



Skills Funding
Agency

FE Choices Learner Satisfaction Community Learning Survey 2015 to 2016

This report was undertaken by Ipsos MORI and RCU on
behalf of the Skills Funding Agency

June 2016

Of interest to learning providers and the general public interested in the 2015 to 2016
Learner Satisfaction Community Learning Survey.

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Section 1: Introduction and methodology

This report provides a summary of the findings for the 2015 to 2016 Learner Satisfaction Survey for Community Learning. The survey ran at the same time as the main FE Choices Learner Satisfaction Survey (Version 8).

The Community Learning survey was open from 2 November 2015 to 1 April 2016, although the survey closed for paper responses on 9 March due to the extra processing required compared with the online survey. Learners from 177 learning providers took part in the survey, with most completing the questionnaire online.

A detailed review of the survey questionnaire for the FE Choices Learner Satisfaction Survey was carried out in April and May 2015 which consulted widely with learners, teaching staff and stakeholders. The review resulted in a number of changes to the mainstream survey questions for the 2015 to 2016 survey. The survey questionnaire for Community Learning also incorporated these changes. For this year's survey the response scale was a satisfaction rating (changed from a good/bad rating previously) and the number of questions was reduced to seven (from 10 previously). The seven new questions are listed below.

- How satisfied or dissatisfied are you with the teaching on your course or activity?
- How satisfied or dissatisfied are you with the way staff treat you?
- How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course or activity?
- How satisfied or dissatisfied are you with the support you get on this course or activity?
- How satisfied or dissatisfied are you that the course or activity is meeting your expectations?
- How satisfied or dissatisfied are you that the staff respond to the views of learners?
- Overall, how satisfied or dissatisfied are you with the organisation that provides your learning?

The response scale ranged from 0 = very dissatisfied to 10 = very satisfied. Sad and happy faces at either end of the scale reinforced the direction of the response scale from negative to positive.

A further question asked learners if they would recommend their learning provider to friends or family. This had six response options: extremely likely, likely, neither likely nor unlikely, unlikely, extremely unlikely and does not apply. The response to this question was analysed to produce the overall score which was a combined percentage of those answering 'extremely likely' and 'likely'. Also unchanged from last year were the questions about learners' main reasons for taking their course or activity and what they felt the impact of their learning had been.

We used quality tests to check the robustness of each provider's returned sample to establish if we could award a valid score (refer to Annex 4 for details). The tests included an assessment on sample skew and calculation confidence interval, similar to those used for the mainstream Learner Satisfaction Survey. The final score calculation included a weighting factor, to counter any imbalance in the sample based on the age and gender of learners when compared to each provider's Community Learning population as a whole.

All Community Learning providers that took part in the survey received a detailed report on the results (Annex 3).

Section 2: Analysis of Survey Respondents

Survey respondent summary

Table 1 summarises the total number of participating learning providers. It also includes the learners' responses during the survey period (following the removal of invalid responses).

Table 1: Summary of Survey Respondents

| | Responses |
|---|-----------|
| Number of providers participating | 177 |
| Total number of survey responses | 32,665 |
| Total number of online responses | 21,376 |
| Total number of paper based questionnaire responses | 11,289 |

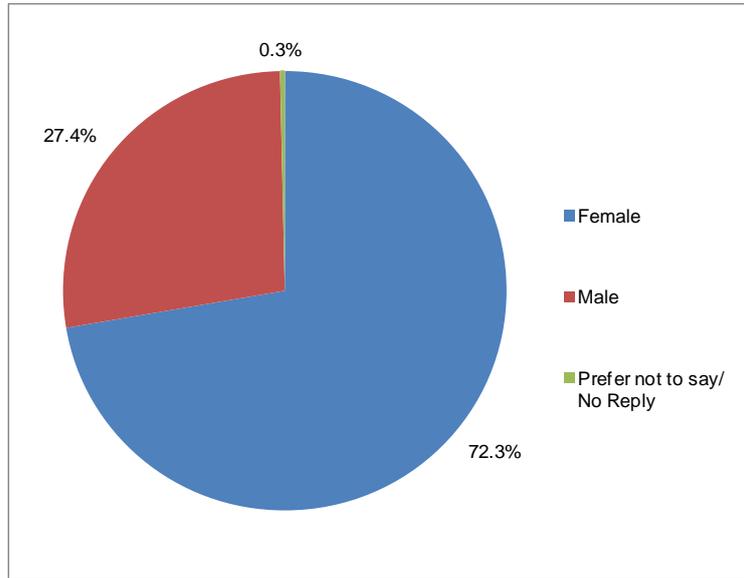
The total number of responses was slightly higher than last year (32,315 responses in 2014 to 2015) and the proportion completing online, 65%, was also higher (62% online in 2014 to 2015).

The survey questionnaire asked respondents if they were completing the survey themselves or receiving help from someone else. Of the 32,665 valid responses, 4,406 (13.4%) indicated that they were receiving help, compared to 11% last year.

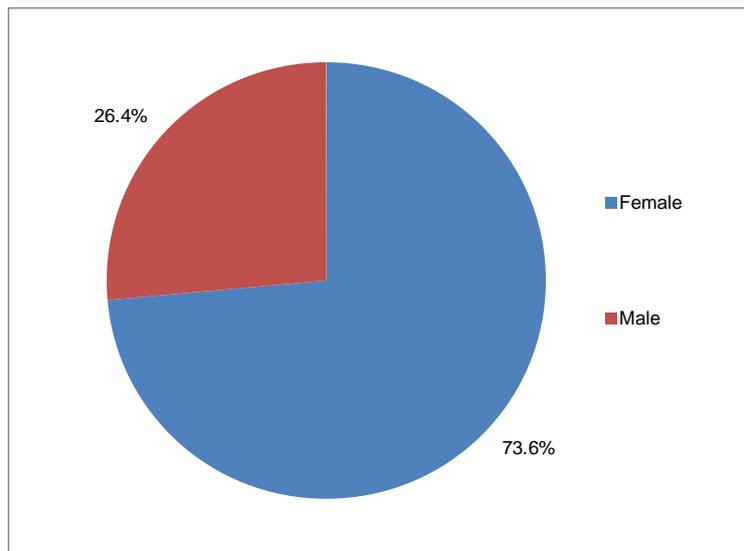
Profile of respondents

Figure 1 shows the gender profile of learners who responded to the survey and compares it with the national population of Community Learning learners. The Community Learning population is defined as all learners taking courses and activities funded through the Community Learning budget within the survey period (2 November 2015 to 21 April 2016).

Figure 1: Gender Profile of Survey Respondents compared to SFA-funded Community Learning Total Population



Survey Sample (Base = 32,665)



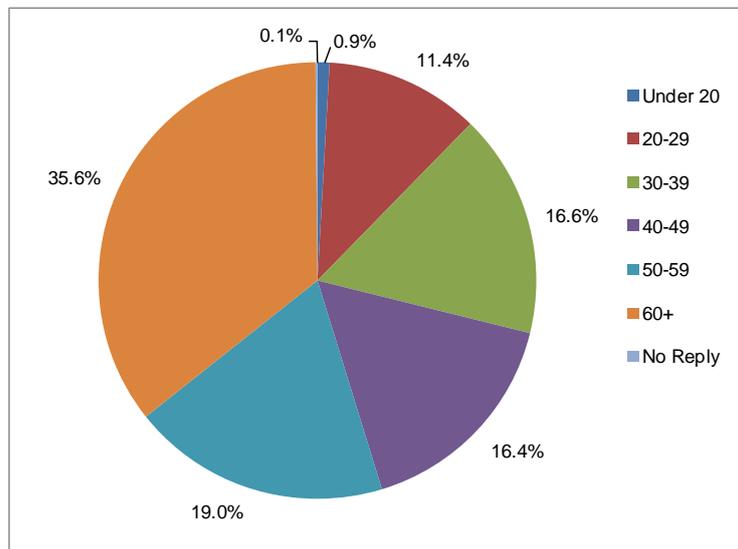
Community Learning Total Population (Base = 260,040)

Source: ILR R06 2015 to 2016

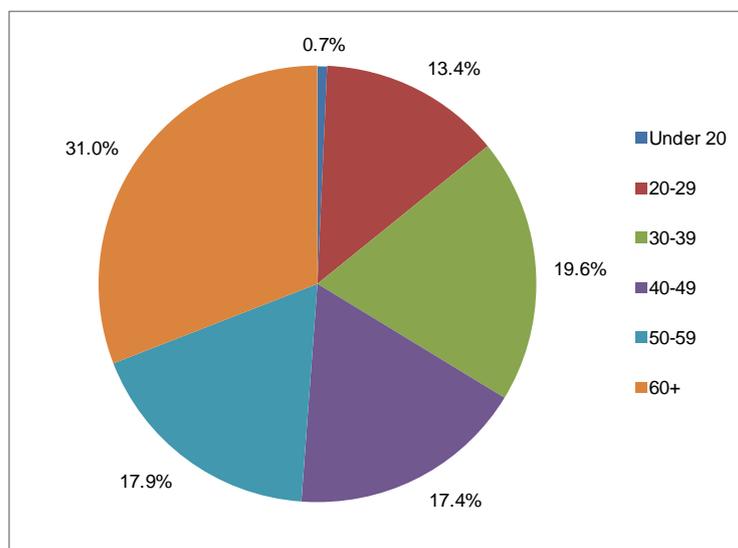
The survey sample gender profile was very close to the Community Learning population as a whole, which shows that almost three-quarters of learners on this type of provision are female. The overall learner population has fallen slightly since last year, down from 274,935 in 2014 to 2015.

Figure 2 shows the age profile of learners who responded to the survey and compares it with the national population of Community Learning learners.

Figure 2: Age Profile of Survey Respondents compared to SFA-funded Community Learning Total Population



Survey Sample (Base = 32,665)



Community Learning Total Population (Base = 260,040)

Source: ILR R06 2015 to 2016

There was a relatively close match between the age profile of the sample and the overall Community Learning population. Although learners aged under 40 were slightly under-represented in the sample those aged 60 years and over were slightly over-represented.

