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| **NATIONAL LEARNER SATISFACTION SURVEY (NLSS) 2007** | |
| **Technical report** | |
| **Research Study Conducted for**  **Learning and Skills Council** | |
|  | |
| **August 2008** | |
|  | |

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# **1 Introduction**

This report presents the technical details and core methodology of the National Learner Satisfaction Survey (NLSS) 2007 which was conducted by Ipsos MORI Social Research Institute on behalf of the Learning and Skills Council (LSC). The NLSS is a large tracking survey of LSC funded learners aged 16 and over. It provides the LSC and partners with a wealth of data on learners’ satisfaction with their learning experience overtime including detailed information on key aspects of the learner journey: initial choice and information; support during learning; and benefits of participation.

This is invaluable in that it provides a facility for tracking the way learner satisfaction changes over time, looking in detail at the experiences of certain learner sub-groups e.g. course level, age, ethnicity, and disability/learning difficulties.

While the NLSS highlights broad issues, it however does not reflect specific challenges and priorities of individual colleges or providers.

There have been five national surveys since 2001 (annually between 2001-2004 and 2007). Since 2003, each survey has comprised of over 43,000 telephone interviews with learners.

The survey comprises of three waves, each dealing with a distinct set of modular questions:

* Pre-entry advice and guidance (wave 12);
* Support for learners (wave 13); and
* Impact of learning (wave 14).

A set of core questions are also covered in all three waves:

* Overall satisfaction with the learning experience;
* Overall satisfaction with the quality of teaching and management of learning; and
* Likelihood to return to learning in the future.

A number reports have been produced for NLSS 2007; a list of these reports can be found in appendix F.

The rest of this document details the technical aspects and methodological approach to NLSS 2007 and covers issues relating to:

* Sampling;
* Questionnaire design;
* Fieldwork and response rates; and
* Analysis and weighting

**2 Sampling**

The sample design for NLSS 2007 is unchanged from the 2005 survey to ensure that any observed changes are real changes and not as a result of changes in survey design. The design also ensures robust longitudinal findings for the further education system at regional and local LSC levels allowing for sub-group analysis.

## 2**.1 Sample coverage**

As in previous years, NLSS 2007 covers learners in:

* Further Education (FE) including General FE colleges, 6th form college and other/specialist colleges;
* Accredited learning delivered by Adult Learning Providers (ALP);
* Work-based Learning (WBL);
* Personal and Community Development Learning (PCDL), previously known as non-accredited Adult and Community Learning (ACL); and
* Learners undertaking learndirect courses

School sixth form learners are not included in the NLSS due to difficulties obtaining a representative sample of these learners. The option of including Train to Gain (TTG) learners however remains under discussion as does further education provided by higher education institutions.

## **2.2 Sample frame**

Learners were sampled from the LSC’s Individualised Learner Record (ILR) with the exception of PCDL learners who were sampled directly from local education authorities’ (LEAs) records due to a lack of a robust national database of these learners (see section 2.5.5).

The ILR has been used as the sampling frame for all learners apart from those undertaking PCDL since 2002/03.

It has the advantage of including names and contact details for all learners along with demographics and course data that can be used to enrich the analysis. Learners who are willing to be contacted for research purposes are also flagged on the ILR, thus avoiding the need to administer an opt-out. Only learners who have consented to be contacted are selected for inclusion in NLSS 2007.

These are learners coded a “3” – (learner has only withheld permission to be contacted about courses or learning opportunities) or “9”- (No additional restrictions on the use of this learner’s record) for the L27 variable on the ILR (L27 is the variable recording learners’ agreement to be contacted for research purposes on the ILR).

## **2.3 Sample size**

The number of achieved interviews in 2007 for each learning system is shown in Table 1. As can be seen, these numbers are in line with NLSS 2005 and, give greater prominence to the FE system. This system was over-represented in the sample design to enable more detailed analysis and provide regional and local LSC level comparison.

|  |  |  |
| --- | --- | --- |
| Table 1: Achieved Interviews by learning system | | |
| **Learning system** | **No. of interviews in 2007** | **No. of interviews in 2004/05** |
| Further Education total (of which): | 31,742 | 31,648 |
| - General FE | 29,136 | 27,568 |
| - 6th form college | 1,546 | 2,254 |
| - Other/Specialist college | 1,060 | 1,826 |
|  |  |  |
| FE delivered by Adult Learning Providers | 1,706 | 1,731 |
|  |  |  |
| Learndirect (UFI) | 907 | 903 |
|  |  |  |
| Work Based Learning | 5,580 | 5,619 |
|  |  |  |
| PCDL | 3,821 | 3,770 |
|  |  |  |
| **Total** | **43,756** | **43,671** |

## **2.4 Sample preparation**

As mentioned previously, NLSS 2007 comprised three waves of telephone fieldwork. Each wave was sampled individually using the latest freeze of the 2006/07 ILR. Prior to sample selection at each wave, the following preparatory work was undertaken on the ILR:

* Removing ineligible learners (i.e. those aged under 16 years using the variable L\_AGE); and
* Removing duplicates (using both variables L01 “provider reference” and L03 “learner reference”);
* Removing learners identified as deceased or seriously injured;
* For waves 13 and 14, flagging up the sample used during the previous waves, to ensure the same learners were not selected for subsequent waves.

For the 2004/05 survey, learners with no phone numbers were immediately removed from the sample however for the 2007 survey, number tracing of learners with incomplete or missing numbers was carried out in order to ensure that the sample was more representative.

Once this initial preparatory work was completed, analysis of the learner profile (by local LSC, age, gender, age within gender, prior attainment level, current qualification, attitudes about school, course level, course type, ethnicity, disability, and learning difficulties) was conducted for each system to inform the sample design (for example, to determine the extent of booster interviews required for each LSC).

## **2.5 Sample selection**

### **2.5.1 Learners in Further Education (FE)**

As in previous years, a minimum target of 500 interviews was set for each LSC, across the three waves, to enable some subgroup analysis by LSC. This meant over-sampling smaller local LSCs and reducing the number of interviews in larger LSCs accordingly. Corrective weighting was applied in the analysis (see section 5).

Sampling for the FE system comprises the following stages:

* Allocating a minimum of 500 interviews to each local LSC (around 167 interviews per wave). Allocating the remaining interviews proportionally among LSCs whose allocation would have exceeded 500 interviews had the entire sample been allocated proportionally.
* Within local LSCs, allocating the interviews proportionally across the three provision types (General FE college, Special/Specialist college and 6th form college). Each strata was ranked by the following variables prior to sample selection:
* College (P\_PROVIDER\_NAME);
* Gender (L13);
* Ethnicity (L12);
* Age: 16-18/19-24/25+ (L\_Age); and
* Widening participation factor (L\_UPLF67).
* Comparing the drawn sample against the ILR population profile to ensure they were broadly in line.

A sample of **54,030** FE learners was drawn for each wave. This included learners without telephone numbers or with invalid telephone number which were sent for tracing. The tracing success rate and final sample sizes for each wave are shown in the Table 2. The overall ratio of leads provided was 4.3 to 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 2: Total FE sample drawn including no/invalid telephone numbers | | | | |
|  | **Wave 12** | **Wave 13** | **Wave 14** | **Total** |
| Leads sent for tracing | 11,432 | 10,718 | 11,100 | 33,250 |
| Leads successfully traced | 2,729 | 2,306 | 2,274 | 7,309 |
| Matching rate | 24% | 22% | 20% | 22% |
| **Final sample size** | **44,699** | **45,443** | **45,980** | **136,122** |

### **2.5.2 Learndirect (UFI)**

A target of 900 interviews (300 interviews in each wave) was allocated for learndirect. A random sample of learndirect learners was drawn from the ILR. Prior to selection, the sample was ordered by the following variables:

* Learner postcodes (L22);
* Gender (L13);
* Ethnicity (L12);
* Age: 16-18/19-24/25+ (L\_Age); and
* Widening participation factor (L\_UPLF67).

A sample of **2,600** learners was drawn for each wave. Again, this included learners without telephone numbers or with invalid telephone numbers which were sent for telephone tracing. Table 3 below summarises the learndirect sample drawn and issued at each wave. As can be seen, the success rate for telephone tracing is significantly lower compared with the FE sample. The overall ratio of leads provided was 5 to 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 3: Total Learndirect sample drawn including no/invalid telephone numbers | | | | |
|  | **Wave 12** | **Wave 13** | **Wave 14** | **Total** |
| Leads sent for tracing | 1,341 | 1,334 | 1,337 | 4,012 |
| Leads successfully traced | 157 | 212 | 192 | 561 |
| Matching rate | 12% | 16% | 14% | 14% |
| **Final sample size** | **1,434** | **1,477** | **1,455** | **4,366** |

### **2.5.3 Work Based Learning (WBL)**

A target of 5,619 interviews (1,873 per wave) was set for WBL learners. The sample was stratified by local LSC and ranked by age prior to drawing a representative sample. For each wave, **9,500** learners were drawn including learners without/with invalid telephone numbers. Table 4 below summarises the WBL sample drawn and issued at each wave. The overall ratio of leads provided was 4 to 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| table 4: Total WBL sample drawn including no/invalid telephone numbers | | | | |
|  | **Wave 12** | **Wave 13** | **Wave 14** | **Total** |
| Leads sent for tracing | 1,328 | 1,355 | 1,548 | 4,231 |
| Leads successfully traced | 188 | 235 | 286 | 709 |
| Matching rate | 14% | 17% | 18% | 17% |
| **Final sample size** | **8,360** | **8,380** | **8,238** | **24,978** |

### **2.5.4 FE delivered by Adult Learning Providers (ALPs)**

A target of 1,730 interviews (577 per wave) was set for FE learners studying at adult learning providers. The sample was stratified by LSC and ranked by age prior to drawing a representative sample.

