

Train to Gain –
Wave 5 Learner
Survey

Further information

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Executive summary

This report documents the findings from the fifth wave of the learner evaluation of Train to Gain – a service managed by the Learning and Skills Council (LSC) that is designed to help employers improve the skills of their workforce. The evaluation has been running since 2007.

This wave comprised a telephone survey of a representative sample of learners, carried out in July 2009. The survey invited the views of Train to Gain learners on Level 2 and Level 3 programmes. In total, 7,431 learners were interviewed, as follows:

- A cohort of 1,357 Level 2 and 274 Level 3 learners who had also been interviewed during Wave 4 six months earlier. This group is referred to as the ‘longitudinal learners’ group; and
- A cohort of 4,800 Level 2 and 1,000 Level 3 learners. These learners had enrolled on their training more recently and had not previously taken part in the survey. This group is referred to as the ‘new entrant’ group.

Each of the five waves of the Train to Gain learner evaluation have demonstrated that training and qualifications funded or facilitated through Train to Gain are valued by, and demonstrates benefits to, the learners who take part.

Satisfaction is high, but strength of feeling has fallen for new entrants

For the fifth consecutive wave, and in both survey groups, more than 90 per cent of completers were satisfied with their training:

- 94 per cent in the longitudinal group and 92 per cent in the new entrant group were satisfied with their training overall;
- 93 per cent in the longitudinal group and 92 per cent in the new entrant group were satisfied with quality of the teaching.

However, among new entrants, satisfaction on the LSC’s key measure of the highest satisfaction ratings – has fallen in this wave:

- 66 per cent of new entrants were *extremely* or *very* satisfied with their training overall compared with 76 per cent in Wave 4;
- 70 per cent in the new entrant group were *extremely* or *very* satisfied with quality of the teaching compared with 78 per cent in Wave 4;

- In the longitudinal group, 70 per cent were *extremely* or *very* satisfied with their training overall and 72 per cent were *extremely* or *very* satisfied with quality of the teaching – these figures were similar to those in the comparable Wave 3 longitudinal survey.

Skills and qualifications are the main drivers to participation

The Wave 5 survey reinforced the appeal to employees of gaining qualifications and increasing their skills in order to further their career. These factors, rather than pay or promotion, remained the main motivation for taking part in Train to Gain. Most current learners in the new entrants survey expected to:

- gain a qualification (89 per cent);
- gain skills that would look good to future employers (85 per cent);
- learn something new (81 per cent);
- gain skills that would help them in their current job (80 per cent).

Outcomes mirrored the learners expectations and remained positive for most learners:

- 88 per cent of new entrants and 93 per cent of longitudinal learners said they had gained ‘a qualification’;
- 84 per cent of new entrants and 92 per cent of longitudinal learners said they had gained skills beneficial to future employers.

The outcomes were tangible and attributable to Train to Gain. Among longitudinal learners:

- 78 per cent said they had gained practical skills related to their job and 90 per cent reported that they had used these skills;
- 44 per cent said that they had experienced a positive change (such as better pay) since completing their training and attributed this change to their training.

Train to Gain is an active choice for learners

While the previous two evaluation waves showed increasing collaboration between employer and employee in initiating the training, this collaborative approach was less evident in the latest wave as more learners felt that they alone or their employers alone made the decision;

- 36 per cent of new entrants felt the training had been jointly initiated by themselves and their employer, compared with 49 per cent in Wave 4;

- 30 per cent felt that the decision was initiated only by them (24 per cent in Wave 4)
- 34 per cent felt that the decision was initiated only by their employer (28 per cent in Wave 4).

Yet even when the employers initiated the training, most learners still exercised choice over whether or not to take part:

- 64 per cent of learners whose employers initiated the training felt that they had had 'a great deal' or 'a fair amount' of say in taking part in the training (68 per cent in Wave 4 and 57 per cent in Wave 3).

Advice and guidance is good, but is harder to find

As in previous waves, learners felt that they were well supported, however, in the latest wave of the evaluation, there was evidence of a decline in the number of learners having pre-entry discussions:

- 61 per cent of new entrants in Wave 5 said they had had a discussion about their learning prior to starting the programme (decreasing from 67 per cent in Wave 3 and 65 per cent in Wave 4);

Many learners had discussions with employers, tutors or assessors at the outset of their learning to ensure that they followed the most appropriate programmes. Participation in these pre-entry assessments has remained fairly stable over successive waves:

- 88 per cent had at least one form of pre-entry assessment (87 per cent in Wave 4);
- 70 per cent had a discussion about their qualifications, 63 per cent were asked about English, maths or language skills, and 58 per cent were assessed against the requirements of the qualification.

The quality of the information provided at the outset of the training was rated as either *very good* or *fairly good* by the majority of new entrants, specifically:

- how they would be assessed (85 per cent);
- how long the training would take to complete (84 per cent);
- what the training would involve (83 per cent); and
- the amount of time needed to commit to the training (82 per cent).

Learners get the support they need

Learners appeared to be well supported throughout their training or qualifications. They also received the kind of support they felt was important:

- 92 per cent said they had help understanding how tasks related to evidence for their qualification, 98 per cent of all respondents felt this was important;
- 86 per cent had regular discussion with their tutor/assessor, 97 per cent felt that this was important;
- 78 per cent said there was no other support that they would have liked.

Awareness of Train to Gain has fallen among learners

After a significant rise in the early waves, and a levelling off in Wave 4, awareness of Train to Gain has declined slightly:

- 73 per cent of new entrants had heard of Train to Gain, compared to 77 per cent in Wave 4 and 76 per cent in Wave 3;
- 46 per cent of those who had heard of Train to Gain did not know that their training was funded by it (34 per cent in Wave 4).

Learners complete more quickly, but find the going tougher

There was some evidence in Wave 5 that learners completed their training and qualifications more quickly:

- The average time to complete for new entrants was 12 weeks, compared with 16 weeks in Wave 4;
- The longitudinal group showed a similar, though less marked trend, completing in 39 weeks compared with 41 in Wave 3.

Longitudinal learners were finding their training increasingly challenging

- 61 per cent of completers found their training to be *very* or *fairly* challenging (58 per cent in Wave 3 was previously the highest rating);
- 23 per cent experienced some problems during their training (compared with 19 per cent for Wave 3).

Further learning is increasingly likely

Nearly one-third (30 per cent) of longitudinal learners who had completed their training or qualifications had already started further training, an increase from 18 per cent in Wave 3. Further learning was a goal for many others:

- 35 per cent of longitudinal learners felt that it was *very likely* that they would undertake training at a higher level within the next three years (18 per cent in Wave 3);
- 44 per cent of new entrants said it was *very likely* that they would undertake training at a higher level within the next three years (44 per cent Wave 4);
- 52 per cent of early leavers felt that it was *very likely* that they would sign up for training in the future (47 per cent Wave 4).

While it is likely that survey participants would have a more positive attitude to learning than the wider population, positive attitudes to learning prevailed and participation in Train to Gain appeared to reinforce these attitudes. Among the longitudinal learners:

- 88 per cent felt more confident in their ability to learn;
- 84 per cent felt more positive about learning than when they started the course.

Learners were also asked about the impact of the recent recession on their plans for future learning. Most learners in both survey groups felt that the recession had had no effect on their intentions to learn in the future, however 33 per cent of new entrants and 28 per cent of longitudinal learners said the recession made it more likely they would undertake further study.

In this wave, the longitudinal data tells us that, as time passes, more learners feel that there is an appropriate match between their job and their skills – 13 percentage points higher than the same group felt one year ago.

1 Introduction

1.1 Background

The Train to Gain service, managed by the Learning and Skills Council (LSC), provides impartial, independent advice on training to businesses through a network of skills brokers¹ across England. The service aims to support employers in improving the skills of their workforce, as a means of enhancing their business performance. Train to Gain also publicly funds some training for employees. Through Train to Gain, employers can access training at all levels, in order to meet their business needs.

Through Train to Gain, employers can access support to identify their skills-development needs and receive a training package tailored to the needs of their own business.

For a learner, the Train to Gain journey starts with the engagement of their employer. This may be initiated by a Business Link Adviser or a training provider, or the employer may initiate these links. If a Business Link Adviser leads on engagement, they carry out an Organisations Needs Assessment (ONA) to assess skills-development needs. Following the ONA, a tailored training package is developed and a selection of appropriate training providers is identified. The employer chooses one, and that provider becomes the employer's contact for the training.

The Business Link adviser can also identify funding options and employers may receive partial or full subsidies for the training, and individual employees who are suitable for support through Train to Gain are identified by the training provider and the employer. Each employee is then given an initial assessment by the

¹ Since April 2009, Business Link took over the full operational role of the skills brokerage and all Business Link Advisers (now called Independent Business Advisors) providing access to skills and training advice for employers.

training provider, including advice and guidance on the types and forms of training available.

1.2 The evaluation

This report presents the findings from the fifth wave of the Train to Gain learner evaluation, and is based on a telephone survey of 7,431 learners. The research involved following up those learners who took part in the third and fourth waves of this study, plus a survey using a new sample of those learners who had registered for Train to Gain between January and May 2009.

The involvement of learners with Train to Gain was evaluated by Ipsos MORI and the Institute for Employment Studies (IES) on behalf of the LSC, in accordance with an overall evaluation framework developed with the Department for Innovation, Universities and Skills (now the Department for Business, Innovation and Skills) and other interested parties. The strategy includes surveys of learners, employers and skills brokers, as well as the collection and analysis of relevant management information. For learners, the LSC will measure success by the extent to which

'... employees receive a high quality learning experience that delivers the achievement of relevant qualifications and provides a platform for future career/learning progression.'

National Employer Training Programme Train to Gain Evaluation Strategy
(LSC, March 2006)

Train to Gain is more than just a programme for fully and part-funded learners. However, since this evaluation reviews only those aspects of training that are funded by the Government, we focus here on those learners who are participating in Train to Gain fully and part-funded training, with the aims of:

- examining the key characteristics of the learners who have engaged with the service
- identifying the main elements of the training process as experienced by learners and, in particular, the extent to which the Assess-Train-Assess approach is being followed
- measuring learners' satisfaction with all the key aspects of Train to Gain and the training provided through it
- assessing the factors affecting qualification completion and drop-out; and

- examining the subsequent employment experiences of learners who have completed their training, and assessing their perceptions of the impact the training has had on them and their workplace.

1.2.1 Evaluation design

The evaluation was designed as continuous waves of research among learners (defined as people who had signed up for Train to Gain programmes). These learners were waiting to start, were part of the way through their programme, or had completed it. The research comprised telephone surveys in each wave, plus qualitative interviews in Waves 1 and 3 only. The surveys have taken place approximately once every six months.

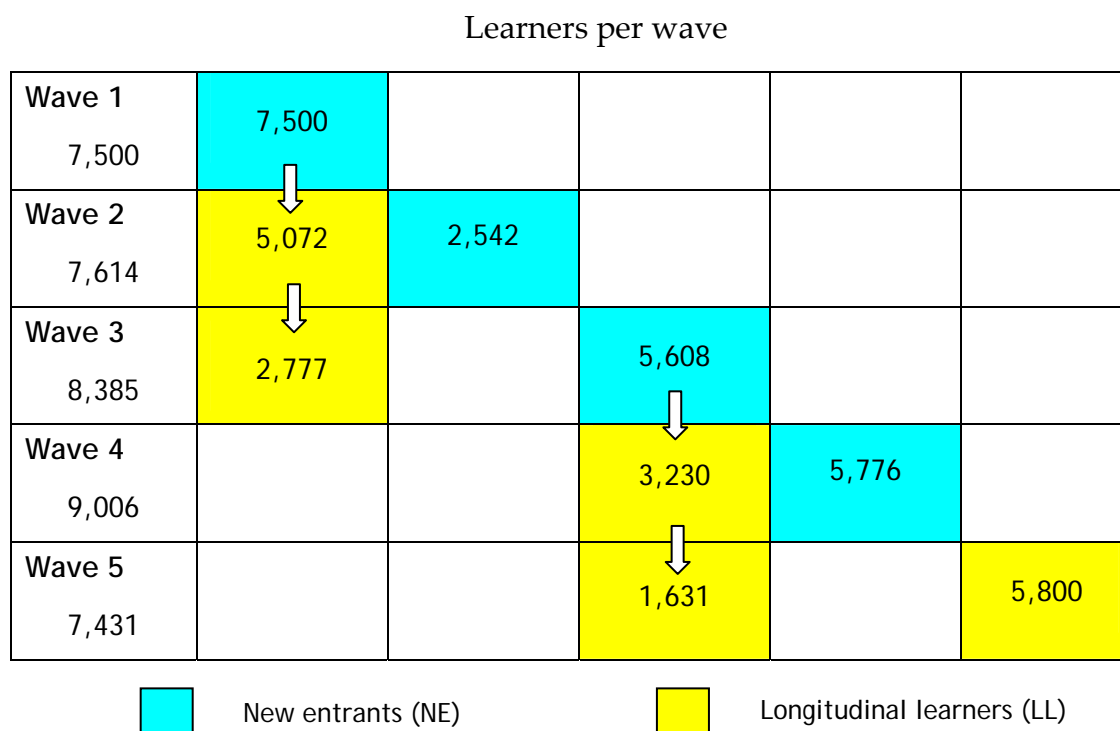
The design and development of the learner evaluation began in the autumn of 2006.

- Wave 1 fieldwork commenced in March 2007. This involved a telephone survey of 7,500 learners who had started Train to Gain before the end of February 2007, plus face-to-face qualitative interviews with 100 of them.
- Wave 2 fieldwork was undertaken around six months later, between October and November 2007. This involved a telephone survey of 7,614 learners. Of these, 5,072 had been interviewed during Wave 1, while the remainder were new entrants to the survey – that is, those who had started their learning between January and June 2007 and were not interviewed at Wave 1. There was no qualitative element to this wave.
- Wave 3 took place between May and June 2008. This was a telephone survey of 8,385 learners, of whom 2,777 had been interviewed in both Wave 1 and Wave 2. The remainder were new entrants to the survey. Level 2 new entrants had started their courses between December 2007 and April 2008, while Level 3 learners had started between September 2007 and April 2008. In addition, 100 qualitative telephone and face-to-face interviews were carried out with new entrants and longitudinal learners.
- Wave 4 took place during November and December 2008. This was a telephone survey only. In all, 9,006 learners took part, comprising 3,230 longitudinal learners (learners interviewed at Wave 3 but not earlier) and a new entrant group of 5,776 who had registered for Train to Gain between April and October 2008. Both groups included learners at Level 2 and Level 3.
- Wave 5, which is reported here, also comprised only a telephone survey and took place in July 2009. In all 7,431 learners took part, comprising 1,631 longitudinal learners who were interviewed in Wave 3 and Wave 4, and a new

entrant group of 5,800 learners who had registered between January and May 2009. Both groups included learners at Level 2 and Level 3.

Figure 1.1 summarises the respondent breakdown for each wave.

Figure 1.1: The survey sample design



Source: Train to Gain employee survey

1.2.2 Sample size and structure

The objective was to interview as many as possible Level 2 and Level 3 learners who had taken part in Wave 4 (the longitudinal group), plus a top-up sample of learners (new entrants). The target number of interviews with new entrants for the fifth wave survey was 4,800 Level 2 learners and 1,000 Level 3 learners.

The achieved interviews by level are shown in Table 1.1. The overall response rate for the survey was 49 per cent; 67 per cent for longitudinal learners, 48 per cent for Level 2 new entrants and 36 per cent for Level 3 new entrants. A detailed breakdown of the response rate and sampling is presented in Appendix A.

Table 1.1: Achieved interviews by respondent's level of course

	Wave 5 (NE)		Wave 5 (LL)	
	No.	%	No.	%
Level 2 (fully funded)	4,800	83	1,357	83
Level 3 (part funded)	1,000	17	274	17
Base (N)	5,800	–	1,631	–

Base = all learners, new entrant (NE) and longitudinal group (LL).

Source: *Train to Gain employee survey Wave 5*

Table B1 (Appendix B) compares the achieved **Level 2 top-up sample** profile with the sample from which it was drawn (ie all learners who had started Train to Gain Level 2 between January and May 2009). In comparison to the ILR population of Level 2 Train to Gain learners, who started their course between January and May 2009, the profile of the achieved sample at Wave 5 is very similar. Very minor **weighting** was applied to region only.

Table B2 (Appendix B) compares the achieved **Level 3 sample** profile with the sample from which it was drawn (ie all learners who have started Train to Gain Level 3 between January and May 2009). In comparison to the population of Level 3 Train to Gain learners, who started their course between January and May 2009, the profile of the achieved sample at Wave 5 differs a little, particularly with regard to age and region. Therefore, **weighting** was applied to the level three data to correct for minor deviations between the ILR learner profile this wave compared to previous waves. Weights were applied to gender, age, disability, ethnicity and region.

1.2.3 Changes in the Level 2 population since Wave 1

A comparison of the Train to Gain population between Wave 1 and Wave 5 is shown in Appendix C. The Level 2 population for Train to Gain has changed since Wave 1. There are now proportionally more men, more 18- to 25-year-olds, slightly fewer people with disabilities or learning difficulties, slightly more learners from black and minority ethnic backgrounds (BME), more learners in London, and fewer in the West Midlands and Yorkshire and the Humber.

- The ratio of males to females was 60:40 in Wave 5 and 51:49 in Wave 1.
- 18 per cent of learners at Wave 5 were aged 18–25, compared with 12 per cent at Wave 1.
- 5 per cent consider themselves to have a disability or learning difficulty (compared with 8 per cent in Wave 1).

- 15 per cent were from black or minority ethnic groups (compared with 12 per cent in Wave 1).
- 11 per cent of learners were from London (compared with 7 per cent in Wave 1).

1.2.4 Changes in the Level 3 population since Wave 1

There are fewer Level 3 learners overall, and there were too few to sample in Wave 1; hence we would expect to see greater change over the four waves of the survey.

The proportion of men was smaller than in the Level 2 population, and has shrunk between Wave 1 and Wave 4. There are now more 46- to 55-year-olds, more learners with disabilities/learning difficulties and more learners from BME groups. In Wave 1, Level 3 learners were drawn from only three regions, but they are now spread across all the regions of England, although there is now an even greater concentration in London.

- The ratio of males to females is 37:63 in Wave 5, as it was in Wave 1;
- The proportion of learners aged 46–55 has grown from 17 per cent in Wave 1 to 24 per cent in Wave 5;
- 13 per cent of Wave 5 learners (compared with 11 per cent in Wave 1) are from BME backgrounds;
- Learners are better spread around the regions, the smallest proportion being 7 per cent in the north east and the largest 17 per cent in the north west.

1.3 Profile of respondents

This section provides an overview of the characteristics of the respondents. The data annex provides more detail.

Learning status

In the new entrant group, 60 per cent were in the process of learning (compared with 49 per cent in Wave 4) and 30 per cent had already completed their learning (42 per cent in Wave 4). Of the rest, 7 per cent had yet to start and 3 per cent had left without completing the course.

In the longitudinal group, 7 per cent were in the process of learning, 87 per cent had already completed, 4 per cent had left the course early and 2 per cent were about to start or had other circumstances. This profile is similar to the Wave 3

cohort and reflects the fact that the learners registered on their programmes at least 12 months ago.

Provider type

In Wave 5 there was an increase in the proportion of learners following their training or qualifications through public, rather than independent providers. In the new entrant survey, the public independent ratio was 51:47, compared with 45:55 in Wave 4 and a similar pattern in Wave 3. (43:58).

The longitudinal group reflected the Wave 3 new entrant sample where these learners were first interviewed, with a ratio of 45:55.

Qualifications

The main qualification learners were working towards was a national vocational qualification (NVQ) in Health and Social Care: 16 per cent of new entrants and 28 per cent of longitudinal learners. Currently, 10 per cent of learners on the ILR are following an NVQ in Health and Social Care (the most popular qualification) so these learners are over-represented in the survey. The next closest qualification was Customer Service (9 per cent and 6 per cent). While the rank order has changed little over time, the proportion of new entrants working towards NVQ in Health and Social Care has fallen from 27 per cent in Wave 4, however, this appears to be a reflection of the population data; in the Wave 5 Level 2 population data from the ILR, only 10 per cent of learners were following health and social care NVQ whereas the figure was 18 per cent for the Wave 4 population.

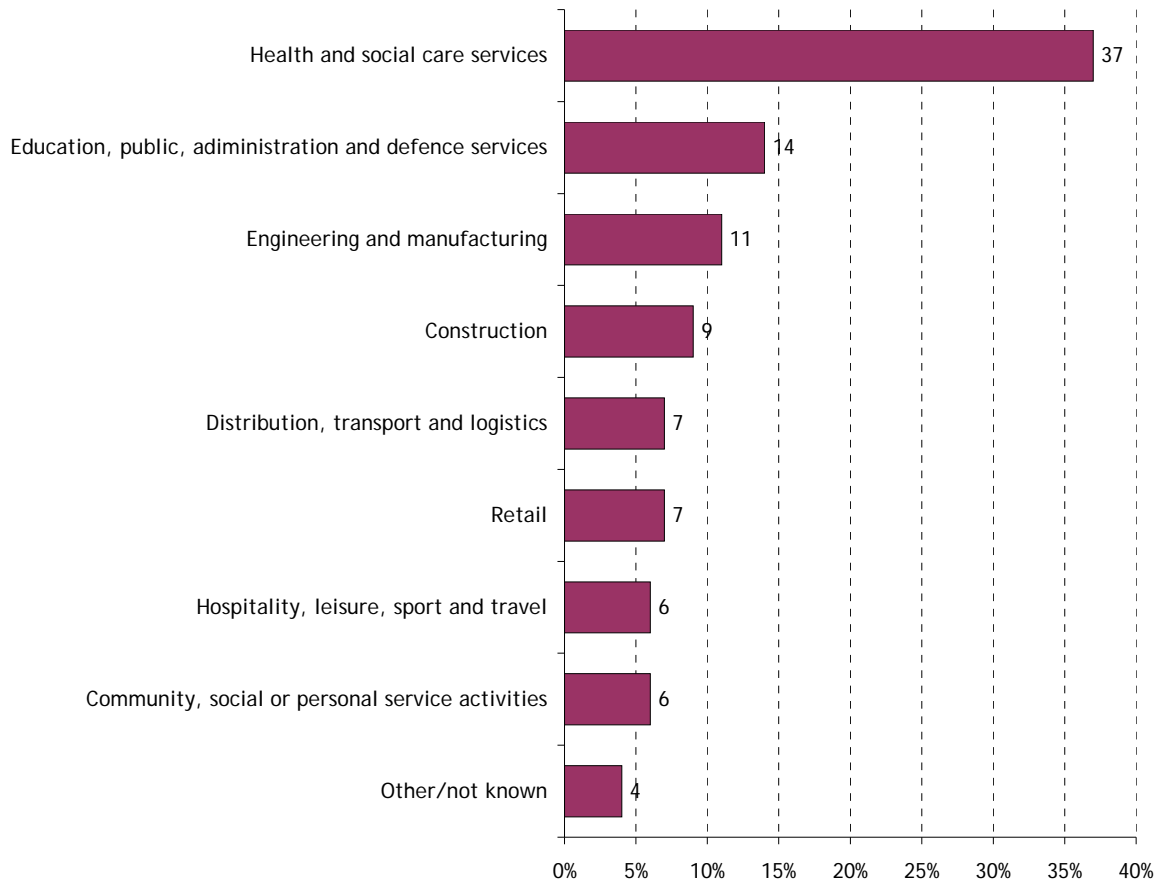
In both survey groups, health and social care NVQ was more common amongst Level 3 learners than Level 2 learners. In the new entrant group, it accounted for 30 per cent of the subjects being studied, compared with 13 per cent of Level 2 learners. The difference was less marked in the longitudinal group where Health and Social Care accounted for 37 per cent of Level 3 qualifications compared with 26 per cent of those being taken at Level 2.

Employment

As in previous waves, the health, social care, education and public services sector dominates the survey, with 51 per cent of the longitudinal group coming from this sector; 37 per cent in health and social care services and 14 per cent in education, public administration and defence services. The next largest sectors were engineering and manufacturing (11 per cent) and construction (9 per cent). Workforce data from the Office for National Statistics shows that 26 per cent of jobs in June 09 were in public administration, education and health. Although not

a direct comparison (in part because this represents jobs rather than employees) it does indicate a disparity between the survey sample and the population.

Figure 1.1: Industry of current or most recent employer



Base = all learners, longitudinal group: Wave 5 N = 1,631

Source: Train to Gain employee survey

The prevalence of the health, social care, education and public services sector means that personal services were again the largest occupational group, accounting for 31 per cent of the longitudinal and 25 per cent of the new entrant group (in wave 4 these were both 32 per cent). Skilled trades (14 per cent of both the new entrants longitudinal groups), process, plant and machine operatives (16 per cent of the new entrants and 10 per cent longitudinal) and elementary occupations (13 per cent new entrants and 10 per cent longitudinal) were the next largest groups.

The occupational group varied considerably according to whether learners were working toward Level 2 or Level 3 qualifications, as Appendix C shows. The greatest variation was within personal service occupations which for the new entrant group, varied from 21 per cent of Level 2 learners, to 45 per cent of Level 3 learners. Within

the longitudinal group, personal service occupations accounted for 28 per cent of Level 2 learners and 45 per cent of Level 3 learners. This gap of around 20 percentage points between Level 2 and Level 3 in the new entrant survey has been relatively consistent since Wave 2, when Level 3 respondents were first included in the survey.

Two other occupational groups also showed a difference that was consistent across both survey groups. Process, plant and machine operatives and elementary occupations, both of which were more prevalent among Level 2 learners.

Employers were distributed across small, medium and large organisations, as Table 1.4 shows. Compared with Wave 4, Wave 5 saw an increase in the proportion of learners from larger employers: 37 per cent of organisations had more than 250 employees in Wave 5 (29 per cent in Wave 4). It is not clear why learners from larger organisations would be more inclined than those from smaller organisations to take part in the survey.

Table 1.4: Size of employer/number of employees (current or most recent occupation)

	No.	%
1-10	434	11
11-49	886	24
50-249	850	25
250+	936	37
Don't know	124	3
Base (N)	3,230	-

Base = all learners, longitudinal group.

Source: Train to Gain employee survey Wave 5

Length of time in job

New entrants were also asked how long they had been in their current job: most (77 per cent) had been in post for seven years or less, similar to previous waves.

Of those who had been in their current or most recent job for less than one year, 48 per cent had previously been working for a different employer doing a different job, and 30 per cent had been working for a different employer but doing much the same sort of job. Previously being in full-time training or learning accounted for 5 per cent; 3 per cent had been short-term unemployed or not working (ie. for less than six months), and 12 per cent had been long-term unemployed or not working (ie for six months or longer).

Personal characteristics

Gender

In the new entrant survey sample, men outnumbered women (56 per cent male) as they do in the Train to Gain population, yet the proportions were quite different for Level 2 (60 per cent male) and Level 3 (37 per cent male). Male take-up of Train to Gain has increased gradually over five waves of the survey (from 51 per cent in Wave 1).

