FE COVID-19 Learner and Apprentices Experience Survey

Research report

April 2022

**Trinh Tu, Francesca Jones: Ipsos MORI
Richard Boniface, Graham Whalley:
RCU Ltd**

Government
Social Research

Contents

List of figures

List of tables

Executive Summary

Introduction

This report presents the findings from the FE COVID-19 Learner and Apprentices Experience Survey conducted in the 2020-2021 academic year. The research comprised 4,240 online and 5,703 telephone survey interviews with a mixture of apprentices and education and training learners in England, covering all levels from level 2 to level 5. The interviews were conducted between May and July 2021 and included learners and apprentices who had left their course early as well as those who were still studying.

The aim of the research was to understand further education (FE) learners' and apprentices' experience of, and satisfaction with, their learning and training within a COVID-19 context. The research sought to provide insight into COVID-19 impacts in areas such as quality of remote learning, study support and welfare support. It allowed learners to provide feedback on their experience, which will help inform future policy development. The areas covered in the survey included:

- Learning and training experience

- Support for learners and apprentices

- Satisfaction

- Reasons for leaving their course early

The survey findings have been weighted to be representative of the FE learner and apprentice population in the Individualised Learner Record (ILR) data in terms of age, gender, ethnicity, qualification level, subject and home region. Linking survey responses to the ILR allowed further analysis of survey responses by learner, course and provider characteristics. These characteristics included disability, learning difficulty, deprivation (based on home postcode), subject area, level of study and provider type. Within the report only differences that are statistically significant are commented upon.

The report is structured to show separate results for apprentices, 16-18 education and training (E&T) learners and 19+ E&T learners. Each of these groups had significantly different learning contexts during the pandemic.

Profile of FE learners and apprentices

The profile of apprentices and FE learners[1] highlights the vast diversity of the FE sector. 87% of apprentices are 19 years of age and older and apprenticeship recruitment represents the ethnic and deprivation profile in England. Over 70% of apprenticeships are in the subject areas of Health, Public Services & Care, Engineering & Manufacturing and Business, Administration & Law.

A high proportion of 16-18 E&T learners live in the most deprived areas of the country, compared to the general population. Many are studying at level 3 (including A levels) and a high proportion are retaking either Maths GCSE or English GCSE (or both). A wide range of different subjects are taken by 16-18 E&T learners.

Almost half of 19+ E&T learners are studying at level 2. Compared to the general population, a high proportion of 19+ E&T learners are female, live in deprived areas and are classified as BAME. Almost a third of 19+ E&T learners are studying subjects in the Preparation for Life and Work subject area.

Learning experience

Most apprentices had access to online learning (90%), whilst 16-18 E&T learners experienced both online and onsite teaching (95% and 88%). The experience of 19+ E&T learners was heavily influenced by the level of their course, with level 2 learners less likely than other 19+ E&T learners to have received onsite teaching.

The most popular delivery style for all learners and apprentices was learning delivered on site at their provider. This was particularly the case for 16-18 E&T learners. The vast majority (73%) of learners and apprentices felt that the online teaching they received was of a high quality. Fewer than 20% of learners and apprentices said that online materials were of a poor quality. Learners and apprentices felt that it was easy to get hold of their tutor throughout the academic year.

Many learners and apprentices said that they found home working difficult because they lacked motivation (45% of apprentices, 61% of 16-18 E&T learners and 39% of 19+ E&T learners). In contrast, technical issues such as internet problems or access to a laptop were not a common issue for most learners and apprentices.

The majority of learners said that they were on track with their learning or ahead of where they thought they should be. Apprentices, A level learners, learners living in deprived

---

[1] Population data is based on the ILR R06 which includes all Further Education funded apprentices, learners and advanced learner loans excluding community learning, enrolled between September 2020 and February 2021.

areas and learners with a disability or a learning difficulty were more likely to say that they were behind with their learning.

Support for learning

Satisfaction with all types of study support was high. Mentoring, study advice and guidance were the most in demand type of support required by apprentices and 19+ E&T learners. Learners with a disability and/or a learning difficulty were less satisfied with the support they received. Almost a fifth of apprentices who required support for a special educational need or disability were not satisfied with their study support.

Most learners and apprentices said that they did not need support, either to get a laptop or to access the internet from home. A greater proportion of males required technical support compared to females. For example, 20% of males required support to get a device such as a laptop or tablet compared to only 14% of females.

A third of 16-18 E&T learners said that they needed support for health and wellbeing issues. 16-18 E&T learners were most likely to need support to address bullying, harassment and discrimination. A high proportion of these learners lived in the most deprived parts of the country.

Overall satisfaction

Despite the challenges of COVID-19, the majority of learners were either satisfied or very satisfied with the teaching and support they received. E&T learners were more likely to be very satisfied than apprentices. Learners and apprentices studying at level 3 and above (including A levels) were generally less satisfied than learners studying at level 2 and below. Learners and apprentices with a disability were much less likely to recommend their provider to friends or family members than other learners and apprentices.

Learners and apprentices who cited lack of motivation to learn from home as a difficulty were less likely to be very satisfied with their provider. For all apprentices and learners, being behind with learning (whether or not this was due to COVID-19) had a significant impact on satisfaction levels.

Less than a quarter of learners who left their course early said that this was because they were not getting the most from the course due to COVID-19. A very small proportion of early leavers said that they had left because they didn't have access to a computer or the internet for online learning.

1.   Introduction

1.1   Introduction

This report presents the findings from the FE COVID-19 Learner and Apprentices Experience Survey conducted in the 2020-2021 academic year. The research comprised 4,240 online and 5,703 telephone surveys interviews with a mixture of apprentices and education and training (E&T) learners in England, covering all levels from level 2 to level 5. The interviews were conducted between May and July 2021 and included learners and apprentices who had left their course early as well as those who were still studying.

The global outbreak of the COVID-19 virus created new and challenging issues for Further Education learners and providers in England. Throughout the pandemic the Government's priority has been to deliver high quality teaching and support.

Due to the rapid spread of the COVID-19 virus the Government announced the closure of all colleges from Friday 20th March 2020, with only a very restricted provision made for children of key workers and vulnerable children / young people[2]. During this initial lockdown period providers developed online learning and support materials for learners, which meant that learners needed to have access to the internet and a working computer at home. The usual 2020 summer examinations were also cancelled and replaced by alternative assessment methods.

COVID-19 had a significant impact on apprentices, their employers and learning providers. Companies, particularly in certain key sectors, furloughed staff or made them redundant. Off the job learning and assessment were disrupted, and many companies required staff to work from home, changing the nature of on-the-job training.

Whilst there were some initial improvements for FE learners and apprentices in the Autumn of 2020, with face to face tuition returning, COVID-19 self-isolation requirements meant that education and training continued to suffer disruption, although the impact varied between different areas of the country. A second wave of COVID-19, caused by a new variant, led to college closures between January and March 2021, with learners once again needing to work from home and receiving online tuition and support. Most summer examinations were once again cancelled and replaced by alternative assessment methods including teacher assessed grades.

Further education learners and apprentices have clearly faced unprecedented challenges in the past year, despite the considerable efforts of the sector to maintain a high-quality

---

[2]https://www.gov.uk/government/news/schools-colleges-and-early-years-settings-to-close

learning experience. Feedback from learners and apprentices about their experiences during the COVID-19 period is therefore extremely valuable.

1.2   Research aims

The aim of the research was to understand FE learners' and apprentices' experience of, and satisfaction with, their learning and training within a COVID-19 context. The research sought to provide insight into COVID-19 impacts in areas such as quality of remote learning, study support and welfare support. It allowed learners to provide feedback on their experience, which will help inform future policy development. The areas covered in the survey included:

- Learning and training experience

- Support for learners and apprentices

- Satisfaction

- Reasons for leaving their course early

1.3   Methodology

The research involved online and telephone interviews with 9,943 E&T learners and apprentices to obtain a representative view[3]. E&T learners comprised all FE learners including A-levels but excluding Adult Community Learning and school sixth forms. Participants were sampled from the Individualised Learner Record (ILR) which is the primary data collection about further education and work-based learners and ESFA funded providers in England[4]. The research fieldwork took place between May and July 2021.

The survey findings have been weighted to be representative of the FE learner and apprentice population on the ILR in terms of age, gender, ethnicity, qualification level, subject and home region.

This report presents weighted findings and provides comments on changes or differences that are statistically significant. Reporting on small base sizes (less than 100 individuals) is noted. Where figures do not sum to 100%, this is either due to rounding or because survey participants were able to select more than one answer.

---

3 Full details are given in the Technical Annex.
4 https://esfahelp.education.gov.uk/hc/en-gb/articles/360017077060-What-is-the-individualised-learner-record-ILR-

Learners and apprentices were initially invited to take part in an online survey. Learners and apprentices who did not respond to the online survey after three reminders and gave permission to be contacted by telephone for research on the ILR were contacted by interviewers to carry out the interview by telephone. The telephone interviews prioritised groups with lower-than-average response rates in the online survey, to minimise differential response rate bias and to ensure there were sufficient interviews for important subgroups.

Sample design

The sample was designed to support key subgroup analysis for both apprentices and E&T learners including by subject, level of study, age within gender, ethnicity and region.

The aim was to achieve at least 4,000 interviews for apprentices and 4,000 interviews for E&T learners. For each group, the sample was disproportionally stratified by subject and level of study to achieve enough interviews for analysis by these characteristics.

Pilot survey

Pilot interviews were conducted with 31 learners and apprentices between 18 – 20 June 2021 to: test the survey questionnaire and length, gather feedback on the survey introductory text and reassurance email, test the willingness of respondents to participate and check the quality and eligibility of the sample.

The questionnaire worked well in the field. It was slightly too long and minor cuts were made for the main stage.

Main survey

The research fieldwork took place between May and July 2021. In total, 4,240 learners and apprentices completed the survey online, and 5,703 took part by telephone using computer assisted telephone interviewing (CATI).

Interviews averaged 20 minutes. The overall response rate was 24% and the co-operation rate was 52%[5]. A high proportion of the sample could only be contacted online according to the permission field on the ILR. This meant that these learners and apprentices could not be followed up by telephone to boost response rates.

Weighting

The survey data was weighted to be representative of the FE learner and apprentice population on the ILR in terms of age, gender, ethnicity, qualification level, subject and

---

[5] The cooperation rate to a survey indicates the extent to which contacted individuals cooperate with a request to participate in a survey

home region. The weighted and unweighted breakdown for apprentices and E&T learners is detailed in the Technical Annex.

Further analysis and reporting

Linking survey responses to the ILR allowed further analysis of survey responses by learner, course and provider characteristics. These characteristics included disability, learning difficulty, deprivation (based on home postcode and the indices of multiple deprivation 2019[6]), subject area, level of study and provider type. Within the report only differences that are statistically significant are commented upon.

1.4   Structure of the report

Chapter 2 looks at the profile of apprentices and learners in terms of age, gender and ethnicity.

Chapter 3 looks at the learning experience of learners and apprentices during the 2020/21 academic year. It includes analysis of views relating to the types of learning delivery received, the experience of learning from home and online learning, preferred learning styles and progress with learning.

Chapter 4 focuses on learning support and welfare support. It includes feedback on study support, technical support, careers advice and pastoral support and investigates whether learners and apprentices were satisfied with this support.

Chapter 5 looks at learners and apprentices' overall satisfaction during the 2020/21 Covid academic year. It includes responses on both satisfaction and advocacy (i.e. would learners and apprentices recommend their provider to a friend or family member). Information on satisfaction and advocacy is linked to difficulties in learning from home during the pandemic and progress with learning.

Chapter 6 summarises the key findings from the research and identifies some of the emerging themes that may be useful for stakeholders and policy makers.

The report is structured to show separate results for apprentices, 16-18 E&T and 19+ E&T learners, as each of these groups had significantly different learning contexts during the pandemic. The experience of apprentices will be heavily influenced by the impact of the pandemic on their employer. 16-18 E&T learners are predominately studying full time and many will have been affected by changes to final assessments. 19+ E&T learners will include a high proportion of part time students.