For each wave, **2,016** learners were drawn. Again, learners with/without a valid telephone number were sent for telephone tracing. Table 5 below summarises the FE delivered by adult learning provider sample drawn and issued at each wave. The overall ratio of leads provided was 2.5 to 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5: Total ALP sample drawn including no/invalid telephone numbers | | | | |
|  | **Wave 12** | **Wave 13** | **Wave 14** | **Total** |
| Leads sent for tracing | 707 | 850 | 715 | 2,272 |
| Leads successfully traced | 178 | 229 | 164 | 571 |
| Matching rate | 25% | 27% | 23% | 25% |
| **Final sample size** | **1,487** | **1,395** | **1,460** | **4,342** |

### 

### **2.5.5 Personal and Community Development Learning (PCDL)**

In previous NLSS, PCDL (previously known as non-accredited ACL) learners were sampled directly from Local Education Authority (LEA) and college returns. This sample could not be taken from the ILR because providers are not required to send through this data as part of their submissions. In the continued absence of a centralised sample frame, this approach was also adopted for NLSS 2007.

A total of 4 LEAs were selected within each LSC region (54 in total) on the assumption that at least 2 LEAs would take part. LEAs were selected according to size (ensuring a mixture of small, medium and large LEAs) and where possible excluding LEAs that had submitted returns in the immediate previous survey. Selected LEAs were sent a letter asking for their help in compiling a sampling frame of PCDL learners within their area (a copy of the letter and sampling instructions is appended as annex E). The LEAs were asked to either provide a list of colleges who run non-accredited courses or, if they had the lists available, provide a list of learners attending non-accredited courses within the LEA.

A total of 22 LEAs provided contact details for 79,673 learners. The PCDL sample was stratified by region and a random sample of 22,665 learners were selected. Of the leads selected, 4,830 did not have a phone number and these were sent for telephone tracing. A total of 1,620 leads were successfully traced (33%) giving a total of 9,760 leads for wave 13, and 9,718 leads for wave 14. The target number of interviews per wave was 1,890 (ie. a ratio of 5 to 1). A quota of 210 interviews per wave was set for each region..

All learners who were selected were sent an opt-out letter – a copy of this letter is appended as annex E. The letter explained the survey and gave the learner the opportunity to opt out of the survey by phoning a Freefone number. This process was carried out to ensure all parties were meeting their obligations under the Data Protection Act. Opt out rates were less than 2% among this group of learners (371 learners opted out).

# **3 Questionnaire content**

The questionnaire consisted of a set of core questions that were asked on all three waves of the survey. The core questions covered the following areas:

* Overall satisfaction with the learning experience;
* Overall satisfaction with the quality of teaching and management of learning; and
* Likelihood to return to learning in the future.

In addition, each wave of interviews included a set of modular questions:

* Pre-entry advice and guidance (wave 12);
* Support for learners (wave 13); and
* Impact of learning (wave 14).

As in 2004/05, PCDL learners were not asked the pre-entry advice and guidance set of modular questions (they were only interviewed at waves 13 and 14). This is because the time required for sample construction meant that it was not possible to include this group in Wave 12. In addition as in 2004/05, there were alternate versions of some core and modular questions to make them more relevant and suitable to learndirect learners.

Overall, the questions remain largely unchanged to enable comparison with previous years. The most significant change is the addition of a set of questions around involvement with the learner and learner support – for example, the support provided to learners and ‘the extent to which providers consult and respond to learners’ views). These additions meant that the average interview length was slightly longer than in 2005 (16 minutes compared with 13 minutes).

.**4. Fieldwork & response rates**

**4.1 Fieldwork**

### **4.1.1 Methodology**

As in previous years, NLSS 2007 was conducted by telephone using Computer Assisted Telephone Interviewing (CATI). This is a system whereby interviewers see the questionnaire on a computer screen and the next applicable question is routed for them on the basis of learners’ responses. This is by far the most cost effective and efficient way of collecting reliable data, given the sample size and geographical distribution. It achieves high response rates and allows interviewers to probe open responses more fully and gain quality responses.

In order to make the survey as inclusive as possible, learners who were unable to take part by telephone were given the opportunity to be interviewed with a proxy or a support person. These were learners most likely to have learning difficulties or disabilities or learners with hearing or speech impairments. The interview could take place over the phone or face-to-face in their home. A total of 48 learners were interviewed face-to-face. Depending on the needs of the learners, the proxy or support person would:

* Give learner the confidence to answer the questions themselves (for learners with learning difficulties); and/or
* Act as a translator between the interviewer and the learner (e.g. using British Sign Language), possibly also simplifying or rewording some questions, as necessary.

In addition, in 2007 for the first time, learners who were unable to take part because English was not their first language were offered the opportunity to be interviewed in their mother tongue. They were offered the option of either doing the interview in English over the phone, with a proxy (who translates the questionnaire for the respondent at their end) or conducting the interview over the phone, at an agreed time, with an interviewer who can speak the requested language. The languages most requested were Urdu (67 leads), Somali (41), Turkish (27), Polish (36), Arabic (29), Punjabi (26), French (23), Spanish (22), Cantonese (18), Mandarin (16) and Gujarati (16). These language requirements were met and a total of 167 interviews in these (and other less common) foreign languages was achieved.

The data from these interviews were combined with the main telephone data.

### **4.1.2 Interviewer briefing**

All interviewers working on the telephone survey received a full face-to-face briefing from members of the Ipsos MORI and LSC project team covering the following areas:

* Introduction to the project and an outline of the survey objectives;
* Discussion of the nature of the survey audience and implications for fieldwork;
* Procedures for response rate maximisation;
* The questionnaire and guidance regarding any particular terminologies used; and
* Practice interviews, exploring potentially difficult questions.

### **4.1.3 Fieldwork timing**

Fieldwork takes place three times a year, across 3 waves. This is due to the NLSS trying to capture learner perception from three different aspects of the learner journey (i.e. beginning, middle and end). In addition the waves are carried out at about the same time of the year (or as close as possible) so as to ensure comparability over time. In 2007 it was carried out as follows:

* Wave 12: from 19 February to 2 April 2007
* Wave 13: from 3 April to 23 May 2007
* Wave 14: from 24 May to 17 July 2007

### **4.1.4 Telephone interviewing**

The telephone fieldwork was undertaken by Ipsos MORI Telephone which is a member of the Interviewer Quality Control Scheme (IQCS). Members of this scheme are required to follow strict quality control procedures, and are inspected each year to ensure the standards are being met and maintained. Ten per cent of all completed interviews are monitored as standard. This is in excess of the five per cent target set by IQCS guidelines.

### **4.1.5 Face-to-face fieldwork**

The face-to-face fieldwork was undertaken by Ipsos MORI Field & Tab. Field & Tab has a field-force of around 1,500 interviewers, all of whom are trained to standards that surpass minimum industry quality requirements. Field & Tab is a member of IQCS and they are also MRQSA quality accredited.

## **4.2 Response rates**

The response rate based on the all contacted and eligible leads with an outcome varies between is at 76% for FE, 77% for WBL, and 72% for FE delivered by ALP. These compare favourably with the response rates achieved in the previous year of NLSS. For learndirect and PCDL systems this ratio is slightly lower, at 60%, which is lower than in the last NLSS. Full response rate data is shown in Appendix D.

## **4.3 Coding**

The open-ended question Q34 and all ‘other, please specify’ answers representing more than 10 per cent of the responses were coded. To code them, a codeframe was derived for each question, based on the most common themes.

# **5 Data weighting**

## **5.1 Weighting**

For the FE system, design weights were applied to redress the disproportionate sampling by local LSC and the potential under-recording of part-time courses on the ILR at the point at which the samples were drawn (see 5.2 below). Thus the FE sample was weighted by full-/part-time within LSC.

Data for WBL and FE delivered by adult learning providers were also weighted by LSC to correct for differential response rates.

The weights applied were based on the October 2007 release of the ILR for 2006/07 – see Appendix B. This was the latest release for the **academic year at that time.**

## **5.2 Note on achieved sample profile**

It is a requirement that all course providers submit ILRs for their learners. While some providers/courses are able to submit learner details early in the academic year, others are unable to submit their learner records until much later in the academic year. It has become apparent that the profile of learner records submitted changes over the course of the academic year. The records of those on full-time courses (who tend to be dominated by the youngest learners aged 16-18, on A’ level type courses) are likely to be submitted in the autumn term.

Those learners on shorter, part-time courses (whose profile is older in nature) tend to have their records submitted throughout the course of the academic year. This means those learners whose provider has not yet submitted their records will not be included in the ILR when the sampling is carried out and therefore are not represented in the final achieved sample.

This means that the survey data potentially over-represents learners aged 16-18 years and those on full-time courses and correspondingly under-represent older learners and those on part-time courses. For this reason, the FE sample is also weighted on course type (ie. full-/part-time).