As in Wave 4, women were over-represented in the longitudinal sample (61 per cent female) in relation to the Wave 3 new entrant sample from which they were drawn (49 per cent female).

Ethnicity

The ethnic profile of learners in both groups was consistent with Wave 4. In Wave 5, 83 per cent of both new entrants and longitudinal learners were white compared with 81 per cent (new entrants) and 82 per cent (longitudinal) in Wave 4. The longitudinal group was in line with the Wave 3 new entrants they were drawn from (82 per cent white).

Disability

The proportion of respondents who reported having a disability, learning difficulty or health problem has been fairly stable over the five waves and was 5 per cent for the new entrant and 6 per cent for the longitudinal group.

Age

Learners' ages again clustered around 40 years, with around one-third of respondents aged 36-45 (35 per cent longitudinal and 30 per cent new entrants). The remaining learners were split fairly evenly above and below this group, although, in line with previous waves, the new entrant survey had a slightly younger age profile than the longitudinal group.

New entrants were asked at what age they had left school. Some 58 per cent had left aged 16 or below – a figure that has dropped steadily over the four waves of the survey. Correspondingly, the proportion of those who left school aged 18 or over has risen steadily, from 15 per cent in Wave 1 to 31 per cent in Wave 5.

Region

Learners were spread across the country and the new entrant sample appears to be better balanced regionally than for any other wave. The largest proportions came from the North West and the West Midlands (both 15 per cent) while the least well represented regions were the South West and the East of England (both

eight per cent). The range (8-15 per cent) has narrowed considerably since Wave 4 (4-17 per cent).

In the longitudinal survey the profile was similar to Wave 4 with the North West (18 per cent) and Greater London (15 per cent) dominating. The North East (four per cent) and Yorkshire and Humberside (five per cent) were least represented.

1.4 Analysis and reporting

1.4.1 Comparisons over time

This document focuses on the findings from Wave 5, and highlights comparisons with previous waves where they are of interest and serve to pinpoint trends over the two and a half years of the evaluation.

A data annex has been produced as a more comprehensive companion publication. It documents the results from the previous four waves of the survey, alongside the Wave 5 results, and allows comparisons to be drawn on all questions that featured in Wave 5 (questions from previous waves that have no Wave 5 counterpart are not included). The data annex is set out in the same order as the report, making it easy for the reader to cross-refer while reading through.

The new entrant data shows the figures for each question at each wave, and there is a cross-sectional comparison for each new cohort.

The longitudinal data is also shown as a cross-section, i.e. the data for each longitudinal cohort is shown side by side. However, as was described in the section on sampling above, the longitudinal group varies from wave to wave, and is either a first follow-up of a new entrant cohort (as in Wave 2 and Wave 4) or a second follow-up (Wave 3 and Wave 5).

Depending on the question, the most useful comparison for Wave 5 data is likely to be Wave 3 (since these cohorts are most alike), and this is the comparison that is usually made. Waves 2 and 4 can be similarly compared. The data for all waves is shown chronologically as it can be interesting to follow cross-sectional patterns.

Like for like comparisons

Where questions were asked of exactly the same respondents in Wave 3 (when they were 'new entrants') and in Waves 4 and 5 (the longitudinal groups), the data annex also shows a 'like-for-like' comparison. This is a true longitudinal comparison, since it shows the responses for the same people at three different stages. This approach is only possible for a small number of questions, and so has not been used as the main form of comparison.

1.5 Report sections

The report has four main sections, which deal with the Train to Gain experience chronologically.

- **Finding Out and Signing Up:** awareness of Train to Gain, the process of signing up and learners' expectations of the programme.
- **Advice and Guidance:** the extent to which learners had pre-entry discussions and assessments to inform training.
- **Experiences of Training:** learners' reflections on the process of the training, the support they had, and what made the programme easy or difficult to complete.
- **Satisfaction and Outcomes:** outcomes from training, learner satisfaction and plans for the future.

Each section begins with a brief summary of the findings from Wave 5 and of the trends over time for the key issues.

2 Finding Out and Signing Up

2.1 Key findings

- Most learners (40 per cent of new entrants) had first heard of Train to Gain through their employers, although this figure was lower than in Wave 4 (54 per cent). By contrast, there was an increase in the numbers who had found out through a training provider (10 per cent compared to one per cent in Wave 4). Television advertisements were cited as a main source of information by 15 per cent of new entrants. This figure was slightly lower than in Wave 4 (17 per cent) but still higher than in Waves 1 to 3 (less than 10 per cent in each case).
- After a significant rise in the early waves and levelling off in Wave 4, awareness of the Train to Gain brand among new entrants has declined slightly; 73 per cent of new entrants had heard of Train to Gain, compared to 77 per cent in Wave 4 and 76 per cent in Wave 3. Just over half of those who had heard of it (52 per cent) knew that their training was funded by it, this figure was closer to two-thirds (65 per cent) in Wave 4.
- Collaborative approaches to initiating the training were less in evidence than in previous waves: only 36 per cent of learners felt the training had been jointly initiated by themselves and their employer, compared to 49 per cent in Wave 4 and 50 per cent in Wave 3. Despite this, the majority of learners (64 per cent) felt that they had had 'a great deal' or 'a fair amount' of say in taking part in the training. This indicates an increase, over time, in the numbers of learners feeling empowered to choose whether or not to participate.
- 43 per cent of new entrants reported that they had undertaken other job-related training in the previous year (compared to 47 per cent in Wave 4). A higher proportion of this training had led to qualifications than in previous waves (60 per cent, compared to 58 per cent in Wave 4 and 53 per cent in Wave 3). 56 per cent of the training was undertaken because it was a legal requirement of the job.

- As in previous waves, new entrants' expectations focused on improving skills and gaining qualifications, both for their current work and future career development. Most current learners expected to:
 - gain a qualification (89 per cent);
 - gain skills that would look good to future employers (85 per cent);
 - learn something new (81 per cent);
 - gain skills that would help them in their current job (80 per cent).
- Learners stressed the importance of qualifications, with 81 per cent of new entrants agreeing that *you need qualifications to get anywhere these days*.
- Current learners (from both new entrant and longitudinal groups) were fairly evenly divided over the extent to which the recession had had an impact on their attitude towards the training. Around half of current learners felt the training had become more important to them as a result of the recession (51 per cent of new entrants and 53 per cent of longitudinal learners). On the other hand, just under half felt the recession had made no difference (46 per cent of new entrants and 47 per cent in the longitudinal group).

2.1.1 Trends over time

- Findings from Wave 5 reinforce a consistent pattern over the two years of the evaluation, which has shown the appeal to employees of gaining qualifications and increasing their skills. These factors, rather than pay or promotion, appear to provide the main motivation for taking part in Train to Gain. Employers have continually been the main source of information about Train to Gain and, while awareness of the programme has grown over time, it may have reached a plateau and even declined slightly.
- While the previous two evaluation waves had shown increasing collaboration between employer and employee in initiating the training, this collaborative approach was less in evidence in the latest wave. Nevertheless, the majority of learners still felt they had had a reasonable degree of choice over whether or not to take part in the training.

2.2 The Train to Gain brand

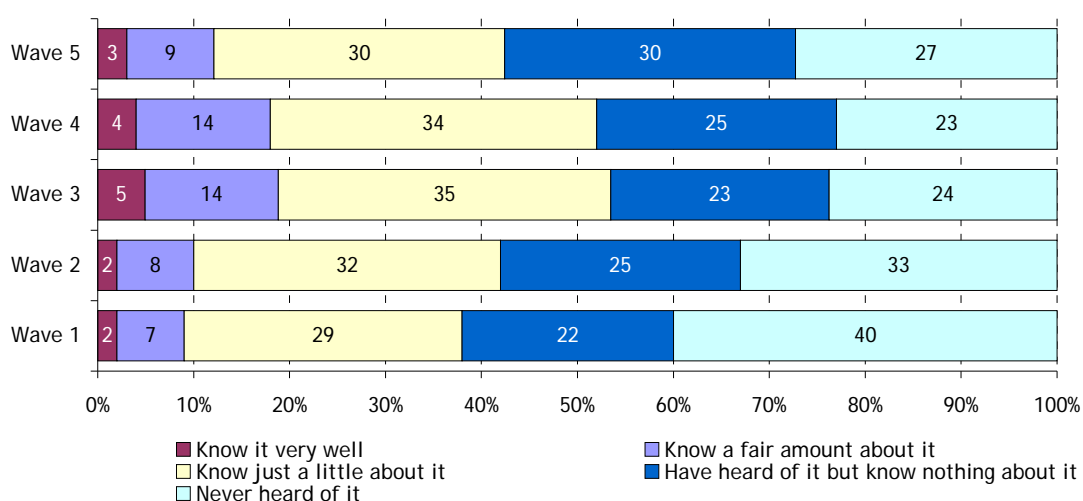
2.2.1 Awareness and knowledge of Train to Gain

All learners in the new entrants' survey were asked about the extent of their knowledge of Train to Gain and, while three out of four learners (73 per cent) had

heard of Train to Gain, the extent of their knowledge varied. Figure 2.1 shows that: 30 per cent felt that they knew *just a little about it*; 30 per cent said they *had heard of it but knew nothing about it*; and 27 per cent said they *had never heard of it*.

The data over the five waves suggests that the level of awareness, having reached a high point of 77 per cent in Waves 3 and 4, has slightly declined. This still leaves significant numbers of learners within the programme who have not heard of Train to Gain or who know nothing about it. There have been no media campaigns about Train to Gain since the Wave 4 survey, which may explain some of the fall in awareness.

Figure 2.1: Awareness and knowledge of Train to Gain



Base = all learners, new entrant group: Wave 5 N = 5,800; Wave 4 N = 5,776; Wave 3 N = 5,608; Wave 2 N = 2,542; Wave 1 N = 7,500.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

There was little variation in the awareness of Train to Gain according to the personal characteristics of gender and disability, but, as in Wave 4, younger learners showed a higher level of awareness than older learners. Awareness for the youngest age group of 18-25 was 77 per cent, which declined as age increased, reaching a low of 62 per cent for those aged 56 and above. Awareness also differed by ethnicity with an awareness level of 74 per cent for white learners compared with 64 per cent for learners of black and minority ethnic origin.

There was little variation in awareness according to provider type, but it was a little lower at 69 per cent for those on a care-related course (compared with 74 per cent of learners in other subject areas), and a little higher for learners studying at Level 3 (79 per cent, compared with 71 per cent of Level 2 learners). Greater variation was evident according to the occupational group of the learner. Awareness was highest for Managers and Senior Officials (82 per cent), and

Professional occupations (81 per cent), and lowest among Elementary occupations (66 per cent) and Process, Plant and Machine Operatives (69 per cent).

The awareness levels for those working less than 16 hours a week were a little lower (68 per cent) than for those working 16-30 hours, or those working full-time (72 and 73 per cent respectively).

All those who had heard of Train to Gain (73 per cent of the total) were asked about their understanding of how their course was funded. Of these, half (52 per cent) knew that their current course was being funded by Train to Gain with 46 per cent unaware and the remaining two per cent saying they did not know. In Wave 4, almost two-thirds (65 per cent) knew that their course was funded by Train to Gain.

Knowledge that the course was being funded by Train to Gain showed the most variation by occupational group. As with awareness of the brand itself, knowledge of the funding was highest among Managers and Senior Officials (63 per cent) and Professional occupations (62 per cent) and was lowest for Elementary occupations and Process, Plant and Machine Operatives (both 47 per cent).

Again, following similar patterns to the awareness figures above, knowledge of funding was higher among: those studying on a non-care course (54 per cent compared with 44 per cent of those on a care course); full-time workers (54 per cent compared with 49 per cent of part-time workers); and Level 3 learners (54 per cent compared with 51 per cent of Level 2 learners). Differences according to personal characteristics were minimal, as were those according to the type of training provider.

2.2.2 Source of information about the Train to Gain brand

In keeping with previous waves, the main source of information about Train to Gain was via their manager, supervisor, human resources (HR) or training department, cited by 40 per cent of learners; however, this represents a drop from 54 per cent in Wave 4. By contrast, there was a significant increase in the proportion of learners who had initially found out about Train to Gain from a training provider (10 per cent compared to 1 per cent in Wave 4). As Table 2.1 shows, other sources of information included television advertisements (named by 15 per cent); colleagues (8 per cent); and friends or relations (5 per cent).

The proportion of learners who cited television advertisements as the main source of information declined slightly from Wave 4 (15 per cent compared to 17 per cent) but was still higher than Waves 1, 2 and 3.

It is interesting to note that the Train to Gain website appears as a main source of information for the first time in Wave 5, although only cited by 2 per cent of learners.

Table 2.1: Source of information about the brand

	No.	%
From a manager/supervisor/HR or training department	1,661	40
TV advertisement	633	15
From a training provider/college/college staff/assessor	406	10
From a colleague	341	8
From friends or relations	222	5
Advert in local or national newspaper	123	3
Radio advert	89	2
Train to Gain website	85	2
Don't know	285	7
Base (N)	4,203	-

Base = New entrants survey: all those who were aware of Train to Gain.
Multiple responses given, only responses of over two per cent shown.

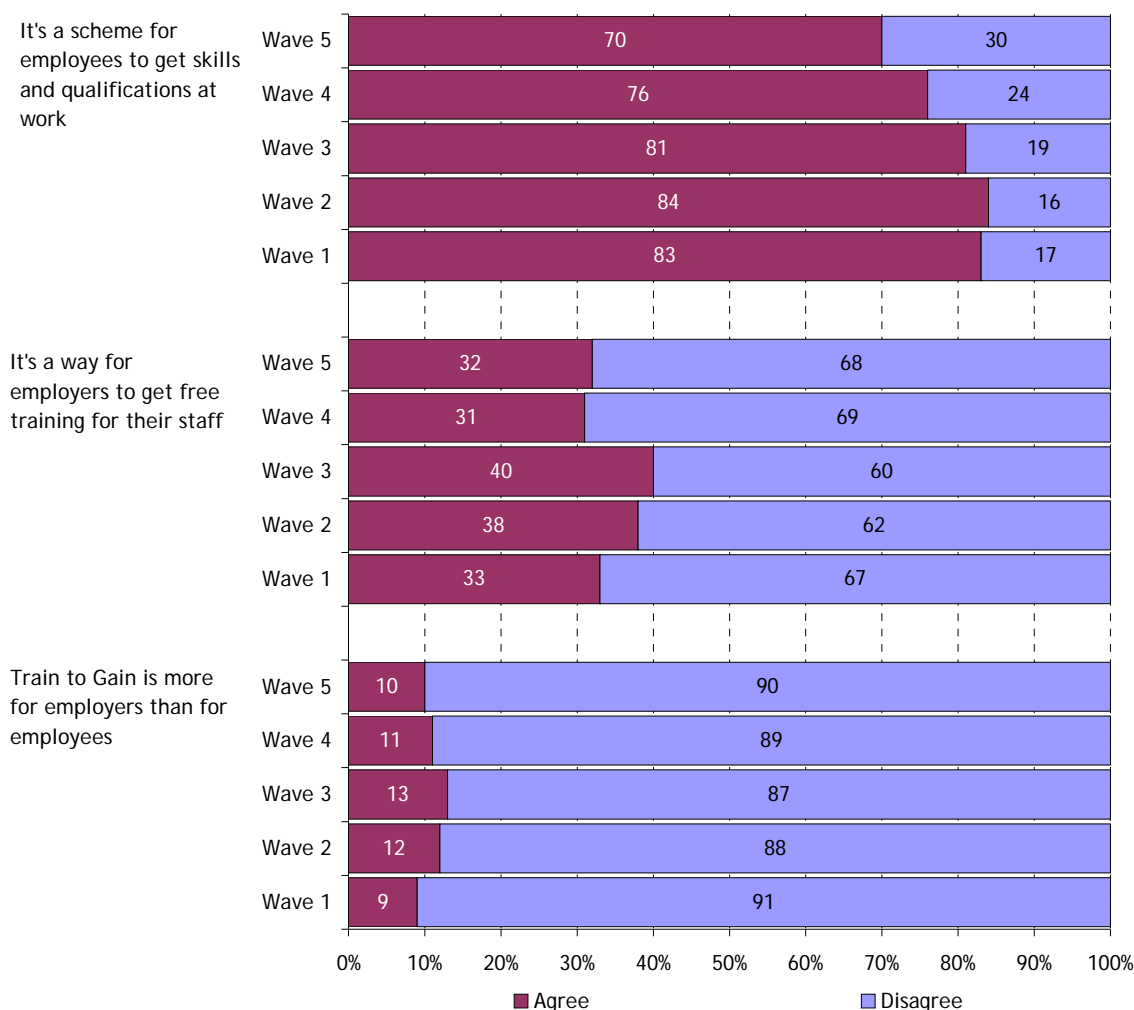
Source: Train to Gain employee survey Wave 5

2.2.3 Understanding of Train to Gain

All new learners were presented with three statements about Train to Gain and were asked to indicate their agreement with each. Figure 2.2 shows that 70 per cent agreed that Train to Gain is *a scheme for employees to get skills and qualifications at work*. Although agreement with this statement remains the strongest, there has been a steady decline in numbers over successive waves, ranging from 84 per cent in Wave 2 to 76 per cent in Wave 4.

Less than one-third (32 per cent) agreed that *it's a way for employers to get free training for their staff*, and only 10 per cent agreed that *Train to Gain is more for employers than for employees*.

Figure 2.2: Statements about Train to Gain



Base = New entrants, all those who had heard of Train to Gain: Wave 5 N = 4,203; Wave 4 N = 4,458; Wave 3 N = 4,277; Wave 2 N = 1,694; Wave 1 N = 4,470.

Source: Train to Gain employee surveys

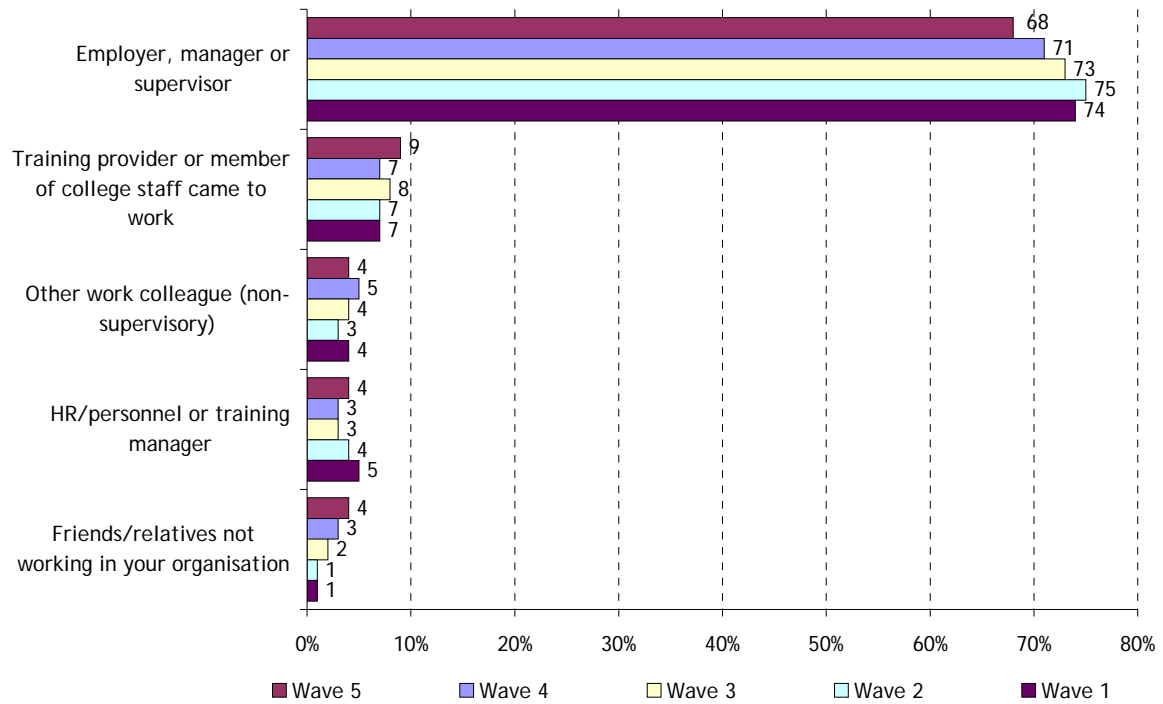
2.3 Getting involved in Train to Gain

2.3.1 Finding out about the training

All respondents in the new entrant group were asked to describe how they had first found out about their training and 68 per cent of learners said their initial source of information had been their employer, manager or supervisor, while an additional 9 per cent reported that they had been visited at work by a member of the college staff or training provider (see Figure 2.3).

The five survey waves have consistently shown that managers or other staff at the workplace are the main sources of information for learners about qualifications.

Figure 2.3: Where first heard about their qualification



Base = all learners, new entrant group: Wave 5 N = 5,800; Wave 4 N = 5,776; Wave 3 N = 5,608; Wave 2 N = 2,542; Wave 1 N = 7,500.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

Although the employer, manager or supervisor was the most common source across all sub-groups, it was particularly high amongst those studying for a care course, where it was named by 84 per cent. By contrast, employers were cited by 64 per cent of learners in other subject areas, who were more likely to say that the training provider had come to their workplace (10 per cent, compared with three per cent on care courses).

Occupational group too showed some variation in the proportion naming their employer as the original source, from highs of 75 per cent amongst personal service occupations, and 72 per cent of elementary occupations, to lows of 56 per cent of managers and senior officials, 57 per cent of both professional occupations and sales and customer services.

2.3.2 Choosing to take part

Who initiated training

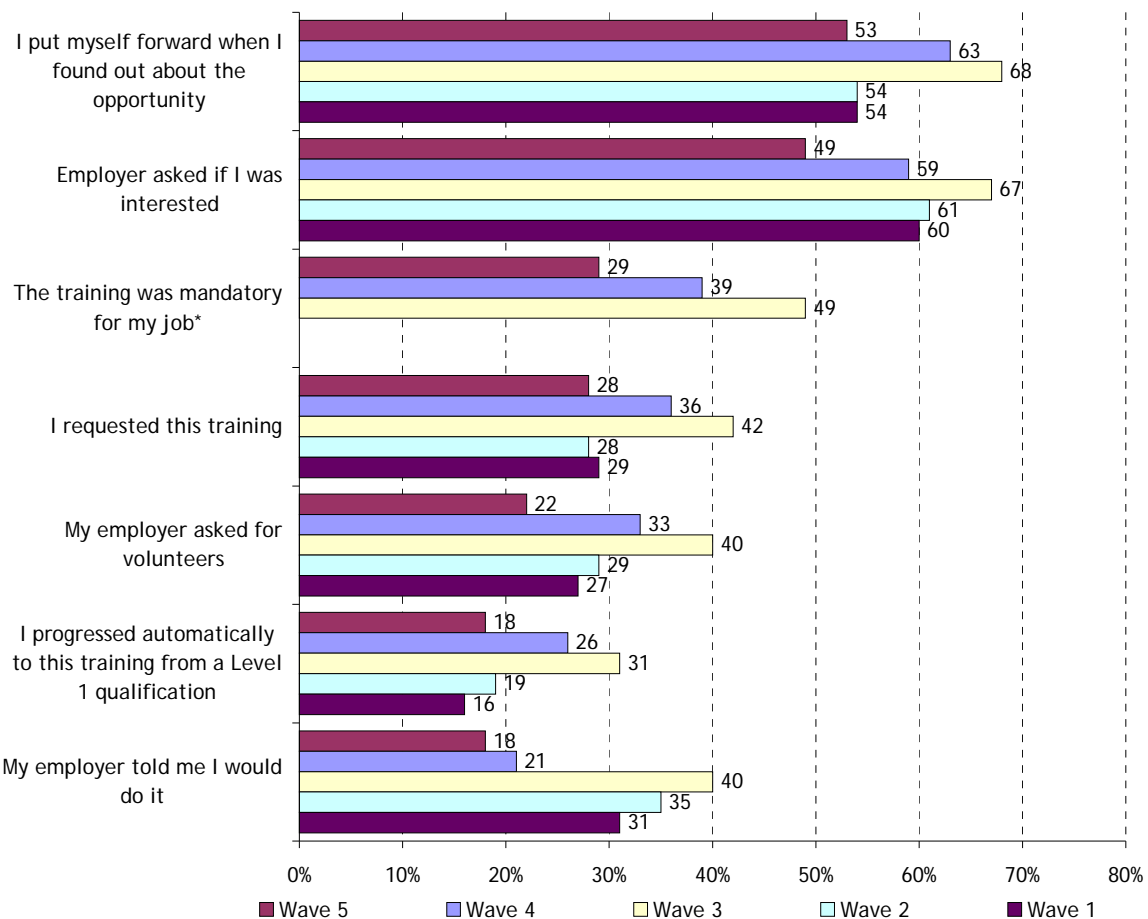
Learners reported many ways in which they had come to take part in the learning. Figure 2.4 shows that the two most common ways of initiating the training were:

- putting themselves forward for the training when they heard about the opportunity (53 per cent)
- and being asked by their employer whether they were interested in the training (49 per cent).

The survey did not collect information on whether the training was facilitated by brokers or training providers since it is likely that most learners would not know.

Compared with Waves 3 and 4, Wave 5 figures show significant falls in all categories of responses. There is no particular pattern so the reduction is a result of respondents choosing fewer options in this wave (respondents are permitted to select any number of options). Only 50 per cent gave more than one response in Wave 5, compared with 63 per cent in Wave 4 and 81 per cent in Wave 3.

Figure 2.4: How came to take part in training



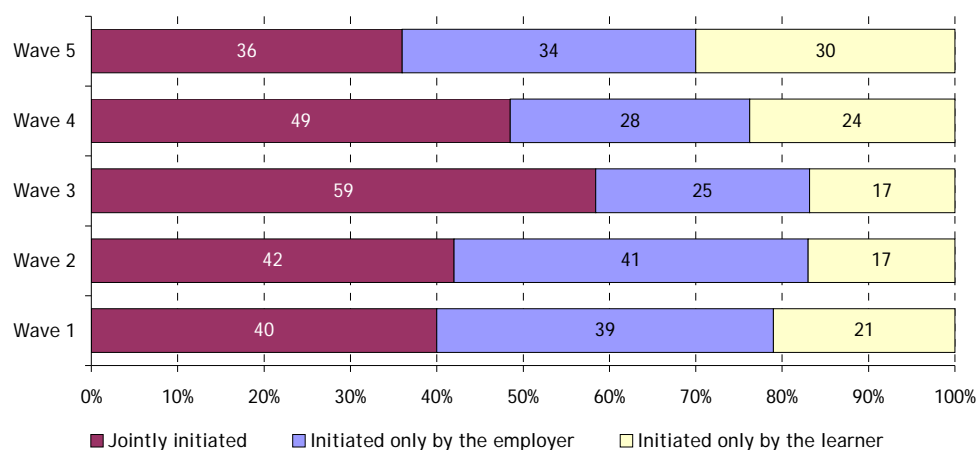
Base = all learners, new entrant group: Wave 5 N = 5,800; Wave 4 N = 5,776; Wave 3 N = 5,608; Wave 2 N = 2,542; Wave 1 N = 7,500. Multiple responses given. * this question was not asked in Waves 1 and 2.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

These responses can be combined into three groups according to the role played by the employer. These figures reveal a less collaborative approach to setting up the training than in previous waves. Figure 2.5 shows that:

- 36 per cent of learners felt that the training had been initiated jointly by themselves and their employer (down from 49 per cent in Wave 4 and 59 per cent in Wave 3)
- 34 per cent felt that the training had been initiated solely by their employer (compared to 28 per cent in Wave 4 and 25 per cent in Wave 3)
- 30 per cent felt they had initiated the training themselves, without any influence or involvement from their employer (compared to 24 per cent in Wave 4 and 17 per cent in Wave 3).