Section 3: Analysis of survey responses

Satisfaction rating questions

The survey questionnaire included seven 'satisfaction rating' questions where learners were asked to score various aspects of their course or other learning activity on a scale of zero to 10 where zero equals very dissatisfied and 10 equals very satisfied.

Table 2 below shows the response to the seven satisfaction rating questions (Q3 to Q9) and the average satisfaction scores that learners assigned to each question.

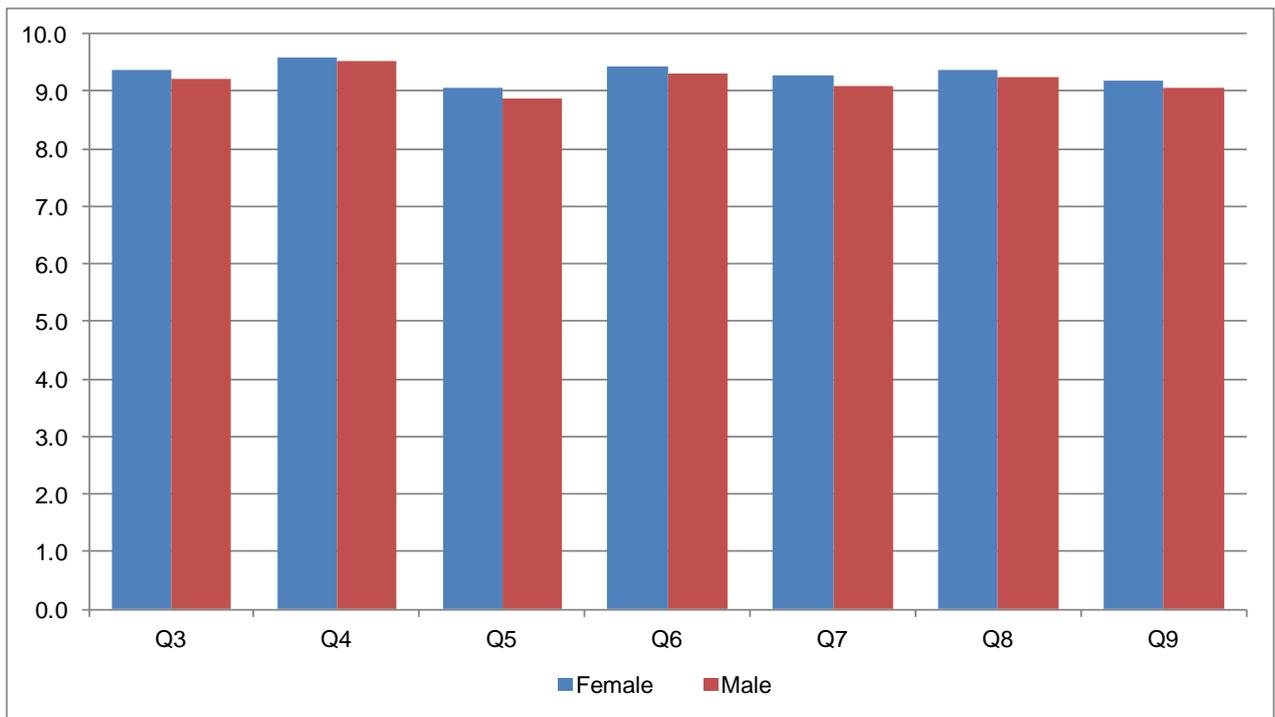
Table 2: Responses to the Satisfaction Rating Questions

| Satisfaction scores | | |
|---|-----------|-----------------------|
| Question | Responses | Overall Average Score |
| Q3 How satisfied or dissatisfied are you with the teaching on your course or activity? | 32,546 | 9.3 |
| Q4 How satisfied or dissatisfied are you with the way staff treat you? | 32,526 | 9.6 |
| Q5 How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course or activity? | 23,158 | 9.0 |
| Q6 How satisfied or dissatisfied are you with the support you get on this course or activity? | 30,166 | 9.4 |
| Q7 How satisfied or dissatisfied are you that the course or activity is meeting your expectations? | 32,465 | 9.2 |
| Q8 How satisfied or dissatisfied are you that the staff respond to the views of learners? | 30,064 | 9.4 |
| Q9 Overall, how satisfied or dissatisfied are you with the organisation that provides your learning? | 32,416 | 9.2 |

On average, learners gave their most positive responses to the questions on the way staff treat them (9.6), the support they receive on their course or activity (9.4) and the way staff respond to the views of learners (9.4). The least positive response was to the question on the advice they had been given on what to do after completing their course or activity with an overall mean score of 9.0. However, almost a third of learners responded 'not applicable' to this question suggesting they had not received any advice.

The following chart shows how the average survey scores for each of the satisfaction rating questions differed by gender.

Figure 3: Survey Responses by Gender (Average Score)



| Gender | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 |
|--------|------|------|------|------|------|------|------|
| Female | 9.36 | 9.60 | 9.06 | 9.44 | 9.27 | 9.38 | 9.18 |
| Male | 9.22 | 9.52 | 8.88 | 9.30 | 9.09 | 9.26 | 9.06 |

On average, females gave slightly higher satisfaction scores for all seven questions. This general pattern of higher levels of satisfaction among female learners is consistent with previous Learner Satisfaction surveys. The greatest differences in

female and male scores concerned advice to learners on what to do after their course or activity (Q5) and the course or activity meeting expectations. The male response to Q5 was the only instance where the mean satisfaction score was below 9.0.

The highest satisfaction score given by females and males was for Q4 How satisfied or dissatisfied are you with the way staff treat you? This question also had the smallest difference between female and male mean satisfaction scores.

Figure 4 shows the average survey scores for each of the satisfaction rating questions broken down by age group. Within each column, the colour scale runs from red for the highest scores through to orange, yellow and then to green for the lowest scores.

Figure 4: Survey Responses by Age (Average Score)

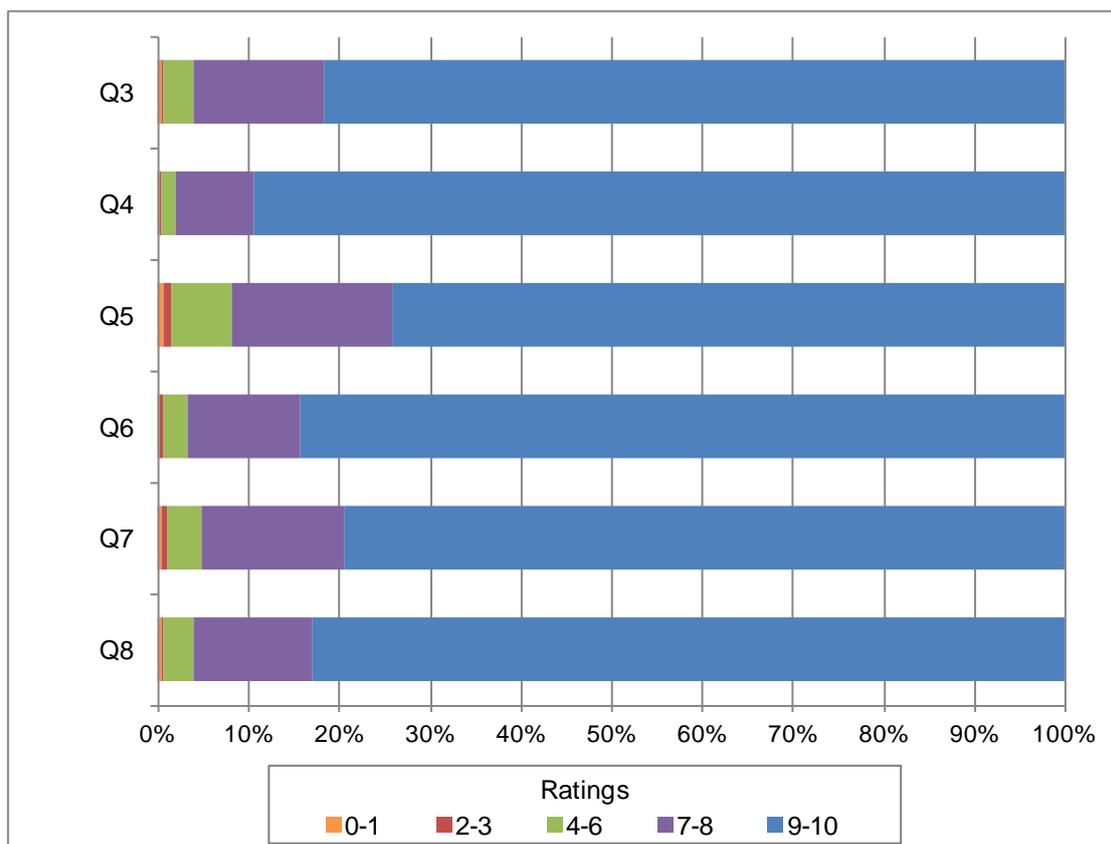
| Overall | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 |
|----------|------|------|------|------|------|------|------|
| Under 20 | 8.73 | 9.24 | 8.58 | 8.90 | 8.58 | 8.82 | 8.71 |
| 20-29 | 9.30 | 9.56 | 8.97 | 9.35 | 9.14 | 9.37 | 9.28 |
| 30-39 | 9.34 | 9.56 | 9.02 | 9.37 | 9.19 | 9.37 | 9.28 |
| 40-49 | 9.31 | 9.55 | 9.00 | 9.38 | 9.19 | 9.33 | 9.20 |
| 50-59 | 9.27 | 9.54 | 8.90 | 9.35 | 9.16 | 9.28 | 9.09 |
| 60+ | 9.37 | 9.63 | 9.12 | 9.49 | 9.31 | 9.38 | 9.06 |

| | |
|----|--|
| Q3 | How satisfied or dissatisfied are you with the teaching on your course or activity? |
| Q4 | How satisfied or dissatisfied are you with the way staff treat you? |
| Q5 | How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course or activity? |
| Q6 | How satisfied or dissatisfied are you with the support you get on this course or activity? |
| Q7 | How satisfied or dissatisfied are you that the course or activity is meeting your expectations? |
| Q8 | How satisfied or dissatisfied are you that the staff respond to the views of learners? |
| Q9 | Overall, how satisfied or dissatisfied are you with the organisation that provides your learning? |

Previous Learner Satisfaction surveys for Community Learning have shown that learners aged 60 and over tend to be the most positive, which is again reflected in the 2015 to 2016 survey results. Learners in this age group were generally the most positive group, giving the highest score of any age group for six of the seven satisfaction rating questions. Those aged 60 and over were particularly positive about the way they were treated by staff and the support they had received on their course or activity. Learners aged under 20 tended to give lower satisfaction ratings compared with other groups, although the number of respondents was comparatively low because this group of learners covered only 19-year-olds (Community Learning is for adults aged 19 years and older). This mirrored the findings from the main FE Choices Learner Satisfaction Survey, which indicate that young people tend to be less positive than older age groups when responding to learner satisfaction surveys.