Sampling for the NLSS was conducted as close to fieldwork as possible using the latest freeze of the ILR 2006/07. As shown in Table 6 below, when the sampling is done, the ILR is by no means a complete database of learners for the academic year. When the sampling for Wave 12 was done, the sample was taken from a database of 1,595,015 records which amount to 47% of the final ILR for 2006/07.

|  |  |  |
| --- | --- | --- |
| Table 6: 2006/07 ILR freeze used for each wave as a proportion of final 2006/07 ILR | | |
|  | No. of learner records | % of final 2006/07 ILR |
| Wave 12 Freeze as used for sampling (coded 3 or 9, excluding those aged under 16) | 1,596,015 | 47% |
| Wave 13 Freeze as used for sampling (coded 3 or 9, excluding those aged under 16) | 1,631,989 | 48% |
| Wave 14 Freeze as used for sampling (coded 3 or 9, excluding those aged under 16) | 1,633,889 | 49% |

## **5.3 Confidence limits**

The following grid (Table 8) provides a useful rule of thumb when judging the statistical significance of the figures contained in tables and highlights reports (particularly those for some of the detailed sub groups):

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table 7: 95% confidence intervals for different expected proportions and sample sizes | | | | | | | | | | | | | | | |
|  |  |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | Expected proportion | | | | | | | | | | | | | | |
| Sample size | 50% or 50% | | | | 40% or 60% | | | | 30% or 70% | | | | 20% or 80% | | |
|  |
| 100 | +/- | | 9.8% | | +/- | | 9.6% | | +/- | | 9.0% | | +/- | | 7.8% |
| 200 | +/- | | 6.9% | | +/- | | 6.8% | | +/- | | 6.4% | | +/- | | 5.5% |
| 300 | +/- | | 5.7% | | +/- | | 5.5% | | +/- | | 5.2% | | +/- | | 4.5% |
| 400 | +/- | | 4.9% | | +/- | | 4.8% | | +/- | | 4.5% | | +/- | | 3.9% |
| 500 | +/- | | 4.4% | | +/- | | 4.3% | | +/- | | 4.0% | | +/- | | 3.5% |
| 600 | +/- | | 4.0% | | +/- | | 3.9% | | +/- | | 3.7% | | +/- | | 3.2% |
| 700 | +/- | | 3.7% | | +/- | | 3.6% | | +/- | | 3.4% | | +/- | | 3.0% |
| 800 | +/- | | 3.5% | | +/- | | 3.4% | | +/- | | 3.2% | | +/- | | 2.8% |
| 900 | +/- | | 3.3% | | +/- | | 3.2% | | +/- | | 3.0% | | +/- | | 2.6% |
| 1,000 | +/- | | 3.1% | | +/- | | 3.0% | | +/- | | 2.8% | | +/- | | 2.5% |
| 1,500 | +/- | | 2.5% | | +/- | | 2.5% | | +/- | | 2.3% | | +/- | | 2.0% |
| 2,000 | +/- | | 2.2% | | +/- | | 2.1% | | +/- | | 2.0% | | +/- | | 1.8% |
| 2,500 | +/- | | 2.0% | | +/- | | 1.9% | | +/- | | 1.8% | | +/- | | 1.6% |

Note this assumes the responses are from a completely unclustered random sample.

Appendix C shows the effect of weighting on the effective sample sizes. The effective sample size should be used for the calculation of confidence limits on all weighted data, i.e. on samples from the FE system, FE delivered by Adult Learning Providers, and WBL. No weighting was applied to the Leardirect (UFI) and PCDL data.

**Appendices**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LSC | **General FE College incl Tertiary** | **Special(ist) FE** | **6th form college** | **Total FE** |
| Derbyshire | 185 | 0 | 0 | **185** |
| Nottinghamshire | 215 | 0 | 11 | **226** |
| Lincolnshire & Rutland | 167 | 0 | 0 | **167** |
| Leicestershire | 141 | 5 | 21 | **167** |
| Northamptonshire | 167 | 0 | 0 | **167** |
| Norfolk | 132 | 15 | 20 | **167** |
| Cambridgeshire | 139 | 0 | 28 | **167** |
| Suffolk | 131 | 36 | 0 | **167** |
| Bedfordshire & Luton | 167 | 0 | 0 | **167** |
| Hertfordshire | 167 | 0 | 0 | **167** |
| Essex | 191 | 0 | 28 | **219** |
| London - North | 211 | 16 | 16 | **243** |
| London - West | 275 | 0 | 4 | **279** |
| London - Central | 199 | 106 | 9 | **314** |
| London - East | 367 | 0 | 35 | **402** |
| London - South | 226 | 2 | 0 | **228** |
| Northumberland | 167 | 0 | 0 | **167** |
| Tyne And Wear | 223 | 0 | 0 | **223** |
| County Durham | 167 | 0 | 0 | **167** |
| Tees Valley | 141 | 3 | 50 | **194** |
| Cumbria | 149 | 0 | 18 | **167** |
| Lancashire | 347 | 0 | 15 | **362** |
| Greater Merseyside | 231 | 0 | 48 | **279** |
| Greater Manchester | 488 | 0 | 84 | **572** |
| Cheshire & Warrington | 159 | 12 | 12 | **183** |
| Milton Keynes, Oxfordshire & Bucks | 202 | 7 | 0 | **209** |
| Berkshire | 194 | 7 | 0 | **201** |
| Hampshire & Isle Of Wight | 261 | 7 | 187 | **455** |
| Surrey | 119 | 0 | 72 | **191** |
| Sussex | 211 | 12 | 28 | **251** |
| Kent& Medway | 193 | 4 | 0 | **197** |
| Devon & Cornwall | 236 | 7 | 0 | **243** |
| Somerset | 141 | 0 | 25 | **166** |
| Bournemouth, Dorset & Poole | 140 | 26 | 0 | **166** |
| West of England | 226 | 0 | 6 | **232** |
| Wiltshire & Swindon | 167 | 0 | 0 | **167** |
| Gloucestershire | 159 | 7 | 0 | **166** |
| Shropshire | 130 | 0 | 37 | **167** |
| Staffordshire | 180 | 5 | 13 | **198** |
| The Black Country | 197 | 0 | 11 | **208** |
| Birmingham & Solihull | 265 | 1 | 9 | **275** |
| Herefordshire & Worcestershire | 119 | 26 | 22 | **167** |
| Coventry & Warwickshire | 176 | 0 | 0 | **176** |
| North Yorkshire | 142 | 13 | 12 | **167** |
| West Yorkshire | 342 | 9 | 23 | **374** |
| South Yorkshire | 235 | 0 | 25 | **260** |
| Humberside | 134 | 19 | 14 | **167** |
|  | **9,321** | **345** | **883** | **10,549** |

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# APPENDIX B: Weights per local LSC for FE, FE by ALP, and WBL systems

Note: Based on final figures provided by LSC, October 2007.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FE system** | | | **Weights** | | | | |
| FE General Full-Time Full-Year (variable L\_MODE\_A) | FE\_general Not full time full year (variable L\_MODE\_A) | | 6th form/ specialist | |
|  | Derbyshire | | 0.406 | 1.294 | | 0.1382 | |
| Nottinghamshire | | 0.527 | 1.673 | | 0.1857 | |
| Lincolnshire & Rutland | | 0.313 | 0.839 | | 0.0837 | |
| Leicestershire | | 0.375 | 1.268 | | 0.3479 | |
| Northamptonshire | | 0.254 | 0.779 | | 0.1644 | |
| Norfolk | | 0.285 | 0.520 | | 0.3000 | |
| Cambridgeshire | | 0.245 | 0.654 | | 0.2558 | |
| Suffolk | | 0.281 | 0.465 | | 0.2719 | |
| Bedfordshire & Luton | | 0.286 | 0.771 | | 0.1202 | |
| Hertfordshire | | 0.366 | 1.132 | | 0.1278 | |
| Essex | | 0.571 | 0.991 | | 0.4629 | |
| London - North | | 0.619 | 1.416 | | 0.4241 | |
| London – West | | 0.872 | 1.634 | | 0.2619 | |
| London - Central | | 0.792 | 1.728 | | 1.0049 | |
| London – East | | 1.132 | 2.321 | | 0.6796 | |
| London – South | | 0.563 | 1.110 | | 0.2991 | |
| Northumberland | | 0.102 | 0.497 | | 0.0169 | |
| Tyne & Wear | | 0.628 | 1.568 | | 0.0766 | |
| County Durham | | 0.246 | 0.945 | | 0.0640 | |
| Tees Valley | | 0.320 | 0.921 | | 0.3164 | |
| Cumbria | | 0.144 | 0.487 | | 0.1038 | |
| Lancashire | | 0.884 | 2.252 | | 0.4436 | |
| Greater Merseyside | | 0.780 | 1.908 | | 0.4124 | |
| Greater Manchester | | 1.289 | 2.903 | | 1.2953 | |
| Cheshire & Warrington | | 0.347 | 1.267 | | 0.2981 | |
| Milton Keynes, Oxfordshire & Bucks | | 0.492 | 1.175 | | 0.1165 | |
| Berkshire | | 0.286 | 0.940 | | 0.1388 | |
| Hampshire & Isle Of Wight | | 0.716 | 2.158 | | 1.5900 | |
| Surrey | | 0.283 | 0.859 | | 0.4532 | |
| Sussex | | 0.681 | 1.435 | | 0.5579 | |
| Kent & Medway | | 0.629 | 1.207 | | 0.0761 | |
| Devon & Cornwall | | 0.625 | 1.659 | | 0.2460 | |
| Somerset | | 0.284 | 0.764 | | 0.0926 | |
| Bournemouth, Dorset & Poole | | 0.252 | 0.655 | | 0.1655 | |
| West of England | | 0.460 | 1.701 | | 0.1246 | |
| Wiltshire & Swindon | | 0.333 | 0.962 | | 0.0671 | |
| Gloucestershire | | 0.219 | 1.003 | | 0.1103 | |
| Shropshire | | 0.178 | 0.799 | | 0.2157 | |
| Staffordshire | | 0.522 | 1.764 | | 0.1813 | |
| The Black Country | | 0.613 | 1.794 | | 0.1427 | |
| Birmingham & Solihull | | 0.787 | 1.979 | | 0.2802 | |
| Herefordshire & Worcestershire | | 0.291 | 1.179 | | 0.3409 | |
| Coventry & Warwickshire | | 0.399 | 1.407 | | 0.0693 | |
| North Yorkshire | | 0.237 | 0.754 | | 0.2727 | |
| West Yorkshire | | 0.892 | 3.365 | | 0.5610 | |
| South Yorkshire | | 0.633 | 1.825 | | 0.5158 | |
| Humberside | | 0.443 | 1.470 | | 0.4443 | |
| **Total** | **22.884** | **62.198** | | **14.918** | |
|  |  |  | |  | |
|  |  |  | |  | |
|  |  |  | |  | |
| **FE by ALP system** | | | | | | **Weights** | |
| **Derbyshire** | | | | | | 4.7 | |
| **Nottinghamshire** | | | | | | 0.6 | |
| **Lincolnshire and Rutland** | | | | | | 0.6 | |
| **Leicestershire** | | | | | | 3.3 | |
| **Northamptonshire** | | | | | | 0.3 | |
| **Norfolk** | | | | | | 3.6 | |
| **Cambridgeshire** | | | | | | 1.3 | |
| **Suffolk** | | | | | | 1.5 | |
| **Bedfordshire and Luton** | | | | | | 1.9 | |
| **Hertfordshire** | | | | | | 0.3 | |
| **Essex** | | | | | | 6.0 | |
| **London - North** | | | | | | 2.0 | |
| **London - West** | | | | | | 3.4 | |
| **London - Central** | | | | | | 2.5 | |
| **London - East** | | | | | | 4.9 | |
| **London - South** | | | | | | 5.0 | |
| **Northumberland** | | | | | | 2.0 | |
| **Tyne And Wear** | | | | | | 4.5 | |
| **County Durham** | | | | | | 0.7 | |
| **Tees Valley** | | | | | | 1.6 | |
| **Cumbria** | | | | | | 1.9 | |
| **Lancashire** | | | | | | 1.4 | |
| **Greater Merseyside** | | | | | | 1.7 | |
| **Greater Manchester** | | | | | | 4.0 | |
| **Cheshire and Warrington** | | | | | | N/A | |
| **Milton Keynes, Oxfordshire and Buckinghamshire** | | | | | | 3.0 | |
| **Berkshire** | | | | | | 0.4 | |
| **Hampshire and Isle of Wight** | | | | | | 0.3 | |
| **Surrey** | | | | | | 0.5 | |
| **Sussex** | | | | | | 1.9 | |
| **Kent and Medway** | | | | | | 4.1 | |
| **Devon and Cornwall** | | | | | | 5.6 | |
| **Somerset** | | | | | | 1.1 | |
| **Bournemouth, Dorset and Poole** | | | | | | 2.7 | |
| **West of England** | | | | | | 0.5 | |
| **Wiltshire and Swindon** | | | | | | N/A | |
| **Gloucestershire** | | | | | |
| **Shropshire** | | | | | |
| **Staffordshire** | | | | | | 0.4 | |
| **The Black Country** | | | | | | 2.7 | |
| **Birmingham and Solihull** | | | | | | 4.1 | |
| **Herefordshire and Worcestershire** | | | | | | 0.1 | |
| **Coventry and Warwickshire** | | | | | | 1.7 | |
| **North Yorkshire** | | | | | | 3.2 | |
| **West Yorkshire** | | | | | | 3.1 | |
| **South Yorkshire** | | | | | | 1.7 | |
| **Humberside** | | | | | | 3.1 | |
| **Total** | | | | | | **100.0** | |