Figure 2.5: Who initiated the training



Base = all learners specifying who initiated training, new entrant group: Wave 4 N = 5,407; Wave 3 N = 5,366; Wave 2 N = 2,503; Wave 1 N = 7,405.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

As in Wave 4, the responses show a fairly even balance between training which was solely employer-led (ie the employer had asked for volunteers, had asked the learner if they were interested or had told the learner to do the training) and that which was solely employee-led (ie the learner had put themselves forward or had requested the training themselves).

The proportion saying that their training was *employer-initiated only* varied across occupational groups, with the lowest proportions found amongst managers and senior officials and associate professional and technical occupations (both 28 per cent), and the highest proportions found amongst process, plant and machine operatives (43 per cent) and those in the skilled trades (41 per cent).

There was some variation in the proportions saying their training was *jointly-initiated* and varied more for those whose training was *self-initiated only*, which varied from 24 per cent of process, plant and machine operatives and 26 per cent

of elementary occupations, to 38 per cent of senior managers and 34 per cent of both professional occupations and sales and customer service occupations.

In order to be consistent with previous waves of analysis, the three groups shown in Figure 2.5 all include those learners who said that their training was mandatory¹ and who may therefore have different motivations:

- of the *jointly-initiated* learners, 38 per cent also said the training was mandatory (compared to 51 per cent in Wave 4 and 57 per cent in Wave 3)
- of the *employer-initiated* learners, 21 per cent also said the training was mandatory (26 per cent in Wave 4 and 44 per cent in Wave 3)
- and of the *self-initiated* learners, 10 per cent also said the training was mandatory (14 per cent in Wave 4 and 19 per cent in Wave 3).

Overall, those who said the training was mandatory for their job accounted for 29 per cent (compared to 39 per cent in Wave 4). This figure was highest in Personal Service occupations (36 per cent) and the Process, Plant and Machine Operatives group (34 per cent). It was lowest for those in Administrative and Secretarial occupations (nine per cent) and in the Sales and Customer Service sector (15 per cent). Subject area was also related to the likelihood of the training being mandatory: 42 per cent of those studying for a care course said it was mandatory for their job, compared with 26 per cent of those on other subjects.

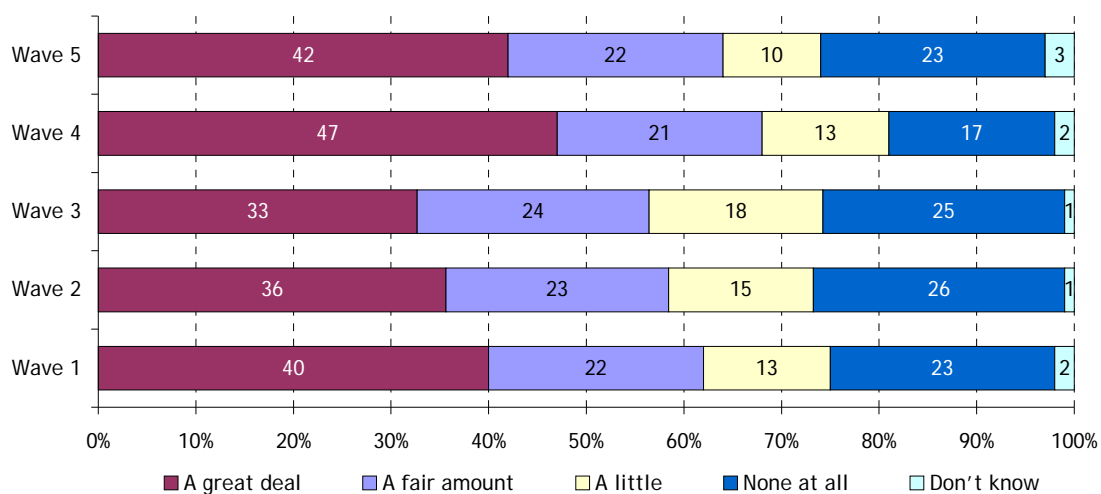
Amount of choice

Those learners for whom the training was initiated solely by their employer were asked to describe the amount of say they felt they had over whether or not to participate in the training. Figure 2.6 shows that despite their employer involvement in the decision, 42 per cent said they had had *a great deal of say*, 22 per cent said they had had *a fair amount of say*, and a further 10 per cent had had *a little amount of say*. The remaining learners said they had had *no say at all* (23 per cent), or did not know (three per cent).

Just under two-thirds of learners felt that they had had 'a great deal' or 'a fair amount' of say in taking part in the training. Although this figure is slightly lower than in Wave 4 (64 per cent compared to 68 per cent), it is higher than Waves 1 to 3, indicating an increase over time in the number of learners feeling empowered in their choices over whether or not to participate in the training.

¹ Mandation was learner-defined, therefore it may have referred to statutory training, an obligation by the employer, or a perception by the learner that they had to do the training

Figure 2.6: Amount of say over whether or not to do the training



Base = employer initiated training only, excluding those who progressed automatically, new entrant group: Wave 5 N = 1,738; Wave 4 N = 1,402; Wave 3 N = 1,322; Wave 2 N = 1,020; Wave 1 N = 2,816.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

The group of 23 per cent whose training was *employer-initiated* and who felt they had had *no say at all* in whether or not to take part in the learning showed some variation according to whether or not the training was mandatory and the occupational group of the learner:

- 48 per cent of those learners who said the training was mandatory for their job also reported that they had had no say at all, compared to 17 per cent of those who were not obliged to do the training.
- The highest proportions of those who had had no say at all were found among process, plant and machine operatives (31 per cent), and those in the skilled trades (29 per cent).
- Administrative and secretarial occupations (11 per cent) and professional occupations (15 per cent) had the smallest proportions of learners who had no say over the training.

2.4 Work and training

2.4.1 Access to training and qualifications at work

Other learning and training at work

A group of 43 per cent of the new entrants reported that they had undertaken job-related training in the previous year. This group was then asked to provide more

detail about the training in question, and Table 2.2 shows that 60 per cent had undertaken additional training that led to a qualification – a proportion that has risen steadily from 46 per cent in Wave 2, when the question was first asked.

Table 2.2: Training at work in the previous year

New entrants	No.	%
Did this training lead to a qualification?		
Yes	1,489	60
No	979	39
Don't know	29	1
Did you do this training because you were legally required to for your job?		
Yes	1,404	56
No	1,068	43
Don't know	24	1
Base (N)	2,497	100

Base = all those doing extra training at work during last year, new entrant group.

Source: Train to Gain employee survey Wave 5

Fifty-six per cent of this group said they had undertaken training because it was a legal requirement of the job, this figure was around two-thirds in previous waves.

There was considerable variation according to occupation. Two occupational groups had higher than average figures: personal service occupations (67 per cent) and elementary occupations (60 per cent). Administrative and secretarial occupations and sales and customer services were the least likely to have a legal obligation (36 and 39 per cent respectively). The proportion who said they were legally required to do the training was higher within care subjects (73 per cent) than within other subject areas (50 per cent).

Respondents who were undertaking additional learning were also asked whether they had undertaken any learning intended to support specific skills (see Table 2.3):

- 18 per cent reported that their additional course supported their learning in ICT/computing
- 14 per cent were supported in English
- and 13 per cent were supported in Maths.

Table 2.3: Extra courses at work to support key skills

		No.	%
Maths	Yes	752	13
	No	5,037	87
	Don't know	11	*
English	Yes	820	14
	No	4,971	86
	Don't know	9	*
ICT/Computing	Yes	1,040	18
	No	4,751	82
	Don't know	9	*
Base (N)		5,800	100

Base = all learners, new entrant group.

Source: Train to Gain employee survey Wave 5

2.5 Attitudes to work and learning

2.5.1 Attitudes towards learning in general

Respondents in the new entrant group were asked to indicate the extent to which they agreed with four statements about the role of learning. Figure 2.7 shows the responses converted into an average or mean score. (Mean scores are based on the following: 1 = strongly disagree, 2 = tend to disagree, 3 = neither agree nor disagree, 4 = tend to agree, 5 = strongly agree. Thus, the higher the score, the greater the agreement.)

The greatest agreement was noted for the statement that:

- *you need qualifications to get anywhere these days*, with a total of 82 per cent agreement and a mean score of 4.2 out of a maximum possible 5.0.

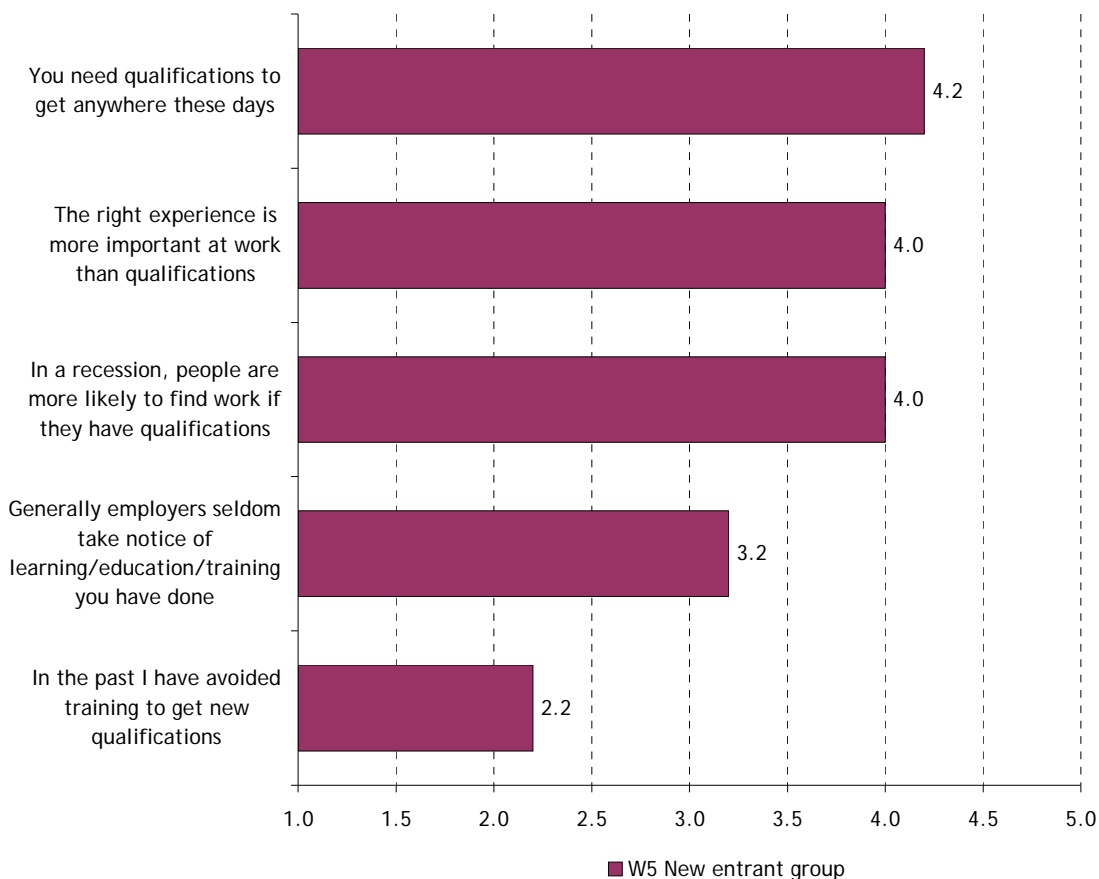
Respondents also agreed that:

- *the right experience is more important at work than qualifications* (75 per cent agreement, score 4.0);
- *in a recession, people are more likely to find work if they have qualifications* (75 per cent agreement, score 4.0);

- and generally employers seldom take notice of the learning, education or training you have done (52 per cent agreement, score 3.2).

However with a score of 2.2 and an agreement percentage of just 25 per cent, respondents generally disagreed that *in the past I have avoided training to get new qualifications*.

Figure 2.7: Agreement with attitudes towards learning (mean score)



Base = all learners, new entrant group: Wave 5 N = 5,800

Source: Train to Gain employee survey Wave 5

Variations in the mean scores were explored according to the personal characteristics of the learners.

Age, ethnicity and disability all had an impact on the scores for the statement *you need qualifications to get anywhere these days*:

- Learners were more likely to agree that '*you need qualifications to get anywhere these days*' as they got older. The mean scores rose steadily with each increase in age group, from a low of 4.0 for the 18-25 age group, to a peak of 4.5 for those aged 56 and above. It appears that, as they get older, people value qualifications more and perceive that employers value qualifications.

- Learners from BME groups were more likely than white learners to agree that *'you need qualifications to get anywhere these days'*, with a mean score of 4.5 compared to 4.2 for white learners.
- Learners with a disability were also more likely than other learners to agree with this statement, scoring 4.4 compared to 4.2 for other learners.
- Variations in response to the statement *'employers seldom take notice of the learning, education or training you have done'* were also apparent in terms of age, ethnicity and gender.

Younger learners were more likely to feel that *'employers seldom take notice of the learning, education or training you have done'*. The youngest age groups of 18-25 and 26-35 had mean scores of 3.6 and 3.3, compared with scores between 3.0 and 3.1 for all other age groups:

- Learners from BME groups were more likely than white learners to agree that *'employers seldom take notice of the learning, education or training you have done'* with a mean score of 3.6 compared with 3.1 for white learners.
- Men were more likely than women to agree with this statement, with a mean score of 3.3 compared with 3.0 for women, but gender differences were minimal for the other statements.

There were also variations by sub-group in response to the statement *in the past I have avoided training for new qualifications*:

- BME learners showed more agreement with this statement, with a mean score of 2.5 compared with 2.2 for white learners;
- Learners with a disability were also a little more likely to agree that *'in the past I have avoided training to get new qualifications'* with a score of 2.2 compared with 2.0 for other learners.¹

The other two statements showed little variation by subgroup.

2.5.2 Attitudes towards current skill levels and needs of the job

Skill levels

When learners in the new entrant group were asked to consider how their skill level compared with the requirements of their job, the majority agreed that they

¹ (A score of 3.0 indicates a neutral response and less than 3.0 indicates a negative response, ie disagreement).

were well suited to their job. As in previous waves, most learners disagreed that their current job was a struggle and acknowledged that they could do a more challenging job:

- 61 per cent strongly agreed and 28 per cent tended to agree that *In terms of the skills and abilities I have, my job suits me well* (mean score 4.4 out of a maximum 5.0)
- 44 per cent strongly agreed and 30 per cent tended to agree that *I can do a more challenging job than the one I am doing* (mean 3.9)
- 46 per cent strongly disagreed and 22 per cent tended to disagree that *Sometimes I find my job a bit of a struggle* (mean 2.2).

The suitability of the job showed some variation according to the age, ethnicity, gender and disability status of learners:

- Men were more likely to agree that they could do a more challenging job (4.0, compared with 3.8 for women) but the gender difference for the other two statements was minimal.
- Learners with a disability were more likely than other learners to agree that at times they found their job a struggle (2.6 compared with 2.2 for other learners).
- BME learners were more likely to feel that they struggled with their job, but were also more likely to feel that they could do a more difficult job. The apparent contradiction in responses to these statements makes it difficult to draw strong conclusions from the findings. (A similar contradiction emerged from Wave 4 findings).
- BME learners scored 2.7 for the statement '*sometimes I find my job a bit of a struggle*', compared with a score of 2.1 for white learners
- Black and minority ethnic learners scored 4.2 (compared with 3.8 for white learners) for the statement '*I can do a more challenging job than the one I am doing.*'
- However, there was no difference by ethnicity in the responses to the statement '*in terms of the skills and abilities I have, my job suits me well*', where both BME and white groups of learners scored 4.4.
- Variation by age was small but nevertheless there were some discernible patterns in the data. For example, older people appeared to be more confident in the job they were doing but less confident that they could do a more challenging job.
 - Agreement with the statement '*I can do a more challenging job than the one I am doing*' declined with age: those aged 18-25 and 26-35 both scored 4.0, decreasing to 3.6 for those aged 56 and above.

- Agreement with *'sometimes I find my job a bit of a struggle'* also declined with age from 2.4 and 2.3 for those aged 18-25 and 26-35 years respectively, to 2.1 for the oldest age group of 56 and above.
- However, agreement that *'in terms of the skills and abilities I have, my job suits me well'* increased a little with age, from a score of 4.3 for the youngest age group to 4.5 for the two oldest age groups.

There was also some variation in the scores according to the occupational group of the respondents:

- All occupational groups disagreed that *'sometimes I find my job a bit of a struggle'*, with disagreement being strongest among administrative and secretarial occupations (at 2.0), and disagreement being less strong among personal service occupations (at 2.4).
- Agreement with the statement *'I can do a more challenging job than the one I am doing'*, was highest for the elementary occupations (at 4.1) and for process, plant and machine operatives and sales and customer services (both at 4.0). All other occupations scored between 3.8 and 3.9.
- Agreement with the statement *'in terms of the skills and abilities I have, my job suits me well'* was lowest for sales and customer service occupations at 4.2 and highest for professionals and associate professionals (both at 4.6).

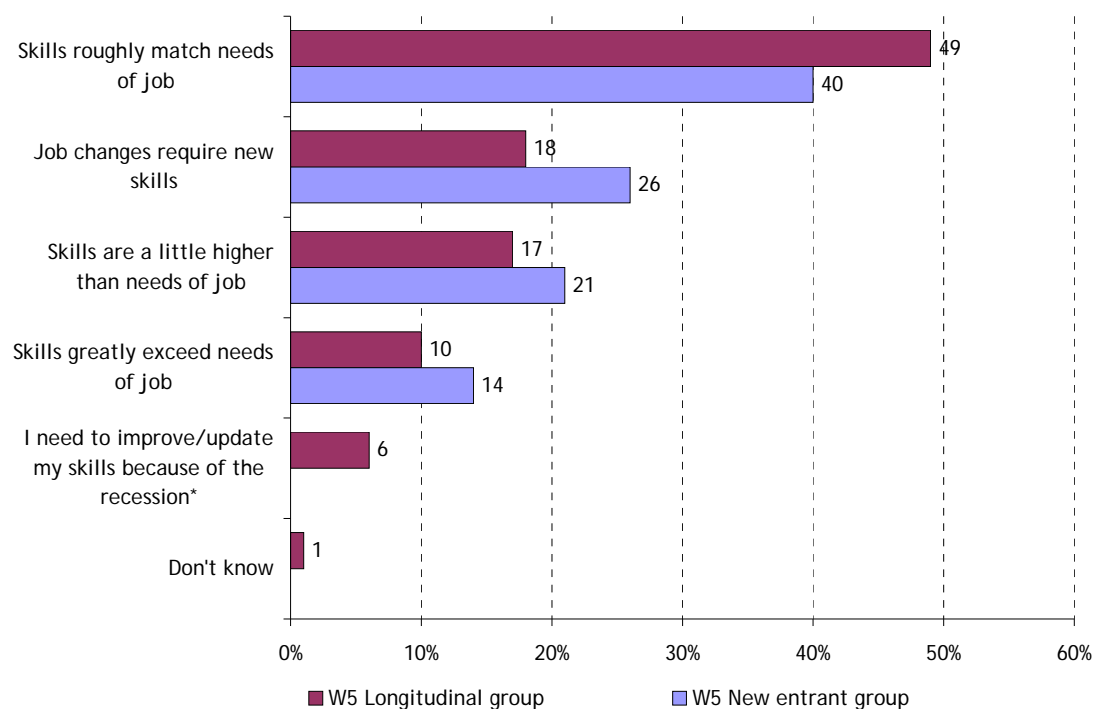
Skills requirements

A further question in both the new entrant group and the longitudinal group survey examined the relationship between learners' skills and the skill requirements of the job (see Figure 2.8). The chart shows that for the new entrant group, 40 per cent agreed that their skills roughly matched the needs of their job while 26 per cent reported that they have had to develop new skills in line with the changing needs of their job.

In the longitudinal group, the responses were similar although learners were slightly less likely to feel over-skilled (10 per cent felt their skills greatly exceeded the needs of the job, and 17 per cent felt their skills were a little higher than needed). Forty-nine per cent felt their skills matched those needed in their job and 18 per cent felt the demands of their job was changing. An additional option, *I need to improve/update my skills because of the recession*¹, was chosen by six per cent.

¹ Note that this response was not offered in the equivalent question in the new entrant survey, therefore responses are spread over six responses including don't know rather than the five responses in the new entrant survey.

Figure 2.8: How current skills relate to current job



Base = all learners in employment, longitudinal and new entrant group: Wave 5 (NE) N = 5,418; Wave 5 (LL) N = 1,531. * = only asked in longitudinal survey

Source: Train to Gain employee survey Wave 5

Over the four waves of the survey where this question has been asked, the largest group felt that their skills matched the requirements of the job. This was most strongly expressed in the Wave 3 and Wave 5 longitudinal groups, which revealed a greater tendency to feel appropriately skilled than other waves of learners – 52 per cent in Wave 3 and 49 per cent in Wave 5 (compared with 40 per cent in Wave 4) felt that their skills roughly matched the needs of the job. As both of these figures are for those learners who were engaged with Train to Gain for the longest time we could infer that learners tend to feel more skilled as time goes on.

A like for like comparison of those new entrants in Wave 3 who were followed up in Waves 4 and 5 indeed shows an increase over time (37 in Wave 3 to 50 per cent in Wave 5) in those who felt that their skills roughly matched the needs of the job.

2.5.3 Opportunity and perceived employer attitudes

In both the new entrant survey and the longitudinal survey, six questions examined the attitudes towards learning in relation to the learner's employer and workplace. Across both groups, agreement was high for four of the statements:

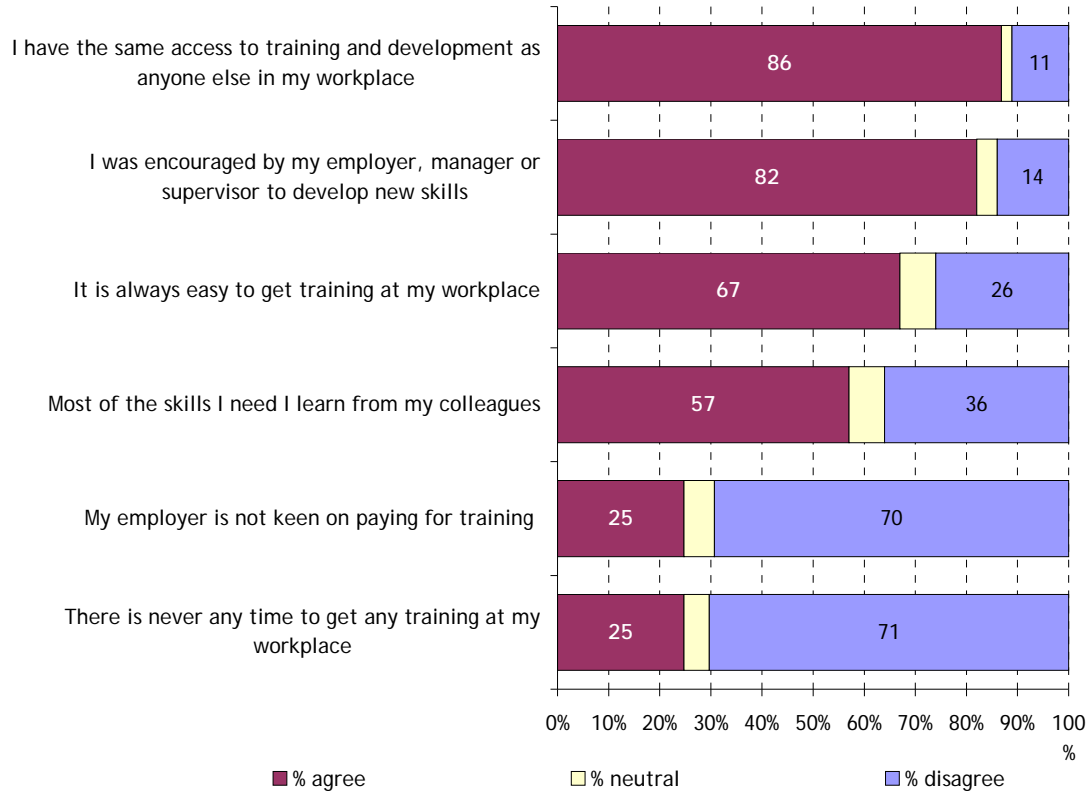
- *I have/had the same access to training and development as anyone else in my workplace* (86 per cent agreement, either strongly agree or tend to agree, in the new entrant group and 88 per cent in the longitudinal group).
- *I am/was encouraged by my employer, manager or supervisor to develop new skills* (82 per cent agreement in the new entrant group, 84 per cent in the longitudinal group).
- *It is/was always easy to get training at my workplace* (67 per cent agreement in new entrant group and 75 per cent in the longitudinal group).
- *Most of the skills I need/needed I learn/learned from my colleagues* (57 per cent agreement in the new entrant group and 54 per cent in the longitudinal group).

However, fewer respondents in both groups agreed with the remaining two statements about learning in their workplace:

- *There is/was never any time to get any training at my workplace* (25 per cent agreement in the new entrant group and 22 per cent in the longitudinal group agreed).
- *My employer is/was not keen on paying for training* (25 per cent agreement in the new entrant group and 22 per cent in the longitudinal group).

These figures show that most learners felt able to access training without having undue barriers placed in their way by their employers. They are generally consistent across all five waves and for both survey groups. However, there were some minor variations among Wave 5 learners concerning how easy it was to get training in the workplace: fewer new entrants agreed with this statement than previously (67 per cent compared with 71 per cent in Wave 4). In the longitudinal group, a like for like comparison shows a small increase (from 71 per cent in Wave 3 to 75 per cent in Wave 5).