---

[6] https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019

2.   Profile of apprentices and learners

This section presents a detailed picture of learners' and apprentices' population profiles and backgrounds. Throughout, comparisons are made between the three different learner types (apprentices, 16-18 E&T and 19+ E&T) to demonstrate how markedly the populations differ from one another. These differences are likely to have influenced the response to survey questions. The survey results within the report are weighted to reflect the learner and apprentice populations (see Appendix 1 for details).

The population data is based on the ILR R06[7] which includes all Further Education funded apprentices, learners and advanced learner loans excluding community learning, enrolled between September 2020 and February 2021. The population data excludes learners and apprentices not passing the funding qualifying period and those attending some provider types including sixth form colleges and government departments.

Summary

- The profile of learners and apprentices highlights the great diversity of the learners the further education sector serves.

- 87% of apprentices were 19 years of age or older, 40% of E&T learners were 16-18 year olds and 60% of E&T learners were aged 19 and over.

- Half of all apprentices were male, and half were female. For 16-18 E&T learners, 46% were female and 54% male. A much higher proportion of 19+ E&T learners were female compared to other learner cohorts, with 65% being female and 35% male.

- Apprentices had a lower proportion of Asian/ Asian British (6%), Black/ African /Caribbean /Black British (4%) or Mixed/ Multiple ethnic group (3%) than both the 16-18 E&T and 19+ E&T learner groups.

- A high proportion of 16-18 and 19+ E&T learners live in the most deprived areas of the country. In contrast, apprentices are recruited equally from affluent and deprived areas.

- Over three quarters of apprentices were studying at Level 3 and above. A high proportion of 16-18 E&T learners were studying at Level 3 whilst 19+ E&T learners were predominately studying at Level 2 and below.

- The profile of subjects studied is significantly different between the different learner cohorts. A high proportion of 16-18 E&T learners were taking A Levels while a significant number of 19+ E&T learners were studying subjects in the Preparation for Life and Work subject area.

---

[7] The ILR is collected monthly. R06 was collected in February 2021.

2.1 Profile of learners and apprentices by age and sex

Table 1 shows the total number of learners and apprentices in each funding stream in England as at the collection point of the R06 ILR in 2020/21. The table distils this down into two age bands: 16-18 year olds and those aged 19+. It also shows the variation for each of those variables by sex.

Table 1: Number of learners and apprentices by age and sex

	Age	Female	Male	Total
Apprentices	16-18	33,990	51,801	85,791
	19+	233,522	232,656	466,178
	Total	**267,512**	**284,457**	**551,969**
E&T	16-18	250,191	296,506	546,697
	19+	368,031	195,914	563,945
	Total	**618,222**	**492,420**	**1,110,642**

Source: Individualised Learner Record 2020/21 (R06)

The data shows that overall, 48% of apprentices (all ages) were female and 52% were male. Within the 16-18 apprenticeship cohort the gender split widens with 40% of apprentices being female and 60% male. The 19+ apprenticeship cohort has a more even gender balance with 50.1% being female and 49.9% being male.

Regardless of age, 56% of all E&T learners were female and 44% were male. However, this profile varies between the two age bands. Out of the 546,697 16-18 E&T learners 46% were female and 54% male. But within the 19+ cohort the reverse occurs with 65% of learners being female and 35% male, indicating that adult learning is more popular with female learners compared to males.

2.2 Profile of learners and apprentices by ethnicity

Figure 1: Percentage of learners and apprentices by ethnicity
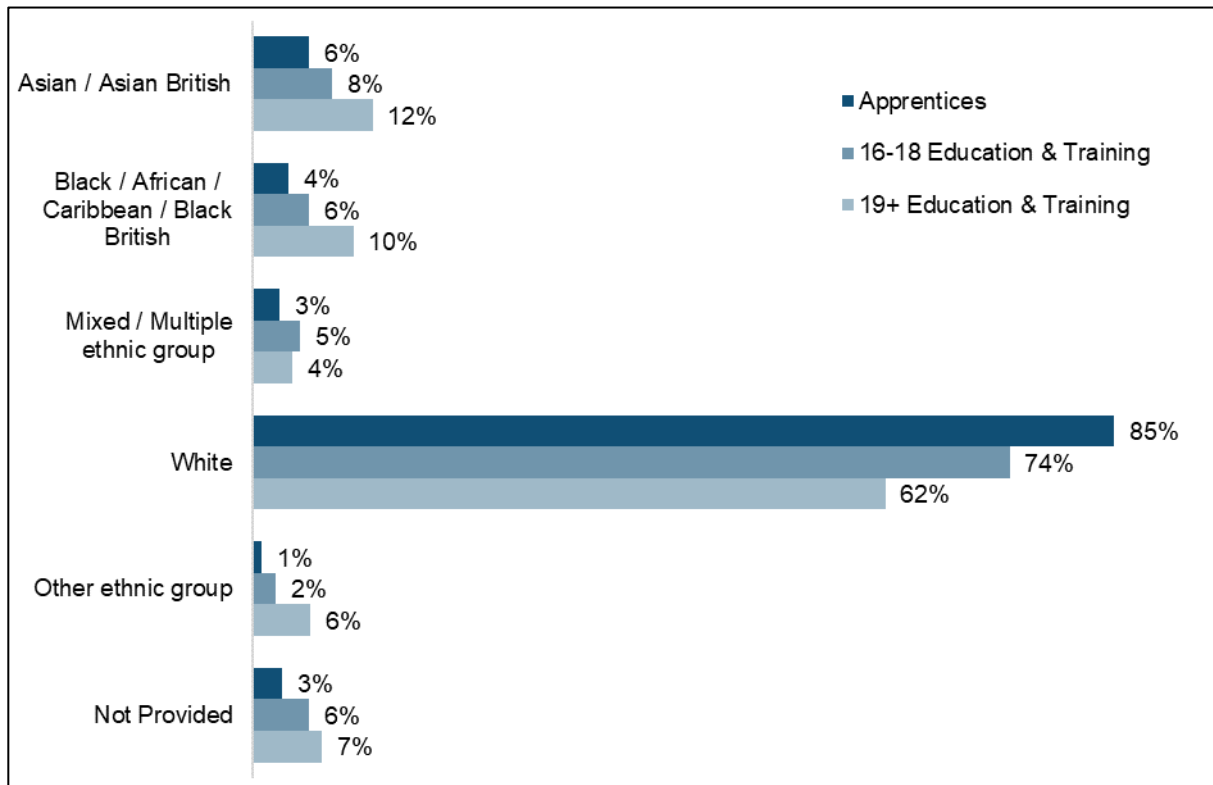
Source: Individualised Learner Record 2020/21 (R06). Unweighted base: Apprentices 551,969, 16-18 E&T 546,697, 19+ E&T 563,945

The largest ethnic group within each cohort is White. The apprenticeship learning route had the largest proportion of White learners at 85% and the 19+ E&T learner cohort had the lowest proportion of White learners at 62%.

Apprentices had a lower proportion of Asian/ Asian British (6%); Black/ African /Caribbean /Black British (4%) or Mixed/ Multiple ethnic group (3%) than both the 16-18 E&T and 19+ E&T learner groups.

The 19+ E&T learner cohort attracts the highest proportion of learners from both the Asian/Asian British ethnic group (12%) and the Black African/Caribbean/Black British ethnic group (10%).

2.3   Profile of learners and apprentices by level of study

Figure 2: Percentage of learners and apprentices by level[8]
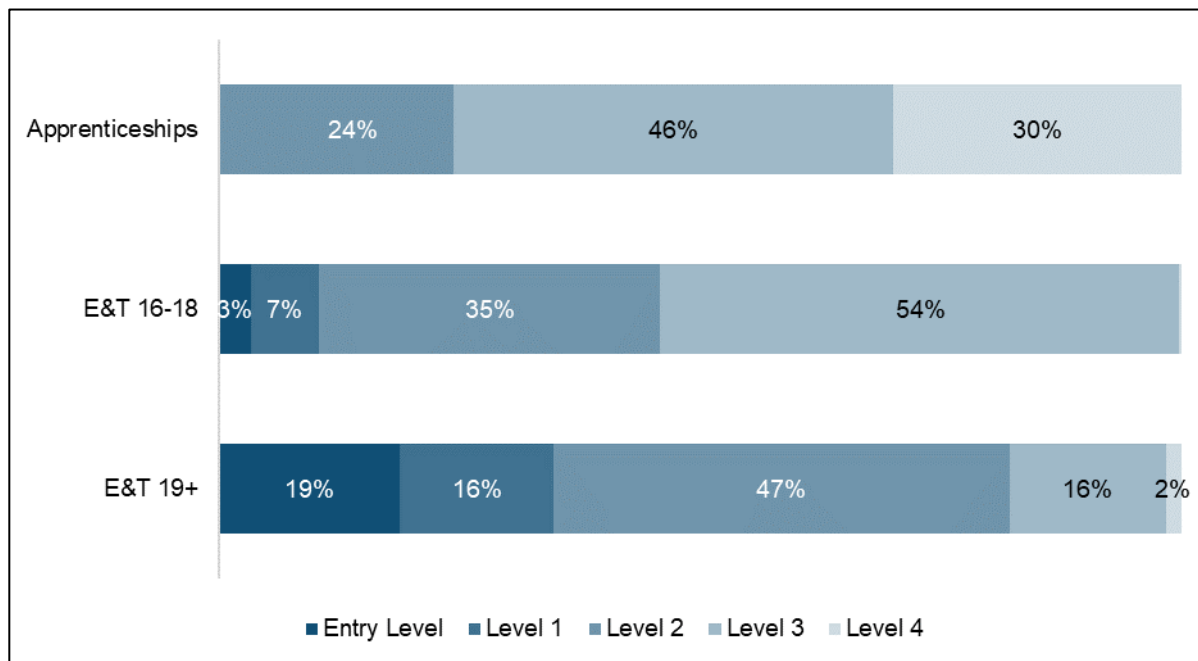
Source: Individualised Learner Record 2020/21 (R06). Unweighted base: Apprentices 551,969, 16-18 E&T 546,697, 19+ E&T 563,945

Apprenticeships are not available at Entry or level 1, and this is illustrated in Figure 2. The greatest proportion of apprentices were following a programme at level 3 (46%) but level 4 apprenticeships account for 30% of the market. Just under one quarter of apprentices are at level 2.

The 16-18 E&T learner profile shows how level 3 provision dominates this area of learning, accounting for over half of all learners (54%). Just over one third (35%) of 16-18 E&T learners are studying at level 2 and around 10% are engaged on courses delivered at entry level and level 1.

The 19+ E&T learner profile is very different and is more focused on lower level learning. Almost half the learners are studying for a level 2 qualification (47%) and just 16% a level 3 qualification. However, almost one fifth (19%) are engaged in entry level learning provision and further 16% are working towards a level 1 qualification.

---

[8] This is based on highest level for apprentices and 19+ E&T. 16-18 E&T level is based on core aim.