|  |  |
| --- | --- |
| **stem** | **Weights** |
| National LSC (NCS) | 13.4 |
| Derbyshire | 1.9 |
| Nottinghamshire | 2.0 |
| Lincolnshire and Rutland | 1.0 |
| Leicestershire | 1.7 |
| Northamptonshire | 1.2 |
| Norfolk | 0.8 |
| Cambridgeshire | 0.8 |
| Suffolk | 3.3 |
| Bedfordshire and Luton | 0.4 |
| Hertfordshire | 1.0 |
| Essex | 1.6 |
| London - North | 0.5 |
| London - West | 0.6 |
| London - Central | 4.3 |
| London - East | 1.1 |
| London - South | 0.9 |
| Northumberland | 0.4 |
| Tyne And Wear | 4.5 |
| County Durham | 0.8 |
| Tees Valley | 1.3 |
| Cumbria | 1.1 |
| Lancashire | 3.4 |
| Greater Merseyside | 3.8 |
| Greater Manchester | 6.0 |
| Cheshire and Warrington | 1.6 |
| Milton Keynes, Oxfordshire and Buckinghamshire | 1.1 |
| Berkshire | 4.2 |
| Hampshire and Isle Of Wight | 2.1 |
| Surrey | 0.5 |
| Sussex | 1.2 |
| Kent and Medway | 1.3 |
| Devon and Cornwall | 4.1 |
| Somerset | 0.8 |
| Bournemouth, Dorset and Poole | 1.0 |
| West of England | 1.3 |
| Wiltshire and Swindon | 0.9 |
| Gloucestershire | 0.8 |
| Shropshire | 0.9 |
| Staffordshire | 1.5 |
| The Black Country | 1.6 |
| Birmingham and Solihull | 5.3 |
| Herefordshire and Worcestershire | 0.9 |
| Coventry and Warwickshire | 1.2 |
| North Yorkshire | 0.9 |
| West Yorkshire | 5.3 |
| South Yorkshire | 2.2 |
| Humberside | 1.2 |
| **Total** | **100.0** |

**APPENDIX C: Effective sample sizes for FE system**

The following table shows the effect of weighting on the effective sample size for the FE system. Calculations of confidence limits based on weighted data should take into account the following reductions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Unweighted sample size** | **Effective sample size** | **Weighted sample size** |
| **Gender** |  |  |  |
| Male | 13,070 | 9,397 | 12,527 |
| Female | 18,672 | 14,121 | 19,215 |
|  |  |  |  |
| **Disability** |  |  |  |
| Yes | 2,109 | 1,627 | 2,061 |
| No | 29,629 | 21,892 | 29,676 |
| Refused | 4 | 4 | 5 |
|  |  |  |  |
| **Learning difficulties** |  |  |  |
| Yes | 2,441 | 1,780 | 2,144 |
| No | 29,294 | 21,752 | 29,591 |
| Don't know | 6 | 6 | 6 |
| Refused | 1 | 1 | 1 |
|  |  |  |  |
| **Ethnicity** |  |  |  |
| Asian or Asian British | 1,977 | 1,505 | 2,030 |
| Black or Black British | 1536 | 1180 | 1,544 |
| White | 27,372 | 20,215 | 27,346 |
| Other | 835 | 605 | 794 |
| Refused | 22 | 16 | 29 |
|  |  |  |  |
| **Prior qualification level** |  |  |  |
| Entry Level or Level 1 | 2,993 | 2,260 | 2,592 |
| Level 2 | 12,240 | 8,804 | 11,208 |
| Level 3 | 6,479 | 4,627 | 6,613 |
| Level 4 or higher | 5,226 | 4,033 | 6,205 |
| Other | 267 | 233 | 276 |
| None/Nothing | 1,666 | 1,383 | 1,768 |
| Don't know | 2,824 | 2,318 | 3,029 |
| Refused | 47 | 42 | 51 |
|  |  |  |  |
| **Age** |  |  |  |
| Refused | 211 | 169 | 265 |
| 16-18 | 12,733 | 7,978 | 10,370 |
| 19-24 | 4,786 | 3,687 | 4,386 |
| 25+ | 14,012 | 11,780 | 16,722 |
|  |  |  |  |
| **Current course level** |  |  |  |
| Entry Level and Level 1 | 6,010 | 4,908 | 6,279 |
| Level 2 | 9,585 | 7,317 | 9,661 |
| Level 3 | 10,998 | 7,471 | 10,422 |
| Level 4 or above | 3,812 | 2,822 | 3,688 |
| Other | 1,087 | 864 | 1,382 |
| None/Nothing/No particular level | 18 | 17 | 22 |
| Don't know | 231 | 179 | 288 |
| Refused | 1 | 1 | 1 |

APPENDIX D: Response analysis (3 waves combined)

To allow comparisons with previous NLSS, response rates have been calculated using the same formulas:

Response rate on all eligible sample with an outcome = achieved interviews / (achieved interviews + contacted and eligible sample but no interview)

Response rate on total dialled sample (minus leads still alive) = achieved interviews / (number of leads dialled – leads still alive

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **General FE** | **6th form college** | **other/ specialist** | **TOTAL FE** | **FE delivered by ALP** | **WBL** | **UFI** | **Non-ac-credited ACL** |
| **No. of leads sampled** | **127,460** | **4,953** | **3,662** | **136,075** | **4,342** | **24,975** | **4,365** | **19,123** |
|  |  |  |  |  |  |  |  |  |
| **Number of leads dialled** | **86,326** | **4,406** | **3,203** | **93,935** | **4,075** | **18,489** | **4,274** | **12,605** |
|  |  |  |  |  |  |  |  |  |
| **Achieved interviews** | **29,136** | **1,546** | **1,060** | **31,742** | **1,706** | **5,580** | **907** | **3,821** |
|  |  |  |  |  |  |  |  |  |
| **Contacted sample/eligible but no interview** | | | |  |  |  |  |  |
| Refusal -all types | 8,592 | 328 | 283 | **9,203** | 639 | 1,648 | 571 | 2,500 |
| Interview stopped/quit | 191 | 15 | 12 | **218** | 7 | 32 | 29 | 49 |
| Wants face-to-face interview (did not go onto be achieved) | 2 | 0 | 0 | **2** | 1 | 0 | 0 | 1 |
| Resp. has language problems | 354 | 11 | 5 | **370** | 31 | 22 | 15 | 43 |
| **Total** | **9,139** | **354** | **300** | **9,793** | **678** | **1,702** | **615** | **2,593** |
|  | **General FE** | **6th form college** | **other/ specialist** | **TOTAL FE** | **FE delivered by ALP** | **WBL** | **UFI** | **Non-ac-credited ACL** |
|  |  |  |  |  |  |  |  |  |
| **Sample not eligible/out of quota** | | | |  |  |  |  |  |
| Resp. not eligible | 1,886 | 44 | 72 | 2,002 | 153 | 361 | 71 | 620 |
| Out of quota | 57 | 1 | 1 | 59 | 6 | 14 | 1 | 14 |
| Referred elsewhere | 24 | 1 | 2 | 27 | 4 | 5 | 0 | 1 |
| Duplicate | 81 | 1 | 3 | 85 | 7 | 53 | 9 | 15 |
| Other dead leads | 4,129 | 35 | 60 | 4,224 | 247 | 1080 | 48 | 833 |
| **Total** | **6,177** | **82** | **138** | **6,397** | **417** | **1,513** | **129** | **1,483** |
|  |  |  |  |  |  |  |  |  |
| **No contact** |  |  |  |  |  |  |  |  |
| Engaged | 513 | 35 | 25 | 573 | 15 | 74 | 27 | 43 |
| No reply | 20,439 | 1,397 | 877 | 22,713 | 626 | 3,157 | 1,037 | 2,306 |
| Bad numbers | 12,543 | 331 | 355 | 13,229 | 415 | 3,289 | 504 | 1,123 |
| **Total** | **33,495** | **1,763** | **1,257** | **36,515** | **1,056** | **6,520** | **1,568** | **3,472** |
|  |  |  |  |  |  |  |  |  |
| **Leads still alive** |  |  |  |  |  |  |  |  |
| Hard appointments | 602 | 64 | 44 | 710 | 30 | 109 | 67 | 96 |
| Soft appointments | 7,777 | 597 | 404 | 8778 | 188 | 3,065 | 988 | 1,140 |
| **Total** | **8,379** | **661** | **448** | **9488** | **218** | **3,174** | **1,055** | **1,236** |
|  |  |  |  |  |  |  |  |  |
| **Response rate on all eligible sample with an outcome** | **76.1%** | **81.4%** | **77.9%** | **76.4%** | **71.6%** | **76.6%** | **59.6%** | **59.6%** |
|  |  |  |  |  |  |  |  |  |
| **Response rate on total dialled sample (minus leads still alive)** | **33.8%** | **35.1%** | **33.1%** | **33.8%** | **41.9%** | **30.2%** | **21.2%** | **30.3%** |