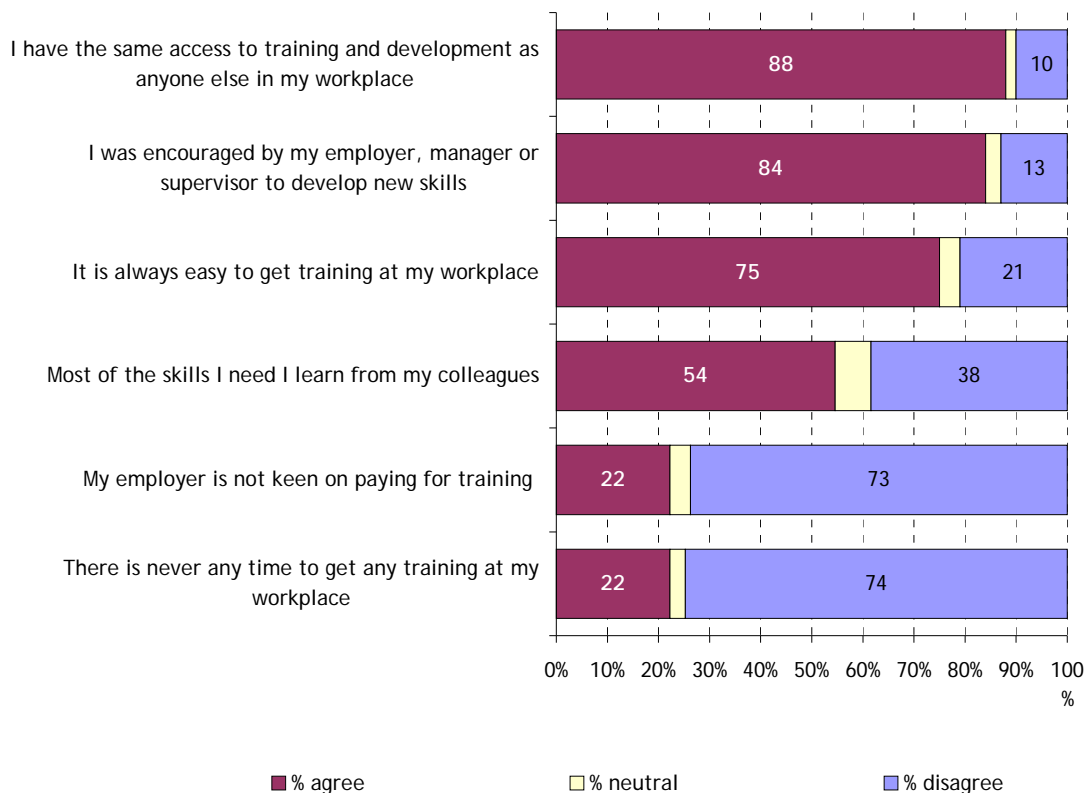
Figure 2.9a: Attitudes towards learning and training (new entrants)



Bases vary = all learners, new entrant group, excluding don't knows: Wave 5 N = 5,323 to 5,767.

Source: Train to Gain employee survey Wave 5

Figure 2.10b: Attitudes towards learning and training (longitudinal)



Bases vary = all learners, longitudinal group, excluding don't knows: Wave 5 N = 1573 to 1622.

Source: Train to Gain employee survey Wave 5

All statements showed some degree of variation according to the personal characteristics of the learners, when looking at the mean scores. Those features which were consistent across both the longitudinal and the new entrant survey were as follows:

- Women in both groups were more likely than men to agree that *I was encouraged by my employer, manager or supervisor to develop new skills* (women scored 4.4 in both survey groups compared with 4.1 for men in both groups).
- Women were also more likely to agree that *it is always easy to get training at my workplace* (3.9 compared with 3.5 for men in the new entrant group, and 4.0 compared with 3.8 for men in the longitudinal group).
- Although men and women both disagreed that *there is never any time to get any training at my workplace*, women disagreed more strongly than men (men scored

2.2 for the longitudinal group and 2.3 for the new entrant group, compared with the women's scores of 2.0 and 2.1 respectively.¹⁾

- Men were more likely than women to agree that *most of the skills I need I learned from my colleagues* (3.4 for both groups, compared with 3.2 for women in the new entrant group and 3.1 for women in the longitudinal group).
- Although learners of all ethnic origins disagreed that *there was never any time to get training at my workplace*, learners from BME groups disagreed less strongly than white learners (BME learners scored 2.2 for the longitudinal group and 2.4 for the new entrant group, compared with the white learners' scores of 2.0 and 2.2 respectively).
- The youngest learners were more likely than older learners to agree that *most of the skills I need I learn from my colleagues* (scores dropped from 3.7 for those aged 18-25 in the new entrant group, and 3.8 in the longitudinal group, to lows of 2.8 for the oldest age group of 56 and above in the new entrant survey group, and 3.0 in the longitudinal group).

All statements also showed some degree of variation according to the occupational group of the learners. Again, those which were consistent across both the longitudinal and the new entrant survey are described below:

- *I was encouraged by my employer, manager or supervisor to develop new skills* was scored highest in both surveys by those in personal service occupations, with scores of 4.5 in the longitudinal group and 4.4 in the new entrant group. Across both surveys, process, plant and machine operatives and those in the skilled trades scored the lowest, with scores ranging from 3.8 to 4.1.
- *It is always easy to get training at my workplace* was scored highest in both surveys by those in personal service occupations, with scores of 4.3 in the longitudinal group and 4.1 in the new entrant group.
- Employees within personal service occupations were also the most likely in each survey to agree that *i have had the same access to training and development as anyone else in my workplace*, with scores of 4.6 in the longitudinal group and 4.4 in the new entrant group. Professional occupations were the least likely to agree (scores of 4.1 and 4.2).
- While all occupational groups disagreed that *there was never any time to get training at my workplace*, the personal service occupations disagreed the strongest in both surveys (scores of 1.9 in both groups).

¹ A score of 3.0 indicates a neutral response and less than 3.0 indicates a negative response, ie disagreement.

- Managers and senior officials were the least likely group to say that *most of the skills i need i learned from my colleagues*, scoring 3.0 in the longitudinal group and 2.8 in the new entrant group. In contrast, skilled trades, the elementary occupations and sales and customer service occupations were the most likely group to agree, with scores of 3.4 to 3.5.

2.5.4 Government assistance

Four new questions in the Wave 5 new entrant survey sought to uncover attitudes towards the extent of Government assistance. Firstly, all respondents in the new entrant survey were asked whether they thought the Government was doing enough to help people to get the training they needed. Fifty-three per cent of new entrants said they thought that the Government was doing enough, 38 per cent thought it was not enough, and 10 per cent were undecided.

Those who thought the Government was not doing enough to help learners were asked for ways in which the Government could do more to help. Suggestions included:

- funding of courses, so that individuals and employers did not have to pay (named by 35 per cent of those who felt the Government was not doing enough to support training)
- providing more training places (12 per cent)
- advertising training opportunities more to make people more aware of what is available (12 per cent)
- providing a greater range of different types of courses (10 per cent)
- and providing more training for unemployed people (8 per cent).

Respondents were then asked whether they felt that the Government was doing enough to help employers to get training for their staff. Again, just over half felt they were doing enough (53 per cent) while 26 per cent felt it was insufficient and 21 per cent did not know.

Again, those who felt the Government was not doing enough to help employers were asked what more the Government could do. Popular suggestions for how to help employers were very similar to those suggested above for helping learners and included:

- funding more courses so that individuals and employers did not have to pay (named by 45 per cent of those who felt the Government was not doing enough to help employers)

-
- providing more information about training opportunities (14 per cent)
 - providing employers with incentives or tax breaks if they offered training (10 per cent)
 - providing a greater range or different types of courses (9 per cent)
 - and providing more training places (8 per cent).

Those saying that they knew Train to Gain very well were the most likely to feel the government was doing enough to help people (68 per cent) and the proportion declined as the awareness of Train to Gain declined. It was lowest for those who had heard of Train to Gain but knew nothing about it and those who had not heard of it (48 and 49 per cent respectively).

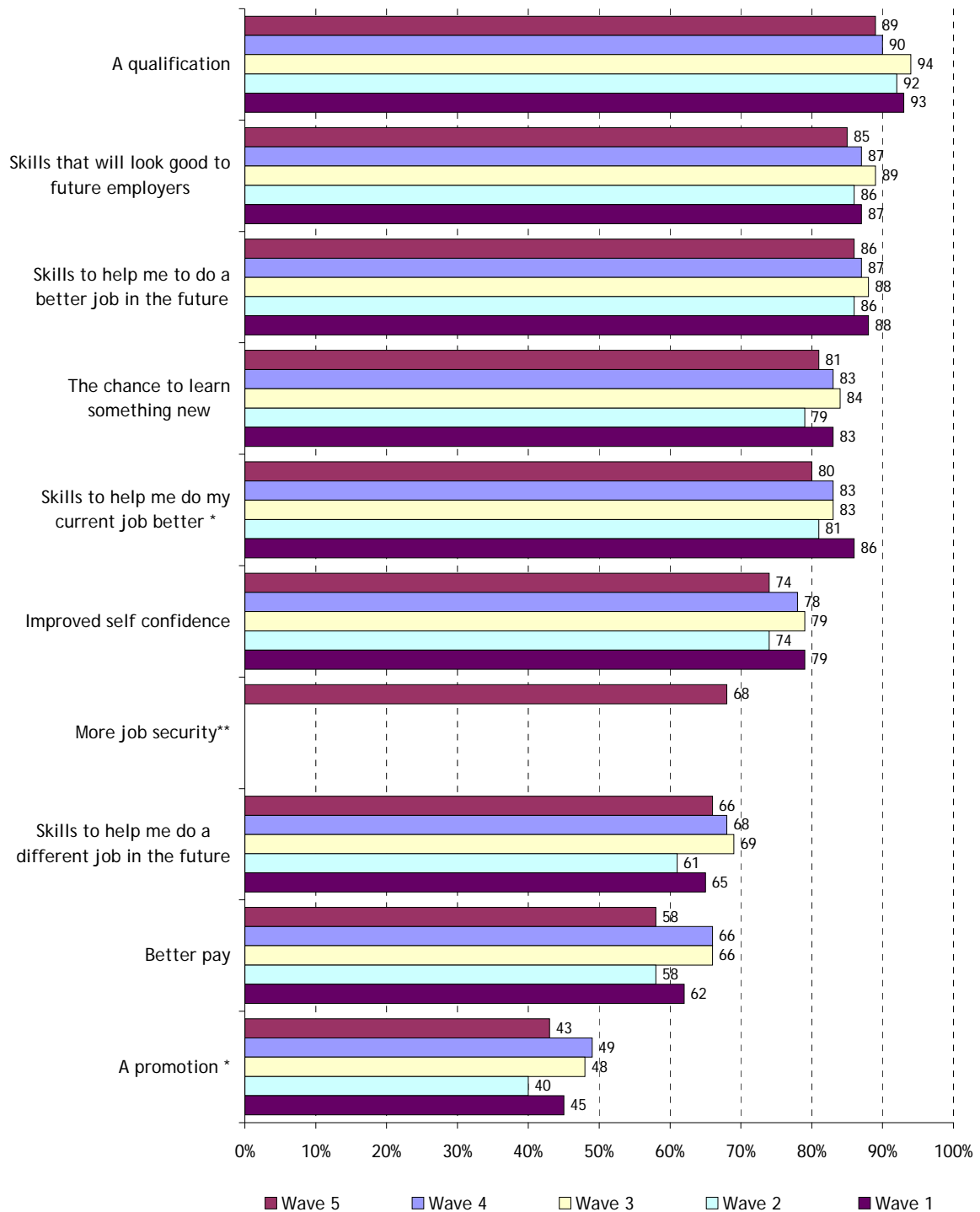
2.5.5 Expectations and motivations

All new entrants who were currently learning (60 per cent of the total) or were waiting to start (7 per cent of the total) were asked what they hoped to gain from the course. Figure 2.10 shows that, as in previous waves, the main anticipated outcomes were to gain:

- a qualification or certificate (89 per cent)
- skills that would look good to future employers (85 per cent)
- skills that would help them to do a better job in the future (86 per cent)
- the chance to learn something new (81 per cent)
- the skills to do their current job better (80 per cent).

The figures are broadly consistent across the five waves of the survey, although some of the proportions have fallen slightly since Wave 3. The rank order of each statement has been almost identical in each wave and the top three statements have been the same

Figure 2.11: Anticipated outcomes of training



Base = all those currently learning or waiting to start, new entrant group: Wave 5 N = 3,880; Wave 4 N = 3,106; Wave 3 N = 3,726; Wave 2 N = 1,487; Wave 1 N = 5,672. * = only asked of those in work for Waves 2 to 5. ** not asked in Waves 1 to 4.

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

2.5.6 Impact of the recession

All current learners (longitudinal and new entrants) and those yet to start (new entrants only) were then asked whether they felt the recession had had any effect on how they viewed their training. A small majority felt that the training had become more important although there was a fairly even split between those who felt it had had no effect, and those who felt it had had some effect:

- Just under half the current learners within both groups felt the recession had made no difference to how they viewed the training (46 per cent of new entrants and 47 per cent in the longitudinal group).
- 31 per cent of new entrants felt the training had become *much more important to me* as a result of the recession, and 20 per cent felt it had become *slightly more important to me*, resulting in a combined percentage of 51. This proportion was very similar in the longitudinal group¹ where 33 per cent said it was *much more important*, and 20 per cent *slightly more important*.

Those in the new entrant group² who felt the recession had made the training more important to them were asked for their reasons. The most frequent responses were that the training would help them to find work in the future (named by 50 per cent) and it would give greater job security (34 per cent). Similarly, those who thought the recession had had no impact on the importance of the training were asked for their reasons: 49 per cent felt that the recession had not affected their job, and 26 per cent said their job was secure. For the very small group who said the recession had made the training less important to them, reasons included being unable to afford to spend time training, and the likelihood of redundancy.

¹ Note small base size here: in the longitudinal group this was asked of 114 current learners.

² Note that these questions were also asked in the longitudinal group: responses were almost identical but are not presented here due to a very small bases. See appendix for full results.

3 Advice and Guidance

Questions reported in this chapter were asked of new entrants only.

Key findings

- Around three-fifths of learners (61 per cent) embarking on training or qualifications under Train to Gain had received a pre-entry discussion about what would be involved; 88 per cent had some form of pre-entry assessment.
 - Among those who had received a pre-entry discussion, 70 per cent said they had been advised which qualification would be most suitable for their needs.
 - Among those who had received an assessment, 12 per cent were put on a higher-level qualification (compared with 20 per cent in Wave 4).
- The majority of assessments (83 per cent) were carried out by the training provider, college staff, or the assessor.
- The quality of the information provided at the outset of the training was rated positively by the majority of learners. This included information about what the training would involve; how they would be assessed; how long the training would take to complete; and the amount of time needed to commit to the training. Between 82 and 85 per cent of respondents reported that the information they had received in each of these four areas had been either very good or fairly good.
- A much smaller majority of learners (57 per cent) reported that they had received an Individual Learning Plan (ILP) or Personal Development Plan (PDP). These findings show that a significant proportion of learners (43 per cent) either did not receive an ILP/PDP or did not know anything about them.

Trends over time

- Over the five waves of the evaluation, there has been evidence of a slight decline in the number of learners receiving pre-entry discussions (decreasing from 67 per cent in Waves 2 and 3 to 61 per cent in Wave 5). Participation in pre-entry assessments have remained fairly stable over successive waves (between 69 to 72 per cent overall). However, since the first wave, pre-entry assessments have had varying levels of impact on the subsequent training or qualifications: 28 per cent said ‘nothing’ had happened as a result of their assessment in Wave 1, a figure which dropped to 8 per cent in Wave 4 but rose again in Wave 5 to 16 per cent. The biggest impact of the assessment was reflected in numbers being moved to a higher-level qualification (12 per cent in Wave 5 and 20 per cent in Wave 4), while between 2 and 5 per cent, over various waves, were moved to a lower level.
- The proportion of learners who said they had been advised which qualification would be most suitable for their needs as a result of the discussion rose gradually from 68 per cent in Wave 1 to 75 per cent in Wave 4, with a slight drop back to 70 per cent in Wave 5. Similarly, the proportion who said they had not received any advice about the qualification showed a drop between Wave 1 and Wave 4 from 30 per cent to 23 per cent, but a rise again in Wave 5 to 28 per cent.

3.1 Requirements for information, advice and guidance within the Train to Gain policy

LSC documentation states that the purpose of information, advice and guidance (IAG) in Train to Gain is to:

‘... ensure that the right individuals undertake the right learning and development activities, with the right levels of support, and so achieve the right outcomes in terms of maximising their own productivity, employability and progression prospects within the organisation.’

‘Working together: developing effective information, advice and guidance services to support employees undertaking learning funded through Train to Gain.’

(LSC, 2007)

Within Train to Gain, the training provider has the lead responsibility and funding to provide relevant support to learners at the pre-entry stage and during the programme. ‘*The Requirements for Funding Train to Gain*’ (Version 4, 2007/08) states that there should be a general information session for employees interested in participating in training, in order to provide details of the learning available. Individuals wishing to participate should have the option of a one-to-one IAG

session with a provider which should: look at individual training needs and identify appropriate training; discuss the benefits of learning; and provide advice on any issues or concerns.

The document also states that an Individual Learning Plan (ILP) should be produced for each learner, containing details of the training and how it will be delivered. An ILP can be in any format but should include:

- the skills, knowledge and competence required and the timescale over which they have to be achieved;
- the training the learner is to receive, where it is delivered and how it is scheduled, who is delivering it and what support is being provided;
- the methods that will be used to deliver training (including on-and off-the-job training);
- how on-and off-the-job training will be coordinated; and
- the learner's assessment and review arrangements.

3.2 Pre-entry discussion

All learners in the new entrants survey were asked about the extent of any information, advice or guidance at the outset of the training. In particular, they were asked whether, prior to their training, they had been spoken to about their job and the skills it required. 61 per cent reported that they had been spoken to, this represents a drop from previous waves: 67 per cent in Wave 2 and 3 and 65 per cent in Wave 4 had received a pre-entry discussion. Those studying with an independent training provider were a little more likely to have been spoken to (64 per cent) than those studying with public training providers (58 per cent).

For the first time since Wave 2, more learners had a discussion with their training provider or college staff about their training, rather than their employer (Table 3.1). In Wave 4, 51 per cent of learners had the pre-entry discussion with their employer and 43 per cent had the discussion with their training provider.

Table 3.1: Who spoke to you about your current job and required skills, prior to doing training?

Source	Wave 5 (NE)	
	N	%
Training provider or college staff/assessor	1,924	55
Employer, manager or supervisor	1,526	43
HR/personnel or training manager	142	4
Base (N)	3,521	-

Base = all those who had been spoken to prior to the training, new entrant group. Multiple responses given, only responses over two per cent shown.

Source: Train to Gain employee survey Wave 5

Seven out of ten learners (70 per cent) said that as a result of the discussion, they were advised which qualification would be the most suitable for their needs. This figure shows a drop from previous waves (75 per cent in Wave 4, and 72 per cent in Waves 2 and 3). The proportion who said they were not advised which qualification would be most suitable rose to 28 per cent, compared to 23 per cent in Wave 4 and 26 per cent in Wave 3.

There was some variation by occupational group. Personal service occupations were the most likely to have received qualification advice (75 per cent) and process, plant and machine operatives the least likely (60 per cent). By subject, those on care-related courses were a little more likely to have received advice (74 per cent) than those studying in other areas (69 per cent). Those studying at level 3 were more likely to have received advice than those studying at level 2 (75 per cent compared with 69 per cent).

Provider type showed only a small difference, with 72 per cent of those studying with independent providers receiving qualification advice, compared with 69 per cent of those studying with public providers. Discussions which were led by the training provider were a little more likely to result in qualification advice being given (71 per cent) than those conducted by employers or managers (69 per cent) or by HR/personnel or training managers (67 per cent).

3.3 Skills assessments

All respondents to the new entrant survey were asked which, if any, skills assessments they had received prior to starting their qualification. Table 3.2 shows that 70 per cent of learners reported having been asked about any existing qualifications they held; 63 per cent had received an assessment of their English, maths or language skills; and 58 per cent were assessed against the requirements of the qualification (ie skills gap assessment). Overall, 12 per cent of learners

received no assessments at all – a similar proportion to previous waves (12 to 14 per cent).

Table 3.2: Extent of assessment prior to the training

	Saying yes	
	N	%
Did anyone ask you about any qualifications you already had?	4,080	70
Did anyone assess you against some or all of the requirements of the qualification you were signing up to? (ie skills gap assessment)	3,352	58
Did anyone assess your English, maths or language skills? (ie skills for life)	3,671	63
<i>No assessments at all</i>	703	12
Base (N)	5,800	-

Base = all learners, new entrant group

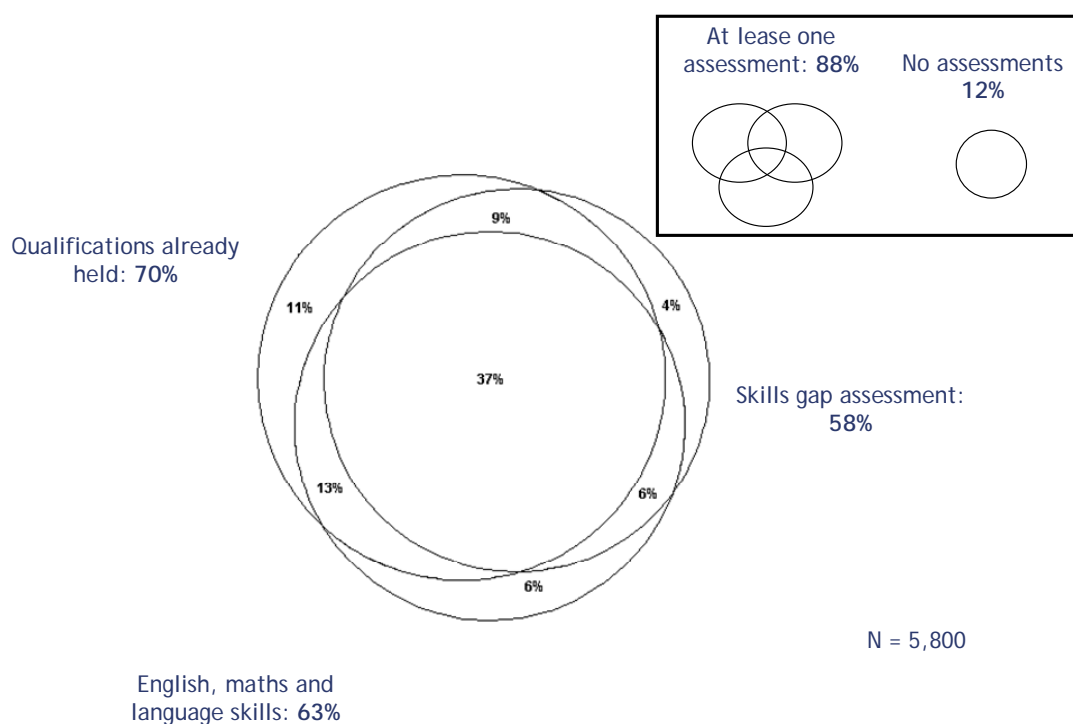
Source: Train to Gain employee survey Wave 5

Combining these different types of prior assessment shows that 88 per cent of learners received at least one of the three possible assessments. Figure 3.1 shows the relationship between the types of assessment.

- 37 per cent had all three elements of assessment.
- 30 per cent had two of the three elements of assessment, the most common combination being an assessment of pre-existing qualifications with an assessment of English, maths or language skills.
- 21 per cent had one of the three elements of assessment, the most likely being that they were asked about pre-existing qualifications.
- 12 per cent had no assessment of any type.

Responses across all four waves show a broadly level or slightly upward trend for the skills assessments. As in Wave 3 and Wave 4, 67 per cent of respondents received two or three types of assessment, compared with 62 per cent in Wave 2 (the nature of the assessment was not asked in Wave 1). However, there was a slight drop in the proportion of learners receiving a skills gap assessment – 58 per cent, compared to 62 per cent in wave 4 and 60 per cent in Wave 3.

Figure 3.1: Relationship between the three possible forms of assessment



Base = all learners, new entrant group: Wave 5 N = 5,800.

Source: Train to Gain employee survey Wave 5

Receiving all three assessments was more common with independent training providers (41 per cent) than public providers (32 per cent), and among those on care-related courses (43 per cent) rather than other subjects (35 per cent). By occupational group, the proportion receiving all three assessments was highest (at 46 per cent) among associate professional and technical occupations, and lowest among process, plant and machine operatives (30 per cent). By region, the highest proportion to have received all three assessments was in Greater London (46 per cent), and the lowest was in the South West and the East of England (33 per cent each). Those studying for a Level 3 qualification were more likely than Level 2 learners to receive all three assessments (43 per cent, compared with 35 per cent).

The proportion of those who received no assessments was highest for process, plant and machine operatives (20 per cent) and elementary occupations (20 per cent), and lowest for professional occupations (six per cent). Regionally, receiving no assessments was most likely to happen in Yorkshire and Humberside (17 per cent) and least likely in the East of England, the East Midlands and the South East (all 10 per cent). Level 2 learners were more likely than Level 3 learners to have no assessments (13 per cent, compared with seven per cent). Differences by type of

training provider were minimal, with those studying with a public provider being slightly more likely to have no assessments (13 per cent), than those studying with an independent provider (11 per cent).

Learners were asked to specify who carried out the assessment(s) and Table 3.3 shows that the majority (83 per cent) were assessed by the training provider, college staff or the assessor.

Table 3.3: Who carried out the assessment(s) of skills and qualifications

Source	Wave 5	
	N	%
Training provider or college staff/assessor	4,243	83
Employer, manager or supervisor	647	13
HR/personnel or training manager	137	3
Base (N)	5,097	

Base = all those having an assessment of any of the three possible types, new entrant group. Multiple responses given, responses above two per cent shown.

Source: Train to Gain employee survey Wave 5

Those who had had some form of initial assessment were asked what had happened as a result. Table 3.4 shows the consequences arising from the assessment(s) and indicates that the most likely outcome was to be trained and assessed for the whole qualification (53 per cent). This figure has fallen from 68 per cent in Wave 3 and 57 per cent in Wave 4.

Thirteen per cent were moved to a different level of qualification as a result of the assessment (compared with 23 per cent in Wave 4). Although there was a decrease in learners moved to a higher-level qualification (12 per cent compared with 20 per cent in Wave 4), this figure is higher than in earlier waves (five per cent and four per cent in Waves 3 and 2 respectively). Only two per cent were moved to a lower level or to a different qualification subject. In line with previous surveys, 12 per cent were told they did not need training and would only need to be assessed for qualification (10-13 per cent in previous waves).

Table 3.4: Consequences of the skills and qualifications assessment

New entrants	W5	
	N	%
I was told I would be trained and assessed for the whole qualification	2,720	53
I was put on a different level of the qualification	686	13
<i>I was put on a higher level</i>	596	12
<i>I was put on a lower level</i>	90	2
I was told I didn't require any training and would just need to be assessed for the qualification	588	12
I was told I only needed to be trained and/or assessed in some parts of the qualification	411	8
I was put on a different qualification subject	95	2
Nothing	804	16
Don't know	234	5
Base (N)	5,097	-

Base = all those having an assessment of any of the three possible types, new entrant group. Multiple responses given.