Figure 5 shows the percentage ratings given by learners to each of the seven satisfaction rating questions, where 0 = very dissatisfied and 10 = very satisfied.

Figure 5: Spread of Responses



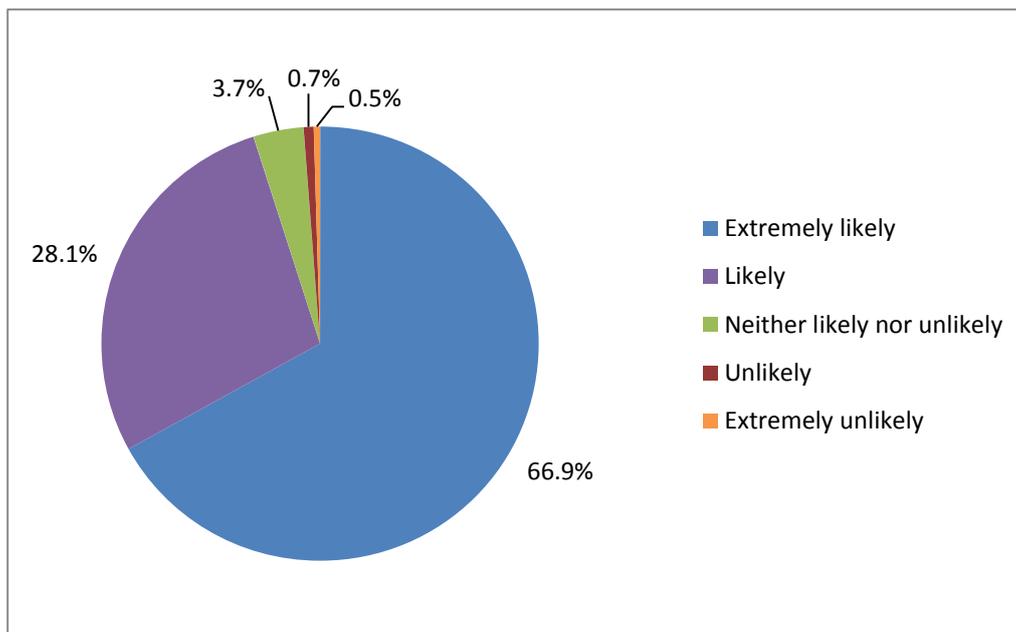
| Response | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 |
|----------|-------|-------|-------|-------|-------|-------|-------|
| 0-1 | 0.3% | 0.2% | 0.6% | 0.2% | 0.3% | 0.3% | 0.4% |
| 2-3 | 0.4% | 0.2% | 0.8% | 0.3% | 0.6% | 0.4% | 0.6% |
| 4-6 | 3.3% | 1.6% | 6.8% | 2.7% | 3.9% | 3.3% | 4.6% |
| 7-8 | 14.2% | 8.5% | 17.7% | 12.3% | 15.5% | 12.9% | 16.8% |
| 9-10 | 81.8% | 89.5% | 74.2% | 84.4% | 79.6% | 83.1% | 77.6% |

Almost 90% of learners gave a rating of nine or ten when asked about their satisfaction with the way they were treated by staff. Teaching, on-course support and the way staff respond to the views of learners were also rated as nine or ten by over 80% of respondents. Q5 (How satisfied or dissatisfied are you with the advice you have been given about what you can do after this course or activity?) received the lowest satisfaction rating. However, almost three-quarters of respondents gave a score of nine or ten and only 8% gave scores of less than seven.

Likelihood of recommendation

Learners were asked to indicate how likely it was that they would recommend their course or activity to friends or family on a five-point rating scale from 'extremely likely' to 'extremely unlikely'. The chart below shows the results.

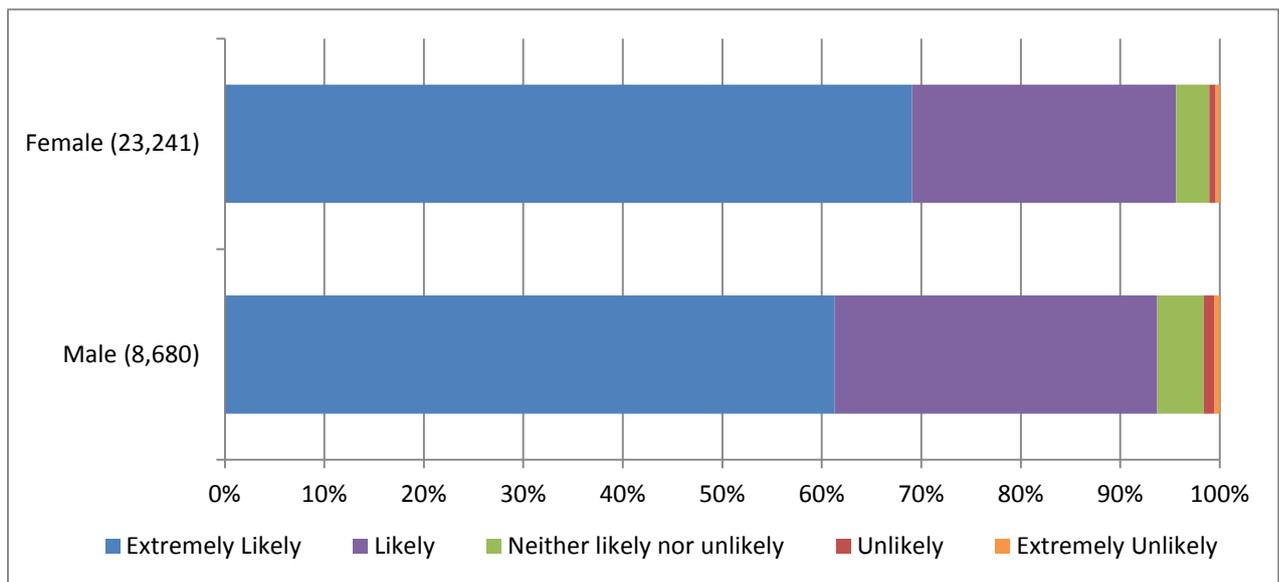
Figure 6: Likelihood of recommending the course or activity



Base = 32,044

The likelihood of recommendation by learners was extremely high, with 95% indicating that it was 'likely' or 'extremely likely' that they would recommend their course or activity to friends or family. This figure was slightly higher than the results from the previous Community Learning Survey (2014 to 2015), when the likelihood of recommendation was 94%. The proportion of learners who responded 'extremely likely' (two-thirds) has also increased compared to last year when 63% gave this response.

Figure 7: Likelihood of recommending the course or activity by gender



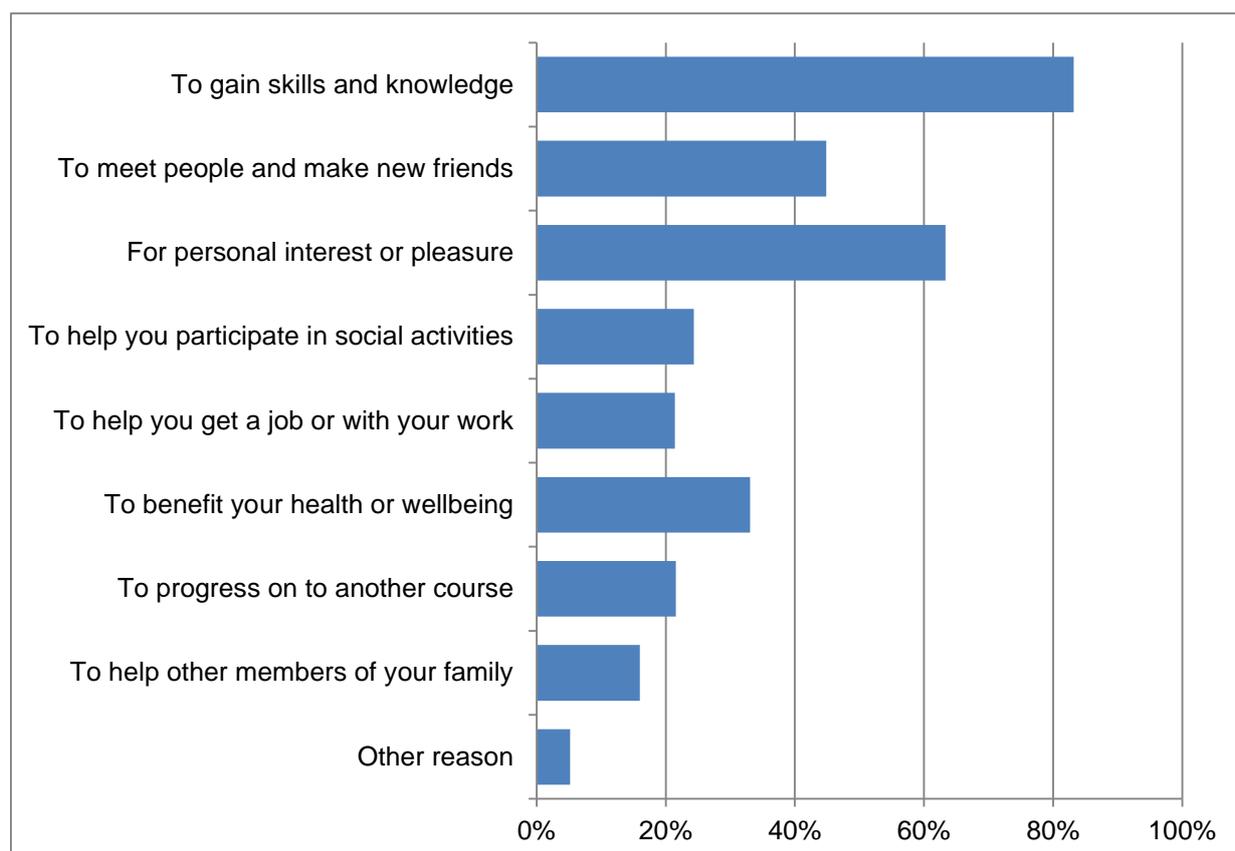
| Recommend to a friend | Female | Male |
|-----------------------------|--------|-------|
| Extremely likely | 69.1% | 61.3% |
| Likely | 26.6% | 32.4% |
| Neither likely nor unlikely | 3.3% | 4.7% |
| Unlikely | 0.6% | 1.0% |
| Extremely Unlikely | 0.4% | 0.6% |

The more positive response by females to the seven satisfaction rating questions is reflected in the pattern of response by gender to the overall recommendation questions. Females were more likely than males to say they were 'extremely likely' to recommend their course or activity to friends or family. The overall recommendation score (the percentage that were 'likely' or 'extremely likely' to recommend) was also slightly higher among females (96%) than males (94%).

