I am used to
- This job is the start of a career for me in this type of work
- I am more prepared to take on new tasks than I was two years ago

ASK ALL IN EMPLOYMENT

Q18a Would you say that any of the following actually happened as a result of you doing the (FE COURSE)?

READ OUT AND CODE ALL THAT APPLY
Multicoded

- Got a new job – 1
- Changed to a different type of work – 2
- Learned new skills for my job – 3
- Was able to do my job better – 4
- Stayed in my job, which I might have lost without this course – 5
- Earned more money – 6
- Got a promotion – 7
- Got more satisfaction out of my work – 8
- Set up my own/family business – 9
- Was able to deal with the work problems related to my health/disability – 10
- Improved my confidence in at least one aspect of the job – 11
- None of the above – 12

Q18b Are any of the skills that you are using in your current jobs ones that you gained from (Name of FE course)?

- Yes
- No
- Don't know

IF YES AT 18B

Q18c What skills are they?

Section C: Other employment history since course

IF NOT IN EMPLOYMENT CURRENTLY

Q19 Have you worked at any point since the course ended? (that is, full or part time). Please include permanent and temporary contracts and self employment.

IF EMPLOYED CURRENTLY

Q19 Ignoring the job that you have just told us about, have you had other jobs since the course ended that is, full or part time? Please include permanent and temporary contracts and self employment.

- Yes – 1 Go to Q20
- No – 2 Go to Section D

NEXT WORK EVENT
IF NOT IN EMPLOYMENT CURRENTLY

Q20 Please think about your most recent job?

IF IN EMPLOYMENT CURRENTLY

Q20 Ignoring the job that you have just told us about. Please think about your job previous to that – the one just before (Job title from Q13)

- When did this job start?
  ENTER MONTH AND YEAR
- When did this job end?
  ENTER MONTH AND YEAR

Q20X Can I just check, are (were) you working as an employee or were you self-employed?

- Employee – 1
- Self employed – 2
- Don't know – 3

NEXT WORK EVENT

Q21 What was the main reason why this job came to an end?

PROMPT TO PRECODE AND CODE ONE ONLY

Work/contract related
- Temporary/seasonal/casual job/contract came to an end – 1
- Dismissed – 2
- Made redundant/laid off – 3
- Took voluntary redundancy – 5
- Retirement – 6
- Company went out of business – 7

Resignation/decided to leave
- Resigned/decided to leave – another job to go to – 8
- Resigned/decided to leave – no job to go to – 9

Education
- Left to continue education – 10

Personal/health reasons
- Left to have a baby – 11
- Gave up work for family or personal reasons – 12
- Gave up work for health or disability reasons – 13
- Other (specify) – 14
- Refused – 15

NEXT WORK EVENT

Q23 What was your job title?

- Enter job title (type in)

NEXT WORK EVENT

Q25 Ignoring the jobs that you have just told us about. Please think about your next most recent job?

- When did this job start?
  ENTER MONTH AND YEAR
- When did this job end?
  ENTER MONTH AND YEAR

Q20X Can I just check, are (were) you working as an employee or were you self-employed?

- Employee – 1
- Self employed – 2
- Don't know – 3

NEXT WORK EVENT

Q26 What was the main reason why this job came to an end?

PROMPT TO PRECODE AND CODE ONE ONLY

Work/contract related
- Temporary/seasonal/casual job/contract came to an end – 1
- Dismissed – 2
- Made redundant/laid off – 3
- Took voluntary redundancy – 5
- Retirement – 6
- Company went out of business – 7

Resignation/decided to leave
- Resigned/decided to leave – another job to go to – 8
- Resigned/decided to leave – no job to go to – 9

Education
- Left to continue education – 10

Personal/health reasons
- Left to have a baby – 11
- Gave up work for family or personal reasons – 12
- Gave up work for health or disability reasons – 13
- Other (specify) – 14
- Refused – 15

NEXT WORK EVENT

Q28 What is your job title?

- Enter job title (type in)

CATI: REPEAT THE LOOP UNTIL RESPONDENT ANSWERS NO TO MORE WORK EVENTS

Section D: Learning history post course

I want to now talk to you about any learning you have done since you finished your (Name of FE Course) course. By learning we mean taught courses, studying, other tuition or lessons you might have done. Please include continuous training for work that takes place off the job, for example, apprenticeships.