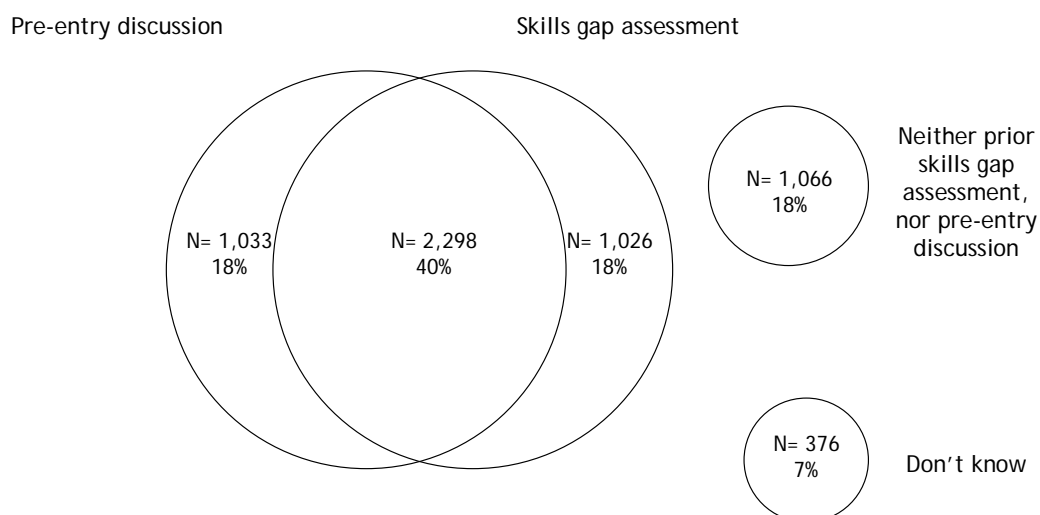
Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

The proportion who only needed to be assessed varied from the average of 12 per cent across occupational sectors: it was particularly high amongst skilled trades at 20 per cent and was also a little above average at 14 per cent of administrative and secretarial occupations. In contrast, it was lowest amongst personal service occupations at 7 per cent, and professional occupations at 9 per cent. Subject area also showed some difference with 5 per cent of those on a care course being told they only needed to be assessed, compared with 13 per cent of those on other subjects. There was little or minimal difference according to the level of the learner and the type of training provider and small variation by region with percentages ranging from 14 per cent in the South West to 8 per cent in Greater London.

Relationship between pre-entry discussion and skills assessment

Figure 3.2 shows the relationship between receiving a pre-entry discussion and receiving a prior skills gap assessment (ie an assessment against some or all of the requirements of the qualification). It shows that 40 per cent of learners received both the pre-entry discussion and the skills gap assessment, while 18 per cent received only the pre-entry discussion and 18 per cent received only the assessment.

Figure 3.2: Relationship between pre-entry discussion and prior skills gap assessment



Base = all learners , new entrants survey: Wave 3 N = 5,776

Source: *Train to Gain employee survey Wave 5*

Information received prior to training

All respondents to the new entrant survey were asked to rate the quality of the information they had received at the outset of the training in four key areas: information about what the training would involve; how they would be assessed; how long the training would take to complete; and the time commitment needed to complete the training (Figure 3.2.) The majority of learner responses were positive in all four areas:

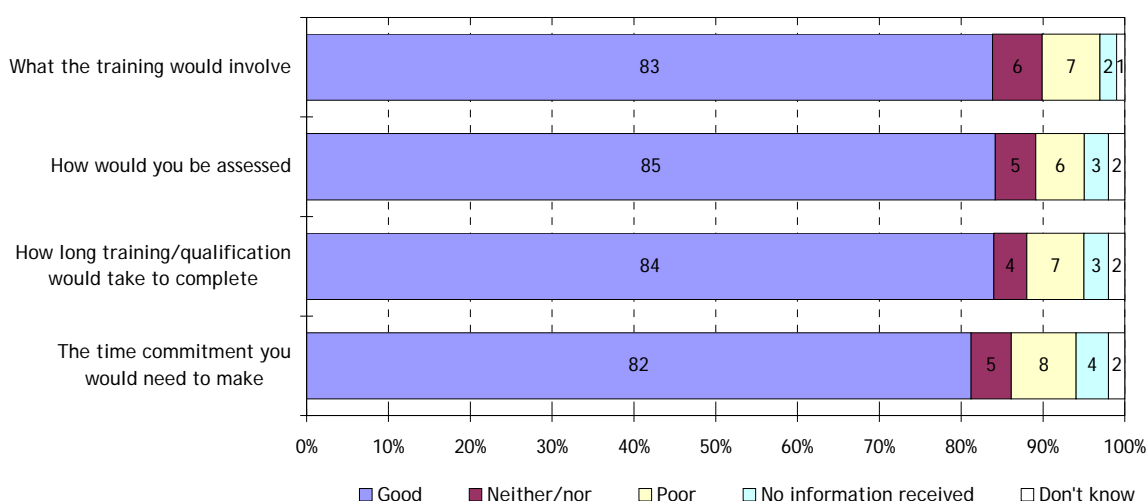
- 83 per cent of learners reported that the information about what the training would involve had been *very good* or *fairly good*;
- 85 per cent said that the information about how they would be assessed had been either *very good* or *fairly good*;
- 84 per cent rated the information they had received about how long the training would take to complete as either *very good* or *fairly good*;

- 82 per cent rated the information received about the amount of time needed to commit to the training as either *very good* or *fairly good*.

In all four categories, numbers of learners who reported receiving no information at all about the training were low, at either two or three per cent.

Respondents in previous waves had been asked to consider the quantity rather than the quality of the information they had received at the outset of the training, and so a like-for-like comparison of responses between all five waves has not been possible. However, satisfaction levels about the amount of information received had been similarly high in all four areas, with 83 per cent to 86 per cent of learners saying they had received enough or more than enough information within each measure.

Figure 3.3: Rating of information received prior to learning



Base = all learners, new entrant group: Wave 5 N = 5,800. Not asked in previous waves

Source: Train to Gain employee survey

Receiving an Individual Learning Plan

All new entrant survey respondents were asked whether they had received an Individual Learning Plan (ILP) or a Personal Development Plan (PDP) at the start of the training. (PDPs were included in the question wording, since some providers may refer to ILPs in this way). 57 per cent reported that they had received one (a drop from 59 per cent in Wave 4 and 63 per cent in Wave 3), while 37 per cent said they had not (the same proportion as in Wave 4). Although ILPs are a requirement of registering for Train to Gain, these findings show that a significant proportion of learners either do not receive them or do not remember that they have received them.

- By subject area, those studying for a course in care were the most likely to have received an ILP/PDP (62 per cent), compared with 56 per cent of those on other courses.
- By occupational group, ILPs/PDPs were more common for Professional occupations, and managers and senior officials (66 per cent each), and were least common within process, plant and machine operatives (48 per cent) and skilled trade occupations (52 per cent).
- Providing an ilp/pdp was more common among independent training providers (60 per cent) than public providers (54 per cent).
- Part-funded level 3 learners were more likely than fully-funded Level 2 learners to have received an ILP/PDP (62 per cent, compared with 56 per cent).
- Regional variation was minimal, with all areas ranging from 57 to 60 per cent.

4 Experiences of Training

Key findings

Learners appeared to be well supported in their learning. They also received the kind of support they felt was important:

- 92 per cent said they had help understanding how tasks related to evidence for their qualification, 98 per cent of respondents felt this was important;
- 86 per cent had regular discussion with their tutor/assessor, 97 per cent felt that this was important;
- 78 per cent said there was no other support that they would have liked.

The average time to complete was 12 weeks for new entrants and 39 weeks for the longitudinal group. Nearly half (46 per cent) of longitudinal learners felt they completed as quickly as they had expected. The most important factors affecting the speed of completion were said to be the amount of time spent with the assessor (96 per cent agreed) and the amount of time spent on the training at work (91 per cent).

More learners found their training to be *very* or *fairly* challenging (61 per cent) rather than *very* or *fairly* easy (31 per cent) with the level of the course proving to be the most challenging factor (25 per cent of those finding it challenging). Nearly one quarter (23 per cent) of longitudinal learners experienced some problems during the course.

The small proportion of learners who left their programmes early (three per cent of new entrants and four per cent of longitudinal learners) most commonly did so because they left their original employer or due to personal circumstances.

Trends over time

There was some evidence to show that learners complete their training and qualifications faster than in previous waves. The average time to complete for new

entrants was 12 weeks, compared with 16 weeks in Wave 4. The longitudinal group showed a similar, though less marked trend, completing in 39 weeks compared with 41 in Wave 3.

4.1 Support

The longitudinal survey asked all recent learners¹ to gauge the importance of four different types of support, and then asked the extent to which these had been available during their qualification. Table 4.1 shows the importance of each type of support in the form of a mean score, where a higher score indicates greater importance.² For all types of support, both the importance and the percentage receiving it extremely high and equal to or very slightly higher than scores in Waves 2, 3 and 4.

- Two support factors scored particularly highly with scores of 4.8 out of a maximum possible score of 5.0: namely the importance of *understanding how to use tasks from work as evidence for the qualification* and the importance of *regular discussions with the tutor or assessor*.
- The other two support factors also scored highly: the importance of *receiving support from managers* and *having time for independent work on the training/qualification* were rated at scores of 4.6 and 4.5 respectively.

Table 4.1: Importance of types of support (mean score)

Support	Mean score	Base (N)
Regular discussions with the tutor/assessor	4.8	521
Understanding how to use tasks from your work as evidence for your qualification	4.8	519
Support from your manager/supervisor	4.6	510
Time for independent work on your training/qualification during work	4.5	513

Base = recent learners, longitudinal group. Mean scores range from 1 (not at all important) to 5 (very important). Bases vary due to the exclusion of "don't know" responses.

Source: *Train to Gain employee survey Wave 5*

¹ These were all learners except those who had already left or completed their learning by the time of the Wave 4 survey. At Wave 5 they could therefore be current learners, completers or early leavers.

² Mean scores are based on the following: 1 = not at all important; 2 = not very important; 3 = neither/nor; 4 = fairly important; 5 = very important.

Table 4.2 goes on to show whether each type of support was received by the learner and again shows very high levels of support. While these high levels are consistent with Wave 3 (the previous second follow-up survey), they are slightly lower than for Wave 2 and Wave 4 (both of which were first follow-up surveys). This might indicate a small effect by which learners forget the support they had over time, or that those taking more time to complete their programmes feel less supported:

- The element rated the most important, *understanding how to use tasks from work as evidence for the qualification*, was received by 92 per cent (88 per cent in Wave 3) followed by *regular discussions with the tutor or assessor* with 86 per cent (87 per cent Wave 3).
- The other two elements, ie *having time for independent work on the training/qualification during work* and *receiving support from managers* were received by 81 and 80 per cent of learners respectively (79 and 80 per cent in Wave 3).

Table 4.2: Whether support was received

Support	Number saying Yes	% saying Yes
Understanding how to use tasks from your work as evidence for your qualification	478	92
Regular discussions with the tutor/assessor	450	86
Time for independent work on your training/qualification during work	421	81
Support from your manager/supervisor	415	80
Base (N)	521	-

Base = recent learners, longitudinal group.

Source: Train to Gain employee survey Wave 5

The percentages of learners receiving support showed some variation according to the subject and level of the qualification being studied¹ – it is noticeable that all support factors were a little more common in Level 2 qualifications and in subjects other than care:

- The greatest variation by subject was found amongst those receiving support from their manager or supervisor which was higher for those studying subjects other than care (83 per cent) than those on a care subject (72 per cent). It was also a little more common amongst Level 2 learners (80 per cent) than Level 3 learners (77 per cent).

¹ It was not possible to breakdown the responses by occupational groups due to small base sizes.

- The greatest variation by level of course was amongst those receiving regular discussions with the tutor/assessor which was more common among Level 2 learners (89 per cent), than Level 3 learners (79 per cent). It was also higher for those on a non-care course (89 per cent) than those on a care course (81 per cent).
- Receiving time for independent work was also a little more common for Level 2 learners (82 per cent) than Level 3 learners (78 per cent) and for those in subject areas other than care (82 per cent, compared with 78 per cent of those on a care course).
- The proportion receiving support about how to use tasks from their work as evidence for their qualification was received by 93 per cent of those studying other subjects compared with 88 per cent of those on care courses, and 93 per cent of Level 2 learners compared with 89 per cent of Level 3 learners.

Combining all four possible types of support shows that:

- 67 per cent of learners received all four forms of support;
 - this rose to 70 per cent for learners studying subject areas other than care, and consequently fell to 59 per cent of those studying care
 - 69 per cent of Level 2 learners received all four forms of support compared with 59 per cent of Level 3 learners.
- 16 per cent received three out of the four forms of support
- 9 per cent received two forms of support
- 4 per cent received one form of support
- 4 per cent received no support at all.

Learners were then asked whether there was any additional support that they would have liked and 22 per cent said there was (20 per cent in Wave 3). Those studying for a care course were more likely to need additional support (29 per cent) than those in other subject areas (20 per cent), as were those studying at Level 3 (27 per cent, compared with 21 per cent of Level 2 learners).

When asked to specify the type of support needed, the most frequently named were having extra support from the manager/supervisor (27 per cent); extra support from the assessor or tutor (29 per cent); having available time at work or having time off from work in order to do the training (15 per cent); and time with or access to the tutor (15 per cent). It should be noted that the base size is only 115 people specifying the nature of support they needed. Additional support from, or time with, the assessor, tutor or manager accounted for 60 per cent of these responses.

4.2 Completion

4.2.1 Time taken to complete learning

Learners in both the longitudinal group and the new entrant group who had already completed their learning¹ were asked about the length of time this had taken.

The completers in the longitudinal group reported that their training had lasted between one week and 19 months, with an average duration of around nine months (39 weeks). This was just a little shorter than in Wave 3 (41 weeks).

Completers in the new entrant group reported that the duration of the training ranged from one week to seven months, with an average duration of 12 weeks.² This is shorter than in previous waves (15 weeks in Wave 3 and 16 weeks in Wave 4).

In the new entrant group, the average time taken to complete the course for Level 2 learners was 12 weeks, rising to 15 weeks for Level 3³ learners (15 weeks and 20 weeks respectively in Wave 4). Conversely, in the longitudinal group, Level 2 learners took longer on average to complete their course (40 weeks) than Level 3 learners who took an average of 23 weeks to complete.

4.2.2 Expectation of time

Completers in the longitudinal group were asked how the length of time they had spent studying compared to their expectations at the outset of the course. As Figure 4.1 shows, almost half the completers (46 per cent) felt the length of time taken to complete was as expected, 36 per cent felt it had taken longer than they expected, 17 per cent felt it had been shorter. The figures were similar than those for Wave 3 (in Wave 4 fewer said the course took longer than expected, as would be expected from respondents taking less time to complete).

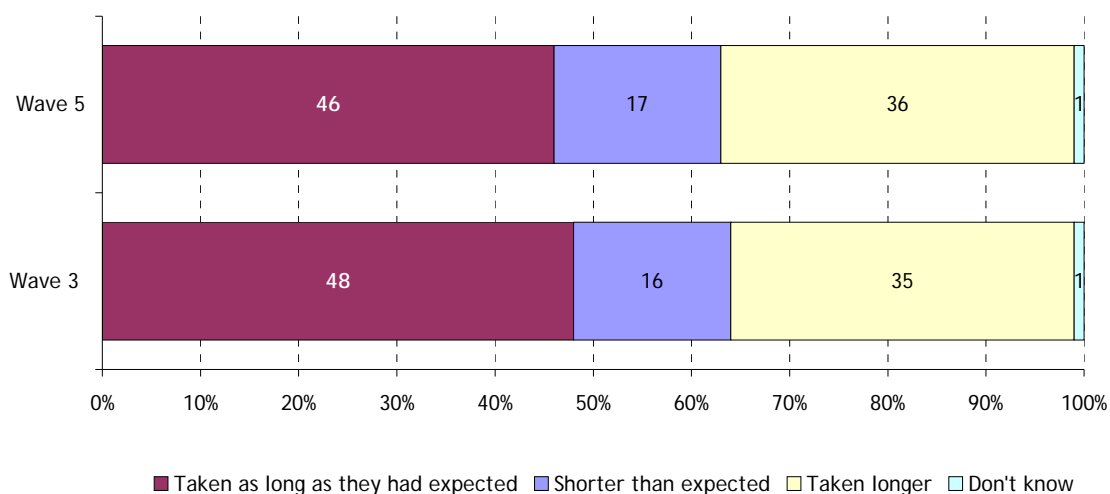
Those who said their courses took longer than expected had an average course length of 46 weeks, compared with 37 weeks for the group who thought the length was as expected, and 34 weeks for those who felt it had been shorter than expected.

¹ In the longitudinal group, completers comprised 87 per cent of the total sample, N = 1,415. In the new entrant group they comprised 30 per cent of the sample, N = 1,763.

² We would expect those in the longitudinal group to have a longer average completion time since they started their learning around 12 months before the new entrants.

³ Note that this is based on only 16 Level 3 learners compared with 283 Level 2 learners

Figure 4.1: Time taken to complete learning



Base = completers only, longitudinal group: Wave 5 N = 372; Wave 3 N = 468.

Source: *Train to Gain employee surveys Waves 3 and 5*

The time taken to complete showed some variation by occupational group: the proportions saying their course had taken less time than expected ranged from 9 per cent of elementary occupations, process, plant and machine operatives, and associate professional and technical occupations, to 39 per cent of sales and customer service occupations and 24 per cent of professional occupations. By level of course, 18 per cent of Level 2 learners felt their course was shorter than expected, compared with 12 per cent of Level 3 learners. Differences by subject area were small, with those studying for a care course being slightly more likely than those on other courses to say it had taken less time than expected (18 per cent, compared with 16 per cent).

4.2.3 Influences on speed of completion

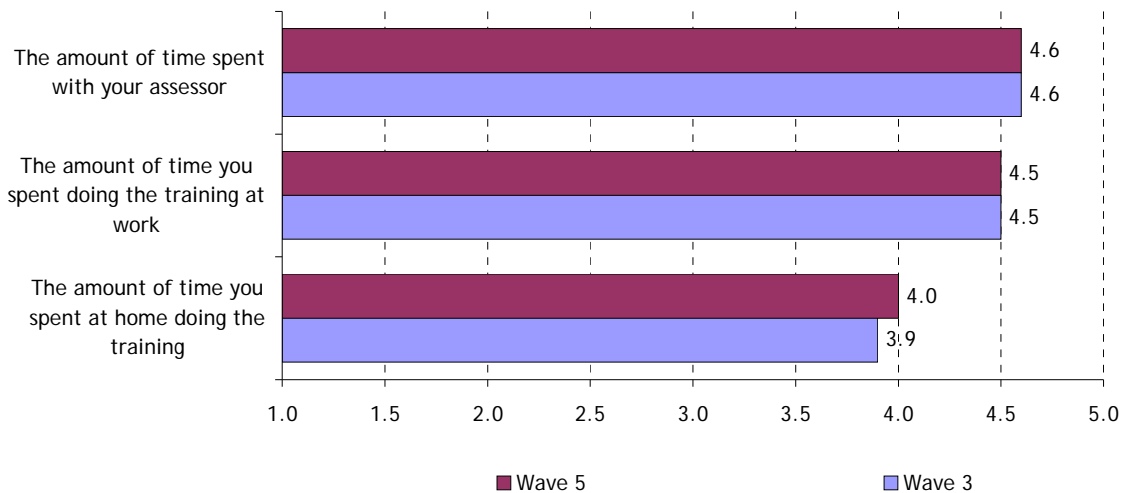
All completers in the longitudinal group were asked to rate the importance of three different factors to the speed at which they had completed their training. These are shown in Figure 4.2 as mean scores, where a higher score indicates greater importance¹. As can be seen:

- The most important factor was *the amount of time spent with the assessor* which scored an average of 4.6 out of a maximum possible score of 5.0. This was rated as *very important* by 72 per cent of completers, and as *fairly important* by 24 per cent.

¹ Mean scores are based on the following: 1 = not at all important; 2 = not very important; 3 = neither/nor; 4 = fairly important; 5 = very important.

- Also important to the speed at which the training was completed was *the amount of time spent doing the training or qualification at work* which scored 4.5. This was rated as *very important* by 66 per cent of completers, and as *fairly important* by 25 per cent.
- The importance of *the amount of time spent at home doing the training* was rated with an average score of 4.0, with 50 per cent of completers thinking it *very important* and 30 per cent thinking it *fairly important*.

Figure 4.2: Importance of factors to speed of completion



Base = completers only, longitudinal group: Wave 5 N varies from 365 to 372; Wave 3 N varies from 456 to 467. Mean scores range from 1 (not at all important) to 5 (very important).

Source: Train to Gain employee surveys Waves 3 and 5

There were some differences in the importance of factors according to the personal characteristics of the completers:

- Women were more likely than men to recognise the importance of *time spent at home doing the work*, which they rated at 4.3, compared with the men's score of 3.6. Women also scored higher than or equal to men for the other two factors: *the amount of time spent with your assessor* was rated by women as 4.7 (compared with 4.6 for men), and *the amount of time you spent doing the training at work* was rated as 4.5 by both men and women.
- Differences according to the ethnicity of the learner were minimal: learners from BME groups rated the importance of *the amount of time spent at home doing the work* slightly higher than white respondents (4.2 compared with 4.0) and *the amount of time spent with your assessor* was rated as 4.7 compared with 4.6 for white learners. Learners of all ethnic groups rated *the amount of time you spent doing the training at work* the same at 4.5.

- Learners with a disability rated two of the factors higher than other learners: *the amount of time spent with your assessor* (4.9 compared with 4.6 for other learners) and *the amount of time you spent doing the training at work* (4.7 compared with 4.5 for other learners). For the final factor, *the amount of time spent at home doing the work*, disabled learners rated the importance lower than other respondents (3.7 compared with 4.0).

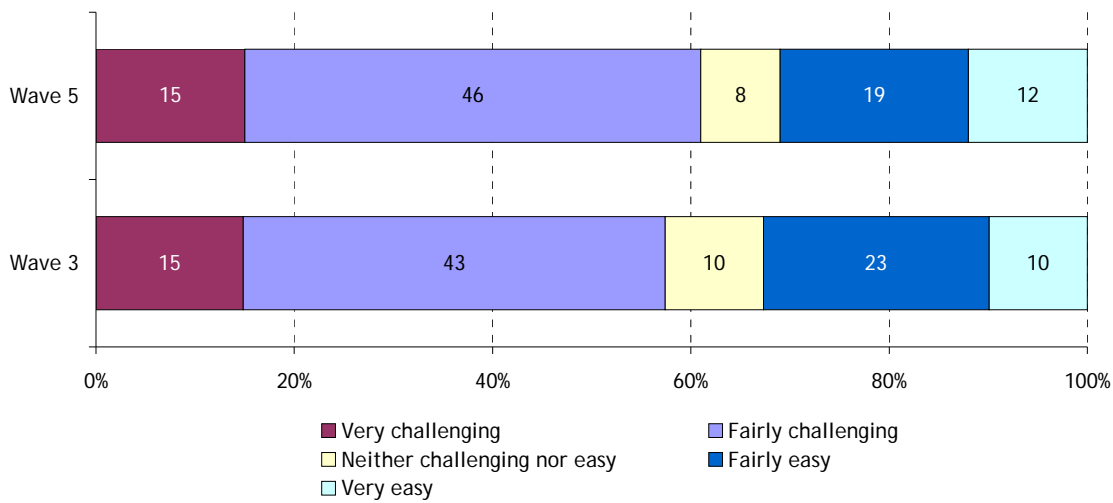
There were also some differences in the importance of factors according to the level of the qualification being taken, the greatest of which was evident in the responses to *the amount of time spent at home doing the work*, which Level 2 learners rated as much less important than Level 3 learners (3.9 compared with 4.6 for Level 3 learners).

Completers were then asked whether any other factors had contributed to the speed at which they had completed, either in a positive way, or a negative way. Four out of ten completers (42 per cent), felt there had been additional factors involved, the most common of which related to having a good, supportive or contactable assessor or tutor; and the difficulties around lack of available time, and the influence of personal factors such as illness.

4.2.4 Ease of completion/studying

Learners in the longitudinal group who had already completed their course were asked to reflect on how easy or challenging their studying had been. Figure 4.3 shows that more learners found it *very* or *fairly* challenging (61 per cent overall) than *very* or *fairly* easy (31 per cent overall). In Wave 3, 58 per cent of respondents found it *very* or *fairly* challenging to complete the training and 32 per cent found it *very* or *fairly* easy.

Figure 4.3: How easy or challenging the training is/was



Base = completers only, longitudinal group: Wave 5 N = 372; Wave 3 N = 468.

Source: Train to Gain employee surveys Waves 3 and 5

The data was examined in more detail according to the personal characteristics of the learners:

- The greatest difference was found in relation to ethnicity: learners from BME groups were more likely than white learners to say that they had found the course challenging (77 per cent, compared with 59 per cent of white respondents).
- Women were more likely than men to say they had found the course challenging (64 per cent, compared with 57 per cent of men).
- Those with a disability or learning difficulties were a little more likely to have found the course challenging (63 per cent, compared with 60 per cent of other learners).
- Older learners were more likely to have found the course challenging than younger learners: 35 per cent of 18-25 year-olds found it challenging, compared with 51 per cent of those aged 26-35, 65 per cent of those aged 36-45, 64 per cent of those aged 46-55, and 72 per cent of those aged 56 and above.

The level of the course also seemed to influence the ease or challenge of studying: 59 per cent of Level 2 learners said they had found their course challenging, which rose to 69 per cent of Level 3 learners.

Those who felt that the course had been challenging were asked to expand on their response and Table 4.3 shows that the single most common response, named by 25 per cent, referred to difficulties with the level of the course compared with 17 per cent in Wave 3. The pace of the course was cited by 10 per cent of respondents in Wave 5 compared with only 1 per cent in Wave 3.

Table 4.3: What made it challenging to complete the training

	Wave 5		Wave 3
	Number	%	%
The level of the course	56	25	17
The format of the qualification	37	16	11
Time management/finding the time	26	12	14
The pace of the course	23	10	1
Personal level of motivation	18	8	8
Level of support from tutor/assessor	14	6	5
Level of support from employer	11	5	3
Base (N)	227		271

Base = completers who found the course challenging, longitudinal group. Multiple responses given, answers of five per cent and above shown.

Source: Train to Gain employee surveys Waves 3 and 5

Similarly, those who felt that the course had been easy were asked to expand on their response and Table 4.4 shows that the single most common response, named by 29 per cent, referred to pre-existing knowledge of the subject area or the job. There was some variation from the Wave 3 figures, which would be expected from the relatively small base sizes.

Table 4.4: What made it easy to complete the training

	Wave 5		Wave 3
	Number	%	%
Already have a good experience or knowledge of the area/my job	33	29	34
The level of the course	31	27	12
The level of support received from the tutor/assessor	28	25	34
Personal level of motivation	18	16	13
Level of support from colleagues	12	11	9
The level of support received from the employer	11	10	12
The format of the qualification	9	8	11
Base (N)	114		151

Base = completers who found the course easy, longitudinal group. Multiple responses given, answers of five per cent and above shown.