APPENDIX E: Letter to LEAs and sample specification

29 January 2007

Dear

**National Learner Satisfaction Survey 2007: Adult Learners on non-accredited courses.**

We are writing to ask for your help with an important research study.

The LSC has commissioned Ipsos MORI to conduct the 2007 National Learner Satisfaction Survey (NLSS). This study provides core measures on learner satisfaction with LSC-funded post-16 provision. It is of key importance in helping education and training providers and the LSC to identify priority areas for raising satisfaction levels by listening to the learner voice.

Learners currently on accredited courses are already included in the 2007 survey but we need your assistance in obtaining a learner sample (name, address and telephone numbers) of adult and community learners on **non-accredited courses**. It is important that these learners are included in the survey to obtain an overall picture of the sector.

The survey will take place between March-July 2007 and will consist of a telephone interview lasting approximately 13 minutes with selected learners. Neither the LSC nor the LEA/provider will be made aware of individual responses of participants. All responses will be aggregated to produce a national picture of learner satisfaction.

**What help we require from your LEA?**

Ideally, your LEA is able to send Ipsos MORI an electronic list of all adult and community learners enrolled on non-accredited courses in 2006/07, regardless of whether they have subsequently left the course/provider. Ipsos MORI will select learners at random from this list. They will write to these learners, providing them with information about the survey and giving them the opportunity to opt-out of the survey. Annex A lists the information we require for each learner.

If your LEA does not have information on non-accredited learners, please provide us with a list of colleges within this LEA who runs non-accredited courses and Ipsos MORI will contact the colleges direct.

**Timing**

We would like to receive all samples from LEAs and colleges by the **end of February 2007**. We will write to learners in March, allowing them 2 weeks to opt-out of the survey if they wish.

Data protection

The LSC and Ipsos MORI are required to comply with the Data Protection Act. Annex A provides information on procedures to follow **before** learners’ contact details can be shared (see also: http://www.niace.org.uk/projects/skies/Briefing.htm).

We very much hope that your LEA is able to help us with this study. A short fax-back reply form is enclosed. Please would you complete and return this to indicate your interest in this study. If you are not the most relevant contact for this query, we would be grateful if you could pass on this letter to the right person within your organisation.

Please contact either Steve Spicer (steve.spicer@ipsos-mori.com, tel: 020 7347 3473) or Claire Lambert (Claire.lambert@ipsos-mori.com; tel: 020 7347 3243) at Ipsos MORI if you have any queries about this study or require further information.

Many thanks in advance for your assistance.

Yours sincerely,

**Annex: 2007 National Learner Satisfaction Survey**

**Data protection issues**

In order to comply with the Data Protection Act, learners’ details can only be shared if they have given permission for this i.e. the following statement needs to be included at the time of learners’ registration.

*Tick this box if you do not wish to be contacted by the LSC or its partners in respect of surveys and research. The LSC values your views on the education or training which you receive, and will use these to help bring about improvements for learners in England.*

Learners’ responses to this statement need to be recorded in such a way to allow filtering of responses to take place.

**How to compile a list of learners**

The LEA sends a database to Ipsos MORI containing the contact details of all the learners on **non-accredited courses** enrolled in 2006/07, regardless of whether they have subsequently left the course/provider. Preferably, the contact details should be in the form of a spreadsheet including the following fields:

* First name;
* Surname;
* House number and street name;
* Town/City;
* County;
* Postcode; and
* Telephone number.

It would be helpful if the LEA could, to the extent that you are able to:

* Delete any learners under the age of 16; and
* Delete any deceased learners.

If you know of any other issues we may need to be aware of, such as learners who would prefer to be interviewed face-to-face (for example, those with learning difficulties or disabilities) or whose family might not know they are attending a course, please inform us of this when sending the sample. All learners in the sample will receive a letter giving them the option to opt out of the survey.

Ipsos MORI will then **randomly** select a sample of learners to be included in the survey. After the survey has been undertaken, LSC/Ipsos MORI **will destroy all learners’ contact details** to comply with the Data Protection Act (providers will receive a signed confirmation this has been completed).

**Sending the file to Ipsos MORI**

You can do this by:

* E-mail if the file is less than 4MB (please zip the file): steve.spicer@ipsos-mori.com or
* Post: Steve Spicer, Ipsos MORI, MORI House, 79-81 Borough Road, London SE1 1FY. Please label the disk with the name of the LEA.
* Please password protect the file and e-mail Steve the password separately.

OPT OUT LETTER TO PCDL LEARNERS

Dear learner

**Your views on training: A major study for the Learning & Skills Council**

I am writing to ask for your help with an important study.

We have been asked by the Learning & Skills Council (LSC) to carry out a major survey of what people think about learning/training in general and their experiences of learning/training they have received. This study is important because it helps the LSC to ensure that the learning/training provided meet the needs of learners. The LSC is the organisation in England that organises and pays for a lot of education and training to improve people's skills.

We are contacting you because you have taken part in (or about to start) a training course or class. We are keen to hear about your experiences and attitudes to this training course or class, even if you have not yet started it, have already completed it or decided not to proceed with it for whatever reason.

Ipsos MORI is a **completely independent** research company. The data collected in this research will remain **strictly confidential** - no-one will be able to identify you from the research and the information provided will only be used for this project. We are a member of the Market Research Society (MRS) and, as such, strictly abide by the MRS Code of Conduct (www.mrs.org.uk).

One of our interviewers may call you in the next few weeks to invite you to take part in a short telephone interview about your experiences at a time that is convenient for you. This should only take between 10-15 minutes. I do hope that you feel able to take part in this important study.

However, if you have any questions about this research you can contact Steve Spicer at Ipsos MORI (steve.spicer@ipsos-mori.com or tel: 020 7347 3964). If you would rather not be contacted please contact Steve within the next 7 days, giving your name and the reference number on this letter, and you will be taken off the list of people that we will contact. Alternatively, you can tell the interviewer when he or she contacts you.

Thanks very much in advance for your help.

Yours sincerely,

APPENDIX F: The questionnaire

**NLSS 2006/07 (NLSS07) QUESTIONNAIRE**

**PLEASE SEE BACK PAGE FOR GLOSSARY OF TERMS**

**Sample type for filtering (take from sample)**

* **Work-based learning**
* **FE/ACL**
* **Learn Direct**

**Questionnaire filter**

* **Wave 1**
* **Wave 2**
* **Wave 3**

**CORE QUESTIONS ASKED OF ALL 3 WAVES.**

**INTRO1**

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

USE STANDARD OUTCOME CODES. SEE INSTRUCTIONS FOR THOSE WHO ARE UNABLE TO TAKE PART BECAUSE OF LANGUAGE/LEARNING DIFFICULTIES OR DISABILITY.

Yes 1 GO TO INTRO2

No - call back later 2

No - not available in fieldwork 3

No – refused 4

Other - cannot continue 5 GO TO TIPCODES

**INTRO2**

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

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

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

INTERVIEWER NOTE: If respondent has left/completed course, we still want to interview them.

IF RESPONDENT IS UNABLE TO TAKE PART DUE TO LANGUAGE DIFFICULTIES

**What language do you speak?**  DO NOT READ OUT. AIMS TO FIND OUT RESPONDENT’S NATIVE LANGUAGE

Polish

Arabic

Farsi

Kurdish

Somali

French

Urdu

Spanish

Portuguese

Chinese (please specify Mandarin or Cantonese)

Russian

Other, please specify

**Is there someone who would be able to interpret for you?**

Yes – arrange to call back to conduct interview

No – we will pass your details to a member of the research team to see if they can arrange for someone to help you take part in the survey.

IF RESPONDENT IS UNABLE TO TAKE PART DUE / HEARING IMPAIREMENT / OTHER DISABILITY, READ OUT:

**What support do you need to take part in the survey?** WRITE IN

**Is there someone who would be able to help you to take part by telephone?**

Yes – arrange to call back.

No - we will pass your details to a member of the research team to see if they can arrange for someone to help you take part in the survey.