Q31 Have you started any education or training since you completed/left your (Name of FE course)? IF NECESSARY: this does not include training as part of a job

- Yes – 1 Go to Q32
- No – 2 Go to Q43

ASK IF CURRENTLY LEARNING (YES AT Q31)

Q32 Please think about your most recent or your current learning experience. Are you still undertaking this learning.

CODE ONE ONLY

- Yes – 1
- No – 2

CATI: IF YES USE THE WORDING FOR THE NEXT SECTION APPROPRIATELY

IF CURRENTLY LEARNING (YES AT Q32)

Q33 What qualification, if any, are you undertaking?

CODE ALL THAT APPLY
IF NOT CURRENTLY LEARNING (NO AT Q32)

Q33 What qualification, if any, have you undertaken?

CODE ALL THAT APPLY

USE CODE NO QUALIFICATION IF APPROPRIATE

- Degree level qualification including foundation degrees, graduate membership of a professional institute, PGCE, or higher – 1
- Diploma in higher education – 2
- HNC/HND – 3
- ONC/OND EUROSTAT – 4
- BTEC/BEC/TEC/EdExcel – 5
- Teaching qualification (excluding PGCE) – 6
- Nursing or other medical qualification not yet mentioned – 7
- Other higher education qualification below degree level – 8
- A-level/Vocational A-level or equivalent – 9
- Welsh Baccalaureate – 10
- International Baccalaureate – 11
- NVQ – 12
- GNVQ – 13
- AS-level/Vocational AS level or equivalent – 14
- Access to HE – 15
- GCSE/Vocational GCSE – 16
- City & Guilds – 17
- Key Skills – 18
- Basic Skills – 19
- Entry Level Qualification/Certificate – 20
- Any other professional/vocational/ foreign qualifications – 21
- No qualification – 22
- Don't Know
- Other

CATI: IF RESPONDENT SAYS NO QUALIFICATION FORCE TEXT IN NEXT QUESTIONS TO SAY 'THIS COURSE' FOR OTHERS FORCE IN THE QUALIFICATION NAME

All those highlighted in BLUE proceed to next question otherwise go to Q35

IF CODES 5, 10, 11, 12, 13, 16, 17, 19, 21 FOR EACH RESPONSE IF CURRENTLY LEARNING (YES AT Q32)

Q34 What level are you studying?

CODE ONE ONLY IF NOT CURRENTLY LEARNING (NO AT Q32)

Q34 What level were you studying?

CODE ONE ONLY

- Level 1 – 1
- Level 2 – 2
- Level 3 – 3
- Level 4 – 4
- Level 5 – 5
- Foundation – 6
- Intermediate – 7
- Advanced – 8
- Other (specify) – 9

ASK ALL

Q35 What subjects are/were you studying?

DO NOT READ OUT. CODE ALL THAT APPLY

- Agriculture, horticulture and animal care – 1
- Arts and media – 2
- Basic skills/foundation – 3
- Business, administration, and law – 4
- Construction – 5
- Education and training occupations – 6
- Engineering and manufacturing – 7
- Health, social and child care – 8
- Hospitality and catering – 9
- Humanities and social sciences – 10
- Information and communication technology (ICT) – 11
- Languages: english – 12
- Languages: other – 13
- Languages: welsh – 14
- Leisure, travel and tourism (incl sport) – 15
- Literacy – 16
- Management – 17
- Numeracy – 18
- Retailing/distribution/customer services (including hairdressing) – 19
- Science and mathematics – 20
- Transportation – 21
- Key skills – 22
- Other (specify) – 23

ASK if currently learning (YES AT Q32)

Q35B When did this course start?

- Enter month and year

ASK if not currently learning (NO AT Q32)

Q35C When did this course end?