2.4 Profile of learners and apprentices by deprivation

Figure 3: Percentage of learners and apprentices by deprivation band
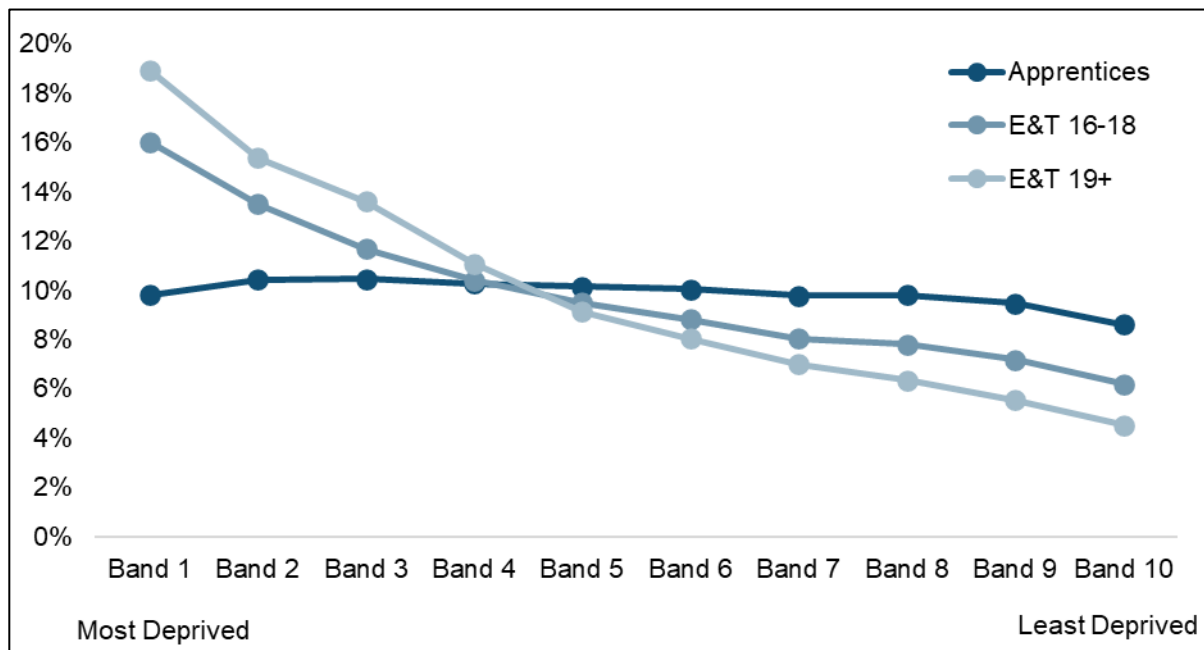
Source: Individualised Learner Record 2020/21 (R06) & Indices of Deprivation 2019[9].
Unweighted base: Apprentices 551,969, 16-18 E&T 546,697, 19+ E&T 563,945

Figure 3 shows the proportion of learners and apprentices living in each of 10 deprivation bands based on the Indices of Multiple Deprivation. Band 1 are geographic areas with the highest level of deprivation and band 10 is the least deprived/most prosperous.

Apprenticeships have the most even deprivation profile with broadly equal proportions of apprentices living in each of the 10 bands.

The 16-18 E&T learner cohort is, in comparison, attracting a higher proportion of learners from the more deprived areas of the country with the highest volumes living in band 1 (most deprived) and the fewest learners living in band 10 (least deprived).

This polarisation in recruitment by deprivation band is most acute in the 19+ E&T learner population. Almost one fifth of the learners reside in the most deprived areas and around 6% live in the most affluent areas.

---

[9] https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019

2.5 Profile of learners and apprentices by subject

Figure 4: Percentage of learners and apprentices by subject

Health, Public Services and Care
- 24%
- 15%
- 21%

Science and Mathematics
- 0%
- 3%
- 3%

Agriculture, Horticulture and Animal Care
- 2%
- 5%
- 2%

Engineering and Manufacturing Technologies
- 18%
- 9%
- 3%

Construction, Planning and the Built Environment
- 8%
- 10%
- 4%

Information and Communication Technology
- 5%
- 4%
- 3%

Retail and Commercial Enterprise
- 9%
- 7%
- 5%

Leisure, Travel and Tourism
- 1%
- 9%
- 3%

Arts, Media and Publishing
- 0%
- 14%
- 3%

History, Philosophy and Theology
- 0%
- 0%
- 0%

Social Sciences
- 0%
- 0%
- 1%

Languages, Literature and Culture
- 0%
- 0%
- 2%

Education and Training
- 2%
- 0%
- 3%

Preparation for Life and Work
- 0%
- 10%
- 31%

Business, Administration and Law
- 29%
- 6%
- 8%

A-Level
- 8%
- 0%

Not Coded
- 0%
- 0%
- 9%

■Apprentices
■16-18 Education & Training
■19+ Education & Training

Figure 4 shows the profile of the three learner groups by the 15 sector subject areas based on the subject they are studying[10]. In addition, it also shows the proportion that are studying A-levels or where their learning aims have not been coded to a subject area.

Within the apprenticeship cohort the Health, Public Services and Care together with Business, Administration and Law sector subject areas, account for over half of apprenticeship provision at 24% and 29% respectively. Engineering and Manufacturing Technologies is also a popular apprenticeship area of provision accounting for almost one fifth of apprentices (18%). The proportion of apprentices engaged in Construction, Agriculture and Leisure, Travel and Tourism is less than the proportion of 16-18 E&T learners studying within these sector subject areas. However, the proportion engaged in ICT or Retail and Commercial Enterprise is higher compared to the proportion of 16-18 E&T learners.

The profile of 16-18 E&T learners is less polarised than the apprenticeship market and includes a wider range of subjects. The sector subject areas attracting the highest proportion of 16-18 E&T learners are Health, Public Services and Care (15%): Arts, Media and Publishing (14%); Preparation for Life and Work (10%), Construction (10%) and Engineering and Manufacturing Technologies (9%).

Just under one third of 19+ E&T learners (31%) are following a programme of study within the Preparation for Life subject area. This mirrors the higher proportion of learners engaged at entry level and level 1 compared to the other two learner groups.

Just over one fifth of 19+ E&T learners are engaged within the Health, Public Services and Care subject area and 8% are following a programme of study in Business Administration and Law. Practical subject areas such as Construction and Engineering have lower proportions of learners enrolled compared to apprentices and 16-18 E&T learners.

---

[10] Learners were assigned to one subject area based on the learner's main area of study (core aim). Learners are not double counted in multiple subject areas. For 16-18 year olds many learners will be also studying English and Maths alongside their main programme of study.

3. Learning experience

This section looks at learners and apprentices responses to questions about their learning experience including homeworking, online lessons, in person teaching at their provider and access to tutors. The section also discusses learner views on the quality of online learning and their perceptions about whether they think they are ahead or behind with their study.

Summary

Types of learning delivery

- Learners and apprentices experienced a wide range of different delivery types. Over 90% of apprentices and learners had access to online resources such as online chats, conferences and learning platforms.

- All learners and apprentices said that in-person classroom lessons delivered by their tutor or trainer was the most helpful type of learning.

- Learners and apprentices aged 25+ were more likely than younger learner and apprentices to say that live online lessons were the most helpful type of learning delivery.

- Only around a third of apprentices had in-person classroom lessons at their provider. Almost half of level 2 apprentices had in-person lessons at their college or provider compared to just 21% for apprentices studying at Level 4 and above.

- A high proportion (88%) of 16-18 E&T learners had in-person lessons or workshops at their college.

- Just over a third of 16-18 E&T learners had been able to undertake work experience or work placements since September 2020.

- Just over half of 19+ E&T learners received in-person classroom lessons from their provider and almost three quarters had access to live online lessons delivered by their tutor. However, there was significant variation depending on the level of learning with level 2 learners having less access to both in-person classroom lessons and live online lessons compared to learners studying at other levels.

Quality of online learning resources

- Just under three quarters of learners and apprentices felt that the online teaching they received had been of a high quality. A high proportion were also positive about the quality of online materials.

- Most learners and apprentices (over 70%) said that it was easy to get hold of their tutor. This was particularly the case with 16-18 year old E&T learners (80%).

- Almost a quarter of learners and apprentices said that they didn't get enough feedback from their tutor or trainer to help them learn. The percentage was higher for E&T learners with a disability (29%).

- Approximately three quarters of learners and apprentices said they felt confident learning independently. However, a significantly smaller proportion of learners with a learning difficulty agreed to this statement (61%).

Difficulties of learning from home

- Learners and apprentices said that the biggest difficulty in learning from home was a lack of motivation.

- Lack of access to a computer was not an issue for most learners and apprentices and was cited as a difficulty by 1% of apprentices, 16% of 16-18 E&T learners and 21% of 19+ E&T learners.

- Higher level apprentices, female apprentices and apprentices from Asian/Asian British and Black/African/Caribbean/Black British ethnicities were more likely to cite caring responsibilities and home working as a barrier to home working.

- A third of 16-18 E&T learners reported poor health including anxiety and mental health issues as a difficulty in learning from home.

- A lack of time due to caring responsibilities or work was reported as a difficulty for a large proportion of 19+ E&T learners (40%).

Preferred learning delivery style

- Given a choice between online and onsite learning, both apprentices and E&T learners would prefer all learning to be delivered onsite at the provider.

- Preference between onsite and online learning varied significantly by the age of the learner. Adults aged 25+ were more likely to prefer online learning than younger adults.

- Apprentices at levels 4 and above preferred mainly online with some onsite learning compared to other apprentices who preferred all onsite learning.

- A greater proportion of male apprentices preferred to have all of their learning delivered on-site (37%) compared to female apprentices (19%).

- Unlike apprentices, preferred learning styles for 16-18 E&T learners did not vary significantly by level of learning.

- 19+ E&T learners with a disability or learning difficulty were more likely to prefer to have all of their learning delivered onsite than learners without a disability or learning difficulty.

Progress with learning

- The majority of learners and apprentices said that they were on track with their learning or ahead of where they should be.

- Learners and apprentices with a disability or a learning difficulty were more likely to say that they were behind with their learning.

- Apprentices were more likely to perceive themselves as behind with their learning compared to E&T learners.

- Apprentices and 19+ E&T learners living in the most deprived areas were more likely to think they were a lot behind with their learning (16% and 7%) than those from the least deprived areas (11% and 4%).

- Poor health, including anxiety or other mental health issues was a prominent issue for learners and apprentices who were behind with their studies compared to learners overall (cited by 53% of apprentices, 41% of 16-18 E&T learners and 46% of 19+ E&T learners).

3.1 Type of learning delivery received

Learners and apprentices were asked about the types of learning delivery they received between September 2020 and May 2021 (Figures 6, 7 & 8) and how helpful these different types were. The profile of learning delivery types was very different for apprentices, 16-18 E&T learners and 19+ learners. This is in part due to the different contexts experienced by these groups. A high proportion of 16-18 E&T learners will have been studying full time so will have experienced both in-person teaching at their provider before Christmas 2020 and a period of learning from home during the national lockdown, from January 2021 onwards. Many 19+ E&T learners will have been studying part time so their learning experience will be influenced by the period when the course took place. Off the job training for apprentices may have included online learning irrespective of the influence of the pandemic. The pattern of delivery for apprentices, 16-18 E&T learners and 19+ learners is therefore described separately in the commentary below.

Apprentices

Figure 5 shows the types of learning delivery received by apprentices. Apprentices were also asked to say which of the learning delivery types they received they found most helpful (they could select up to three different options).

Figure 5: Types of learning delivery received by apprentices

	Percentage Received	% Rated Most Helpful
Work/ assignments or tests set by your tutor/trainer	92%	34%
Access to online resources such as online chats, conferences and learning platforms	90%	39%
Live lessons delivered online by your tutor/trainer	78%	53%
Recorded lessons provided online by your tutor/trainer	51%	27%
Non-Digital resources such as books, textbooks, paper worksheets	47%	24%
In-person teaching time on equipment required for your course	37%	39%
In-person classroom lessons/workshops at your college or provider	37%	61%
Work placements or work experience organised by your college or provider	25%	36%

Source: QA1 Since September 2020 which of the following have you received from your college or training provider? & QA2 Which of these, if any, have helped you most with your learning?
Unweighted base: Apprentices 4,160

The vast majority of apprentices received work assignments or tests set by their tutor/trainer (92%) and had access to online resources such as online chats, conferences and learning platforms (90%). A high proportion (78%) also received live online lessons from their tutor.

Only around a third of apprentices (37%), however, had in-person classroom lessons at their provider. This varied significantly by level of study and subject area. Almost half (49%) of level 2 apprentices had in-person lessons at their college or provider compared to just 21% for apprentices studying at level 4 and above. Two thirds of engineering apprentices had been able to access in-person teaching at their provider (67%) compared to just 14% for ICT apprentices.

In-person classroom lessons at the provider was rated as the most helpful type of learning delivery, with 61% of apprentices choosing this option. This was followed by live online lessons which was selected by 51% of apprentices. A higher proportion of engineering and construction apprentices said that in-person teaching at the provider was one of the most helpful delivery types (78% and 66%) compared to apprentices in other subject areas. Almost 60% of apprentices aged 25+ said that live online lessons were the most helpful type of delivery compared to only 43% of 16-18 year old apprentices.