Source: Train to Gain employee surveys Waves 3 and 5

4.2.5 Problems experienced by completers

All completers in the longitudinal group were asked whether they had experienced any difficulties during the qualification and while 77 per cent had not had any problems, 23 per cent reported that they had, an increase from 19 per cent in Wave 3. The most common difficulties experienced included:

- finding the questions or assignments hard to understand or ambiguous (14 per cent of those reporting difficulties¹);
- the assessor stopped coming to the workplace (13 per cent);
- and the poor quality of the teaching, training or assessment (12 per cent).

4.3 Early leavers

In the new entrant group, those who left without completing the qualification (149 learners or three per cent of the total) reported that they did so between one and 26 weeks after starting, with an average duration of seven weeks.

In the longitudinal group, early leavers (32 learners or four per cent of the total) spent an average of 4.5 months studying before dropping out, with individual study time ranging from less than one month, to a maximum of 18 months.

Reasons given by the early leavers in the new entrant group for failing to complete their course are shown in Table 4.5. As in previous waves, the main reasons for leaving were due to the respondent leaving the employer with whom they had started the training, changes in personal circumstances, and lack of time at work to do the training. Reasons within the longitudinal group were very similar.²

Table 4.5: Reasons for leaving course early/not completing it

	N	%
I left the employer I originally signed up for training with	41	26
My personal/domestic circumstances changed (eg moved house, illness, pregnancy, bereavement)	24	15
I did not have enough time at work to do the training	21	14
The assessor/trainer stopped coming to my workplace	11	7
Base (N)	157	

Base = early leavers, new entrant group. Multiple responses given, answers of five per cent and above shown.

Source: Train to Gain employee survey Wave 5

¹ Note small base size, N = 85

² Breakdown of figures not shown here due to extremely small base size of 36

5 Satisfaction and Outcomes

Key findings

For the fifth consecutive wave, and in both survey groups, more than 90 per cent of learners were satisfied with the training overall (94 per cent for the longitudinal group and 92 per cent for the new entrant group).

- 70 per cent in the longitudinal group and 66 per cent in the new entrant group were *extremely* or *very* satisfied with their training overall;
- 72 per cent in the longitudinal group and 70 per cent in the new entrant group were *extremely* or *very* satisfied with quality of the teaching.

Outcomes from the training remained positive for all learners. Among new entrants:

- 88 per cent said they had gained 'a qualification';
- 84 per cent said they had gained skills beneficial to future employers.

Among longitudinal learners

- 93 per cent said they had gained skills beneficial to future employers
- 92 per cent of respondents said they had gained 'a qualification'
- 78 per cent said they had gained practical skills related to their job and 90 per cent reported that they had used these skills
- 44 per cent said that they had experienced a positive change as a direct result of their training (ie those who said they had *got a better job with the same employer, got better pay, had taken on further responsibility with same employer without additional pay or promotion, or got a better job with a new employer* and attributed this change to their training).

-
- 21 per cent of longitudinal learners had received a pay increase as a *direct result* of completing the training or qualification.

Positive attitudes to learning prevail. Among the longitudinal learners:

- 88 per cent felt more confident in their ability to learn
- 84 per cent felt more positive about learning than when they started the course

Nearly one-third (30 per cent) of longitudinal learners who had completed their programmes had already started further training, an increase from 18 per cent in Wave 3. Further learning was a goal for many others:

- 35 per cent of longitudinal learners felt that it was *very likely* and 25 per cent felt it was *fairly likely* that they would undertake training at a higher level within the next three years;
- In the new entrants group, 44 per cent said it was *very likely* that they would undertake training at a higher level within the next three years and 29 per cent said it was *fairly likely*;
- Just over half the early leavers (52 per cent) felt that it was *very likely* that they would sign up for training in the future, with an additional 28 per cent thinking it was *fairly likely*.

Learners were also asked about the impact of the recent recession on their plans for future learning. Most learners in both groups felt that the recession had had no effect on their intentions to learn in the future, however 33 per cent of new entrants and 28 per cent of longitudinal learners said they were now more likely to undertake further study

Trends over time

Satisfaction on the LSC's key measures has fallen in this wave, particularly among new entrants:

- In Wave 4, 76 per cent of new entrants were extremely or very satisfied with their training overall compared with 66 per cent in Wave 5;
- In Wave 4, 78 per cent in the new entrant group were extremely or very satisfied with quality of the teaching compared with 70 per cent in Wave 5.

In the longitudinal group, the figures have fallen since Wave 4 but were similar to those in Wave 3, a better comparison group for the longitudinal learners. `

Fewer new entrants in this wave compared with Wave 4 said that their training had led to promotion (23 per cent compared with 34 per cent) or increased pay (22 per cent compared with 34 per cent). Despite much higher proportions (between

58 and 88 per cent) of new entrants citing other outcomes from their training, there has been a small but steady decline over time. On all measures bar one (the chance to learn something new which was 72 per cent in Wave 2) the frequencies for Wave 5 were at their lowest of the five waves. The rank order is largely unchanged.

5.1 Outcomes

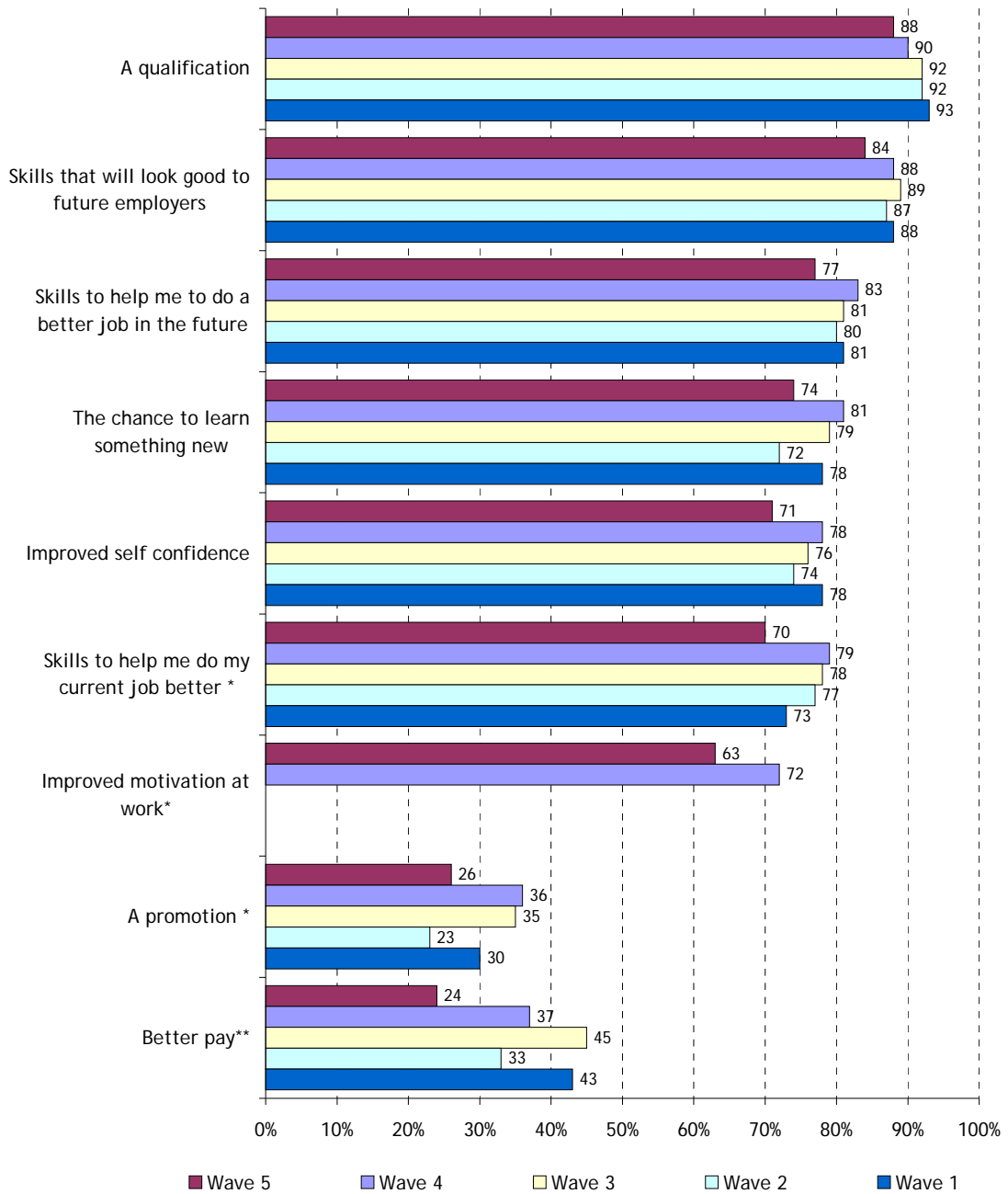
Learners in both the new entrant group and the longitudinal group who had completed their training were asked what they felt they had gained as a result.

Figure 5.1 shows that agreement with most of the statements was high for the new entrant group, particularly with regard to gaining a qualification (88 per cent of respondents) and to gaining skills beneficial to future employers (84 per cent). However, levels of agreement were lower than in previous waves, in particular those for *skills to help me do my job better*, which fell to 70 per cent from 79 per cent in Wave 4. On all measures bar two (*the chance to learn something new* which was 72 per cent in Wave 2 and *a promotion* which was 23 per cent in Wave 2) the frequencies Wave 5 were at their lowest of the five waves.

Two questions were asked of the new entrant group that were not asked of the longitudinal group: 24 per cent felt that their training had led to increased pay, and 26 per cent felt it had led to a promotion. These figures have dropped from 37 per cent and 36 per cent respectively in Wave 4. Over the five waves, both figures have fluctuated greatly, particularly the proportion of respondents citing better pay (ranging between 45 per cent and 24 per cent).

While the absolute frequencies have dropped, the rank order of the statements has been broadly consistent over the five waves and qualifications and skills remain the main outcomes rather than pay and promotion.

Figure 5.1: Actual outcomes of training (new entrant group)



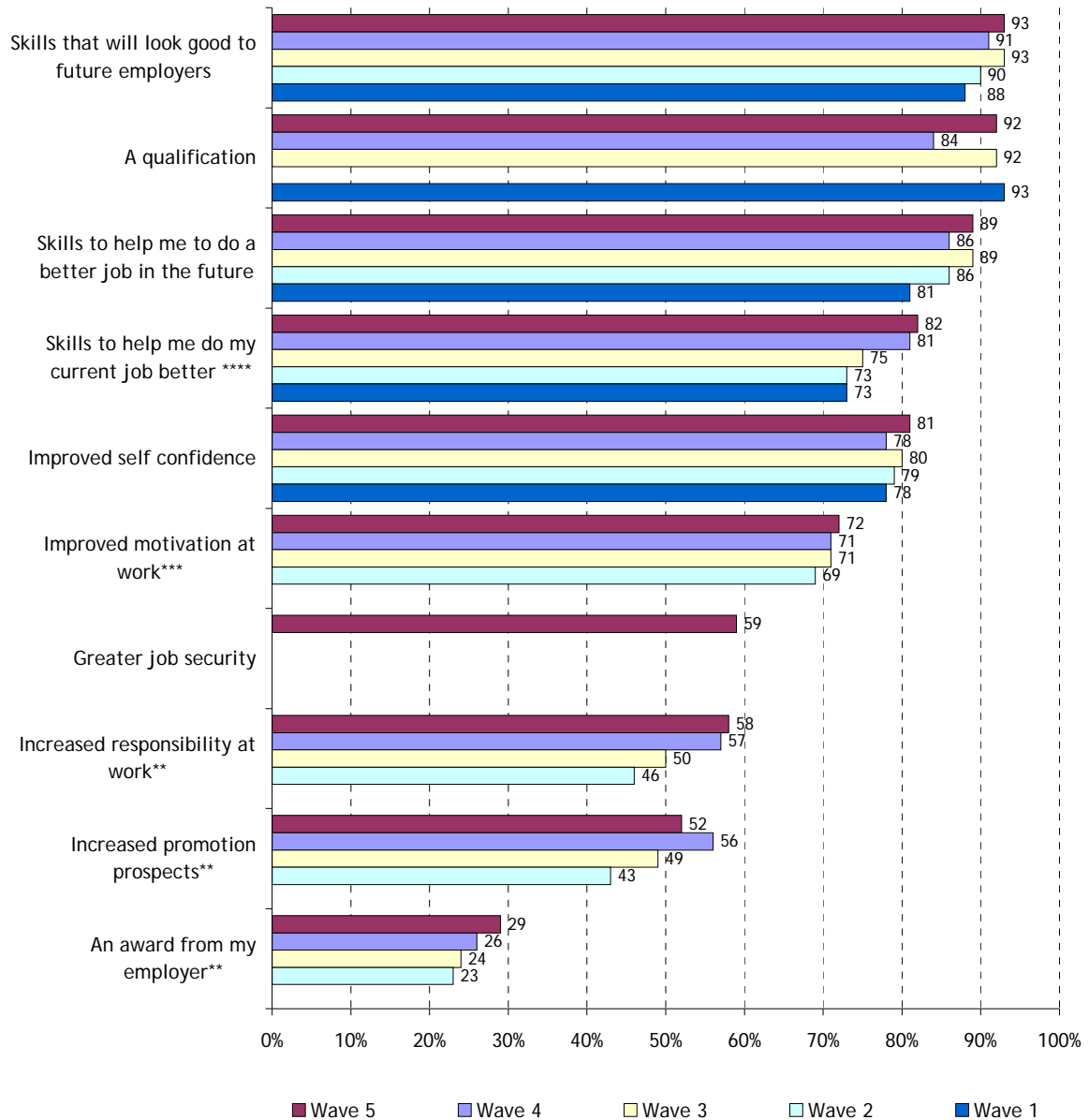
Base = completers only, new entrant group. * = only asked of those in work for Waves 2 thru 5. ** = only asked of those in work for Waves 4 and 5. Multiple responses given.

Source: Train to Gain employee surveys

Completers in the longitudinal group were also asked about the outcomes of their training (Figure 5.2). Again, agreement was high with most of the outcomes, particularly in relation to gaining a qualification (92 per cent of respondents) and to gaining skills beneficial to future employers (93 per cent) and future jobs (89 per cent)

cent). In contrast to the new entrants, the longitudinal scores have remained fairly stable or gradually increased over time.

Figure 5.2: Actual outcomes of training (longitudinal learners)



Base = completers only. * = only asked of those in work for Waves 2 thru 5. ** = only asked of those in work for Waves 4 and 5. *** = only asked of those in work for Wave 4 only. **** = only asked of those in work or self-employment in Wave 5. - indicates not asked. Multiple responses given.

Source: Train to Gain employee surveys

5.1.1 Outcomes and expectations - like for like comparison

Table 5.1 isolates responses from learners who were in the process of studying or were waiting to start at the time of the Wave 3 survey, and who had completed by

the time of Wave 5 (note that some of this group will have already completed by the time of the Wave 4 survey). It shows that, for the same group of 963 learners, the differences between what they anticipated they would gain from their learning (as measured at Wave 3), and what they actually gained (as measured at Wave 4 or Wave 5).

Broadly speaking the learners have achieved by Wave 5 what they expected at the outset of their learning. The proportions saying they had achieved increased since Wave 4, with the exception of *skills to help me do a better job in the future* which decreased but only by one per cent.

Table 5.1: Outcomes of training - differences between what was anticipated at Wave 3 and what was actual at Wave 4 and Wave 5

Outcome	What was anticipated at Wave 3		What was actual at Wave 4		What was actual at Wave 5	
	No.	%	No.	%	No.	%
Skills that will look good to future employers	858	89	873	91	896	93
Skills to help me to do a better job in the future	857	89	827	86	883	92
A qualification	913	95	746	78	886	92
Skills to help me do my current job better *	760	88	730	85	723	84
Improved self confidence	788	82	764	79	796	83
Base (N)	963	-	963	-	963	-

Base = Completers at Wave 4 or Wave 5, who were current learners or waiting to start at Wave 3, longitudinal group. * = only asked of those in work at the time of all 3 surveys, N = 862.

Source: Train to Gain employee surveys Waves 3, 4 and 5

Figure 5.3 shows the same information graphically. The line indicates a 'perfect match' between anticipated and actual outcomes and is not intended to be a best fit correlation line. In Wave 4, only one outcome appeared above the line, indicating that expectations were exceeded by outcomes. By Wave 5 it appears that expectations were being better met for most learners, perhaps indicating that the outcomes for some learners take a little time to be realised.

Figure 5.3: Outcomes of training - anticipated at Wave 3 versus actual at Wave 5



Line is drawn to indicate a 'perfect match' between anticipated and actual outcomes.

Base = Completers at Wave 4 or Wave 5, who were current learners or waiting to start at Wave 3, longitudinal group, N = 963.

* = only asked of those in work at the time of all 3 surveys, N = 862.

Source: Train to Gain employee surveys Waves 3 and 5

Financial gains

Completers in the longitudinal survey were asked about the specific benefits of completing the training. Overall, 21 per cent of completers said that they had received a pay increase as a *direct result* of completing the training or qualification. Furthermore, 13 per cent cited a financial bonus and nine per cent a promotion, as a direct result. When combined together, this resulted in 26 per cent of completers citing a pay increase, financial bonus or promotion as a direct result from the training.

Wave 5 was the first wave in which the three benefits were asked about individually rather than as a group so previous waves are not directly comparable. If we do take the previous results as a broad comparison, this is the highest proportion of the four waves (21 or 22 per cent in Waves 2 to 4),

New skills

All learners in the longitudinal group, with the exception of those yet to start their training, were asked about new skills which they may have learned in the course of their training. Table 5.2 shows that 78 per cent felt they had learned practical

skills related to their job, the same proportion as the two previous waves, and 53 per cent had learned general employability skills (58 per cent in Wave 3). Smaller groups of learners said they had learned new literacy, numeracy, or IT skills during their training (30 per cent, 22 per cent, and 21 per cent respectively).

Table 5.2: Skills learned

New skills	No.	%
Practical skills related to your job	1,252	78
Skills related to general employability (eg problem solving, time management)	843	53
New literacy skills	482	30
New numeracy skills	352	22
New IT skills	328	21
<i>None of these/nothing</i>	183	12
Base (N)	1,596	-

Base = all learners except those waiting to start, longitudinal group. Multiple responses given.

Source: Train to Gain employee survey Wave 5

Those who felt they had learned new skills were asked whether they had used these skills in their current job, and 90 per cent reported that they had, a figure that has risen from 87 per cent in Wave 3.

Usage of new skills was high across all occupational groups, ranging from 85 per cent of process, plant and machine operatives, to 93 per cent of personal service occupations. Respondents studying for a course in a care subject were a little more likely than those studying in other subject areas to be using their new skills in their current job (93 per cent compared with 89 per cent of other subjects). Those studying for a qualification at Level 3 were also a little more likely to be using their new skills (93 per cent compared with 90 per cent for Level 2 learners).

Attitudes towards learning

Learners in the longitudinal group were asked to rate their agreement with an additional three statements about their attitudes towards learning. For all three statements the results indicate positive outcomes from learners' participation in Train to Gain and have been consistent over the previous waves:

- 88 per cent agreed with the statement *I feel more confident in my ability to learn* (this scored 4.4 out of a maximum possible score of 5.0)
- 84 per cent agreed that *I feel more positive about learning than when I started this course* (mean score of 4.2)

- only 25 per cent agreed that *I have not got everything out of the learning that I wanted* (mean score of 2.2¹).

The extent of agreement showed some variation according to the personal characteristics of the learners:

- Learners from BME groups were more likely than white learners to agree with both *I feel more confident in my ability to learn* (4.7 compared with 4.3) and *I feel more positive about learning than when I started this course* (score of 4.6 compared with 4.2). Although learners of all ethnic origins disagreed that *I have not got everything out of the learning that I wanted*, Black and minority ethnic learners disagreed less strongly than white learners (2.7 compared with 2.1).
- Women were more likely than men to agree that *I feel more positive about learning than when I started this course* (score of 4.3 compared with 4.1 for men), and *I feel more confident in my ability to learn* (score of 4.5 compared with 4.3 for men). Although both men and women disagreed that *I have not got everything out of the learning that I wanted*, women disagreed more strongly than men (2.1 compared with 2.4 for men).
- Although there was variation within particular age groups, there were no clear trends in agreement or disagreement across the age range. Differences according to disability were minimal.

Impacts

The longitudinal survey asked all those who had started their learning whether any changes to their working situation had occurred since the start of the learning. Table 5.3 shows that while 32 per cent had taken on further responsibility with the same employer without additional pay or promotion, almost as many had received better pay (27 per cent). These statements have swapped order in comparison with Wave 3 where more learners reported better pay (32 per cent) than reported taking on responsibility without addition pay or promotion (29 per cent). In this wave, six per cent of respondents had been made redundant since starting their learning compared with 3 per cent in Wave 3.

There was a little difference in response between those who had completed and those who were still learning (see Table 5.3) with the exception of the likelihood of taking on extra responsibility which was more common amongst current learners than those who had already completed. Completers were more likely than current

¹ A score of 3.0 indicates a neutral response and less than 3.0 indicates a negative response, ie disagreement.

learners to have found a better job with a new employer (10 per cent compared with five per cent).

Table 5.3: Changes since the start of the training

	Number all learners	% all learners	% completers	% current learners
Have taken on further responsibility with same employer without additional pay or promotion	512	32	32	44
Got better pay	435	27	27	24
Changed to a different role with the same employer (same level)	240	15	15	16
Got a better job with the same employer	228	14	14	17
Got a better job with a new employer	164	10	10	5
Changed employer (same level job)	151	10	9	5
Been made redundant	87	6	5	4
Became self employed	47	3	3	4
Base (N)	1,596	-	1,415	114

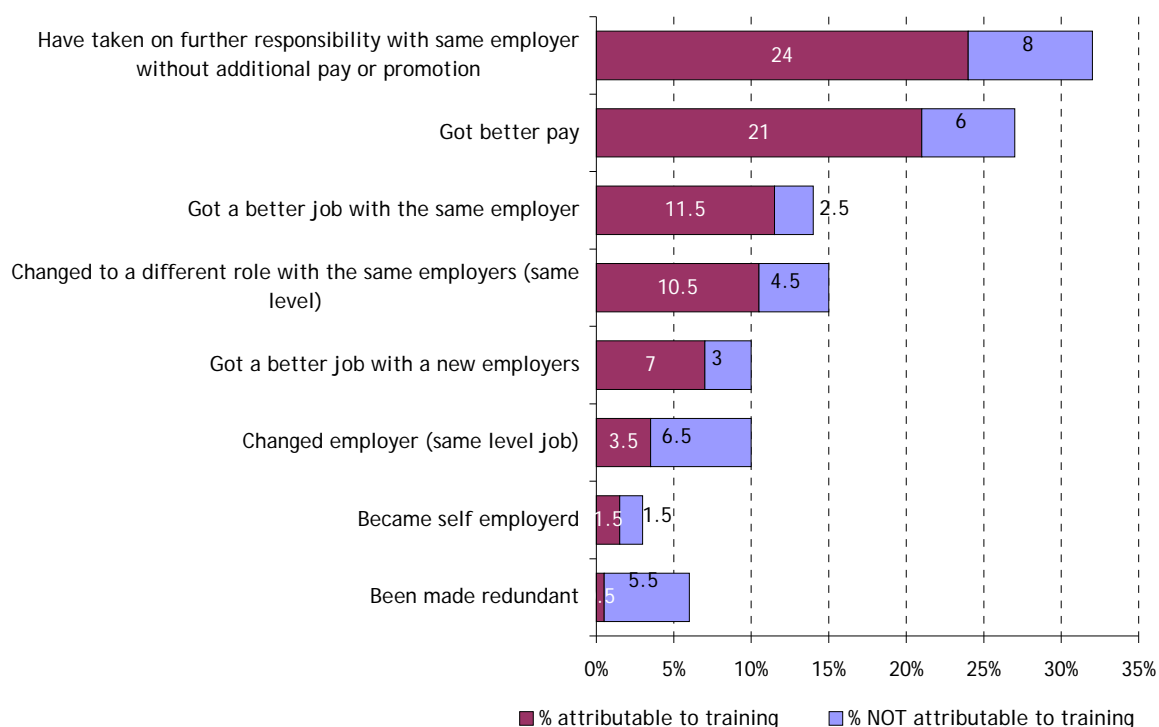
Base = all learners except those waiting to start, longitudinal group. Multiple responses given.

Source: Train to Gain employee survey Wave 5

The survey went on to ask all those who reported a change whether or not they could attribute this to the training being undertaken. The results are shown in Figure 5.4 which shows the overall percentage reporting each change, and within that, the proportion attributing the change to the training. It shows for example that while *changing to a better job with the same employer* was only reported by five per cent, 83 per cent of these attributed it to the training being undertaken (80 per cent in Wave 4).

More than three out of four respondents (77 per cent, 75 per cent in Wave 4) who had received better pay attributed this to the training undertaken, as did 74 per cent of those who had taken on further responsibility with the same employer without additional pay or promotion (75 per cent in Wave 4). Other changes attributed to the training were moving to a different role at the same level with the same employer (70 per cent, 65 per cent in Wave 4) and moving to a better job with a new employer (69 per cent, 64 per cent in Wave 4).

Figure 5.4: Proportion saying changes were attributable to the training



Base = all learners except those waiting to start who have experienced change, longitudinal group: N = 1,596 see Table 5.3

Source: Train to Gain employee survey Wave 5

Combining some of the responses to Table 5.3 and Figure 5.4 allows us to isolate those who had experienced positive change, or improvements as a result of their training (ie those who said they had *got a better job with the same employer, got better pay, had taken on further responsibility with same employer without additional pay or promotion, or got a better job with a new employer*). Overall respondents experiencing one or more of these changes, and attributing it to the training, accounted for 44 per cent of those questioned, the same figure as in Wave 3.

5.2 Future career intentions

Table 5.4 shows the future career intentions of learners in both the longitudinal group and the new entrant group and shows that across both groups, most learners planned to stay with their current employer for the foreseeable future (63 per cent and 64 per cent respectively), or at least for another year (15 per cent and 13 per cent respectively).

The new entrants’ responses on this question have changed a little over the waves, the proportion planning to stay for the foreseeable future has risen from 61 per cent in Wave 3 to 64 per cent in Wave 5, while those expecting to stay at least a year has fallen from 17 per cent in Wave 3 to 13 per cent in Wave 5.

For the longitudinal group we can isolate the responses from the same group of learners since Wave 3 (see data annexe for the like for like comparison). This shows that learners appeared less inclined to see the long term future with their current employers but the effect was very small. In Wave 3, seven per cent of respondents said they would leave their current employer as soon as they had an opportunity and this has risen to 10 per cent for the same group. Similarly, 67 per cent in Wave 3 said they planned to stay for the foreseeable future but this was 63 per cent in Wave 5.