Impact of learning

The following set of charts show the survey responses to the questions on the main reasons for taking the course or activity and respondents' self-reported impacts of their learning. Figure 8 shows all the reasons given by learners for taking their course.

Figure 8: Reasons for Taking the Course or Activity



| All Reasons | Count | Percent | Female | Male | Under 40 | 40 and over |
|--|--------|---------|--------|-------|----------|-------------|
| To gain skills and knowledge | 24,670 | 83.2% | 83.1% | 83.6% | 84.9% | 82.6% |
| To meet people and make new friends | 13,294 | 44.8% | 47.1% | 38.8% | 44.2% | 45.1% |
| For personal interest or pleasure | 18,776 | 63.3% | 64.5% | 60.5% | 49.7% | 68.9% |
| To help you participate in social activities | 7,216 | 24.3% | 24.1% | 24.9% | 28.4% | 22.7% |
| To help you get a job or with your work | 6,357 | 21.4% | 20.6% | 23.5% | 37.1% | 15.1% |
| To benefit your health or wellbeing | 9,801 | 33.1% | 34.5% | 29.2% | 26.3% | 35.7% |
| To progress on to another course | 6,397 | 21.6% | 21.3% | 22.2% | 28.7% | 18.7% |
| To help other members of your family | 4,744 | 16.0% | 17.7% | 11.3% | 26.9% | 11.6% |
| Other reason | 1,545 | 5.2% | 5.0% | 5.7% | 6.3% | 4.7% |

Base = 29,647

Well over 80% of learners said one of the main reasons for taking their course or activity was to gain new skills or knowledge and this was the most frequently cited reason. The second most frequently cited was 'for personal interest or pleasure' although there was some variation by age and gender. Respondents aged 40 and over (69%) were much more likely than those under 40 (50%) to identify this as a reason for taking the course and females (65%) were also slightly more likely than males (61%) to do so.

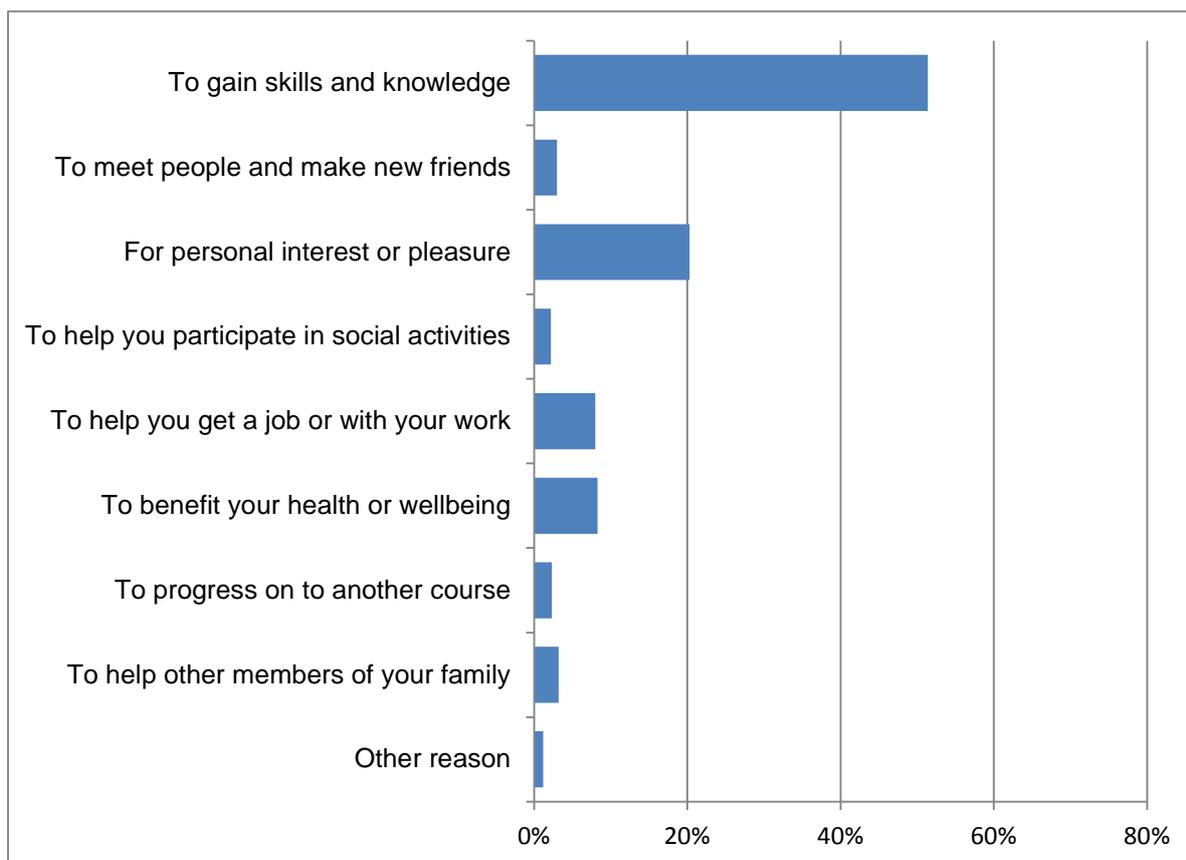
Overall, just under half of learners saw their course or activity as an opportunity to meet people and make new friends. However, females (47%) were more likely than males (39%) to cite this as a reason for taking their course. A third of Community Learning learners had taken the course to improve their health or well-being, with females and those aged 40 and over more likely to give this reason.

Well over a third of respondents aged under 40 hoped to improve their chances of employment or progressing in their current job as a result of taking the course or activity. Males were also slightly more likely to cite this reason.

Younger learners (aged under 40) were more likely to cite a wider range of reasons for engaging in learning. Well over a quarter cited 'to help you participate in social activities', 'to progress on to another course' and 'to help other members of your family' as important reasons for taking their course or activity.

The respondents were asked to identify the single most important reason for taking their course or activity. The following chart and table show the results.

Figure 9: Main Reason for Taking the Course or Activity



| Main Reason | Count | Percent | Female | Male | Under 40 | 40 and over |
|--|--------|---------|--------|-------|----------|-------------|
| To gain skills and knowledge | 14,745 | 51.4% | 50.5% | 53.8% | 50.5% | 51.8% |
| To meet people and make new friends | 870 | 3.0% | 3.0% | 3.2% | 4.4% | 2.5% |
| For personal interest or pleasure | 5,839 | 20.3% | 20.6% | 19.8% | 11.4% | 23.9% |
| To help you participate in social activities | 643 | 2.2% | 2.2% | 2.4% | 2.6% | 2.1% |
| To help you get a job or with your work | 2287 | 8.0% | 7.2% | 9.9% | 14.2% | 5.5% |
| To benefit your health or wellbeing | 2380 | 8.3% | 9.3% | 5.6% | 4.7% | 9.7% |
| To progress on to another course | 658 | 2.3% | 2.3% | 2.2% | 4.4% | 1.5% |
| To help other members of your family | 920 | 3.2% | 3.8% | 1.6% | 6.6% | 1.9% |
| Other reason | 357 | 1.2% | 1.1% | 1.5% | 1.4% | 1.2% |