16-18 E&T learners

Figure 6 show the types of learning delivery received by 16-18 E&T learners from September 2020 and which of the learning delivery types they received they found most helpful.

The vast majority of 16-18 E&T learners experienced a wide range of different types of learning delivery, including access to online resources, live online lessons, assignments set by their tutor and in-person classroom lessons. Compared to apprentices (37%), a much higher proportion (88%) of 16-18 E&T learners had in-person lessons or workshops at their college. Access to in-person classroom lessons was very similar across all levels of learning and subject areas. Just over a third of 16-18 E&T learners (34%) had been able to undertake work experience or work placements since September 2020.

In-person classroom lessons at college was regarded as being the most helpful type of learning delivery by over 7 in 10 (73%) of 16-18 E&T learners who received this type of learning delivery. This did not vary significantly by level of study, subject area or geographic region. Alternatively, just over a third (37%) of learners who received live online lessons said they were one of the most helpful delivery types.

Figure 6: Types of learning delivery received by 16-18 E&T learners
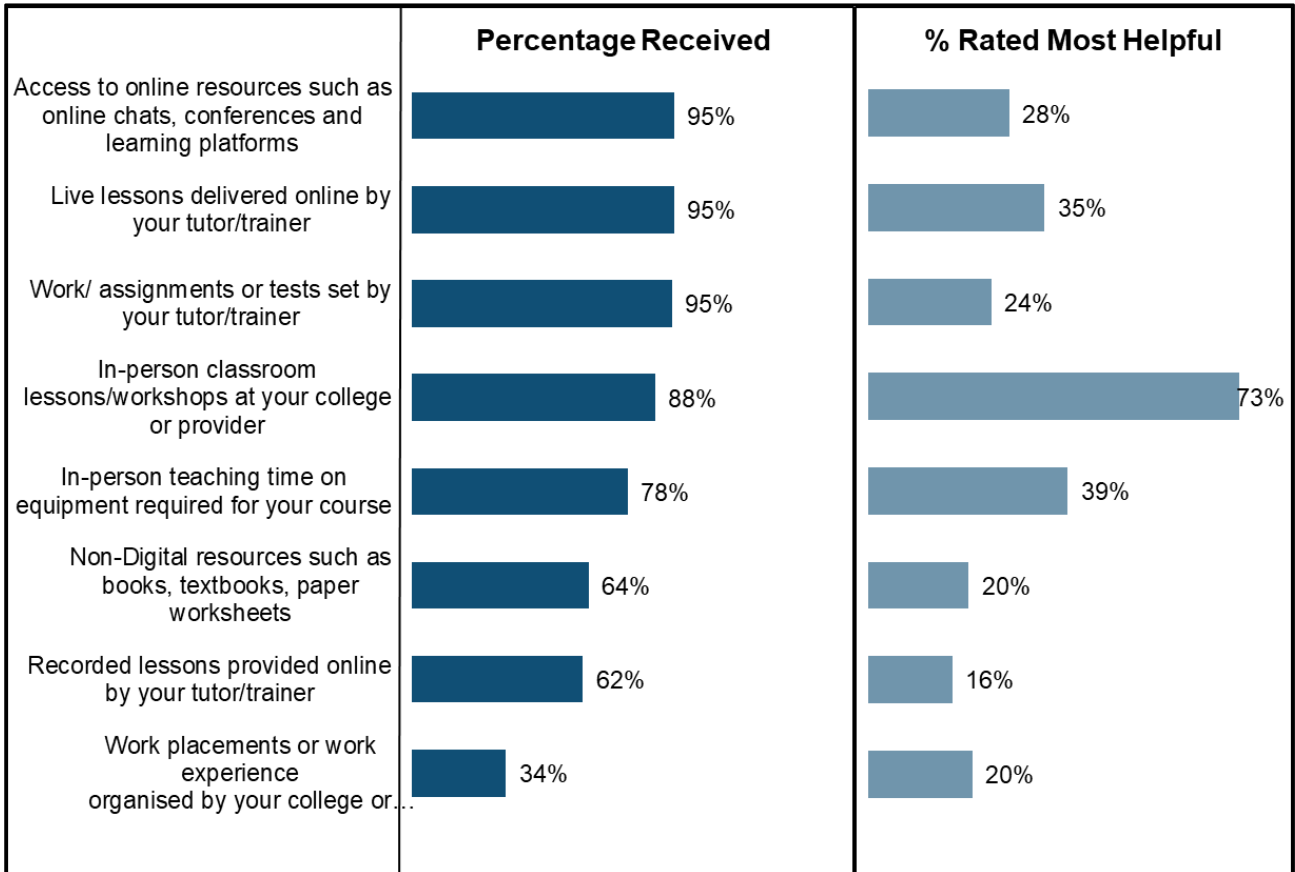
	Percentage Received	% Rated Most Helpful
Access to online resources such as online chats, conferences and learning platforms	95%	28%
Live lessons delivered online by your tutor/trainer	95%	35%
Work/ assignments or tests set by your tutor/trainer	95%	24%
In-person classroom lessons/workshops at your college or provider	88%	73%
In-person teaching time on equipment required for your course	78%	39%
Non-Digital resources such as books, textbooks, paper worksheets	64%	20%
Recorded lessons provided online by your tutor/trainer	62%	16%
Work placements or work experience organised by your college or...	34%	20%

Source: QA1 Since September 2020 which of the following have you received from your college or training provider? & QA2 Which of these, if any, have helped you most with your learning?
Unweighted base: 16-18 E&T 3,601

19+ E&T learners

Figure 7 shows the types of learning delivery received by 19+ E&T learners from September 2020 and which of the learning delivery types they received they found most helpful (they could select up to three different options).

Just over half (55%) of 19+ E&T learners received in-person classroom lessons from their provider. This is a higher percentage than apprentices (37%) but lower than 16-18 E&T learners (88%). However, there was significant variation depending on the level of learning. 63% of entry level learners had accessed onsite lessons, 65% of level 1 learners, 40% of level 2 learners and 74% of level 3+ learners. Access to onsite lessons also varied by subject area with 27% of 19+ E&T learners in health, public services and care having done so compared to 84% of learners in construction.

The vast majority of 19+ E&T learners received work assignments or tests set by their tutor/trainer (89%) and had access to online resources such as online chats, conferences and learning platforms (86%).

Figure 7: Types of learning delivery received by 19+ E&T learners

	Percentage Received	% Rated Most Helpful
Work/ assignments or tests set by your tutor/trainer	89%	36%
Access to online resources such as online chats, conferences and learning platforms	86%	33%
Live lessons delivered online by your tutor/trainer	73%	51%
Non-Digital resources such as books, textbooks, paper worksheets	55%	30%
In-person classroom lessons/workshops at your college or provider	55%	69%
In-person teaching time on equipment required for your course	47%	32%
Recorded lessons provided online by your tutor/trainer	44%	23%
Work placements or work experience organised by your college or...	18%	15%

Source: QA1 Since September 2020 which of the following have you received from your college or training provider? & QA2 Which of these, if any, have helped you most with your learning?
Unweighted base: 19+ E&T 2,182

Almost three quarters (73%) of 19+ E&T learners had access to live online lessons delivered by their tutor or trainer. Once again, this varied by level with online lessons being accessed by 88% of entry level learners, 78% of level 1 learners, 60% of level 2 learners and 88% of level 3+ learners.

19+ E&T learners, like apprentices, rated In-person classroom lessons at college and live online lessons delivered by their tutor as being the two most helpful types of learning delivery. Just over half (51%) of 19+ E&T learners said that live online lessons were one of the most helpful delivery types, significantly higher than 16-18 E&T learners (35%) but similar to apprentices (53%). Age appears to be a factor (as it was with apprentices) with only 40% of 19-24 year-olds saying that live online lessons were most helpful compared to 55% of learners aged 25+.

Common themes from learners and apprentices

Despite the different experiences of apprentices, 16-18 E&T learners and 19+ E&T learners some common themes emerge. All apprentices and learners said that in-person classroom lessons delivered by their tutor or trainer was the most helpful type of learning. Also, learners and apprentices aged 25+ were more likely than younger learner and apprentices to say that live online lessons were the most helpful type of learning delivery.

3.2 Quality of online learning

Apprentices, 16-18 E&T learners and 19+ E&T learners were asked about the quality and availability of online learning materials, the quality of online teaching and the support they received for online learning from their tutor or trainer. Overall, the responses from the three cohorts were similar (Figure 8).

Figure 8: Quality of online learning
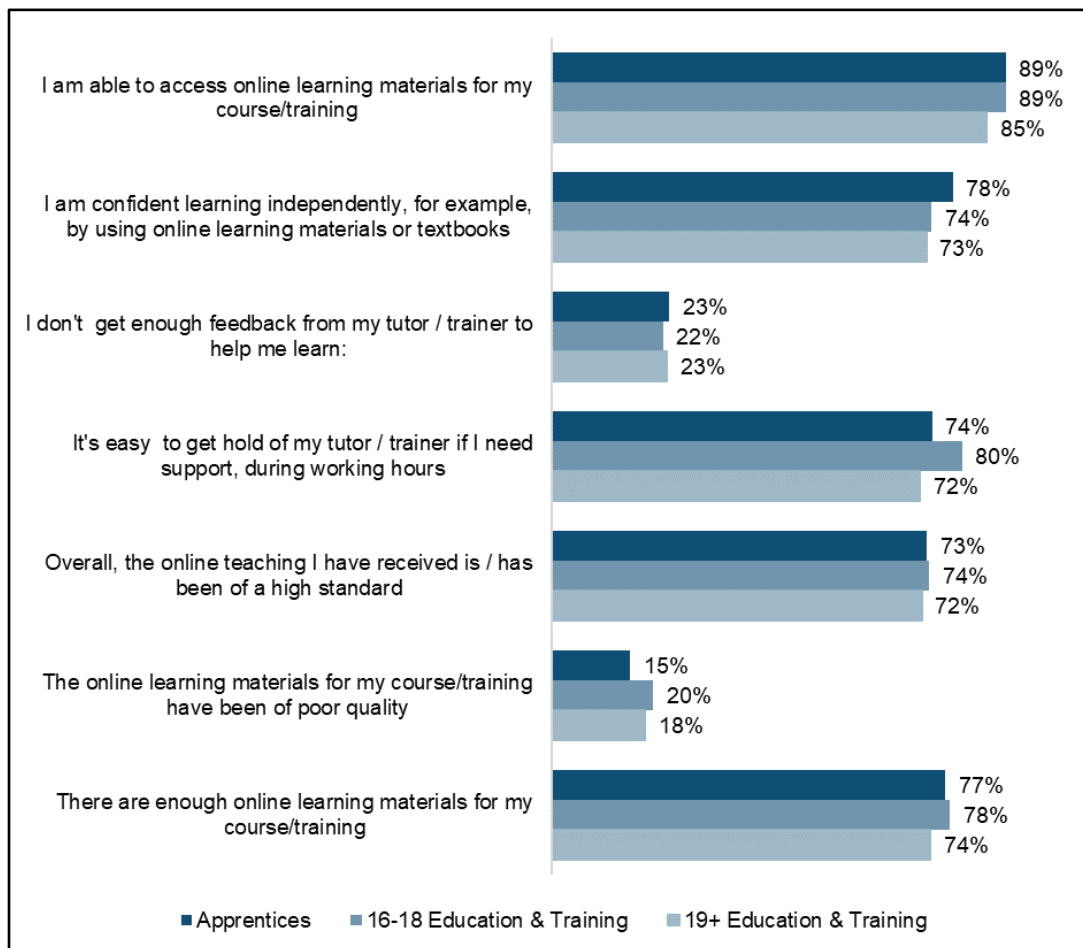
Source: Q10 Thinking about your learning and training since September 2020. How much do you agree or disagree with the following statements? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Over 85% of learners and apprentices said that they were able to access online materials for their course or training (89% for apprentices, 89% for 16-18 E&T learners and 85% for 19+ E&T learners) and that there were enough online materials to support their course or training (77% for apprentices, 78% for 16-18 E&T learners and 74% for 19+ E&T learners). Less than 20% felt that online materials were of a poor quality.