**ASK ALL WORK BASED LEARNING (WBL)**

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

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

Based at a training provider.................... 2

Within your workplace............................ 3

Other (specify) 0

**NOTE IF FE/ACL INTERVIEW: PROVIDER NAME WILL BE FORCED INTO THE SCRIPT AT VARIOUS POINTS**

**NOTE IF WORK BASED LEARNER INTERVIEW: THERE IS NO PROVIDER NAME IN THE ILR TO BE FORCED INTO QUESTION TEXT FOR REMAINDER OF THE SURVEY –RESPONSE(S) GIVEN ABOVE WILL BE USED IN QUESTION TEXT FROM THIS POINT I.E. YOUR COLLEGE, YOUR PROVIDER, YOUR WORKPLACE**

**NOTE IF LEARNDIRECT: INTERVIEW SCRIPT WILL FORCE IN WORDS ‘WITH LEARNDIRECT’**

**CORE SCREENING QUESTION (LENGTH OF COURSE/PROGRAMME)**

**ASK ALL**

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

Yes 1 CONTINUE

No 2 THANK AND CLOSE

**CORE SCREENING QUESTION**

**ASK ALL**

**Q** Can you tell me your age?

WRITE IN (0 TO 99)

IF UNDER 16 THANK AND CLOSE.

IF REFUSED ASK: **Can you tell me if you are AGE 16 years and over?**

Yes – 16 years and over – PROCEED.

No – less than 16 years - CLOSE

Refused – CLOSE

**RESPONDENTS ARE SCREENED AND ELIGIBLE**

**READOUT**

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

ADD IF NECESSARY: The survey should take about 14 minutes to complete, depending on your answers. We are not trying to sell you anything. We are simply conducting a survey about your course/training.

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

**Q** I would like to start by finding out where you are at with you course/training. Are you still doing your course/training? PROBE TO CODE. SINGLE CODE

Yes - Still studying on course 1

No – Left course early 2

No - Failed course/not successful 3

No - Successfully completed course 4

Other – specify

Refused

THIS INFORMATION IS ALREADY BEING COLLECTED ON THE SAMPLE STATUS SCREEN.

**CORE QUESTION 2006/07**

**ASK IF LEARNING AIM (VARIABLE L\_ATYPE IS NOT STATED OR CODE 9 (ADDITIONAL NVQ/GNVQ) OR CODE 10 (OTHER) OR CODE 11 (MIXED)**

**Q** SHOWCARD A What course or programme are you doing/did you do at [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT]? PROBE FOR NAME OF COURSE/PROGRAMME OR QUALIFICATION. CODE ONE ONLY. IF MORE THAN ONE TYPE OF COURSE PROBE FOR ONE SPENT MOST TIME DOING. IF LEARNER SPENDS EQUAL TIME STUDYING MANY SUBJECTS ASK FOR WHICH ONE THEY HAVE BEEN STUDYING FOR LONGER. DO NOT READ OUT

1. GCSE/ GCSE in Vocational subjects (replace part one of the GNVQ)

2. GNVQ precursor/ GNVQs

3. AVCES/GCEs/Alevels in Applied Subjects (ie. Vocational A Levels/ advanced GNVQs)

4. A Level

5. AS Level

6. Advanced Extension Awards

7. NVQ

8. Foundation Modern Apprenticeship/Apprenticeships

9. Advanced Modern Apprenticeship/Advanced Apprenticeships

10. Access to Higher Education

\*. HNC (Higher National Certificate)

\* HND (Higher National Diploma)

11. Diploma in Higher Education

12. Life Skills / E2E / Preparatory learning (includes Adult Literacy, Adult numeracy, ESOL, ICT)

13. Open College Network Accredited courses (OCN) (please specify)

14. OCR/ BTEC Nationals

15. International Baccalaureate/ Welsh Baccalaureate

16. Professional qualification (specify full name of qualification)

17. Other (specify full name of qualification)

18. Don't know

19. No name of course/Qualification

20. Refused

**CORE QUESTION 2006/07**

**Check filter as we have added 2 additional codes above**

**ASK Q6 IF Q5 is 2, 3, 7, 12, 13, 16, 17, (**GNVQ precursor, Vocational A Levels previously known as AVCE/GNVQ, NVQ, Life Skills, Preparatory Learning, Open College Network (OCN) Accredited, Professional Qualification, Other)

**Q** And what level is/was this course you are/were studying? PROBE FOR LEVELS 1 THROUGH TO 8. USE OTHER SPECIFY IF NECESSARY

Entry level (includes entry level 1, entry level 2 and entry level 3)

Level 1 or previously known as foundation (NVQ level 1, foundation GNVQ level)

Level 2 (NVQ level 2, intermediate GNVQ level, Apprenticeship)

Level 3 (NVQ level 3, advanced GNVQ level. Advanced apprenticeship)

Level 4 (certificates of higher education)

Level 5 (intermediate - diplomas of higher education and further education, foundation degrees, higher national diplomas)

Level 6 (honours – bachelor degrees, graduate certificate and diplomas)

Level 7 (masters degrees, postgraduate certificate and degrees)

Level 8 (doctorates)

Other (specify)

Don’t know/level unknown

Refused to answer

**CORE QUESTION 2006/07**

**ASK ALL**

**Q** SHOWCARD B And what subjects or skills are you studying/training? DO NOT READ OUT. SINGLE CODE. IF RESPONDENT MENTIONS MORE THAN ONE SUBJECT, PROMPT FOR THE ONE THEY SPEND THE MOST TIME DOING.

|  |  |
| --- | --- |
| Sciences and Mathematics | 1 |
| Land based provision | 2 |
| Construction | 3 |
| Engineering, Technology and Manufacturing | 4 |
| Business administration, Management and Professional | 5 |
| Information and Communication Technology | 6 |
| Retailing, Customer Service and Transportation | 7 |
| Hospitality, Sports, Leisure and Travel | 8 |
| Hairdressing and Beauty Therapy | 9 |
| Health, Social Care and Public Services | 10 |
| Visual and Performing Arts and Media | 11 |
| Humanities | 12 |
| English, Languages and Communication | 13 |
| Foundation programmes | 14 |
| Other, please specify | 99 |

**CORE QUESTION 2006/07**

**EARLY LEAVERS (CODE 2 AT Q4)**

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

INTERVIEWER PROMPT IF NECESSARY: We are looking for your three most important reasons for leaving early.

Wrong course for me.............................. 1

Tutor poor/problems with teaching quality........ 2

Tutors kept changing............................. 3

College/Provider badly run/organised.............. 4

Too much work………………………………...... 5

Difficult to combine with work commitments 6

Difficult to combine with family or other commitments 7

Work too difficult.………………………...... 8

Health reasons................................... 9

Financial reasons incl. cost of travel........... 0

Travel difficulties (other than cost)............ 1

Got a job........................................ 0

Changed jobs..................................... 2

Lack of support from work/Problems at work..... 3

Personal issues (illness of a family member/bereavement) 4

No particular reasons........................... 5

Other (specify)..................................

**CORE QUESTION 2006/07: ASK TO LEARNDIRECT ONLY**

**Q** Have you accessed your course material at a learndirect centre (either all or some of the time)?

Yes 1

No 2

Don’t know 3

**PRE-ENTRY MODULAR 2006/07 (WAVE 1)**

**ASK ALL**

**Q** What are your main reasons for choosing this course? DO NOT READ OUT. PRECODED LIST. PROBE FOR OTHER

To help me get a job/promotion/better job/different job 1

To help me move on in education ` 2

It was relevant to my job........................ 3

Because I like the subject....................... 4

To gain qualifications........................... 5

Because it was on offer at my local college/this college 6

Because it was at a time that suited me.......... 7

To advance my skills and knowledge in this area.. 8

Suggested or required by employer................ 9

Suggested by others.............................. 0

For my own personal interest..................... 1

To meet other people/make new friends............ 2

**[Learndirect only]** Because I can access the course

at any time I wanted 3

**[Learndirect only]** Because I can assess the course

from anywhere I wanted 4

Other (specify).................................. 5

**PRE-ENTRY MODULAR 2006/07 (WAVE 1)**

**ASK ALL**

**Q** Which of these best describes how useful you think doing this course is to you personally, either in your current job or in getting a job you hope to do in the future? READ OUT: Would you say doing this course is… READ OUT 1 TO 4). SINGLE CODE.

1) Essential for your current job/for any future job

2) Not essential but will help in your current job/for any future job

3) Will not help in your current job/any future job.

4) Irrelevant to you because you are not working now or intending to work in the future

Don’t know (DO NOT READ OUT)

**PRE-ENTRY MODULAR 2006/07 (WAVE 1)**

**ASK ALL**

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

Convenient location/nearest......................

Offered course I wanted......

Has best reputation (general)....................

Has best reputation for pass rates...............

Has best reputation for my course................

Friends were going there/friend recommended......

Recommended by career advisor/school.............

Recommended by parents/other family member/ carer

Offered a course at convenient times for me

Had no choice -employer chose....................

Had no choice – only one that accepted me

Had no choice – no other providers in this area

[**Learndirect only]** Because I can access the course at any time I wanted [**Learndirect only]** Because I can access the course from anywhere I wanted

Other (specify)

Don’t know

**PRE ENTRY MODULAR 2006/07 (WAVE 1)**

**ASK ALL**

**Q** Now I would like to ask you a few questions about how informed you felt about the course/ training at the time of enrolling. For each of the following aspects, please say whether you felt very well informed, quite well informed, not very well informed or not at all informed … ROTATE STATEMENTS

The type of assessments that you would be given

The timing of assessments

The content of the course, what subjects you would cover

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

The amount of work expected of you in your own time

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

The standard of work expected

REVERSE SCALE

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don’t know

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK ALL EXCEPT LEARNDIRECT LEARNERS NOT AT CENTRES SOME OR ALL OF THE TIME, E.G. ALL EXCEPT Q9=2 OR 3.**

**Q** Thinking about the site where you do most of your course or training, and of feeling safe in particular, which of the following did [NAME OF COLLEGE/PROVIDER OR PROVIDER TYPE IF WBL/with LEARNDIRECT] inform you about ? READ OUT AND CODE (YES/NO) FOR EACH. ROTATE ITEMS 1 TO 5.