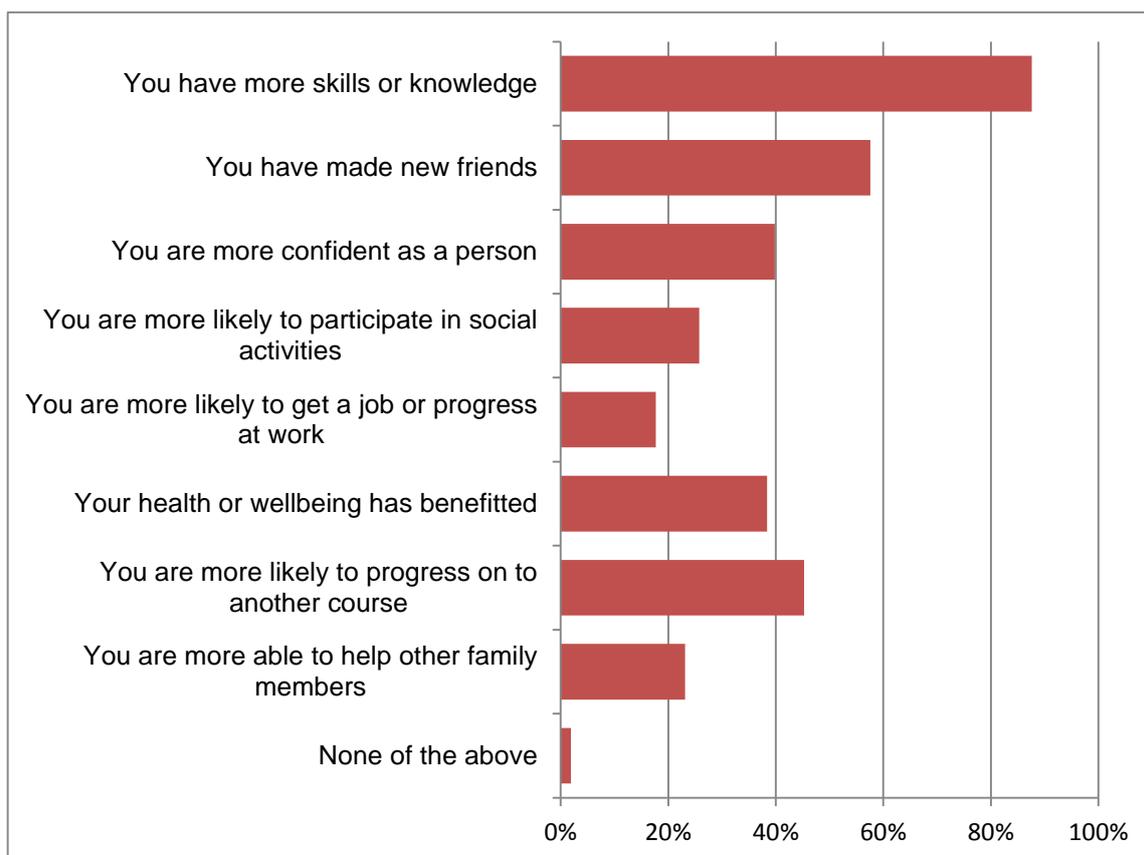
Base = 28,699

Over half of the respondents said that the most important reason for taking their course or activity was 'to gain skills and knowledge', with males (54%) slightly more likely than females (51%) to give this reason. The second most frequently stated reason was 'personal interest or pleasure', identified by a fifth of respondents.

The third most popular reason for taking a course or activity was 'to benefit health or wellbeing' although the response differed by age group. Those age 40 and over (10%) were twice as likely as those aged under 40 to cite this reason.

Figure 10 shows all of the perceived outcomes identified by respondents of their learning.

Figure 10: Outcomes of Taking the Course or Activity



| All Outcomes | Count | Percent | Female | Male | Under 40 | 40 and over |
|---|--------|---------|--------|-------|----------|-------------|
| You have more skills or knowledge | 25,744 | 87.6% | 87.2% | 88.6% | 85.9% | 88.3% |
| You have made new friends | 16,918 | 57.6% | 59.7% | 52.0% | 53.1% | 59.4% |
| You are more confident as a person | 11,697 | 39.8% | 40.3% | 38.4% | 48.6% | 36.3% |
| You are more likely to participate in social activities | 7,580 | 25.8% | 25.6% | 26.2% | 32.6% | 23.0% |
| You are more likely to get a job or progress at work | 5,196 | 17.7% | 16.9% | 19.7% | 31.3% | 12.2% |
| Your health or wellbeing has benefitted | 11,286 | 38.4% | 40.2% | 33.7% | 30.6% | 41.5% |
| You are more likely to progress on to another course | 13,306 | 45.3% | 45.3% | 45.4% | 47.4% | 44.5% |
| You are more able to help other family members | 6,794 | 23.1% | 24.6% | 19.1% | 33.4% | 19.0% |
| None of the above | 556 | 1.9% | 1.9% | 1.7% | 2.1% | 1.8% |

Base = 29,388

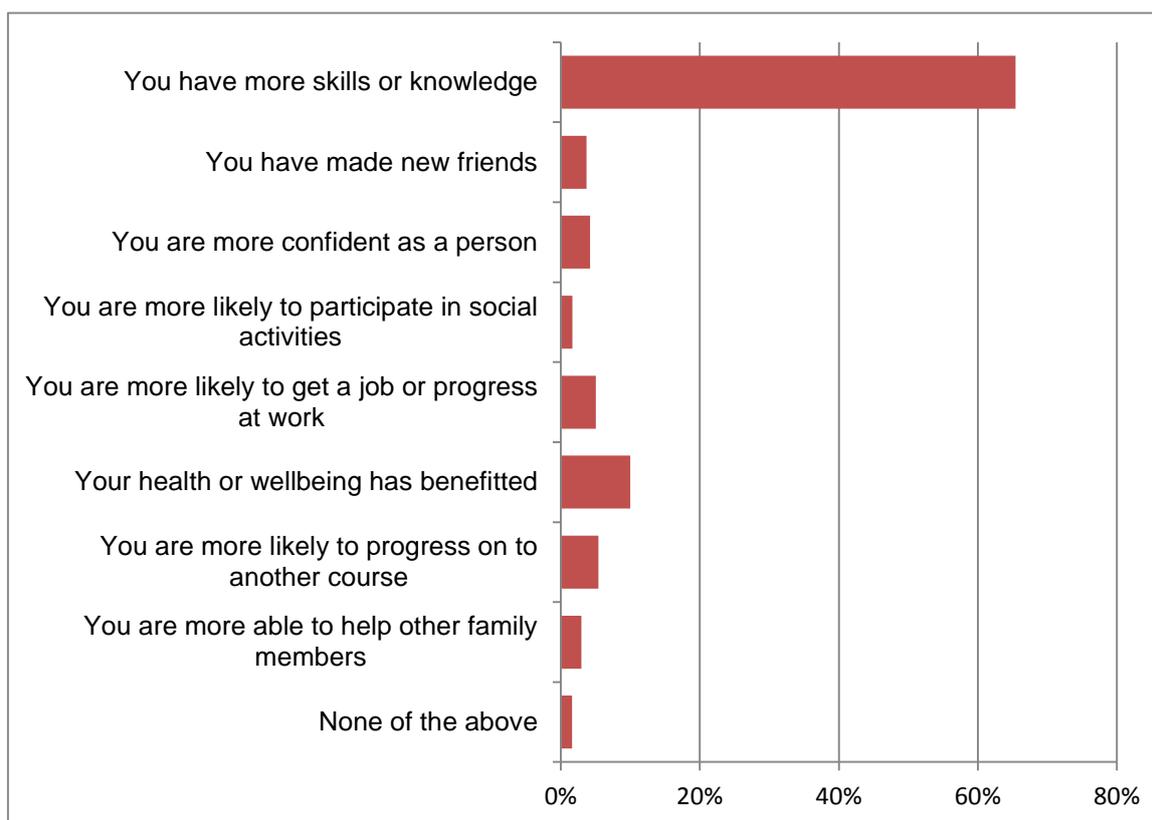
Well over 80% of learners indicated that they had gained new skills and knowledge as a result of taking their course. The second most frequently stated outcome was making new friends which was particularly high among females (60%) and those aged 40 and over (59%). Approaching half the learners thought that they were more likely to progress on to further learning after completing their course or activity which was consistently high across both age groups and genders.

Overall, 40% thought their health or wellbeing had benefitted, although this outcome was more frequently cited by learners aged 40 and over. 40% of learners said their confidence had improved as a result of taking their course, rising to almost half of those aged 40 and under.

Almost a third of respondents aged under 40 said their learning had made them more likely to get a job or progress at work. This outcome also tended to be cited more frequently by male learners (20%) than females (17%).

The following chart and table show respondents' views on the single main outcome of their learning.

Figure 11: Main Outcome of Taking the Course or Activity



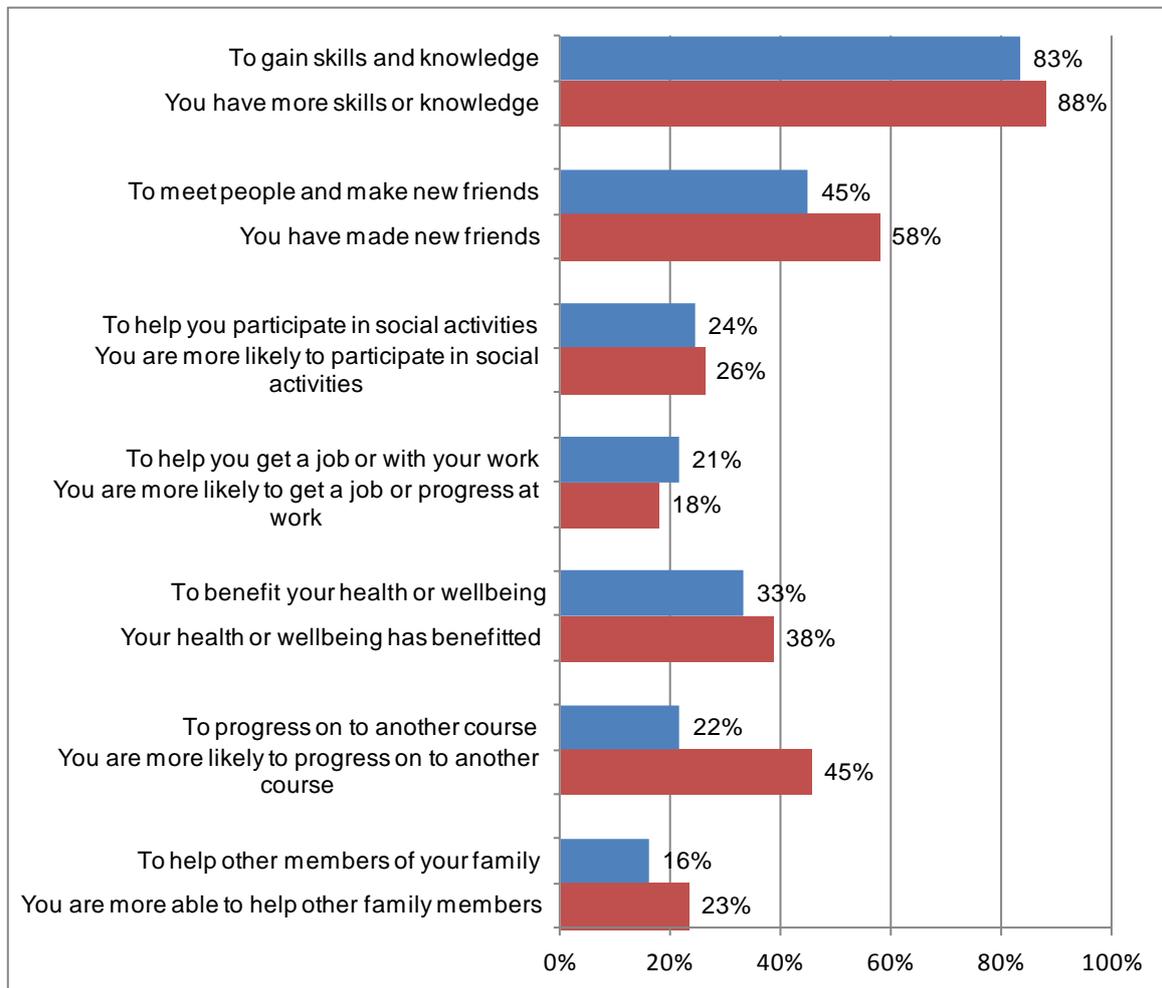
| Main Outcome | Count | Percent | Female | Male | Under 40 | 40 and over |
|---|--------|---------|--------|-------|----------|-------------|
| You have more skills or knowledge | 18,512 | 65.4% | 64.4% | 68.3% | 57.9% | 68.5% |
| You have made new friends | 1,045 | 3.7% | 3.6% | 3.9% | 4.6% | 3.4% |
| You are more confident as a person | 1,193 | 4.2% | 4.3% | 4.1% | 6.4% | 3.4% |
| You are more likely to participate in social activities | 466 | 1.6% | 1.5% | 2.0% | 2.3% | 1.4% |
| You are more likely to get a job or progress at work | 1,421 | 5.0% | 4.5% | 6.5% | 9.0% | 3.4% |
| Your health or wellbeing has benefitted | 2,827 | 10.0% | 11.1% | 7.0% | 5.3% | 11.8% |
| You are more likely to progress on to another course | 1,535 | 5.4% | 5.5% | 5.2% | 7.1% | 4.8% |
| You are more able to help other family members | 841 | 3.0% | 3.5% | 1.5% | 6.1% | 1.7% |
| None of the above | 455 | 1.6% | 1.6% | 1.6% | 1.5% | 1.6% |