In general, the quality of online teaching was rated highly with just under three quarters of learners and apprentices saying that the quality of online teaching they received was of a high standard (73% for apprentices, 74% for 16-18 E&T learners and 72% for 19+ E&T learners). Apprentices and 19+ E&T learners studying at level 2 were more positive about the quality of online teaching than those studying at level 3 and above. For 16-18 E&T learners there was little variation by level of study, but fewer A-level learners agreed that online teaching received has been of a high standard (69%) than other 16-18 E&T level 3 learners (73%). A smaller proportion of 16-18 E&T learners with a disability agreed that online teaching had been of a high standard (69%) compared to learners without a disability (75%).

The majority of learners and apprentices felt that it was easy to get hold of their tutor or trainer if they needed support. However, the percentage was significantly higher for 16-18 E&T learners than apprentices and 19+ E&T learners (80% compared to 74% and 72%). Fewer 16-18 E&T learners studying at entry level felt that it was easy to get hold of their tutor (67%) compared to other 16-18 E&T learners (80%).

Almost a quarter of learners and apprentices said that they didn't get enough feedback from their tutor or trainer to help them learn. A higher proportion of learners and apprentices with a recorded disability and learners with a learning difficulty felt that they did not get enough feedback from their tutor compared to other learners. For example, 29% of 16-18 E&T learners with a recorded disability and learning difficulty said that they didn't get enough feedback.

Approximately three quarters of apprentices and learners said they felt confident learning independently. However, a significantly smaller proportion of learners with a learning difficulty agreed to this statement (61%). Also, a smaller proportion of level 3 learners studying A-levels said that they felt confident learning independently (71%).

3.3 Difficulties of learning from home

The survey asked apprentices and learners what difficulties they experienced learning from home[11]. Respondents were able to select more than one issue (Figure 9). The most frequently selected response was a lack of motivation to learn from home. This was particularly the case for 16-18 E&T learners and for learners and apprentices studying at level 3 and above. A lack of access to a suitable computer, laptop or tablet was the least frequently selected pre-coded issue.

Figure 9: Percentage reporting the following difficulties learning from home
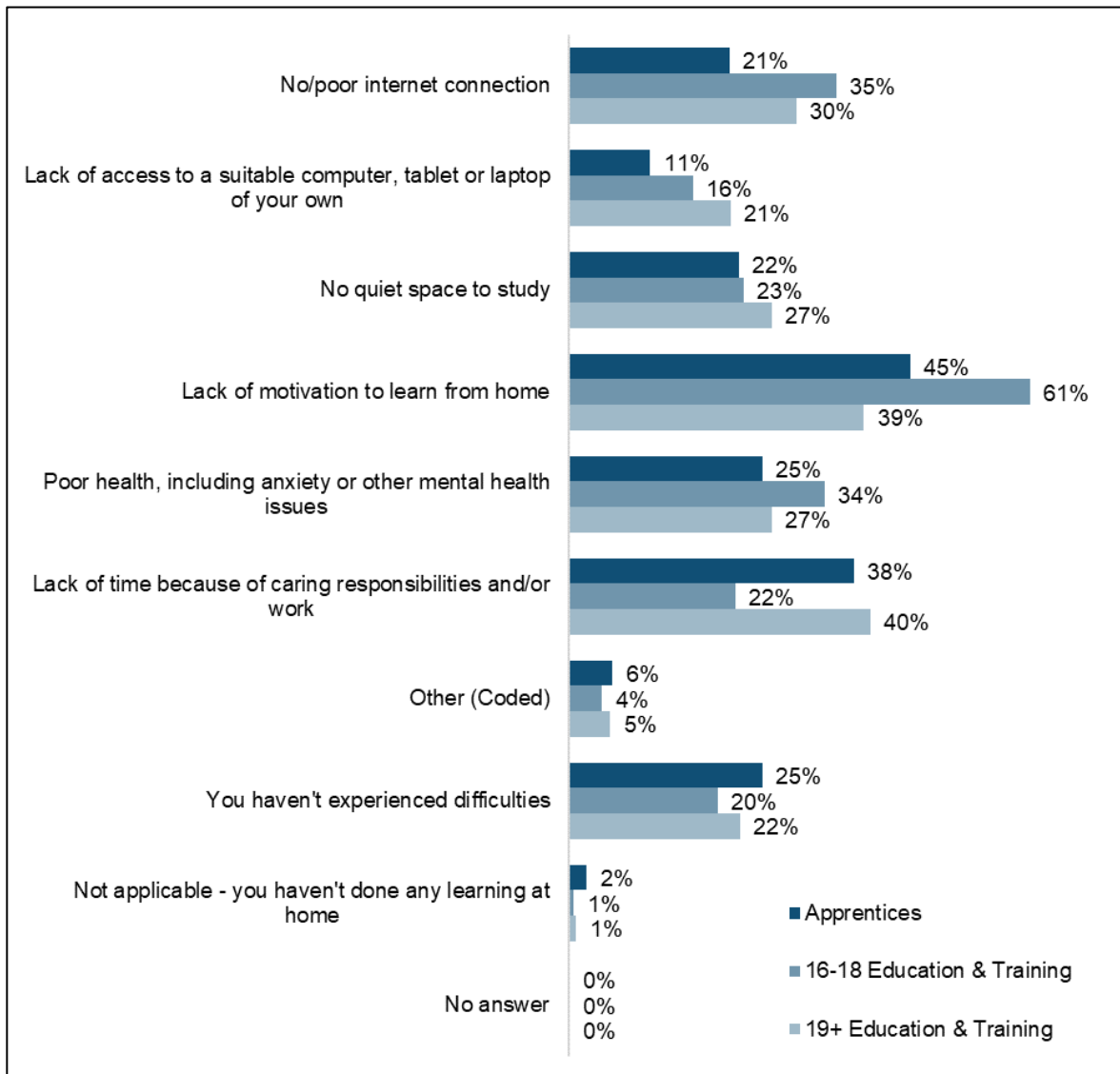
Source: QA7 Since September 2020, have you experienced/did you experience any of the following difficulties learning from home? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

---

[11] The relationship between difficulties in learning from home and satisfaction is explored in section 5.

Lack of motivation to learn from home

Learners and apprentices studying at level 3 and above were more likely to say that a lack of motivation to learn from home was a difficulty compared to other learners and apprentices. This was reported by 52% of level 4+ apprentices and 70% of level 3 16-18 E&T learners and 70% of 19+ E&T learners (compared to 45%, 61% and 39% for the cohorts overall). Females 16-18 E&T and 19+ E&T learners were more likely (68%) to regard a lack of motivation as a difficulty in learning from home compared to males (55%). However, there was no significant gender difference for apprentices.

Lack of time due to caring responsibilities or work

Almost two fifth of apprentices stated that they had a lack of time for learning at home because of caring responsibilities and/or work. This ranged from 32% of level 2 apprentices to 42% of level 4+ apprentices. This response was given by 36% of White apprentices compared to 48% of both Asian/Asian British and Black/African/Caribbean/ Black British apprentices. This barrier to home learning was also reported by 47% of female apprentices compared to only 29% of male apprentices. 43% of apprentices living in the most deprived areas[12] said that they had a lack of time for learning at home because of caring responsibilities and/or work compared to 32% of those living in the least deprived areas. A lack of time for learning at home because of caring responsibilities and/or work was reported as a difficulty by 49% of apprentices aged 25+ compared to only 25% of 16-18 year old apprentices.

A lack of time due to caring responsibilities or work was reported as the most common difficulty for 19+ E&T learners (40%). This ranged from 30% of level 1 learners to 49% of level 3+ learners. 45% of female learners reported this as a difficulty compared to 30% of male learners. 34% of 19+ E&T learners in London regarded this to be a difficulty compared to 47% of learners in the West Midlands. Age was also a factor with 28% of 19-24 E&T learners stating the lack of time due to caring responsibilities or work as a difficulty in learning from home compared to 44% of those aged 25+.

Poor health including anxiety or other mental health issues

Just over a third (34%) of 16-18 E&T learners reported poor heath (including anxiety or other mental health issues) as a difficulty in learning from home. This is higher than both other learner cohorts (25% apprentices and 27% 19+ E&T learners). This increased by level of learning with 22% of level 1 learners saying that this was a difficulty compared to 38% of level 3+ learners. Around 22% of both Asian/Asian British and Black/African/Caribbean/Black British learners regarded this to be a difficulty in learning from home, compared to 38% of Mixed/Multiple Ethnic group learners. There was a

---

[12] Based on Indices of Multiple Deprivation. Bands 1 and 2, as defined in Section 2.4, defined as the most deprived and bands 9 and 10 as the least deprived.

significant variation by gender with 46% of female learners stating that poor health (including anxiety or other mental health issues) was a difficulty in learning from home compared to only 23% of males. Poor health (including anxiety or other mental health issues) was also regarded as a difficulty to learning from home by 39% of learners residing in the East Midlands compared to 27% of learners from London.

Poor internet connection and access to a laptop or computer

Lack of an internet connection or a poor connection was regarded by 35% of 16-18 E&T learners as a barrier to learning from home, higher than apprentices (21%) and 19+ E&T learners (30%). There was no significant variation by level of learning, ethnicity, deprivation level, geography or disability. However, 42% of females regarded this to be a difficulty compared to only 30% of males.

Access to a suitable computer, laptop or tablet tended to be the least frequently identified issue for most learners and apprentices, with one in five 19+ E&T learners reported this a difficulty working from home compared to 16% of 16-18 E&T learners and 11% of apprentices. Of those who said that access to a suitable computer, laptop or tablet was a difficulty, 14% of apprentices, 34% of 16-18 E&T learners and 20% of 19+ E&T learners used support from their provider[13].

---

[13] Results from questions QA7 and B1, B2 and B3 (see section 4.1)

3.4   Preferred learning delivery style

Previous questions in this section asked learners and apprentices about the types of learning delivery that they had experienced so far on their course or training (section 3.1). Respondents were also asked about the learning delivery styles that they would prefer for the remainder of their course and the balance between onsite and online learning. The results are summarised in Figure 10 for apprentices, 16-18 E&T learners and 19+ E&T learners.