Table 5.4: Future career intentions

Career intentions	Wave 5 (LL)		Wave 5 (NE)	
	No.	%	No.	%
I plan to stay with my current employer for the foreseeable future	921	63	3,487	64
I am likely to stay with my current employer for at least another year	224	15	713	13
I plan to leave my current employer as soon as the opportunity arises	143	10	516	10
I am likely to leave my current employer within the next year	67	5	274	5
I expect to have to leave my current employer within the next year due to redundancy or relocation	50	3	159	3
... redundancy	32	2	93	2
... relocation	18	1	66	1
I expect to have to leave my current employer when my contract ends	32	2	142	3
Don't know	22	2	127	2
Base (N)	1,459	100	5,418	100

Base = all those in employment, longitudinal and new entrant groups.

Source: Train to Gain employee survey Wave 5

5.2.1 Importance of training

Completers in the longitudinal survey were asked to gauge how important their qualification is to them, and how important they think it is to their employer (see Table 5.5):

- Most completers felt it was *very important* to them personally to have achieved the qualification (81 per cent), with a further 16 per cent saying it was *fairly important*, only 1 per cent said that it was *not very* or *not at all important* compared with around 6 per cent in Waves 2, 3 and 4.
- The importance of the qualification to their employer was a little lower with 62 per cent thinking it was *very important* and 23 per cent thinking it was *fairly*

important to their employer. The combined rating of 85 per cent thinking it was *very* or *fairly important* is one or two per cent higher than it has been for previous waves

Table 5.5: Importance of having achieved qualification - personal and to employer

	Personal importance		Importance to employers	
	Number	%	Number.	%
Very important	302	81	230	62
Fairly important	59	16	87	23
Neither important or unimportant	5	1	10	3
Not very important	4	1	27	7
Not at all important	1	*	9	2
<i>Don't know</i>	1	*	9	2
Base (N)	372	100	372	100

Base = completers only, longitudinal group

Source: Train to Gain employee survey Wave 5

The personal importance of completing the qualification showed little variation according to personal characteristics once the *very important* and the *fairly important* scores were combined. However, for some groups, the variation in the percentages for the *very important* alone was marked:

- learners from black and minority ethnic groups were more likely than white learners to say it was *very important* to them personally to have achieved the qualification (94 per cent compared with 79 per cent) as they were in Wave 3 (86 per cent and 67 per cent respectively)
- women were more likely than men to say that it was *very important* (86 per cent, compared with 73 per cent of men) (72 per cent and 60 per cent respectively in Wave 3)

Differences by disability were small and those by age showed no clear pattern. Variation by personal characteristics in the importance to their employer showed far less variation with the exception that more black and minority ethnic respondents thought it was *very important* to their employer than white learners (69 per cent compared with 60 per cent of white learners).

Variation according to the occupational group of the respondent showed a wide range of responses both in terms of the personal importance to the learner, and in the importance to the employer:

-
- The occupation with the greatest number of learners thinking it was *very important* to them was personal services with 89 per cent, followed by managers and senior officials with 88 per cent. The personal value was lowest in process, plant and machine occupation where 65 per cent felt it was *very important*, followed by 73 per cent of the skilled trade occupations.
 - The importance to the employer was also high for those in personal service occupations, of whom 69 per cent felt it was *very important* to their employer, followed by the skilled trades with 65 per cent. Achieving the qualification was deemed of least value to the employer amongst managers and senior officials where 44 per cent thought it was *very important*, followed by administrative and secretarial occupations with 54 per cent.

5.2.2 Who benefits from the training

Both the longitudinal and the new entrant surveys examined the extent to which learners felt that they and/or their employers benefited from the training. Table 5.6 shows the responses from the new entrant group survey and Table 5.7 shows the longitudinal survey responses.

For the new entrant survey, two sets of responses are shown. Firstly an anticipated response of who learners felt would benefit from the training, as reported by those who were currently learning or waiting to start. Secondly, a response was collected from those who had completed in both the new entrant group and the longitudinal group, about learners' perception of who had actually benefited from the training.

Across all three measures, around two out of three learners felt that both they and their employer had benefited, or would benefit, equally from the training: 69 per cent of those in the new entrant group who were yet to complete anticipated that they and their employer would benefit equally, although a smaller proportion of completers (61 per cent) felt this was the case. In the longitudinal group, the same proportion of completers in the longitudinal group as the new entrant group (69 per cent) felt that they and their employer had benefited equally (see Table 5.6).

This question has been changed slightly this wave; in previous waves the categories *you only* and *your employer only* were not sub-divided. The data annexe shows that a smaller proportion of new entrants felt that they and their employer benefited equally (61 per cent in Wave 5 compared with a range of 74 to 78 per cent in the previous four waves). The longitudinal survey showed a similar pattern, shown most markedly by those who felt that only they benefited from the training (27 per cent in Wave 5 compared with 18 or 19 per cent in the previous four waves).

Table 5.6: Who benefits most from training

	Anticipated		Actual	
	No.	%	No.	%
You only	282	8	165	9
Mostly you	614	17	252	14
Your employer only	42	1	52	3
Mostly your employer	130	4	114	6
Both you and your employer equally	2,547	69	1,081	61
Neither you nor your employer	64	2	81	5
Too early to say/Don't know	13	*	19	1
Base (N)	3,693	100	1,763	100

Base = New entrants, current learners and those about to start (anticipated) and completers (actual)

Source: *Train to Gain employee surveys Wave 5*

Table 5.7: Who do you think has benefited the most from the training? (Actual)

	No.	%
You only	36	10
Mostly you	65	18
Your employer only	3	1
Mostly your employer	4	1
Both you and your employer equally	257	69
Neither you nor your employer	6	2
Too early to say/Don't know	1	*
Base (N)	372	100

Base = Longitudinal group, completers only

Source: *Train to Gain employee survey Wave 5*

5.3 Further training

5.3.1 Current/subsequent training

Those in the longitudinal group whose training had finished were asked whether they had subsequently started any additional training, and 30 per cent reported that they had compared with 18 per cent at Wave 3. Table 5.8 shows the training that this group were undertaking and shows that the single most popular qualification was an NVQ, of which most were being taken at Level 3 or Level 2.

The proportion of respondents following NVQ programmes has risen slightly from 35 per cent in Wave 3 to 38 per cent, however, the proportion citing in-house training has quadrupled from 4 per cent in Wave 3 to 16 per cent in Wave 5.

Table 5.8: Current/subsequent training being done?

Qualification	N	%
NVQ	165	38
<i>(Entry Level)</i>	<i>(1)</i>	<i>(1)</i>
<i>(Level 1)</i>	<i>(2)</i>	<i>(1)</i>
<i>(Level 2)</i>	<i>(60)</i>	<i>(36)</i>
<i>(Level 3)</i>	<i>(89)</i>	<i>(54)</i>
<i>(Level 4)</i>	<i>(8)</i>	<i>(5)</i>
<i>(Level 5 or 6)</i>	<i>(2)</i>	<i>(1)</i>
<i>(Not known)</i>	<i>(3)</i>	<i>(2)</i>
In house training	68	16
Life skills/E2E preparatory learning	21	5
Professional qualification	17	4
Health and safety	17	4
First aid	14	3
Dementia/mental health course	10	2
GCSE/GCSE vocational	8	2
Diploma in higher education	8	2
Base (N)	430	

Base = completers who have started a subsequent course, longitudinal group. Responses of two per cent and above shown.

Source: Train to Gain employee survey Wave 5

For the group of 202 learners who specified the level of their subsequent training, we could examine the level of this training in relation to the level of their original training. Table 5.9 shows that:

- 41 per cent of learners chose a course that was the same level as their original course, either at Level 2 or Level 3;
- 51 per cent chose to move to a higher level course, either moving from Level 2 to Level 3 or above, or moving from Level 3 to Level 4 or above;
- nine per cent chose to move to a lower level course, either moving down from Level 3 to Level 2 or below, or moving from Level 2 to Level 1 or below.

Table 5.9: Level of subsequent training in relation to the original one?

Qualification	N	%
Higher level (originally Level 2, now Level 3 or above)	89	44
Higher level (originally Level 3, now Level 4 or above)	13	6
Same level (both Level 2)	69	34
Same level (both Level 3)	13	6
Lower level (originally Level 2, now Level 1 or below)	16	8
Lower level (originally Level 3, now Level 2 or below)	2	1
Base (N)	202	-

Base = completers who have started a subsequent course and who specified its level, longitudinal group.

Source: *Train to Gain employee survey Wave 5*

5.3.2 Discussion of further learning

Completers in both the longitudinal group and the new entrant group were asked whether anyone had talked to them about further training options since they had finished their learning. In the longitudinal group, 47 per cent had been spoken to compared with 43 per cent in Wave 3.

In the new entrant survey, 38 per cent of completers reported that they had already discussed further training options that might be available to them. This is the lowest figure of the five waves so far and has dropped from 45 per cent in Wave 4. Those in the new entrants survey¹ who had been spoken to about further training options were more likely to have had discussion and assessments before they embarked on their training. They were:

- more likely to have had a pre-entry discussion (68 per cent) than those who had not been spoken to (60 per cent);
- more likely to have had each of the three possible skills assessments:
 - 66 per cent of those who had been spoken to about further training had had a skills for life assessment² at the outset of the training (compared with 55 per cent);
 - 68 per cent had had a skills gap assessment³ (compared with 58 per cent);

¹ Longitudinal learners were not asked questions about pre-entry discussions or assessments

² An assessment of their English, maths and language skills

³ An assessment against the requirements of the training/ qualification

-
- and 74 per cent had been asked about pre-existing qualifications (compared with 66 per cent);
 - And were more likely to have received an ILP (66 per cent, compared with 50 per cent).

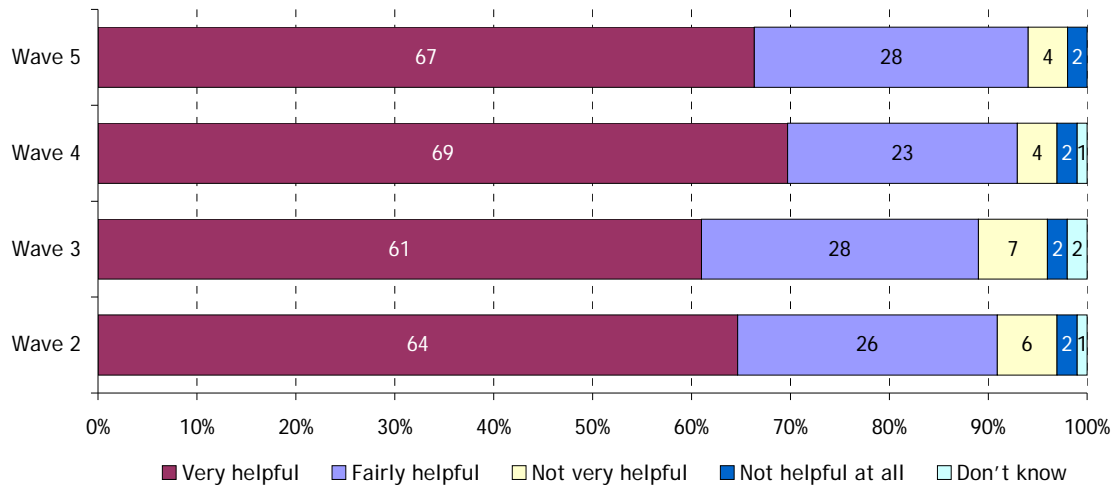
Furthermore, in relation to the amount of information they received prior to training, new entrants who had been spoken to about further training options were:

- more likely to have received enough information about what the training would involve (91 per cent of those who had been spoken to rated the amount of information they received at the outset as good, compared with 83 per cent of those who had not been spoken to);
- more likely to have received enough information about how they would be assessed (95 per cent, compared with 87 per cent);
- and more likely to have received enough information about how long the qualification would take to complete (92 per cent, compared with 87 per cent).

Those in the longitudinal group were also asked to specify who had talked to them. More than half the completers (57 per cent) had been spoken to by their employer, manager or supervisor while 46 per cent had been spoken to by their tutor or assessor. In Wave 3 the figures were 59 per cent and 40 per cent respectively

Completers in the longitudinal group were also asked how helpful it had been to be spoken to about the further training options available to them. Figure 5.5 shows that the proportion finding it *very helpful* (67 per cent) or *fairly helpful* (28 per cent) was very high and has risen since Wave 3 (61 and 28 per cent respectively).

Figure 5.5: How helpful it was to have been spoken to about further training options



Base = completers who had been spoken to about further training options, longitudinal group: Wave 5 N = 173; Wave 4 N = 971; Wave 3 N = 201; Wave 2 N = 1,668.

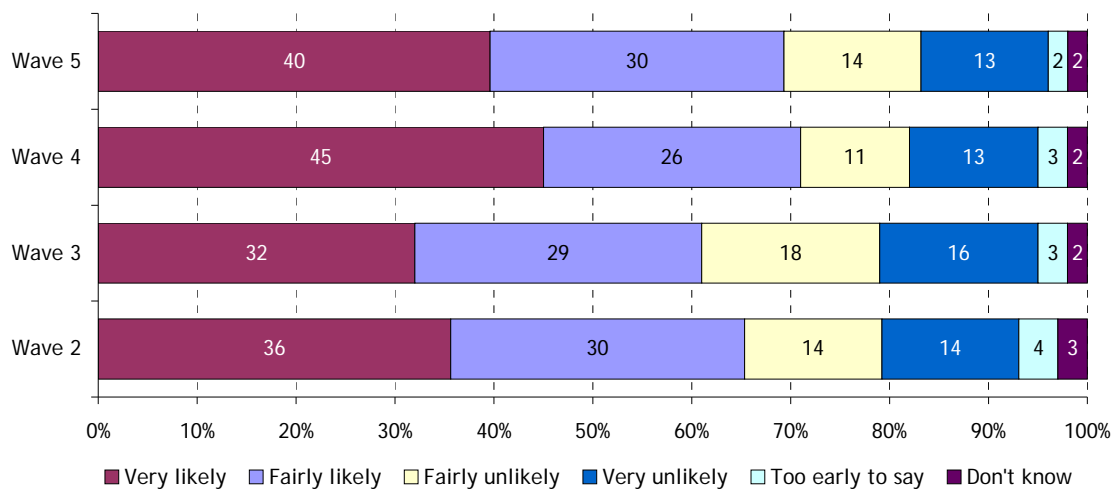
Source: Train to Gain employee surveys Waves 2, 3, 4 and 5

5.3.3 Likelihood of more learning

Both the longitudinal group and the new entrant group were asked about further learning in the future: the longitudinal group was asked about both the likelihood of undertaking *another* qualification, and a *higher* qualification in the next three years. The new entrant group was asked only about undertaking a *higher* qualification.

Figure 5.6 shows that within the longitudinal group, 40 per cent of completers felt it was *very likely* that they would do another qualification within the next three years, and 30 per cent felt it was *fairly likely*; an increase from 32 per cent and 29 per cent respectively in Wave 3.

Figure 5.6: Likelihood of doing ANOTHER qualification in the next three years



Base = completers who have not started a subsequent course, longitudinal group: Wave 5 N = 985; Wave 4 N = 1,858; Wave 3 N = 1,794; Wave 2 N = 3,035.

Source: Train to Gain employee surveys Waves 2, 3, 4 and 5

Higher level study

Table 5.10 shows that most completers in the new entrant group were positive about the idea of undertaking training at a higher level within the next three years, with 44 per cent describing it as *very likely*, and 29 per cent as *fairly likely* (46 per cent and 25 per cent in Wave 4). Fewer than one-quarter of respondents (23 per cent) felt that the prospect of further, higher level training was unlikely. This figure has fallen since the early waves of the survey when up to one-third (in Wave 2) felt they were unlikely to embark on further training.

For the longitudinal group, 35 per cent felt that a higher level qualification was *very likely* and 25 per cent felt it was *fairly likely*, an increase from 26 per cent and 25 per cent respectively in Wave 3.

Table 5.10: Likelihood of doing a HIGHER LEVEL qualification in the next three years

	Wave 5 (LL)		Wave 5 (NE)	
	No.	%	No.	%
Very likely	345	35	782	44
Fairly likely	244	25	515	29
Fairly unlikely	152	15	216	12
Very unlikely	197	20	190	11
Too early to say	23	2	31	2
Don't know	24	2	29	2
Base (N)	985	100	1,763	100

Base: completers who have not started a subsequent course for longitudinal group, and all completers for new entrant group

Source: Train to Gain employee surveys Waves 1, 2, 3, 4 and 5

Comparing the same group of longitudinal respondents (like for like comparison in the data annexe) shows that 61 per cent in Wave 3 felt that they were likely to embark on a higher level qualification, falling to 50 per cent in Wave 5. There is a corresponding rise in those saying it is *very unlikely* that they will embark on higher level training, from 16 per cent in Wave 3 to 27 per cent in Wave 5. The like for like comparison therefore suggests that enthusiasm for further qualifications is greater when learners have just completed and fades slightly over time.

However, it is worth bearing in mind that this comparison excludes those who have already started some further training. As we would expect, when we examine the group of learners who have started further learning by Wave 5, they were more likely back at Wave 3 to say that they were likely to embark on further learning (Table 5.11).

Table 5.11: Likelihood of doing subsequent training at any level (as measured at W5) by likelihood of doing higher level qualification in the next three years (as measured at W3)

	Likelihood of doing higher level training in next three years						Base
	Very likely	Fairly likely	Fairly unlikely	Very unlikely	Too early to say	Don't know	
Percentage doing subsequent training	56	25	7	9	2	2	133
Percentage not	36	27	17	15	2	3	275
Base (N)	173	107	57	53	8	10	408

Base = Those asked at W3 about their feelings towards higher level training (completers) and those asked at W5 whether they had started any further training (completers).

Source: Train to Gain employee surveys Waves 3 and 5

Table 5.12 examines the likelihood of learners undertaking a higher level qualification in conjunction with whether or not they had already been spoken to about their future options. As might be expected, those who had been spoken to about further training options were more likely to consider doing a higher level qualification in the next three years. Amongst the longitudinal group, the proportion being *very likely* to consider higher level training rose from 35 per cent of those who had not been spoken to, to 49 per cent of those who had. Within the new entrant group, the proportion being *very likely* to consider higher training rose from 38 per cent for those who had not been spoken to, to 55 per cent for those who had.

Although there is a relationship between discussions and further training, we do not know the direction of causation, if any, ie learners may have been encouraged to pursue further learning after their discussions, or may have sought out such discussions because they were keen to pursue further learning.

Table 5.12: Likelihood of doing higher level qualification in the next three years

	Wave 5 (LL)		Wave 5 (NE)	
	Whether been spoken to about further training options		Whether been spoken to about further training options	
	Yes	No	Yes	No
Very likely	49	35	55	38
Fairly likely	24	29	28	30
Fairly unlikely	12	13	7	15
Very unlikely	11	17	7	13
Too early to say	4	3	1	2
Don't know	1	3	1	2
Base (N)	115	164	663	1,095

Base = completers only, longitudinal and new entrant group

Source: Train to Gain employee surveys Wave 5

Early leavers

Early leavers in the new entrant survey were similarly asked about their thoughts towards future training. Table 5.13 shows that just over half the early leavers (52 per cent) felt that it was *very likely* that they would sign up for training in the future, with an additional 28 per cent thinking it was *fairly likely*. These figures have also risen over time having fallen to 30 per cent and 21 per cent respectively in Wave 2 and were 47 per cent and 26 per cent respectively in Wave 4.

Table 5.13: Likelihood of signing up for future training (early leavers)

New entrants	Wave 5	
	N	%
Very likely	82	52
Fairly likely	44	28
Fairly unlikely	10	6
Very unlikely	14	9
Too early to say	6	4
Don't know	1	1
Base (N)	157	100

Base = early leavers only, new entrant group

Source: Train to Gain employee surveys

When examined in isolation, early leavers in the new entrant group reported very different experiences to other learners at the outset of the training in terms of the

information, advice and guidance, particularly in relation to the quality of information received about the training. Early leavers were:

- Less likely to have received enough information about what the training would involve (69 per cent of early leavers described the information received as very good or fairly good, compared with 86 per cent of completers and 84 per cent of current learners).
- Similarly, early leavers were less likely to have received enough information about how they would be assessed (63 per cent rated with information about assessment as very or fairly good, compared with 90 per cent of completers and 86 per cent of current learners).
- Less likely to have received enough information about the time commitment needed (64 per cent said the information was very or fairly good, compared with 87 per cent of completers and 82 per cent of current learners),
- Less likely to have received enough information about how long the qualification would take to complete (69 per cent rated it as very or fairly good, compared with 88 per cent of completers and 84 per cent of current learners).

Early leavers were a little less likely to have received an ILP (53 per cent, compared with 56 per cent of completers and 60 per cent of current learners) and a little less likely to have received an assessment of any sort (84 per cent, compared with 87 per cent of completers and 89 per cent of current learners).

Again, we should be wary of inferring causation here. Learners may have left courses early because of a lack of information, or may have left before they were able to seek or receive such information.

Impact of the recession

Completers in both the new entrant group and the longitudinal group were asked whether the recession affected their intentions towards further learning:

- In the new entrant group, 60 per cent of completers felt that the recent recession had had no effect; however, 33 per cent of learners said the recession had made it more likely that they would study further, and five per cent said it was now less likely.
- In the longitudinal group, again the majority of the completers felt that the recent recession had had no effect (67 per cent). A group of 28 per cent however felt that the recession had made it more likely that they would study more, and four per cent felt it had made it less likely.

The same question was asked of current learners in the longitudinal group and the patterns of responses were very similar to those for the completers:

- 68 per cent of the current learners felt the recession had had no effect on their intentions towards further learning, while 30 per cent felt it had made further learning more likely, two per cent said it was less likely.

The same question was also asked of the small group of early leavers in the longitudinal survey, and again the pattern of responses was similar to that for completers and current learners:

- 69 per cent of early leavers felt the recession had made no impact, 22 per cent said it had made it more likely that they would go on to further study.

5.3.4 Barriers to further learning

Completers in the longitudinal group who had not yet started any further learning were asked to consider any possible barriers they might face and 62 per cent reported that they could not identify any barriers in their path. Table 5.14 shows the barriers identified by the remaining respondents and shows that, as in previous waves, the greatest barriers were lack of funding or money, lack of time, and personal barriers.

Table 5.14: Barriers to taking up further learning.

	No.	%
Lack of funding/money	112	11
Lack of time	85	9
Personal barriers (eg changed domestic circumstances, poor health)	57	6
Job insecurity	26	3
Employer would not support it	31	3
Motivation, not interested, attitude to learning	22	2
Childcare costs/lack of childcare	19	2
<i>Nothing/no barriers</i>	<i>614</i>	<i>62</i>
Base (N)	985	-

Base = completers who had not started a subsequent course, longitudinal survey. Multiple responses given, answers of two per cent shown and above shown.

Source: Train to Gain employee Wave 5

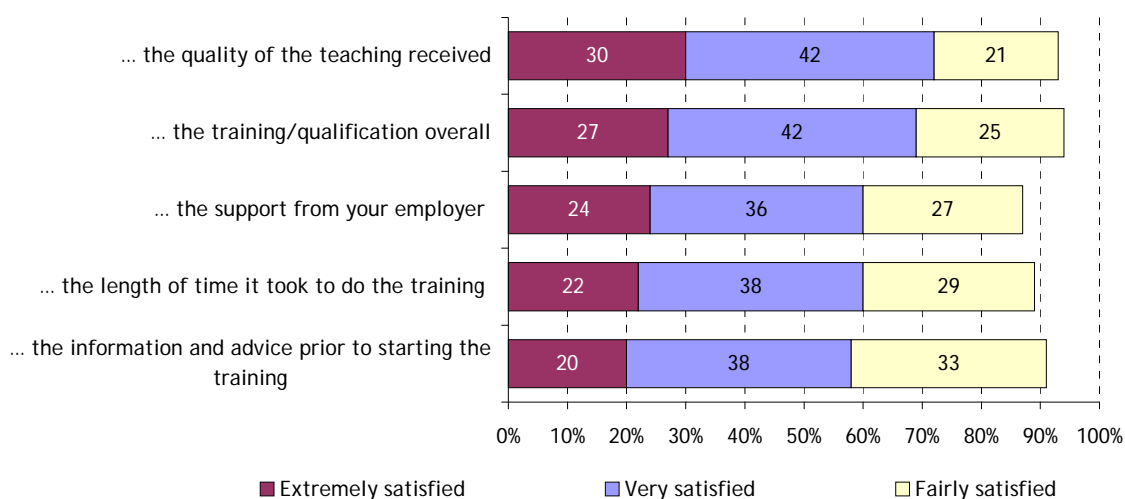
5.4 Satisfaction with the training or qualification

5.4.1 Completers

Both the longitudinal survey and the new entrant survey questioned those who had finished their learning, to gauge their satisfaction with the training or qualification, both overall and for more specific measures.

For the fifth consecutive wave, in both groups, the satisfaction¹ with the training overall was over 90 per cent; 94 per cent for the longitudinal group and 92 per cent for the new entrant group. The longitudinal group's satisfaction compares well with 95 per cent in Wave 3 while the new entrants' satisfaction has dropped from 95 per cent in Wave 4. Tables 5.8 and 5.9 show how the satisfaction ratings break down for each cohort.

Figure 5.7: Satisfaction with different aspects of the training/qualification (longitudinal)

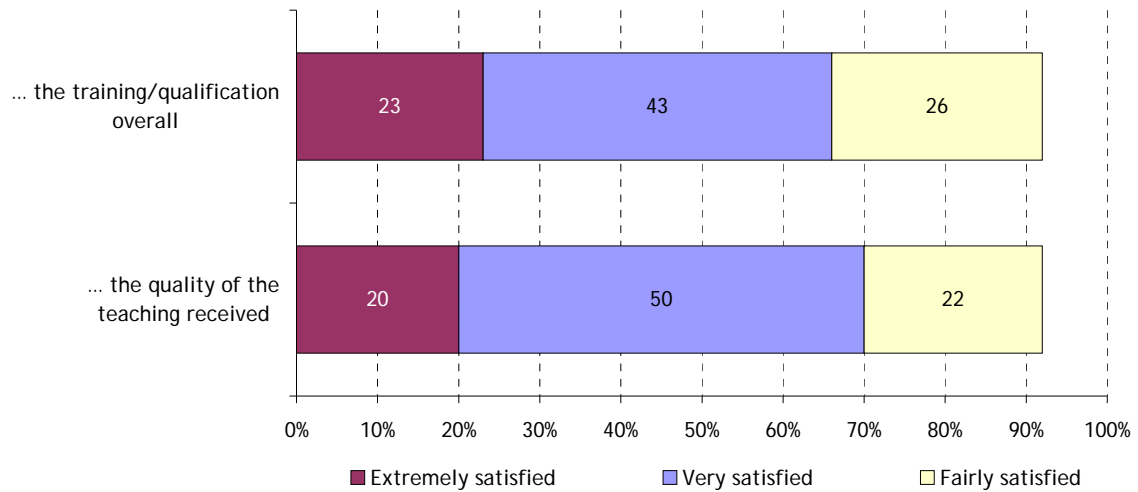


Base = completers only, longitudinal group: Wave 5 N varies from 1,405 to 1,413.

Source: Train to Gain employee survey Wave 5

¹ ie those saying they were extremely satisfied, very satisfied or fairly satisfied.