Base = 28,295

By far the most frequently cited single main outcome of taking the course or activity was the acquisition of new skills or knowledge (65%). Learners aged over 40 (69%) were more likely than younger learners (58%) to state this as the main outcome. For those aged 40 and over the second most frequently stated outcome was the benefit to health and well-being (12%). Among learners aged under 40, help with getting a job or progressing at work, was the second most frequently cited (9%).

Figure 12 below compares all respondents' reasons for taking the course or activity and all the outcomes they reported after completing their learning.

Figure 12: All Reasons for Taking the Course or Activity and Outcomes

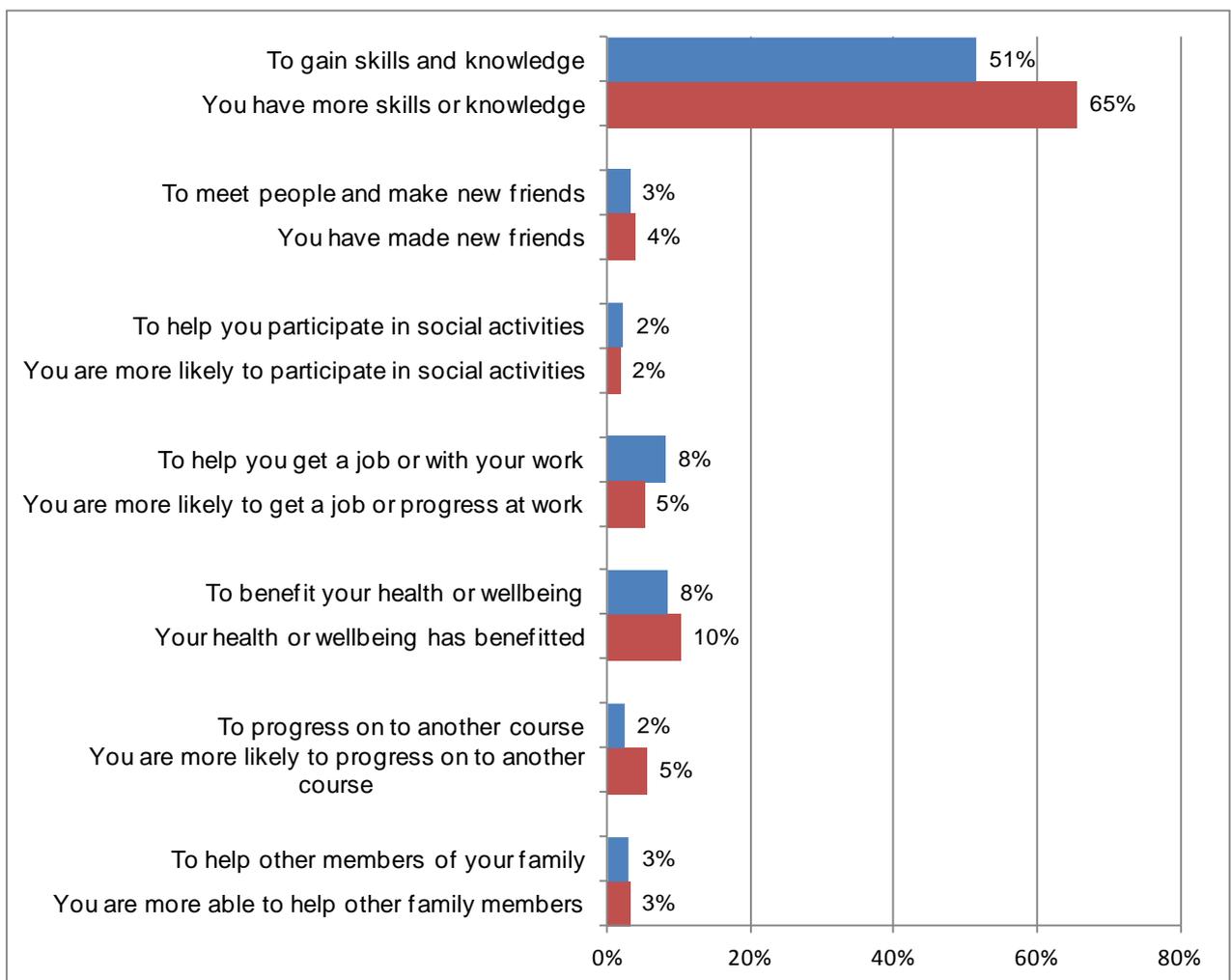


The analysis shows that most learners experienced benefits from their learning which were in addition to their original reasons for taking their course or activity. In almost every instance, the percentage of respondents that identified a particular reason for taking a course was exceeded by the percentage giving the matching outcome. Just over a fifth of learners cited progression to further learning as a reason for taking their course but approaching half now expected to do so as a result of their current learning.

The percentage of learners that had taken the course to help get a job or with their work was slightly higher than the percentage who identified this as main outcome of their learning.

Figure 13 below shows respondents' most important reason for taking the course against the single main outcome.

Figure 13: Main Reason for Taking the Course or Activity and Main Outcome



Just over half of learners indicated gaining skills and knowledge was the most important reason for taking their course although two-thirds identified this as the single main outcome.

Section 4: Reporting the Results of the Survey

We gave survey reports to all providers that took part in the Community Learning Survey providing detailed feedback on their results. The survey reports issued to individual learning providers showed the response by learners to each individual question. We analysed the results using a range of learner characteristics, subject area and delivery location.

Each learning provider's survey sample underwent two quality tests to check for statistical robustness. The first was a confidence interval test for minimum sample size. We used the latest available individualised learner record (ILR) datasets to calculate the number of eligible learners attending each provider in the survey period (2 November 2015 to 1 April 2016). This figure was then used to calculate the minimum returned sample size that would generate 95% confidence that the measured results were within 5% of the estimated true value. Samples representing at least 70% of all eligible learners were also considered sufficiently robust. In addition to the confidence interval test, we used the skew test to ensure that the degree of bias within the sample submitted by individual providers was within acceptable parameters. Annex 4 details how we calculated both quality thresholds.

For the main Learner Satisfaction Survey, learning providers meeting the required survey sample quality tests are awarded a score. This is the combined percentage of those answering 'extremely likely' and 'likely' when asked if they would recommend their learning provider to friends or family. Of the 177 learning providers that returned valid responses to the Community Learning survey, 78 achieved a sufficiently robust sample to pass the confidence interval and skew quality tests. They were also given an overall 'learner recommendation' score in addition to the mean scores for each of the seven satisfaction rating questions.

Section 5: Summary of Findings

Well over 32,000 learners from 177 learning providers took part in the Community Learning Learner Satisfaction Survey 2015 to 2016.

The survey sample included a broad cross section of learners engaged in Community Learning and there was a good match between the age and gender profile of the sample compared to the overall Community Learning population.

This year's survey incorporated a number of changes to the questionnaire. The number of satisfaction rating questions was reduced to seven and the response scale required learners to rate their satisfaction on a scale of zero to 10 from 'very dissatisfied' to 'very satisfied'.

The question on the likelihood of learners recommending their learning provider was retained from the previous survey. The response to this question was also analysed to produce the overall score, which was a combined percentage of those answering 'extremely likely' and 'likely'.

Overall, the response given by learners to the seven satisfaction rating questions was very positive with average scores of nine or above for all questions. The highest rating of all was for the question on the way learners are treated by staff which received a mean score of 9.6 out of 10. The support learners are given and the way staff respond to the views of learners also received extremely high satisfaction scores (both 9.4).

The least positive response was to the question on the advice they had been given on what to do after completing their course or activity with an overall mean score of 9.0. However, almost a third of respondents thought the question was 'not applicable'.

Learners aged 60 and over tended to give the most positive responses to the satisfaction rating questions and learners under 20 tended to give the least positive. On average, females gave slightly higher satisfaction scores for all seven questions.

An extremely high proportion of learners (95%) thought it likely that they would recommend their course or activity to friends or family, which was slightly higher than the surveys in 2014 to 2015 (94%) and 2013 to 2014 (93%). Two-thirds of respondents said they were extremely likely to recommend their course.

Learners' main reasons for taking their course was to gain new skills and knowledge (83%) and for personal interest or pleasure (63%). Almost half hoped to meet people and make new friends and a third hoped their health or wellbeing would be improved.