Figure 10: Balance between attending classes on-site and online learning
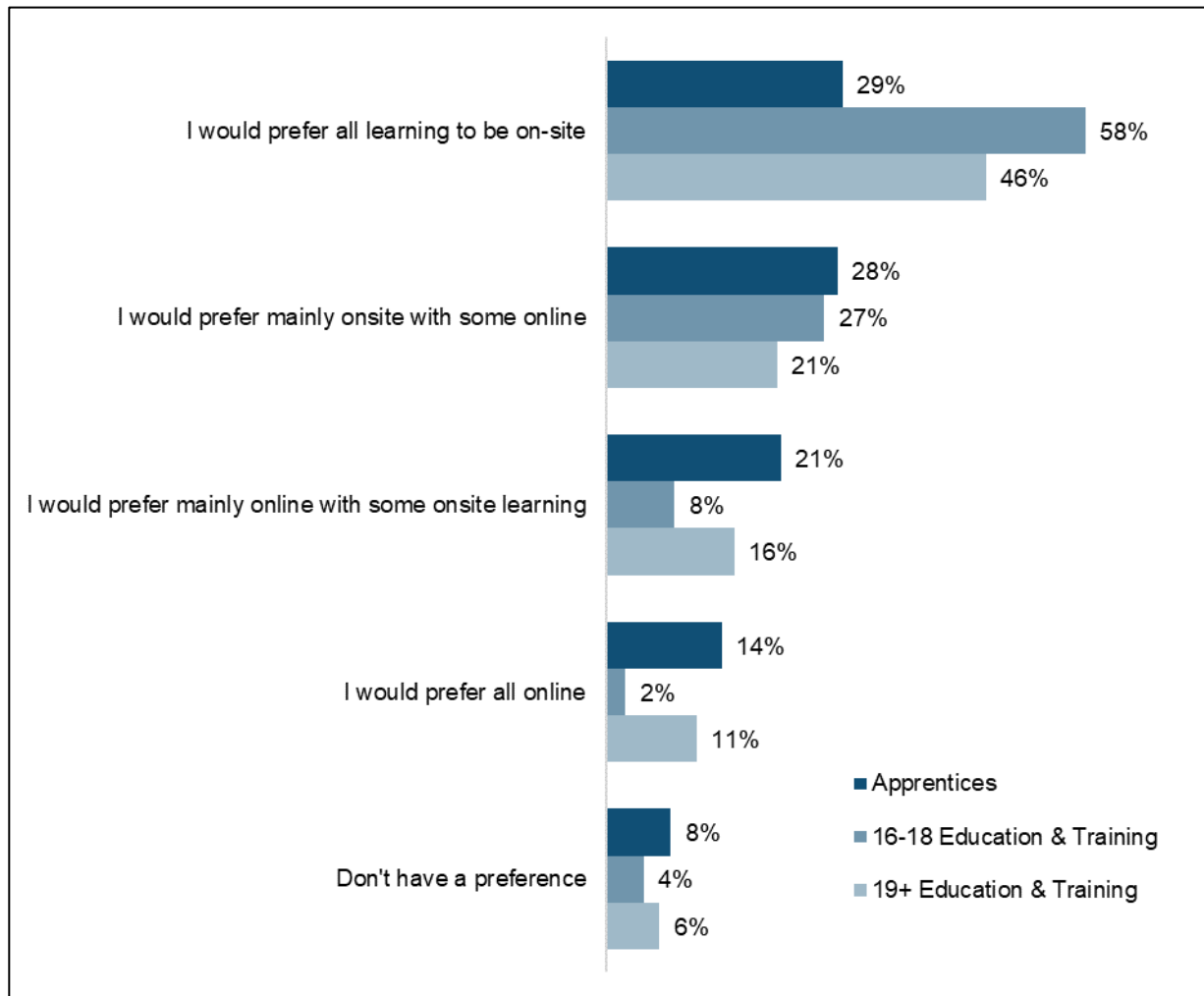
Source: QA9 Thinking about the remaining time on your course/training, if you are able to choose, what would be your ideal balance between attending classes on-site and online learning? Unweighted base: Apprentices 3,316, 16-18 E&T 2,423, 19+ E&T 1,124 (those still in learning)

The most popular delivery style selected by all three learner groups was onsite learning. 58% of 16-18 E&T learners selected this option compared to 46% of 19+ E&T learners and 29% of apprentices. An entirely online mode of delivery was the least popular option selected by all three learner groups with 2% of 16-18 E&T learners selecting this option. The option to have their course/training delivered mainly on-site with some online had the closest range of responses across the three learner groups ranging from 28% of apprenticeships to 21% of 19+ E&T learners.

Apprentices

Preferred learning styles for apprentices varied significantly by level of study and age band. Apprentices at levels 4 and above preferred mainly online with some onsite learning (Figure 11) compared to other apprentices who preferred all onsite learning. A similar pattern is evident for age band, with apprentices aged 25+ more likely to prefer predominately online learning than other apprentices (Figure 12).

Figure 11: Preferred learning style by level: Apprentices
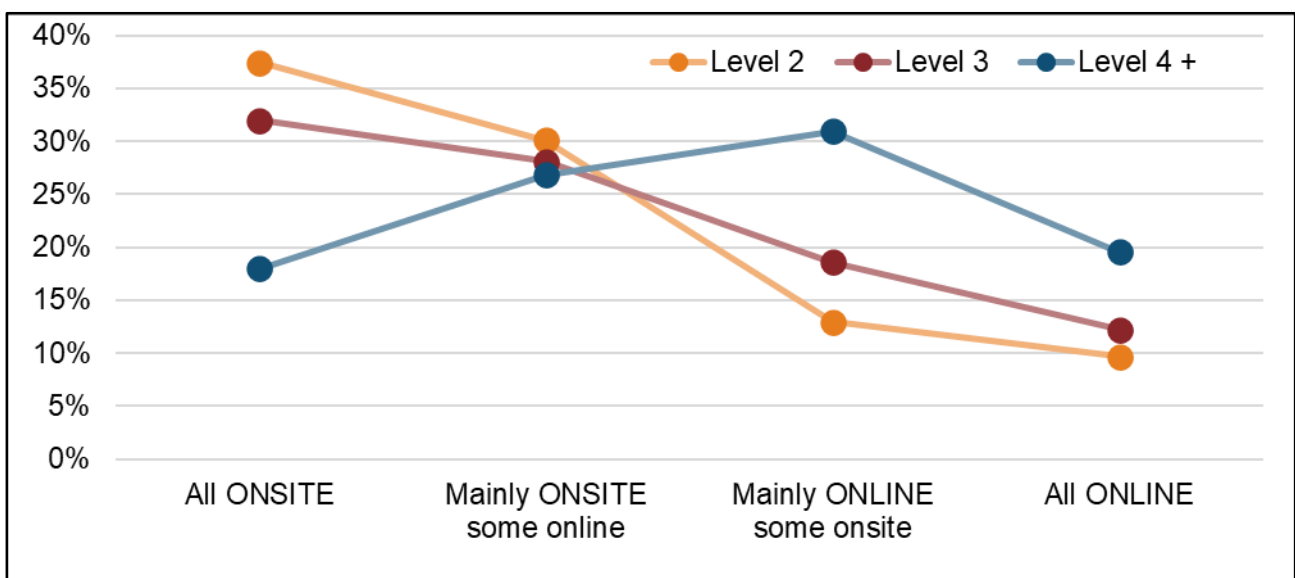
Source: QA9 Thinking about the remaining time on your course/training, if you are able to choose, what would be your ideal balance between attending classes on-site and online learning? Unweighted base: Apprentices 3,316 (those still in learning)

Figure 12: Preferred learning style by age band: Apprentices
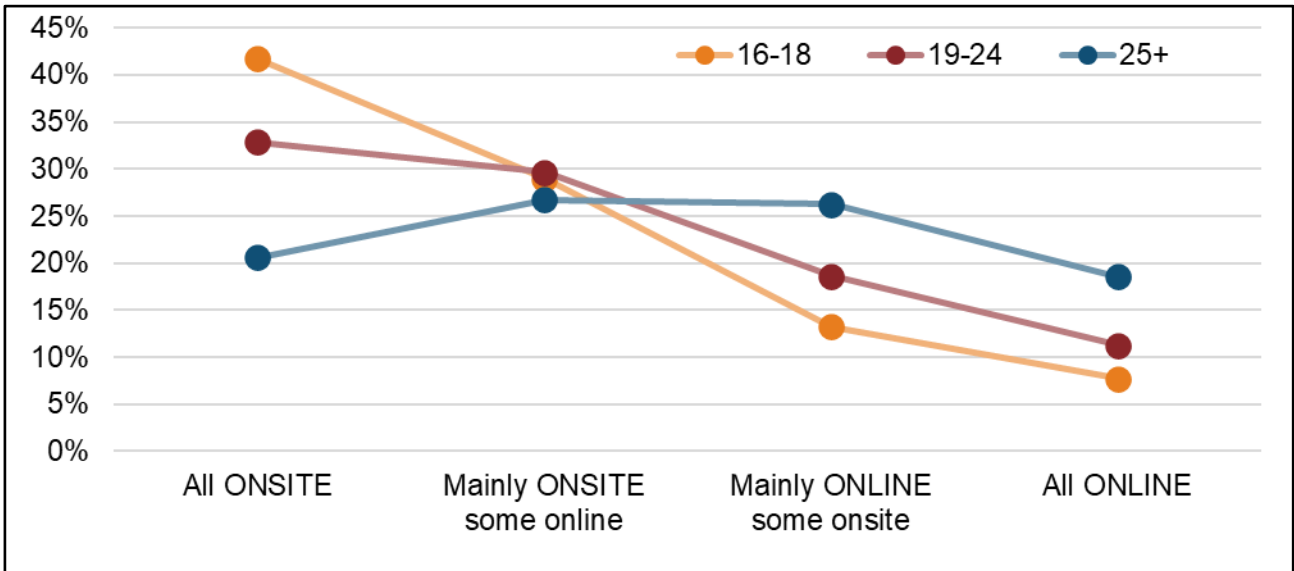
Source: QA9 Thinking about the remaining time on your course/training, if you are able to choose, what would be your ideal balance between attending classes on-site and online learning? Unweighted base: Apprentices 3,316 (those still in learning)

A greater proportion of male apprentices preferred to have all of their learning delivered on-site (37%) compared to female apprentices (19%). Apprentices with a disability were least likely to favour having all of their training delivered fully online. The preference of apprentices to have all of their training delivered on-site ranged from 20% in London to 45% in Yorkshire and The Humber. 28% of ICT apprentices would prefer to have all of their training delivered on-line compared to just 2% of Engineering and Manufacturing Technology apprentices.

16-18 E&T

Unlike apprentices, preferred learning styles for 16-18 E&T learners did not vary significantly by level of learning (Figure 13).

Figure 13: Preferred learning style by level: 16-18 E&T
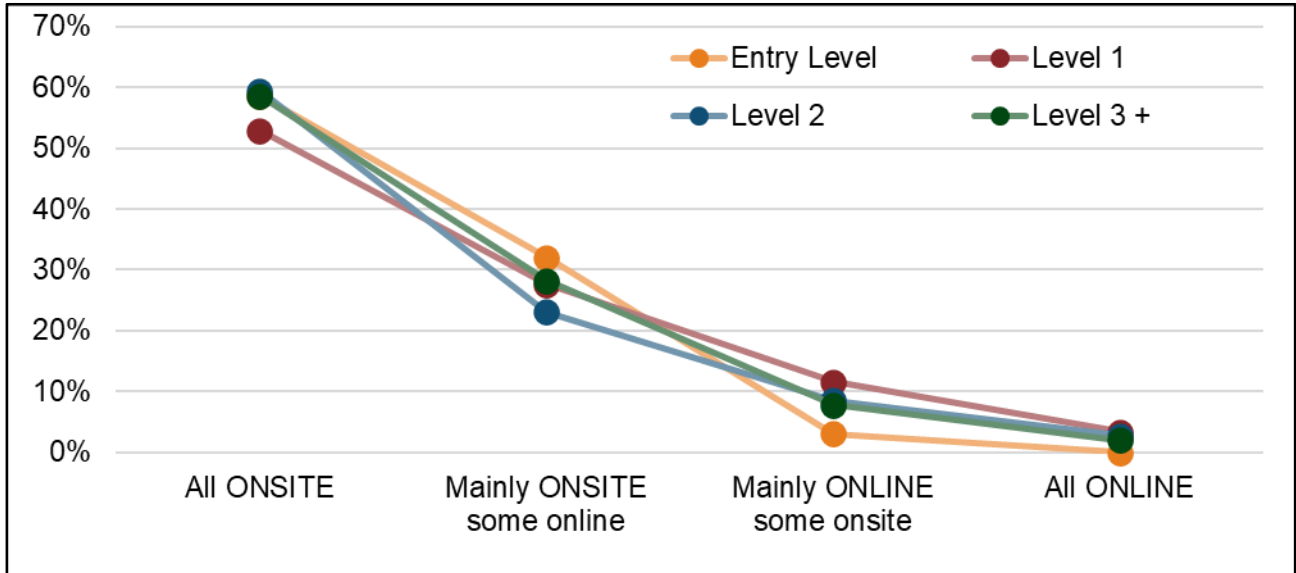
The preferred learning delivery options also didn't vary substantially between those with or without a disability or by gender. Only 1% of learners taking A levels preferred to do all their learning online. In contrast, ICT learners were the most likely to prefer having all their learning delivered online, at 6%.

19+ E&T

A higher proportion of entry level 19+ E&T learners preferred to have all of their learning delivered on-site (61%) compared to other 19+ E&T learners, with only 34% of those studying at level 2 preferring all onsite delivery (Figure 14). Almost one fifth of level 2 learners would prefer to have all of their learning delivered online.