- Enter month and year

ASK ALL

Q36 Can you tell me the reasons you chose to do (Course at Q33 or 'this course' if no qualifications studied for)

DO NOT READ OUT. PROMPT TO PRECODE. CODE ALL THAT APPLY

- Interested in the subject – 1
- To learn skills for current/previous job – 2
- To learn skills for job I (may) want to do in the future – 3
- To get a qualification – 4
- To develop reading, writing and/or maths skills – 5
- To develop I.T. skills – 6
- To improve self-confidence – 7
- To keep my mind/body active – 8
- To make new friend/meet new people – 9
- To complement other learning – 10
- As a stepping stone to further education, training or learning – 11
- To help with my health problems or disability – 12
- Other (specify) – 13
- Don't know/can't remember – 14

ASK ALL

Q37 Is/was the (Course at Q33 or 'this course' if no qualifications studied for) full time or part time?

(CATI logic check – cannot be in F/T employment and F/T learning)

- Full-time – 1
- Part-time (more than 3 hours per week) – 2
- Part-time (less than 3 hours per week) – 3

RESPONDENTS NOT CURRENTLY LEARNING (NO AT Q32 – Go to Q40)
CURRENT LEARNER (YES AT Q32)

Q38 How likely is it that you will complete this course?

Interviewer: (if necessary) by 'completed' – we are referring to attending most or all of the course and staying on the course until it ended

- Very likely – Go to Q42
- Quite likely – Go to Q42
- Not very likely – Go to Q39
- Not at all likely – Go to Q39
- Don't know – Go to Q42

IF EARLY LEAVER (CODES 3 OR 4 AT Q38)

Q39 Why you are planning to leave the course before it is finished?

Type in, probe fully

- Don't Know
- Ref

IF NOT CURRENTLY LEARNING (NO AT Q32)

Q40 Did you complete (Course at Q33 or 'this course' if no qualifications studied for) or did you leave before it had finished?

Interviewer: by 'completed' – we are referring to attending most or all of the course and staying on the course until it ended

- Completed the course – 1 Go to 42
- Left course before finished – 2 Go to 41

IF EARLY LEAVER AT Q40

Q41 Can you tell me why you left the course before it is finished?

Type in, probe fully

- Don't Know
- Ref

ASK ALL

Q42 Apart from the learning that you have just told us about, have you had other experiences of learning since the course ended. By learning we mean taught courses, studying, other tuition or lessons you might have done. Please include continuous training for work that takes place off the job, for example, apprenticeships.

- Yes – 1 Go to Q32
- No – 2 Go to section D

CATI: REPEAT THE LOOP UNTIL RESPONDENT ANSWERS NO TO MORE LEARNING EVENTS

Section D: General questions

ASK ALL

Q43 How important are the following in motivating you to study/learn?

Please say whether each element has been very important, quite important, not very important or not at all important or not applicable.

- Access to technology
- Quality of technology
- Costs of the course such as course fees, materials and travel
- Ability to combine learning with work
- Ability to combine learning with home life
- Family support
- Teacher/trainer support
- Desire for self improvement
- The amount of time I can personally commit to learning

- Employment/career opportunities linked with the learning
- Personal development
- Obtaining a qualification
- Very important – 1
- Quite important – 2
- Not very important – 3
- Not at all important – 4
- Don't know

FOR ALL CODE 1s MENTIONED AT Q44 – OTHERS Go to Q46

Q44 You said that (Code at Q43) was very important in motivating you to learn. Why is this?

Probe fully

ASK ALL

Q45 How likely will you be to undertake further learning in the next three years?

- Very likely – 1
- Quite likely – 2
- Not very likely – 3
- Not at all likely – 4
- Don't know – X

Q46 If you did undertake any further learning what would you most likely to do?

Type in qualification and subject
Type in upto one response

- Nothing
- Don't know
- Ref

ASK ALL

Q47 The National Council ELWa will be doing further research about post-16 education in the year. Would you be interested in helping them again? This means we will need to pass your name and contact details to the National Council ELWa but we will not attach any of the data you have given in this survey.

- Yes – 1
- No – 2
- Don't know – Y

On behalf of National Council ELWa and NOPWorld we would like to thank you for your time and help.

APPENDIX 3

Sample Report

Total sample supplied	1470
Unattempted	0
Complete	541
Hard call back	187
Soft call back	107
Busy/No answer	77
Welsh Survey	5
Screening Failures	8
Unavailable in f/w	3
No Eligible Respondent	48
Refusal	69
Moved	3
Bus/Res Number	3
Quit	8
Others/Cannot Continue	27
Times tried	30