As a result of taking a Community Learning course, 88% of learners indicated that they had acquired new knowledge and skills, 60% felt that they had made new friends and 45% were more likely to progress to another course.

It would appear that for the majority of learners, engaging in a Community Learning course or activity had exceeded their expectations and they had enjoyed additional benefits beyond their initial reasons for taking the course. This year's survey confirmed the findings from previous surveys that for many learners, taking part in Community Learning inspires them to participate in further learning.

Annex 1: Technical Summary of Research Methodology

Governing Research Principles

All RCU's research and consultancy work is governed by a rigorous quality assurance system. This is accredited under the market research industry standard ISO 20252, the policies and guidelines of the Market Research Society and relevant data protection legislation. For more details of ISO 20252 and the Market Research Society codes of conduct, please visit the [Market Research Society](#) website.

Overview of Methodology

The Skills Funding Agency commissioned Ipsos MORI and RCU to undertake the Learner Satisfaction Survey for learners taking Community Learning courses. The survey took place between 2 November 2015 and 1 April 2016. There were 32,665 valid responses, 66% of which were completed online and 34% were paper questionnaire submissions.

Key Quantitative Research Elements

The key elements of quantitative research are listed below:

1. Description – testing of the Community Learning Learner Satisfaction Survey with a sample of learners undertaking Community Learning.
2. Target Population – Community Learning learners.
3. Sampling – Community Learning providers selected learners to take part in the survey.
4. Data Quality Checks – overall, learners from 177 providers had valid learner responses to the survey. In the process of matching responses to the ILR, we identified a number of learners who responded to the survey using mainstream survey questionnaires only. To ensure their responses were counted, they were transferred and included in the analysis of the Community Learning survey.

5. Broad Topic Areas – the survey comprised an introductory page, questions mirroring the main national Learner Satisfaction Survey and specific questions on the social impact of Community Learning. The online and paper-based questionnaires contained identical questions and both were made available to providers. Annex 2 contains a copy of the questionnaire.

6. Storage of Raw Data – as part of our quality assurance arrangements, we will keep evidence of individual survey responses for 18 months after the closure of the project. After this period, we will destroy it securely.

Annex 2: Learner Satisfaction Survey Instrument for Community Learning



FE Choices Learner Satisfaction Survey 2015 to 2016

Community Learning

Welcome to this short Learner Satisfaction Survey. Learners all over England are answering these questions. Your answers are very important. The Skills Funding Agency will use your answers to tell future learners what different organisations that provide learning are like.

Your completed survey will go to two survey companies - Ipsos MORI and RCU. Ipsos MORI and RCU will add your answers to the answers from other learners. They will send us, the Skills Funding Agency, the results. None of your lecturers, trainers or supervisors will see your answers.

The survey follows the rules of the Market Research Society. If you have any questions about the survey, you can contact the research company, Ipsos MORI at <http://fechoices.ipsos-mori.com/contactus>.

Ipsos MORI and RCU will keep your survey for no more than 18 months. If you want us to destroy your answers before then, please email us at servicedesk@sfa.bis.gov.uk.

If you are happy to take part in the survey, please carry on.

Community Learning

Q11. As a result of taking the course or activity would you say that:
(Tick ALL that apply)

- You have more skills or knowledge
- You have made new friends
- You are more confident as a person
- You are more likely to participate in social activities
- You are more likely to get a job or progress at work
- Your health or wellbeing has benefitted
- You are more likely to progress on to another course
- You are more able to help other family members
- None of the above

Q12. The main outcome of taking the course or activity was:
(Tick ONE only)

- You have more skills or knowledge
- You have made new friends
- You are more confident as a person
- You are more likely to participate in social activities
- You are more likely to get a job or progress at work
- Your health or wellbeing has benefitted
- You are more likely to progress on to another course
- You are more able to help other family members
- None of the above

Thank you very much for your time.



Annex 3: Survey Report Example

Screenshots



FE Choices Learner Satisfaction Survey 2015 to 2016 Community Learning

EXAMPLE PROVIDER (UKPRN: 99999999)



Scores by Learner Characteristics

Scores by Subject

Scores by Delivery Location

Course/Activity Reasons

Course/Activity Outcomes

Reasons Vs Outcomes

Information & Overall Score

Your Overall Community Learning Learner Satisfaction score is:

97% of respondents are likely to recommend the organisation to friends or family

This is the end of survey report from the FE Choices Learner Satisfaction Community Learning.

Guidance to take you through your report can be accessed from the same section on the Provider Extranet where you opened this report.

We recommend that the Guidance is read alongside this report.

Your organisation's data presented in the report is weighted for age and sex. The learner breakdown has been established from your learners' responses. Return 6 (R06) for the Individualised Learner Record (ILR) has been used to check your learners' selections of their age and sex.

If you have further questions about your report please contact us by emailing service@sfabis.gov.uk.

| Profile of Respondents | | Estimated number of eligible learners | Number of Responses | Estimated % of eligible learners responding | % share of all your valid responses |
|------------------------|--------|---------------------------------------|---------------------|---|-------------------------------------|
| Under 40 | Female | 770 | 180 | 23% | 27% |
| | Male | 340 | 70 | 21% | 10% |
| 40+ | Female | 350 | 290 | 83% | 43% |
| | Male | 600 | 120 | 20% | 18% |
| Unknown | | | 10 | | 1% |
| Total | | 2,060 | 670 | 33% | 100% |



- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons Vs Outcomes
- Information & Overall Score

Age Band

All Ages

Under 20

20-29

30-39

40-49

50-59

60+

Unknown

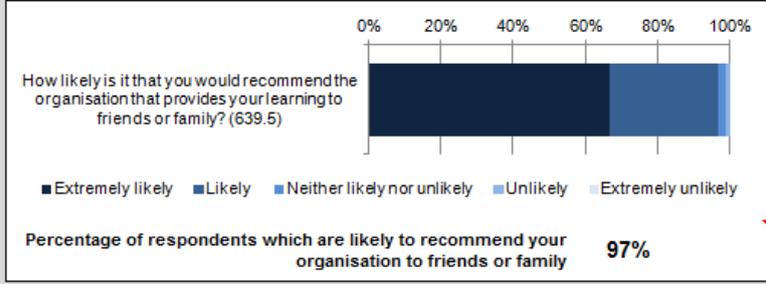
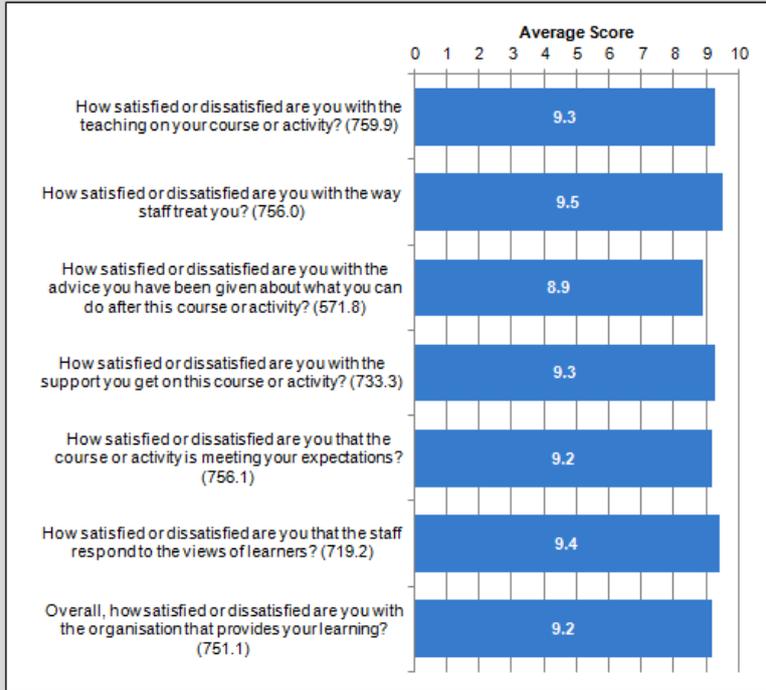
Sex

Female

Male

Prefer Not to Say/Unknown

These are final figures based on survey responses. Figures are weighted. Figures in brackets are the number of respondents answering 0-10 for each question. A star in the brackets indicates suppression has been applied to the results to protect respondents' confidentiality.





- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons Vs Outcomes
- Information & Overall Score

| Subject (All Learners) |
|--|
| <input checked="" type="checkbox"/> Health, Public Services and Care |
| <input type="checkbox"/> Science and Mathematics |
| <input type="checkbox"/> Agriculture, Horticulture and Animal Care |
| <input type="checkbox"/> Engineering & Manufacturing Tech |
| <input type="checkbox"/> Construction, Planning & the Built Environ. |
| <input type="checkbox"/> ICT |
| <input type="checkbox"/> Retail and Commercial Enterprise |
| <input type="checkbox"/> Leisure, Travel and Tourism |
| <input type="checkbox"/> Arts, Media and Publishing |
| <input type="checkbox"/> History, Philosophy and Theology |
| <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Languages, Literature and Culture |
| <input type="checkbox"/> Education and Training |
| <input type="checkbox"/> Preparation for Life and Work |
| <input type="checkbox"/> Business, Administration and Law |

These are final figures based on survey responses. Figures are unweighted and any groups with fewer than 10 have been suppressed. Figures in brackets are the number of respondents answering 0-10 for each question.