Figure 14: Preferred learning style by level: 19+ E&T
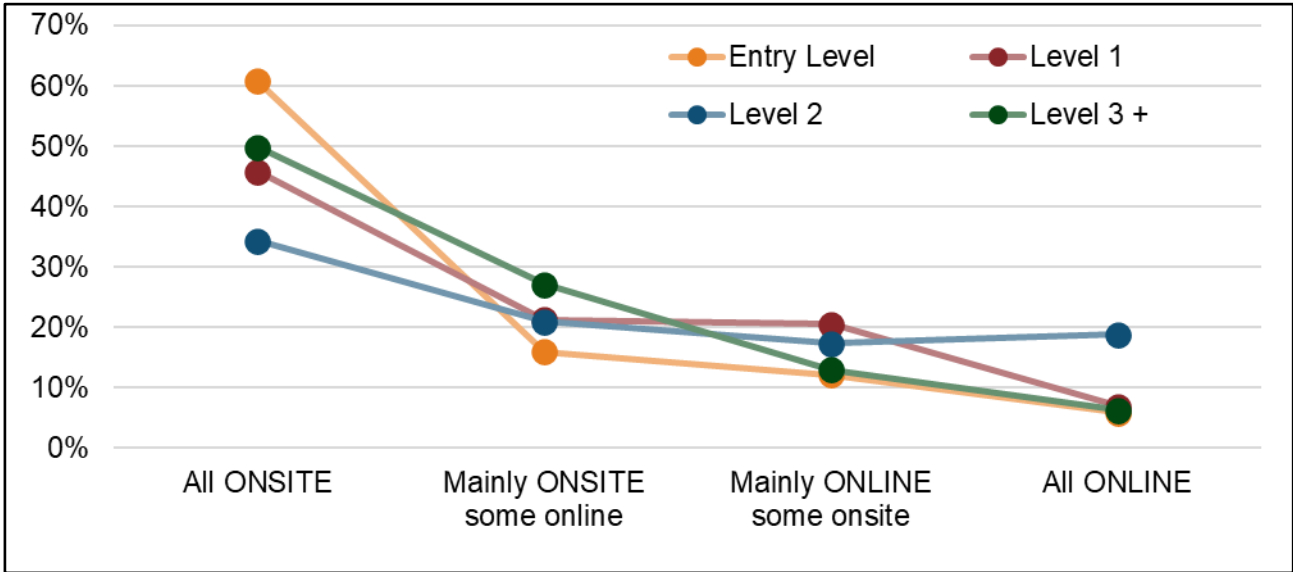
Adults aged 25+ were more likely to prefer online learning (13%) than younger adults (5%) as shown in Figure 15. This shows a similar age relationship to that highlighted for apprentices (Figure 12).

Figure 15: Preferred learning style by age band: 19+ E&T
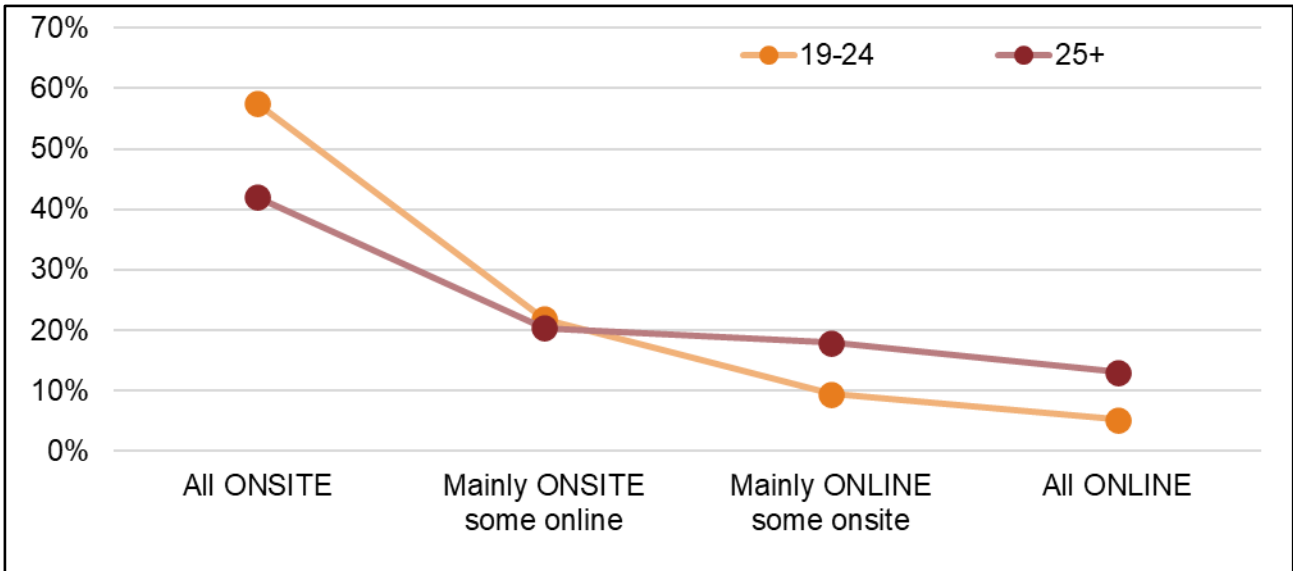
Black/African/Caribbean/Black British learners were most likely to prefer to have all of their learning delivered on-site (58% compared to 48% overall). They were also the ethnic group that were least in favour of having all of their learning delivered online.

54% of males would prefer to have all their learning delivered onsite compared to 42% of females.

Approximately half of learners living in the most deprived[14] areas of England said that they would prefer to have their learning delivered fully onsite, but only 29% of learners living in the most affluent areas would choose total onsite learning. There was little variation by deprivation band for choosing to have all of their learning delivered online.

Preference for learning delivery style varied significantly by region. 68% of 19+ E&T learners in the North West would prefer to have all of their learning delivered onsite compared to just 32% in the East of England. Around a fifth of learners in the South West, South East and East of England would prefer to have all their learning delivered online compared to 5% in the North West.

Learners with a disability or a learning difficulty were more likely to prefer to have all their learning delivered onsite (63% compared to 41% for learners without a disability or learning disability).

---

[14] Based on Indices of Multiple Deprivation. Bands 1 and 2, as defined in Section 2.4, defined as the most deprived and bands 9 and 10 as the least deprived.

3.5 Progress with learning

Learners and apprentices were asked whether they were currently ahead, behind or about where they should be with their learning or training[15] (Figure 16). All three groups predominantly believed they were about where they should be, with 48% of 16-18 E&T learners selecting this response, followed by 41% of apprentices and 40% of 19+ E&T learners.

Apprentices were more likely to perceive themselves behind in their training. 35% of respondents in this group thought they were either a little behind or a lot behind where they should be, compared to 24% of 16-18 E&T learners and 30% of 19+ E&T learners. There were just as many 16-18 E&T learners who thought they were ahead of where they should be with their learning as there were those who believed they were behind (24%).

Figure 16: Progress with learning or training
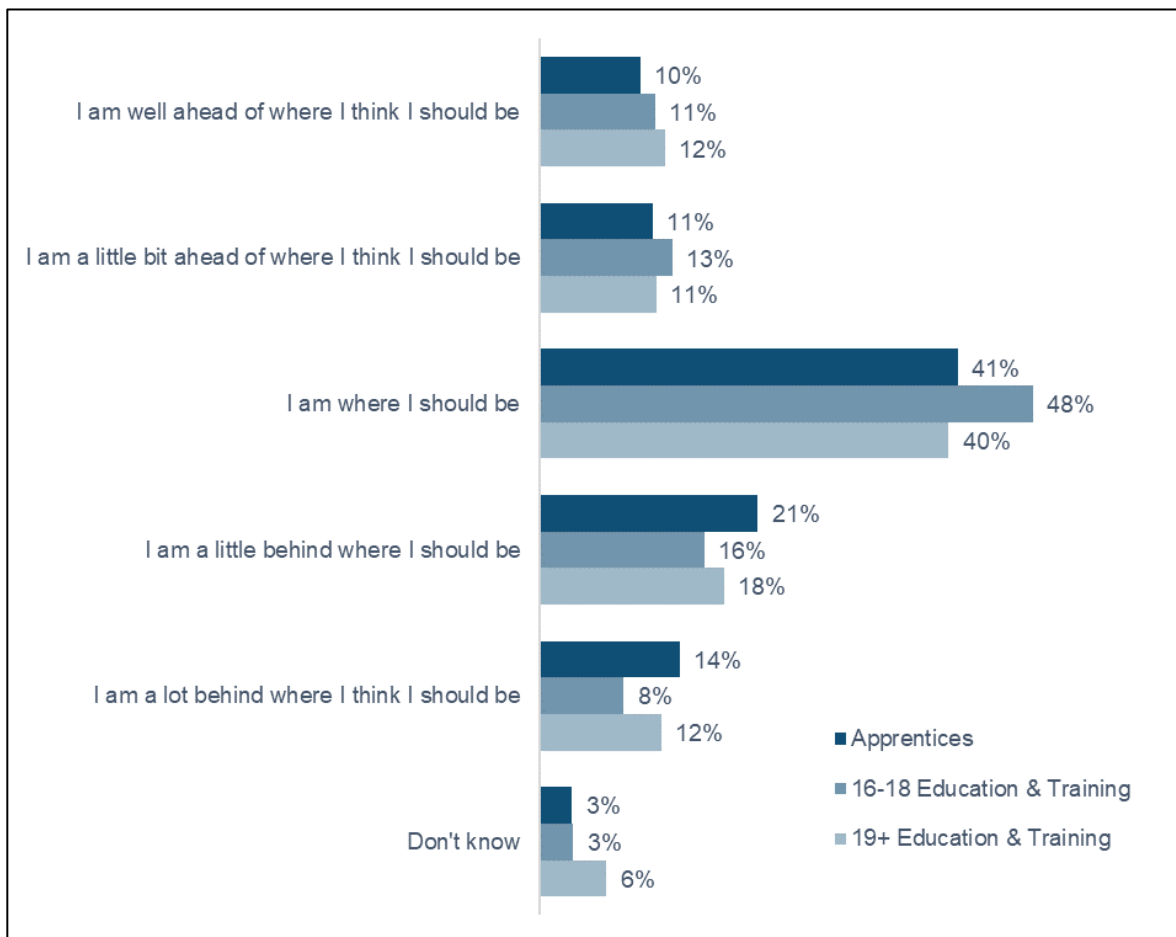
Factors which appeared to affect whether learners and apprentices felt that they were ahead or behind with their learning included level of study, deprivation, geographical region and disability.

Whilst level of study had an influence on whether learners and apprentices felt that they were ahead or behind with their learning, this varied by learner cohort. Higher level apprentices, for example, were more likely than apprentices at lower levels to think they were behind where they should be (25% of apprentices at level 4 compared to 20% at level 3 and 19% at level 2). However, a greater proportion of 19+ E&T learners at entry level and level 1 reported being behind where they should be (21% and 24%) compared to those at level 2 (14%). Also, a high proportion of A-level learners (47%) felt they were behind where they should be compared to less than a quarter (24%) of other 16-18 E&T learners.

Apprentices and 19+ E&T learners living in the most deprived areas[16] were more likely to think they were a lot behind with their learning (16% and 7%) than those from the least deprived areas (11% and 4%). There was no significant variation in views on progress with learning by deprivation for 16-18 E&T learners.

Apprentices living in the South West region were less likely to feel they were on track with their training (34%) compared to those in all other regions (41%). Similarly, a higher proportion of 16-18 E&T learners living in the South West thought they were a lot behind where they should be in their learning (12%) compared to all other regions in England (8%). Meanwhile, a greater proportion of learners living in the North West and the East Midlands (15%) thought they were well ahead of where they should be compared to all other regions (11%).

A significantly higher proportion of apprentices with a recorded disability or learning difficulty thought they were behind where they should be (22% and 19%) compared to those without a disability or learning difficulty (13%). 16-18 E&T learners with a recorded disability or learning difficulty also felt that they were further behind (13% and 11%) than those without a disability or learning difficulty (7%). A higher proportion of 19+ E&T learners with a disability also said that they were behind where they thought they should be (16%) compared to those without a disability (10%).