Yes No DK

-1- Emergency arrangements for fire 1 2 Y

-2- Emergency arrangements for first aid and how to report an accident 1 2 Y

-3- Who to ask for any health and safety advice or instructions 1 2 Y

-4- Any dangers involved with your training and how to work safely 1 2 Y

-5- Provision of disabled access 1 2 Y

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK ALL EXCEPT LEARNDIRECT**

**Q** Now I would like to ask about how informed you felt about the course/training after induction. For each of the following aspects, please say whether you felt very well informed, quite well informed, not very well informed or not at all informed about the following… ROTATE ITEMS 1 TO 7

1 The type of assessments that you would be given

2 The timing of assessments

3 The content of the course, what subjects you would cover

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

5 The amount of work expected of you in your own time

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

7 The standard of work expected

**REVERSE SCALE**

Very well informed

Quite well informed

Not very well informed

Not at all well informed

Don’t know

**CORE QUESTION 2006/07**

**ASK ALL EXCEPT LEARNDIRECT**

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

**ALTERNATIVE WORDING FOR LEARNDIRECT**

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

READ OUT AND CODE ONE ONLY. REVERSE SCALE

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 [DO NOT READ OUT]............ Y

**CORE QUESTION 2006/07**

**ASK ALL EXCEPT LEARNDIRECT (LEARNDIRECT SEE BELOW)**

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

-1- Knowledge of the subject

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

-3- Making your subject interesting or enjoyable for you

-4- Understanding you and how you like to learn

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

-6- Planning their lessons

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

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

-9- Providing prompt and regular feedback on progress

-10- Managing the group of learners

1 - Very Poor

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

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

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

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

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

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

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

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

10 – Excellent

Don't know

**ALTERNATIVE WORDING FOR LEARNDIRECT**

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

-1- How well they relate to you as a person

-2- Making your subject interesting or enjoyable for you

-3- Understanding you and how you like to learn

-4- Setting clear targets or learning goals to help you improve

-5- Providing prompt and regular feedback on progress

**CORE QUESTION 2006/07**

**ASK ALL**

**Q** Thinking of your typical lesson or training session, how much of that time is spent on increasing or helping to increase your knowledge or understanding of your course: READ OUT AND CODE ONE ONLY

INTERVIEWER NOTE: We are interested in how much of the lesson is spent on learning rather than other activities such as course administration and discipline etc.

The whole lesson

Most of the lesson

Around half of the lesson

Less than half of the lesson

None of the lesson

Don’t know

**PROVIDER CORE QUESTION**

**ASK Q21 TO Q24 TO ALL**

**Q** I am going to read out some statements, can you tell me how strongly you agree or disagree with each one? Where possible please answer thinking about your college/training provider as a whole and not just about your tutor or teachers.READ OUT STATEMENT. ROTATE STATEMENT ORDER 1 AND 2. IF AGREE OR DISAGREE PROBE: Is that strongly or tend to agree/ disagree?

1. My learning programme is meeting my needs. (By learning Programme we mean the whole of the course, studies, learning experience)

2. There is support available to help me carry out my learning programme

**REVERSE SCALE**

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don’t know

**Q** Which of the following types of support, if any, have been made available to you at your college/provider? READ OUT 1 TO 6. MULTI CODE OK. ROTATE ITEMS 1 TO 5

1 Help and assistance from teachers/tutors/lecturers when I need it

2 Advice/one to one meeting with appropriate staff

3 Personal tutor

4 Computers

5 Library service/ study rooms

6 Other (please specify)

None of these (DO NOT READ OUT)

**Q** I am going to read out a list of statements. For each of them, please tell me if you agree or disagree. Where possible please answer thinking about your college/training provider as a whole and not just about your tutor or teachers.

START WITH ITEMS 1 AND 2. ROTATE 1 AND 2.

CONTINUE WITH ITEMS 3 TO 6 AND ROTATE THESE ITEMS TOGETHER.

* 1. I am treated with respect by staff
  2. I am treated fairly by staff
  3. My college/ provider asks for my views on the quality of the learning programme
  4. My college/ provider asks for my views on ways to improve the learning programme
  5. My college/ provider asks for my views on its facilities
  6. My college/ provider asks for my views on the college (e.g. canteen, building, rooms).

**REVERSE SCALE**

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don’t know

ASK IF “AGREE” TO AT LEAST ONE OF (3-6) AT q23

**Q** I have just asked if your college/provider asks for your views on a number of issues, would you agree or disagree that your college or provider responds to these views? PROBE is that strongly or tend to?

INTERVIEWER NOTE: We are interested in whether college/provider responds to learners’ views **per se,** regardless of whether they responded in the way the learner wanted them to.

**REVERSE SCALE**

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Don’t know

**CORE QUESTION 2006/07**

**ASK ALL EXCEPT LEARNDIRECT LEARNERS**

**Q** Which of the following situations have you encountered on a fairly regular basis? READ OUT. PROBE FOR OTHERS. ROTATE ALL EXCEPT OTHER AND NONE OF THESE

Being left hanging around with nothing to do 1

Teachers/tutors arriving late by 5 minutes or more 2

Other students arriving late by 5 minutes or more 3

Other students making a noise and disrupting class 4

Teachers going at too slow a pace 5

Teachers going at too fast a pace 1

Teachers/tutors being absent 6

Lessons being badly planned/disorganised 7

Lack of resources/poor equipment 8

Lessons finishing early 9

Lessons finishing late 0

Other (specify) 2

None of these

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK ALL**

**Q** I am going to read out some issues and for each I would like to know how well you think these issues were managed...Please score each of them on a scale of 1 to 10, where 1 represents very poor and 10 excellent. ROTATE ITEMS. USE NOT APPLICABLE IF NEEDED - PARTICULARLY FOR SOME OF THE ASSESSOR RELATED CODES

**ASK STATEMENTS 1-3 TO ALL**

Making sure enough teachers/tutors/ trainers and/or assessors are available 1

Providing support when I or other learners have problems 2

Helping new people settle in 3

**ASK STATEMENTS 4-7 TO ALL EXCEPT LEARNDIRECT**

Managing timetables so that they suit the learner as best they can 4

Communicating changes in times for sessions 5

Teachers/Tutors/Assessors turning up as planned 6

Seeing the same teacher/tutor/assessor throughout  7

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK ALL**

**Q** Since you started the course have you had any problems with any of the following? READ OUT AND PROBE FOR OTHERS. IF NEEDED DESCRIBE DISCRIMINATION AS HARRASSMENT/BULLYING/TREATED UNFAIRLY. ROTATE ALL ITEMS EXCEPT DON’T KNOW/ REFUSED/ NONE OF THESE

Managing to fit course commitments in with other commitments at home......................

Managing to fit course commitments in with other commitments at work

Managing to keep up with the standard of work required.........................................

Dealing with money pressures.....................

Statement on discrimination of any kind from a member of staff

Discrimination of any kind from other students...

Maintaining your personal motivation.............

Travel to college/training centre................

Extra help you were promised not being provided

Reading/writing skills...........................

Maths or numeracy skills.........................

Other, please specify [WRITE IN]..........................

None of these

Refused.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK IF YES TO ANY STATEMENTS AT Q27**

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

Yes

No

Don't know

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**ASK IF YES AT Q28**

**Q** Generally, how useful was this? READ OUT. REVERSE SCALE

Very useful

Fairly useful

Not very useful

Not at all useful

Don't know

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**Q**

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

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

Yes.............................................. 1

No............................................... 2

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNER SUPPORT MODULAR 2006/07 (WAVE 2)**

**IF YES AT Q30**

**Q** What was your complaint about? PROBE THOROUGHLY. MULTI CODE OK

the classroom is inadequate/cramped/cold/noisy/keep changing

poor teaching/incompetence/ignorance of teacher

lack of equipment/inadequate/poor materials/resources

poor college facilities/canteen/heating etc.

about the cost of the course/grant

didn't know what was going on/lack of communication

other, please specify [WRITE IN]

Refused.

**IF YES AT Q30**

**Q** Which of these best describes the outcome to your complaint?

There was an outcome that satisfied me

There was an outcome but it did not satisfy me

There was no outcome to the complaint at all

Don't know

**CORE QUESTION 2006/07**

**ASK ALL**

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

REVERSE SCALE

Extremely satisfied 1

Very satisfied 2

Fairly satisfied 3

Neither satisfied nor dissatisfied 4

Fairly dissatisfied 5

Very dissatisfied 6

Extremely dissatisfied 7

Don't know Y

**CORE QUESTION 2006/07**

**ASK IF SATISFIED (CODES 1-3) AT Q33**

**Q**a SHOWCARD C You said you were [INSERT RESPONSE FROM Q33], what is the main reason for this? PROBE FULLY. MULTI CODE OK. DO NOT READ OUT.

a good course/learnt a lot/enjoyed it/up to expectations

tutors are good/they make it easy/interesting for us/help us

they were very helpful/always ready to help/get all the help

gives me what I wanted/needed/the experience/qualification

they were very friendly/welcoming

social life is good/met lots of people/good fun

its well run/well organised

I'm pleased with my progress/doing better than expected/feel

like the place/the college/good working environment

they treat you well/with respect/as an adult/an individual

enjoy the subjects/areas covered/interested in what I do

good facilities/equipment/resources

motivating/makes you want to work

good group of learners/work well together/help each other

tutors well qualified/have on the job experience

good for my confidence/self esteem

Other, please specify [WRITE IN]

. Refused

Don't know

**ASK IF DISSATISFIED (CODES 5-7) AT Q33**

**Q34.b** SHOWCARD D You said you were [INSERT RESPONSE FROM Q33], what is the main reason for this? PROBE FULLY. MULTI CODE OK. DO NOT READ OUT.