Figure 5.8: Satisfaction with different aspects of the training/qualification (new entrants)



Base = completers only, new entrant group: Wave 5 N = 1,763.

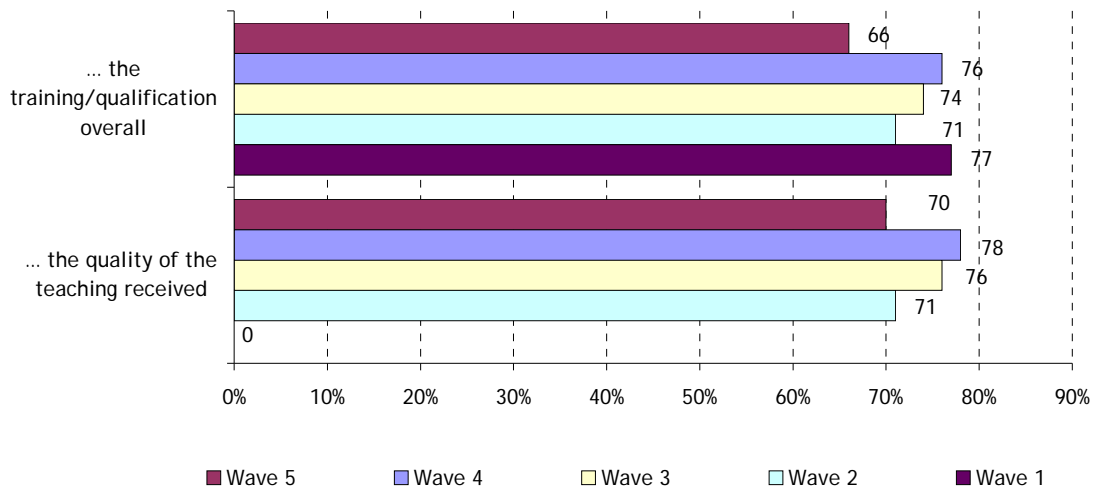
Source: Train to Gain employee survey Wave 5

The LSC uses a combination of *extremely* and *very* satisfied to give an ongoing measure of satisfaction with its provision. Figures 5.9 and 5.10 show how this key measure has changed over time.

- The longitudinal rating compares with 72 per cent for Wave 4 but the better comparison is with Wave 3 when the measure stood at 69 per cent.
- For the new entrant group, the LSC’s key measure has fallen substantially from 76 per cent in Wave 4 to 66 per cent in Wave 5.

The quality of the teaching scored similarly with 72 per cent satisfaction in the longitudinal group (72 per cent in Wave 3 and 77 in Wave 4) and 70 per cent in the new entrant group (78 per cent in Wave 4).

Figure 5.9: LSC key measures (extremely or very satisfied) over time (new entrants)

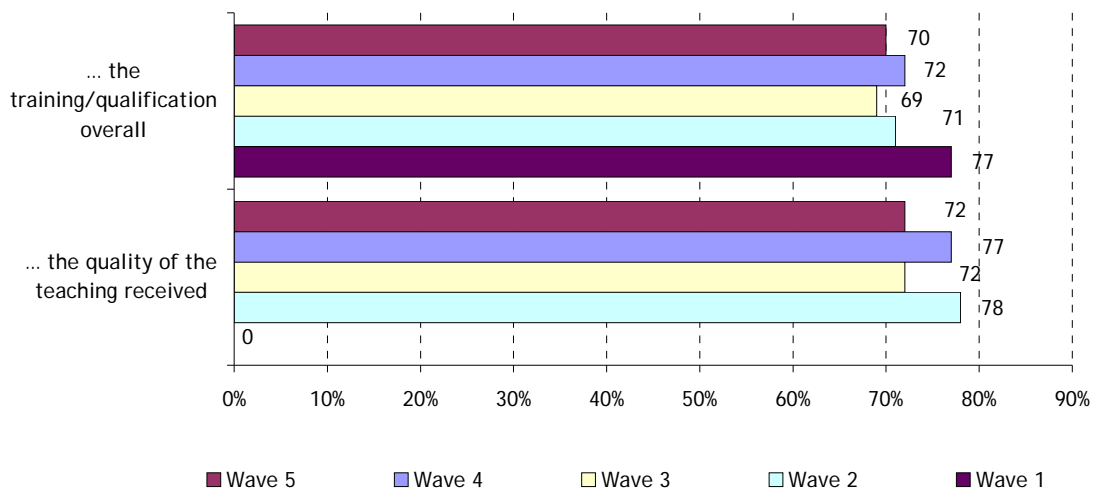


Source:

Base = completers only, new entrant group: Wave 5 N = 1,763; Wave 4 N = 2,438; Wave 3 N = 1,688; Wave 2 N = 939; Wave 1 N = 1,642.

Source: Train to Gain employee surveys

Figure 5.10: LSC key measures (extremely or very satisfied) over time (longitudinal)



Base = completers only, longitudinal group: Wave 5 N = 1,415; Wave 4 N = 2,209, Wave 3 N = 2,372, Wave 2 N = 3,636, Wave 1 N = 1,642

Source: Train to Gain employee surveys

Table 5.14 presents the Wave 5 results from both groups in the form of a mean score which can range from a low score of 1.0 which indicates extreme

dissatisfaction, to a top score of 7.0 which indicates extreme satisfaction.¹ A middling score of 4.0 indicates a neutral response. The mean score is more sensitive to strength of feeling than the overall satisfaction score.

The table shows that for the two satisfaction elements that were asked of both groups – satisfaction with the training/qualification overall, and satisfaction with the quality of the teaching received – both scored very positively with mean scores ranging from 5.7 to 5.9. The other elements of satisfaction that were included only in the longitudinal group were all scored slightly lower, but nevertheless very highly with mean scores of 5.5 and 5.6.

Again, the mean score for the new entrants shows a small decline for both overall satisfaction and satisfaction with the teaching – both falling from 5.9 in the previous two waves – while the longitudinal mean score matches that for Wave 3 on all measures.

Table 5.15: Satisfaction with different aspects of the training/qualification (mean score)

Satisfaction with ...	Wave 5 (LL)	Wave 5 (NE)
... the training/qualification overall	5.8	5.7
... the quality of the teaching received	5.9	5.7
... the length of time it took to do the training	5.6	-
... the support from your employer	5.6	-
... the information and advice prior to starting the training	5.5	-
Base (N)	1,405 to 1,413	1,763

Base = completers only, longitudinal and new entrant groups. - indicates question not asked. Base varies due to the exclusion of 'don't know' responses.

Source: *Train to Gain employee survey Wave 5*

Table 5.15 shows the overall satisfaction according to various subgroups of respondents. Most notable were:

- New entrants who felt they had some choice over whether to do their training were more satisfied than those who had none (means varied from 5.5 to 5.8 according to the amount of say, compared with 5.3 for those with no say).
- New entrants who had both forms of pre-entry assessment were more satisfied than those who had neither (5.9 compared with 5.4).

¹ 1 = extremely dissatisfied, 2 = very dissatisfied, 3 = fairly satisfied, 4 = neither satisfied nor dissatisfied, 5 = fairly satisfied, 6 = very satisfied, 7 = extremely satisfied. A mean score of more than four indicates satisfaction, less than four indicates dissatisfaction.

- Longitudinal learners who completed their training in the time they expected, or quicker than expected, were more satisfied than those who took longer than expected (5.7 and 5.8 compared with 5.5).
- Those studying for a care course were more satisfied than learners in other subject areas (6.1 compared with 5.7 for new entrants and 6.0 compared with 5.8 for longitudinal learners).
- In both groups, completers who had improved their self confidence rated their overall satisfaction at 6.0 compared with 5.2 per cent for completers whose self confidence had not improved

Table 5.16: Satisfaction with the training/qualification overall (mean scores) by subgroup

		Mean score (LL)	Mean score (NE)
Training provider	Independent	5.8	5.8
	Public	5.8	5.7
Subject area	Care	6.0	6.1
	Other	5.8	5.7
Time taken to complete	Longer than expected	5.5	-
	Shorter than expected	5.8	-
	About as expected	5.7	-
How easy or challenging was it to complete the training	Challenging	5.8	-
	Neither	5.2	-
	Easy	5.6	-
Received a financial outcome	Yes	5.9	-
	No	5.6	-
Improved self-confidence	Yes	6.0	6.0
	No	5.2	5.2
Who initiated the learning	Self-initiated	-	5.8
	Employer-initiated	-	5.6
	Jointly initiated	-	5.9
Amount of pre-entry discussion or assessment	Discussion only	-	5.8
	Skills gap assessment only	-	5.7
	Both assessments	-	5.9
	Neither	-	5.4
Amount of say over whether to do the training	A great deal	-	5.8
	A fair amount	-	5.6
	A little	-	5.5
	None at all	-	5.3
Received ILP or PDP	Yes	-	5.9
	No	-	5.6

Base = Longitudinal (LL) and new entrant (NE) group, completers only. Bases vary. Mean scores range from 1 (extremely dissatisfied) to 7 (extremely satisfied) A mean score of more than four indicates satisfaction, less than four indicates dissatisfaction.

Source: Train to Gain employee survey Wave 5

5.4.2 What makes a satisfied completer

To further explore the relationships shown in Table 5.16, an ordered logistic regression analysis was carried out to identify which variables had the strongest relationship with overall satisfaction. This kind of analysis can help drive up satisfaction overall since, if we know what makes learners satisfied overall, we can concentrate on improving those areas knowing that we are improving the learner's experience. The technical details of the regression analysis are shown in Appendix D.

The analysis showed that six variables (the responses to questions in the survey) could 'explain' 58 per cent in the variation of overall satisfaction. That is, the relationship between the six variables and overall satisfaction was a strong one, and variations in these six variables would influence well over half of the overall satisfaction score. The six variables, in descending order of influence, were:

- Satisfaction with the quality of the training
- Satisfaction with the quality of the teaching
- Whether or not the training was self initiated
- Whether or not the training led to greater self confidence
- The length of the training
- The extent to which the employer/manager encouraged the training.

For most of these the relationship was a positive one, eg learners more satisfied with quality of training were more satisfied overall. However, the analysis showed that those whose training was shortest (lasting between one and seven weeks) were less satisfied overall.

6 Conclusions

This fifth wave of the Train to Gain learner evaluation builds on the positive findings from the four previous waves.

Train to Gain appeals to learners primarily because they want to improve their skills and gain qualifications in order to further their career. The findings from all five waves show that achievement of new skills and qualifications drives participation – this is the main motivation for learners to take part, and the most valued outcome from their training. Learners gain some tangible outcomes, including increased self-confidence and motivation. Pay increases and promotion are less common at least in the short term.

Learners say they are well supported and many have discussions with employers, tutors or assessors at the outset of their learning to ensure that they follow the most appropriate programmes. The discussions, and assessments they have at this stage are valued by the learners so the small decrease in those saying they had a pre-entry discussion would be a concern were it to continue.

Satisfaction levels with the training programmes are very high, and remain high among those respondents whom we interviewed for the third time in Wave 5. However, Wave 5 does see a drop in the highest ratings of satisfaction for the new entrants; fewer of this group said that they were *extremely* or *very* satisfied. Whether this is a short-term fluctuation or the start of a downward trend is impossible to know: satisfaction overall is still high and has been high for five consecutive waves of the survey, yet the 10 percentage point drop in those most satisfied could be an indicator of a future trend.

The fall in levels of awareness about Train to Gain is also worth further exploration. In itself, the fact that many learners do not know who is funding their training is not surprising; if the learner does not have to pay he or she may not be very interested in whether their employer, the government, or someone else is footing the bill. Furthermore, the Train to Gain 'brand' is likely to be less important to the learner than the skills they gain and the impact this has on their

career. However, policymakers may wish to reflect on the decrease in awareness and consider whether or not this may reduce the perceived impact of the programme since learners and their future employers may not credit personal gains and work-related skills to the programme.

Another change we can see in this wave's findings is a more individual approach to accessing programmes. In the last two waves it seemed that embarking on Train to Gain programmes was increasingly a joint decision between employers and employees; this is less evident in this wave. Similarly the benefits of the training are seen by learners as more individual and less of a 'win-win' than before. Again, the significance of the change is hard to predict at this point.

The recession has had an impact on many learners' attitudes towards training, making many learners more keen to boost their chances in an unpredictable economic climate. However, similar numbers say that the recession makes their learning no more important, nor makes further learning more likely so the impact is far from unanimously agreed.

Further learning continues to be a goal for many learners, and the longitudinal data shows increasing numbers of learners making this a reality. This is encouraging, and learners also say that Train to Gain has made them more positive about learning. However, cannot conclude from this survey that the Train to Gain experience is influencing future participation, since those who participate have already shown that learning is at least of some interest to them.

Despite some of the uncertainties raised here, the overwhelming story from this and previous surveys is that Train to Gain is valued by, and demonstrates benefits to, the learners who take part. In this wave, the longitudinal data tells us that, as time passes, more learners feel that there is an appropriate match between their job and their skills – 13 percentage points higher than the same group felt one year ago. Perhaps this is the strongest measure of the impact of the programme.

Appendix A: Breakdown of Sample Leads

New entrants

The new entrant sample was drawn from the Individualised Learner Record. This comprised 198,070 eligible Level 2 learners and 47,075 eligible Level 3 learners (eligible means Train to Gain learners who had started their course between January and May 2009).

However, once we removed learners who had not consented to contact, those with incomplete or missing telephone numbers, and those listed in the Ipsos MORI 'do not contact' database, the eligible population diminished to 99,527 Level 2 and 47,075 eligible Level 3 learners.

Due to the high numbers, a random stratified sample (stratified by region, gender and age) of 21,192 Level 2 and 5,833 Level 3 learners was drawn.

Not all of these records were usable, however, for example if telephone numbers were incorrect or out of date, leaving just under 9,993 Level 2 and 4,158 Level 3 learners in the valid sample.

- The valid response rate, ie the rate based on the rate sample that was drawn, for the Level 2 sample was 48 per cent (Table B1), compared to 42 per cent in Wave 4, 43 per cent in Wave 3 and 31 per cent in Wave 2.
- For Level 3 learners, the valid response rate was 35 per cent (Table B2), compared to 51 per cent in Wave 4, compared to 54 per cent in Wave 3 and 39 per cent in Wave 2. The response rate appears to be lower than in previous waves because the survey was stopped once the target of 1,000 interviews was reached.

Table A1: Breakdown of leads provided - top-up sample (level two learners)

Final sample status	Total sample used (N)	Total sample used (%)	Valid sample (%)
Total sample drawn	21,192	100	
<i>Invalid sample</i>			
Bad telephone numbers	10,302	48.61	
No longer at address	219	1.03	
Ineligible/screened out (for example, respondent did not recall having signed up for/taking part in training or out of quota)	678	3.20	
<i>Valid sample</i>			
	9,993		100
Soft appointments	2,163	10.21	21.65
Hard appointments	176	0.83	1.76
Respondent quit interview	298	1.41	2.98
Refusal	1,792	8.46	17.93
Not available during fieldwork	106	0.50	1.06
Leads tried a max. number of times	658	3.10	6.58
Achieved interviews	4,800	22.65	48.03
<i>Response rate summary</i>			
Unadjusted response rate		22.65	
Adjusted response rate			48.03

Source: Ipsos MORI

Table A2: Breakdown of leads provided - level three learners

Final sample status	Total sample used (N)	Total sample used (%)	Valid sample (%)
Total sample drawn	5,833	100	
<i>Invalid sample</i>			
Bad telephone numbers	2,922	13.79	
No longer at address	27	0.13	
Ineligible/screened out (for example, respondent did not recall having signed up for/taking part in training)	84	0.40	
<i>Valid sample</i>			
	2,800		100
Soft appointments	1260	5.95	12.61
Hard appointments	174	0.82	1.74
Respondent quit interview	60	0.28	0.60
Refusal	274	1.29	2.74
Not available during fieldwork	2	0.01	0.02
Leads tried a max. number of times	30	0.14	0.30
Achieved interviews	1,000	17.14	35.71
<i>Response rate summary</i>			
Unadjusted response rate		17.14	
Adjusted response rate			35.71

Source: Ipsos MORI

Longitudinal learners

Of the 3,230 learners in the Wave 4 longitudinal group, 2,623 (81 per cent) agreed to be re-contacted. We attempted to contact all of these participants in the fifth wave.

The valid response rate for the longitudinal sample was 67 per cent (Table B3), compared to 69 per cent in Wave 4, 62 per cent in Wave 3 and 77 per cent in Wave 2.

Table A3: Breakdown of leads provided - longitudinal sample

Final sample status	Total sample used (N)	Total sample used (%)	Valid sample (%)
Total sample issued	2,623	100	
<i>Invalid sample</i>			
Bad telephone numbers	177	6.75	
No longer at address	9	0.34	
Ineligible/screened out (for example, respondent did not recall having signed up for/taking part in training)	7	0.27	
<i>Valid sample</i>			
	2,430		100
Soft appointments	149	5.68	6.13
Hard appointments	28	1.07	1.15
Respondent quit interview	28	1.07	1.15
Refusal	234	8.92	9.63
Not available during fieldwork	17	0.65	0.70
Leads tried a max. number of times	343	13.08	14.12
Achieved interviews	1,631	62.18	67.12
<i>Response rate summary</i>			
Unadjusted response rate		62.18	
Adjusted response rate			67.12
<i>If total %s do not sum to 100 exactly, this is due to rounding</i>			

Source: Ipsos MORI

Appendix B: Sample comparisons

Table B1: Comparison between achieved sample and eligible Level 2 population on individualised learner record

		ILR population W5* %	Level 2 Top- up achieved sample %
Gender	Male	60	60
	Female	40	40
Age	18-25	18	18
	26-35	26	26
	36-45	29	29
	46-55	20	20
	56 plus	7	7
Disability/Learning difficulty	Yes	5	5
	No	92	92
	Missing	3	3
Ethnicity	White	83	83
	Non-white/other	15	17
	Missing	2	-
Region	East of England	8	8
	East Midlands	10	10
	Greater London	11	11
	North East	9	9
	North West	16	15
	South East	12	12
	South West	8	8
	West Midlands	15	15
	Yorkshire and Humberside	12	12

* Profile based on profile of Level 2 Train to Gain learners who started between January and May 2009 (after de-duping).

Source: ILR data, 2009

Table B2: Comparison between achieved sample and eligible level three population on ILR

		ILR population W5* %	Level 3 Top-up achieved sample %
Gender	Male	37	37
	Female	63	63
Age	18-25	16	14
	26-35	26	27
	36-45	32	33
	46-55	21	22
	56 plus	5	5
Disability/Learning difficulty	Yes	4	4
	No	92	92
	Missing	4	4
Ethnicity	White	85	85
	Non-white/other	13	15
	Missing	2	-
Region	East of England	10	11
	East Midlands	10	10
	Greater London	10	10
	North East	7	6
	North West	17	15
	South East	14	15
	South West	9	10
	West Midlands	14	15
	Yorkshire and Humberside	9	9

* Profile based on profile of level three Train to Gain learners who started between January and May 2009 (after de-duping).

Source: ILR data, 2009

Appendix C: Change in Train to Gain Population

Table C1: Level 2 learners

		ILR population*		Change W1 to W5
		Wave1	Wave 5	
		%		
Gender	Male	51	60	9
	Female	49	40	-9
Age	18-25	12	18	6
	26-35	25	26	1
	36-45	31	29	-2
	46-55	22	20	-2
	56 plus	9	7	-2
Disability/Learning difficulty	Yes	8	5	-3
	No	86	92	6
	Missing	6	3	-3
Ethnicity	White	86	83	-3
	Non-white/ other	12	15	3
	Missing	3	2	-1
Region	East of England	7	8	1
	East Midlands	9	10	1
	Greater London	7	11	4
	North East	8	9	1
	North West	16	16	0
	South East	11	12	1
	South West	7	8	1
	West Midlands	17	15	-2
	Yorkshire and Humberside	15	12	-3

Table C2: Level 3 learners

		ILR population*		Change W1 to W5
		Wave1	Wave 5	
		%		
Gender	Male	37	37	0
	Female	63	63	0
Age	18-25	16	16	0
	26-35	29	26	-3
	36-45	31	32	1
	46-55	17	21	4
	56 plus	7	5	-2
Disability/Learning difficulty	Yes	3	4	1
	No	97	92	-5
	Missing		4	4
Ethnicity	White	85	85	0
	Non-white/ other	11	13	2
	Missing	2	2	0
Region	East of England		10	10
	East Midlands		10	10
	Greater London	15	10	-5
	North East		7	7
	North West	37	17	-20
	South East		14	14
	South West		9	9
	West Midlands	48	14	-34
	Yorkshire and Humberside		9	9

Appendix D: Training and Qualifications

Table D1: Occupational group by whether fully or part funded (new entrants)

	Level 2		Level 3		Total NE	
	No.	%	No.	%	No.	%
Managers and senior officials	306	6	102	10	408	7
Professional occupations	143	3	68	7	211	4
Associate professional and technical	199	4	69	7	268	5
Administrative and secretarial	407	9	99	10	506	9
Skilled trades occupations	715	15	108	11	823	14
Personal service occupations	1,003	21	450	45	1,453	25
Sales and customer service occupations	371	8	32	3	404	7
Process, plant and machine operatives	885	18	43	4	928	16
Elementary occupations	731	15	23	2	754	13
Other/not known/unemployed	41	1	5	1	46	1
Total	4,801	100	999	100	5,800	100

Base = all learners, new entrant group: Wave 5 N = 5,800

Source: Train to Gain employee survey Wave 5

Table D2: Occupational group by whether fully or part funded (longitudinal)

	Level 2		Level 3		Total LL	
	No.	%	No.	%	No.	%
Managers and senior officials	92	7	39	14	131	8
Professional occupations	70	5	29	11	99	6
Associate professional and technical	67	5	25	9	92	6
Administrative and secretarial	90	7	24	9	114	7
Skilled trades occupations	203	15	17	6	220	14
Personal service occupations	383	28	122	45	505	31
Sales and customer service occupations	106	8	8	3	114	7
Process, plant and machine operatives	152	11	3	1	155	10
Elementary occupations	160	12	5	2	165	10
Other/not known/unemployed	34	3	2	1	36	2
<i>Total</i>	1,357	100	274	100	1,631	100

Base = all learners, longitudinal group: Wave 5 N = 1,631 .

Source: Train to Gain employee survey Wave 5

Appendix E: Drivers of Satisfaction

This section provides more detail for the regression analysis described in Section 5.

Since the overall satisfaction variable was a seven point scale with a very pronounced skew towards high satisfaction we used an ordered logistic regression which is the most appropriate approach in this situation. This approach allowed the examination of a wide range of potential factors that could be associated with overall satisfaction

The ordered logistic regression as mentioned above allows a more complex analysis than undertaken in the previous reports in this series. The satisfaction variable is ordinal, in that *extremely satisfied* indicates greater satisfaction than *very satisfied*, but the difference between *extremely* and *very* is not necessarily the same as the difference between *very satisfied* and *fairly satisfied*. This means that we should not use statistical tests that assume a linear relationship on the overall satisfaction scale, or indeed some of the other scales used as explanatory variables. Although ordered logistic regression analysis gives more accurate results, these results are less intuitive and more difficult to interpret.

The analysis shows that six variables can be used to explain the extent of overall satisfaction. These are:

- Satisfaction with the quality of the training
- Satisfaction with the quality of the teaching
- Whether or not the training was self initiated
- Whether or not the training led to greater self confidence
- The length of the training
- The extent to which the employer/manager encouraged the training.

With these variables included it was possible to explain 58 per cent of the variation in extent of overall satisfaction.

The most important driver of overall satisfaction, perhaps unsurprisingly, was satisfaction with the quality of the training. Someone who was extremely satisfied with the quality of their training had an ordered log odds increase of 7.7 in the likelihood of moving one value up the overall satisfaction scale.

The next most important driver of overall satisfaction was satisfaction with the quality of the training. This was followed by the extent to which it was felt that the employer/manager had encouraged the training.

The ordered logistic regression examining overall satisfaction had a Cox and Snell Pseudo R-Square of 0.576 and a highly significant (0.000) model fit and goodness of fit.

Table E1: Detailed results of ordered logistic regression

	Estimate	Std. Error	Wald	df	Sig.
Extremely satisfied overall	10.635	0.977	118.570	1	0.000
Very satisfied overall	7.415	0.967	58.753	1	0.000
Neither satisfied nor dissatisfied	4.417	0.951	21.564	1	0.000
Fairly dissatisfied overall	3.410	0.941	13.139	1	0.000
Very dissatisfied overall	2.275	0.920	6.113	1	0.013
Extremely dissatisfied overall	1.052	0.894	1.385	1	0.239
Training lasted 1 to 7 weeks	-0.391	0.164	5.691	1	0.017
Training lasted 8 to 11 weeks	0.058	0.203	0.082	1	0.774
Training lasted 12 to 20 weeks	0.084	0.136	0.382	1	0.537
Training lasted 21 to 96 weeks	0.000			0	
Training not self initiated	-0.270	0.118	5.205	1	0.023
Training self initiated	0.000			0	

Source: IES

Table E2: More results from the ordered logistic regression

	Estimate	Std. Error	Wald	df	Sig.
Extremely satisfied with the quality of the training	7.708	0.969	63.260	1	0.000
Very satisfied with the quality of the training	5.722	0.959	35.592	1	0.000
Fairly satisfied with the quality of the training	3.571	0.948	14.189	1	0.000
Neither satisfied nor dissatisfied with the quality of the training	2.049	1.001	4.189	1	0.041
Fairly dissatisfied with the quality of the training	1.731	0.979	3.130	1	0.077
Very dissatisfied with the quality of the training	0.714	0.952	0.562	1	0.453
Extremely dissatisfied with the quality of the training	0.000			0	
Extremely satisfied with the quality of the teaching	3.867	0.741	27.261	1	0.000
Very satisfied with the quality of the teaching	2.830	0.730	15.013	1	0.000
Fairly satisfied with the quality of the teaching	2.314	0.727	10.136	1	0.001
Neither satisfied nor dissatisfied with the quality of the teaching	2.630	0.775	11.516	1	0.001
Fairly dissatisfied with the quality of the teaching	1.822	0.773	5.548	1	0.018
Very dissatisfied with the quality of the teaching	1.009	0.820	1.516	1	0.218
Extremely dissatisfied with the quality of the teaching	0.000			0	
No improved self confidence	-0.517	0.136	14.408	1	0.000
Improved self-confidence	0.000			0	
Strongly agree that employer/manager encouraged the development of new skills	1.042	0.485	4.609	1	0.032
Tend to agree that employer/manager encouraged the development of new skills	0.732	0.492	2.211	1	0.137
Neither agree or disagree that employer/manager encouraged the development of new skills	0.737	0.548	1.809	1	0.179
Tend to disagree that employer/manager encouraged the development of new skills	0.293	0.515	0.322	1	0.570
Strongly disagree that employer/manager encouraged the development of new skills	0.550	0.526	1.093	1	0.296
Don't know if employer/manager encouraged the development of new skills	0.000			0	

Source: IES

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