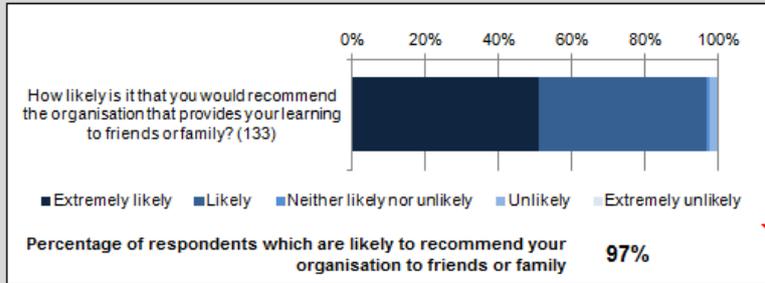
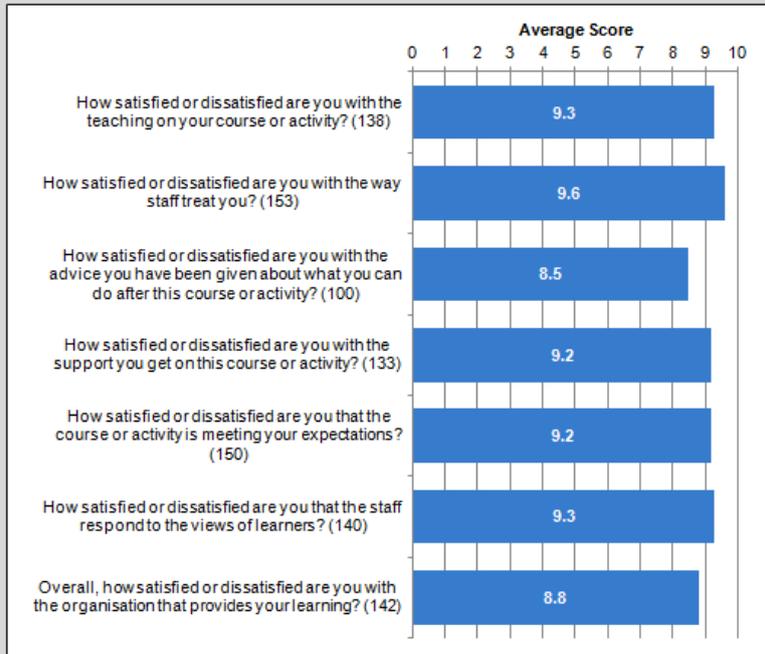




- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons Vs Outcomes
- Information & Overall Score

| Delivery Location |
|---|
| <input checked="" type="checkbox"/> AB1 2CD |
| <input type="checkbox"/> EF3 4GH |
| <input type="checkbox"/> IJ5 6KL |
| <input type="checkbox"/> MN7 8OP |
| <input type="checkbox"/> QR9 0ST |

These are final figures based on survey responses. Figures are unweighted and any groups with fewer than 10 have been suppressed. Figures in brackets are the number of respondents answering 0-10 for each question.

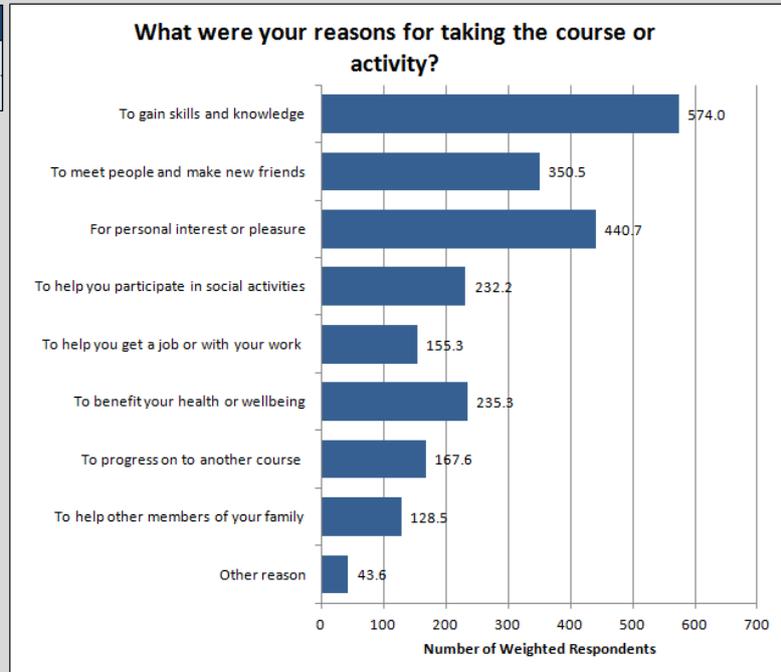




- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons Vs Outcomes
- Information & Overall Score

- All Reasons
- Main Reason

These are final figures based on survey responses. Figures are weighted. A star indicates suppression has been applied to the results to protect respondents' confidentiality.

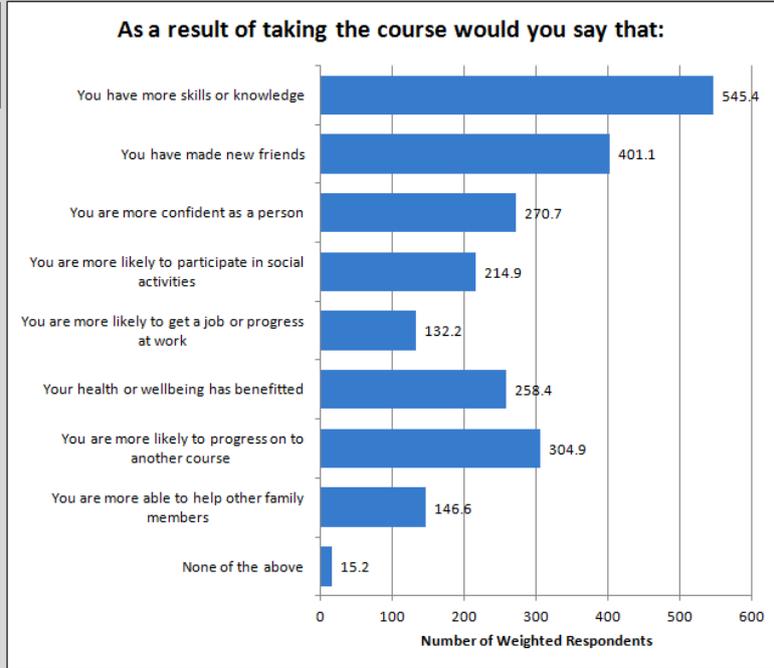




- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons Vs Outcomes
- Information & Overall Score

- All Outcomes
- Main Outcome

These are final figures based on survey responses. Figures are weighted. A star indicates suppression has been applied to the results to protect respondents' confidentiality.

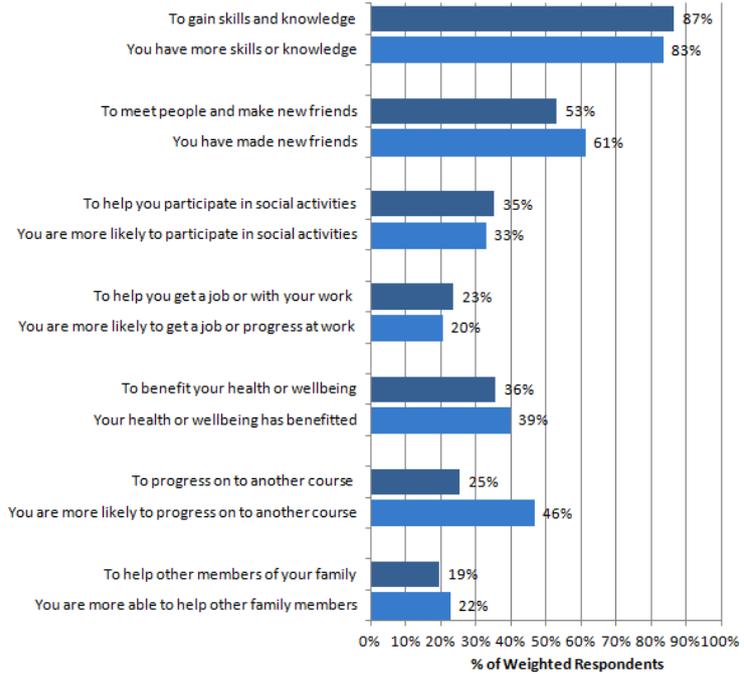




- Scores by Learner Characteristics
- Scores by Subject
- Scores by Delivery Location
- Course/Activity Reasons
- Course/Activity Outcomes
- Reasons vs Outcomes
- Information & Overall Score

- All Reasons
- Main Reason

Comparison between reasons for taking course and outcome after taking course



These are final figures based on survey responses. Figures are weighted. A star indicates suppression has been applied to the results to protect respondents' confidentiality.

Annex 4: Quality Tests for Survey Samples

Confidence interval calculation

Sample Size Calculation (as used in the Sample Size Calculator):

$$\text{Sample Size} = \frac{Z^2 \times p \times (1 - p)}{c^2}$$

Correction for Finite Population (for known population size):

$$\text{Adjusted sample size} = \frac{\text{Sample Size}}{1 + \frac{\text{Sample Size} - 1}{N}}$$

Confidence interval of a returned sample:

$$\text{Confidence Interval} = Z \times \sqrt{\frac{p \times (1 - p)}{n}} \times \sqrt{\frac{N - n}{N - 1}}$$

Where:

Z = Z value (for example 1.96 for 95% confidence level).

p = assumed / observed % expressed as a decimal (for example 84% satisfied = 0.85).

c = confidence interval, expressed as decimal (for example $\pm 5\%$ = 0.05).

N = number of eligible learners on provider's ILR.

n = number of valid responses.

Sample skew test

We used the skew test to ensure that the degree of bias within the sample submitted by individual learning providers was within SFA agreed parameters. Analysis of ILR data for the population produced a profile of learners for each individual provider, based on the following four learner categories.

1. Females aged under 40.
2. Males aged under 40.
3. Females aged 40 and over.
4. Males aged 40 and over.

We derived the measure for skew by comparing the spread of a provider's returned sample across these categories to its population profile based on the ILR. In a perfectly representative sample, the percentage of learners within each of the four categories would be the same as the percentage of learners within each category (based on the ILR data). The skew factor was defined as the sum total percentage of respondents within each category that were above or below the required percentage for a perfectly representative sample. Skew factors up to 40% were defined as correctable, with the application of appropriate weighting; skew factors above 40% were regarded as not correctable.

Skew formulas

Skew calculation:

$$Skew = \frac{\sum_{i=1}^4 |r_i - s_i|}{2}$$

Where:

i = each individual learner category, ranging from one to four.

r = percentage of learners on the provider's ILR in the i^{th} category.

s = percentage of learners in the sample in the i^{th} category.

$| |$ = absolute value.



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