poor facilities/old/inadequate equipment

it was disappointing/not what I expected/wanted

mixed ability/ classes too large

didn't get the help that I needed/didn't respond to my needs

badly organised/badly run

lack of staff/assessors/changes in staff

the course/work is (too) hard/difficult

communication poor/don't tell you what you need to know

poor attitude of tutors/ not supportive

was boring/repetitive/not interesting/not motivating

could have finished earlier/covered subject faster

disruptive learners

Other, please specify [WRITE IN]

Refused

Don't know

**IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2006/07 (WAVE 3)**

**ASK ALL**

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

Generally positive feelings about education...... 1

Generally negative feelings about education.... 2

Not bothered either way about education -

indifferent...................................... 3

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

**IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2006/07 (WAVE 3)**

**ASK ALL**

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

I enjoy learning and get a buzz from it

I am carrying on learning because I can't think

of anything better to do

I enjoy learning mostly because of the social aspects

I don't really enjoy learning

I am carrying on learning in order to improve my career prospects

**IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2006/07 (WAVE 3)**

**ASK ALL**

**Q** I am going to read out a few statements about what effect the course may have had on you personally. Could you tell me whether you agree or disagree with each. ROTATE ALL 1 TO 12

-1- I have a greater enthusiasm for the subject

-2- It has given me skills I can use for a job

-3- I feel more confident socially

-4- I feel more confident in my ability to learn

-5- I am better at managing my time and responsibilities

-6- I feel more positive about learning than I did when I started

-7- I am more creative and prepared to try new things

-8- I am better at learning on my own now

-9- It enables me to cope better with daily life

-10- It has benefited my health and sense of well being

-11- Taking part in this course will help me move forward in my career

-12- I now take a more active part in the community (ONLY IF RESPONDENT IS 25 PLUS)

Agree

Disagree

Don't know

**IMPACTS/ FEELINGS ABOUT LEARNING MODULAR 2006/07 (WAVE 3)**

**ASK ALL**

**Q** I am going to read out some statements which reflect different experiences of learning. Could you tell me how much you agree or disagree with each one. STATEMENTS ROTATED. SINGLE CODE FOR EACH

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

-2- I always like a new challenge

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

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

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

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

REVERSE SCALE

Strongly agree

Slightly agree

Neither agree nor disagree

Slightly disagree

Strongly agree

Don’t know

**CORE QUESTION 2006/07**

**ASK ALL**

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

REVERSE SCALE EXCEPT DON’T KNOW. SINGLE CODE.

Very likely

Fairly likely

Fairly unlikely

Very unlikely

Don't know

**CORE QUESTION 2006/07**

**ASK ALL**

**Q** Which of these statements best describes the way you would speak of <INSERT NAME OF PROVIDER><PROVIDER TYPE> in their capacity as a training provider? READ OUT EXCEPT DON’T KNOW. SINGLE CODE.

I would speak highly of them without being asked

I would speak highly of them if somebody asked me about them

I would be neutral about them

I would be critical of them if somebody asked me about them

I would be critical of them without being asked

Don’t know

The last few questions are about yourself. These questions are to help us put your answers in context. None of this information will be passed on with your name, and nobody will be able to identify you from the answers that you give.

**CORE QUESTION 2006/07**

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

1. No qualification held
2. O level/CSE/Matriculation/School Certificate
3. GCSE grade A-C/SCE Credit Level Standard Grade
4. GCSE grade D-G/SCE Foundation Level Standard Grade
5. A level, A/S Level, S Level, AVCE, Vocational A-level, Scottish higher , Vocational AS level (VCE) or equivalent
6. RSA/Pitmans
7. City and Guilds
8. Open College Network (OCN) Credit
9. BTEC/SCOTVEC/SCOTEV
10. Diploma in Higher Education (DipHE)
11. Foundation degree
12. Degree
13. Higher Degree (MA, Msc, PHD)
14. Nursing/medical/clinical qualification
15. PGCE or other teaching qualification
16. Apprenticeship/Modern Apprenticeship
17. NVQ/SVQ
18. GNVQ/GSVQ
19. ONC/OND
20. HNC/HND
21. Certificate of sixth year studies (CSYS) or equivalent
22. Other higher education qualification (above A level other than a degree)
23. International Baccalaureate/ Welsh Baccalaureate
24. OCR/BTEC Nationals
25. Access to HE
26. GCSE in vocational subject
27. Youth Training/ YT Certificate / E2E
28. Key Skills
29. Skills for Life / Basic Skills Courses
30. ESOL courses
31. Other Adult literacy courses
32. Other qualification (specify)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASK IF Q41 IS 2**

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

**ASK IF Q41 IS 3**

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

**ASK IF Q41 IS 4**

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

**ASK IF Q41 IS 5**

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

**ASK IF Q41 IS 6**

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

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

**ASK IF Q41 IS 9**

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

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

**ASK IF Q41 IS 7, 16,17,18, 19,20, 32**

**Q** You said [INSERT ANSWER FROM 41] What level did you achieve? PROBE FOR LEVELS 1

THROUGH TO 8. USE OTHER SPECIFY IF NECESSARY. CODE ONE ONLY

         Entry level (includes entry level 1, entry level 2 and entry level 3)

         Level 1 or previously known as foundation (GCSE grade D-G or NVQ level 1, foundation GNVQ level)

         Level 2 (equivalent to GCSE grade A\*-C or NVQ level 2, intermediate GNVQ level, apprenticeship is equivalent to NVQ level 2)

         Level 3 (equivalent to GCE A level or NVQ level 3, advanced GNVQ level. Advanced apprenticeship is equivalent to NVQ level 3)

         Level 4 (certificates of higher education)

         Level 5 (intermediate - diplomas of higher education and further education, foundation degrees, higher national diplomas)

         Level 6 (honours – bachelor degrees, graduate certificate and diplomas)

         Level 7 (masters degrees, postgraduate certificate and degrees)

         Level 8 (doctorates)

         Other (specify)

         Don’t know/level unknown

         Refused to answer

**CORE QUESTION 2006/07**

**ASK IF L12 = 99 or 98**

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

|  |
| --- |
| Asian or Asian British - Bangladeshi |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British - any other Asian background |
| Black or Black British - African |
| Black or Black British - Caribbean |
| Black or Black British - any other Black background |
| Chinese |
| Mixed - White and Asian |
| Mixed - White and Black African |
| Mixed - White and Black Caribbean |
| Mixed - any other Mixed background |
| White - British |
| White - Irish |
| White - any other White background |
| Any other, please specify |
| Refused |

**CORE QUESTION 2006/07**

**ASK IF L15 = 99**

**Q** Do you consider yourself to a have a disability?

Yes

No

Refused

**CORE QUESTION 2006/07**

**ASK IF YES TO Q50**

**Q** Do you consider yourself to any of the following?

READ OUT 1 TO 9. IF MORE THAN ONE CODE 10.

|  |
| --- |
| 1. Visual impairment 2. Hearing impairment 3. Disability affecting mobility 4. Other physical disability 5. Other medical condition (for example epilepsy, asthma, diabetes) 6. Emotional/behavioural difficulties 7. Mental ill health 8. Temporary disability after illness (for example post-viral) or accident 9. Profound complex disabilities 10. Multiple disabilities (DO NOT READ OUT) 11. Other, please specify   Don’t know / refused |

**CORE QUESTION 2006/07**

**ASK IF L16 = 99**

**Q** Do you consider yourself to have learning difficulties?

Yes

No...

Refused.

Don't know

**CORE QUESTION 2006/07**

**ASK IF YES TO Q52**

**Q** Do you consider yourself to have any of the following?

INTERVIEWER - READ OUT. IF MORE THAN ONE, RECORD AS 90.

|  |  |
| --- | --- |
| Moderate learning difficulty  Severe learning difficulty  Dyslexia  Dyscalculia  Other specific learning difficulty  Multiple learning difficulties  Other, please specify  Don’t know/ refused | 01  02  10  11  19  90  97  99 |

**CORE QUESTION 2006/07**

**ASK ALL**

**Q** The Learning and Skills Council will be doing further research about post-16 education in the year. would it be OK for Ipsos MORI or another appointed contractor to contact you again in connection with future studies? PROBE & CODE ONE OF THE FOLLOWING.

Yes - both Ipsos MORI or any other appointed contractors may recontact

No – neither may recontact

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASK Q55 IF YES AT Q54**

**Q** Do you have an alternative telephone number to [insert all telephone numbers available in sample] we can use if we need to contact you?

INTERVIEWER: PREFERABLY A MOBILE RATHER THAN WORK TELEPHONE NUMBER

WRITE IN ALTERNATIVE TELEPHONE NUMBER [11 DIGITS] AND CODE

Home/ mobile

Work

No alternative number

Refused/ ex directory

**CORE QUESTION 2006/07**

**ASK Q56 IF YES AT Q54**

**Q** If we were repeating this research in a years time and were not able to find you, is there anybody who would know where you are?

INTERVIEWER: ADD AS REASSURANCE IF REQUIRED:

We will only use their contact details for the purpose of regaining contact with you. We will let them know that you provided their details for this purpose. They will be free to refuse at any point or to request that we do not contact them again.

WHERE POSSIBLE TRY TO GET A NAME OF AN INDIVIDUAL WHO DOES NOT LIVE AT THE SAME ADDRESS

**CORE 2006/07**

**Q** **INTERVIEWER CODE: IF IN DOUBT ASK**

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

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

**CORE QUESTION 2006/07**

**IF 99 ON ILR, THEN CODE GENDER**

**Q** **GENDER**

MALE

FEMALE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On behalf of the Learning and Skills Council and Ipsos MORI we would like to

thank you for your time and help. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QPROXY. DO NOT READ OUT.**

* Interview conducted with respondent
* Interview conducted by proxy

|  |
| --- |
| **GLOSSARY**  WBL – Work Based Learning  ILR – Individual Learner Record  LA – Learning Aim |