---

[16] Based on Indices of Multiple Deprivation. Bands 1 and 2, as defined in Section 2.4, defined as the most deprived and bands 9 and 10 as the least deprived.

Figures 18-20 show the percentage of learners and apprentices who said that they were a lot or a little behind with their learning against the range of difficulties they said that they experienced learning from home (see section 3.3). For all cohorts, poor health, including anxiety or other mental health issues was a more prominent issue for learners and apprentices who were behind with their studies compared to learners and apprentices overall. For example, poor health, including anxiety or other mental health issues was cited by 53% of apprentices who said that they were a lot or a little behind compared to only 25% of apprentices overall (Figure 9). Lack of access to a computer was also a much more significant issue for learners and apprentices who were behind with their learning, compared to learners and apprentices overall.

Figure 17: Apprentices - Behind with learning and difficulty of learning from home
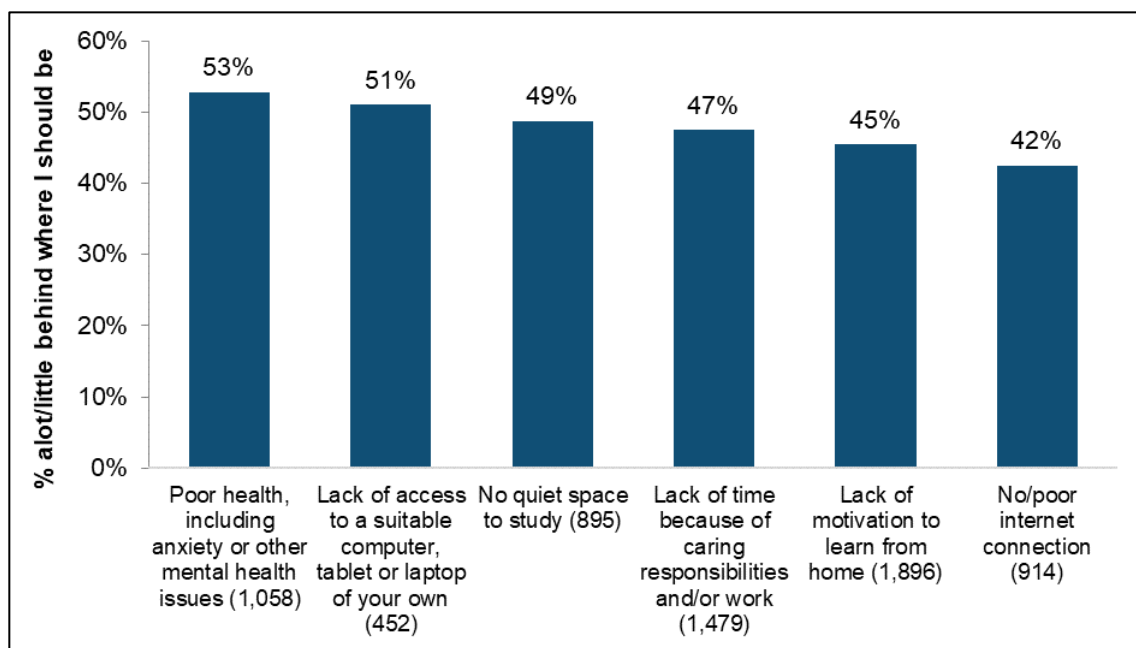
Source: QA8 In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship? & QA7 Since September 2020, have you experienced/did you experience any of the following difficulties learning from home? Figures in brackets are the unweighted base

Figure 18: 16-18 E&T - Behind with learning and difficulty of learning from home
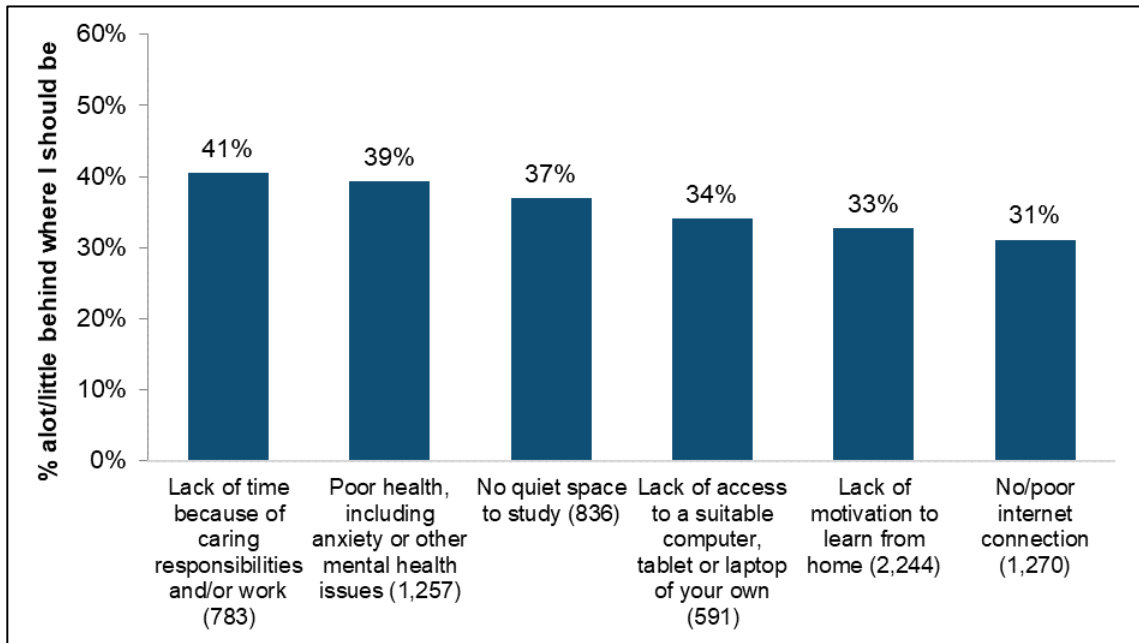
Bar chart, y-axis: % alot/little behind where I should be (0% to 60%)

- Lack of time because of caring responsibilities and/or work (783): 41%
- Poor health, including anxiety or other mental health issues (1,257): 39%
- No quiet space to study (836): 37%
- Lack of access to a suitable computer, tablet or laptop of your own (591): 34%
- Lack of motivation to learn from home (2,244): 33%
- No/poor internet connection (1,270): 31%

Source: QA8 In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship? & QA7 Since September 2020, have you experienced/did you experience any of the following difficulties learning from home?
Figures in brackets are the unweighted base

Figure 19: 19+ E&T - Behind with learning and difficulty of learning from home
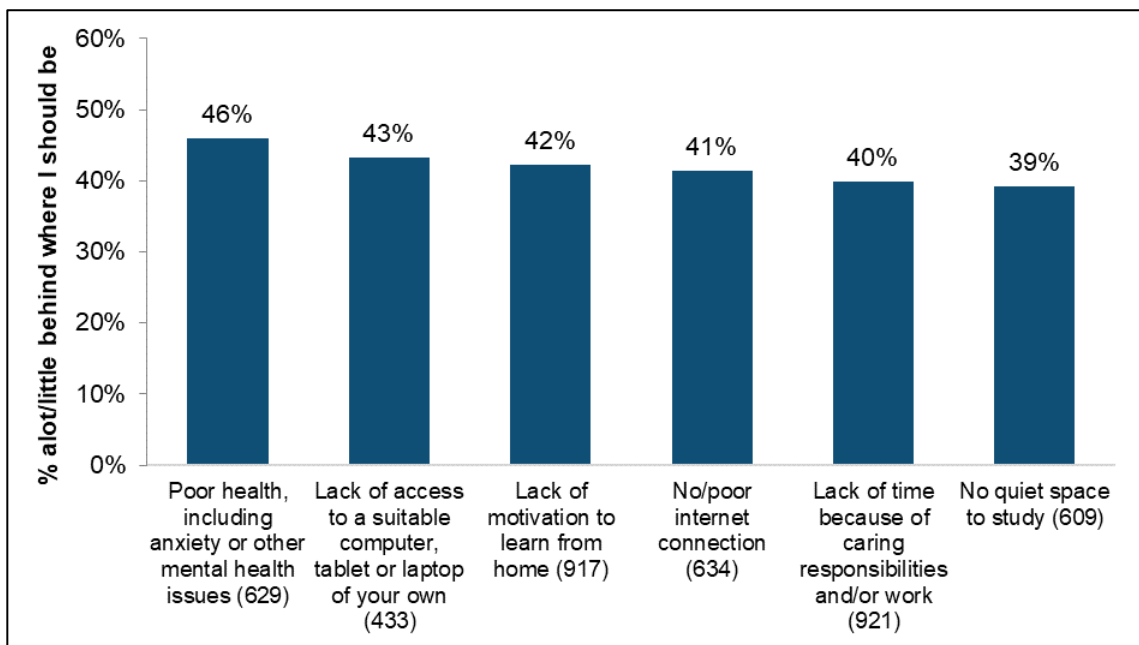
Bar chart, y-axis: % alot/little behind where I should be (0% to 60%)

- Poor health, including anxiety or other mental health issues (629): 46%
- Lack of access to a suitable computer, tablet or laptop of your own (433): 43%
- Lack of motivation to learn from home (917): 42%
- No/poor internet connection (634): 41%
- Lack of time because of caring responsibilities and/or work (921): 40%
- No quiet space to study (609): 39%

Source: QA8 In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship? & QA7 Since September 2020, have you experienced/did you experience any of the following difficulties learning from home?
Figures in brackets are the unweighted base

4.   Support for learning

This section looks at learners' and apprentices' responses to questions about support for learning during the COVID-19 period from September 2020. Analysis focuses on both study support and welfare support. Learners and apprentices were asked about the types of support they needed, whether it was available from their provider, whether they accessed the support and how satisfied they were.

Summary

Study support

- Satisfaction with all types of study support was high.

- Most learners and apprentices said that they did not need technical support either to get a laptop or tablet or to access the internet from home.

- Apprentices had less need for one-to-one tutoring than E&T learners.

- 16-18 E&T learners, male learners and 19+ E&T learners with a learning difficulty requested more technical support than other learners.

- 16-18 E&T learners were more likely to make use of additional study support than other learners and apprentices, with around 90% saying support was available when needed and 70% using support when it was required.

- Over half of 16-18 E&T learners said that they needed careers advice, a much higher proportion than for other learners.

- Mentoring, study advice and guidance was the most in demand type of support required by apprentices and 19+ E&T learners.

- A high proportion of 19+ E&T learners who needed extra one-on-one or small group tutoring online said this was available and they used it. However, satisfaction for this support was lowest at 86%.

Welfare support

- Female learners were more likely to say that they need help with health and wellbeing than male learners.

- The demand from apprentices for welfare support was low.

- Almost a fifth of apprentices who required support for a special educational need or disability were not satisfied with the support they received.

- Almost a third of 16-18 E&T learners said they needed support for their health and wellbeing; a much higher proportion than any other welfare support category.

- 16-18 year old learners were most likely to need support to address bullying, harassment and discrimination. A high proportion of these learners lived in the more deprived areas of the country.

- Only a third of 16-18 E&T learners who stated a need to address bullying, harassment, and discrimination actually used the support from their provider, despite the fact that 95% said that support was available.

- Most 19+ E&T learners said that they did not need any form of welfare support. However, almost a quarter said that they needed support for health and wellbeing.

- Satisfaction rates with welfare support, when it was accessed, were generally high. However, 16-18 year old learners were less satisfied with support they received to address bullying, harassment and discrimination.

4.1 Study support

The survey asked apprentices and learners whether, as a result of COVID-19, they had a need for a range of different types of study support. Figure 20 shows the percentage of apprentices, 16-18 E&T leaners and 19+ E&T learners needing each type of support. It is possible that, despite the wording of the question, some of the stated support needs were not directly related to COVID-19 but would also be required in non-Covid times (e.g. careers advice for 16-18 E&T learners).

Figure 20: Need for different types of study support as a result of COVID-19
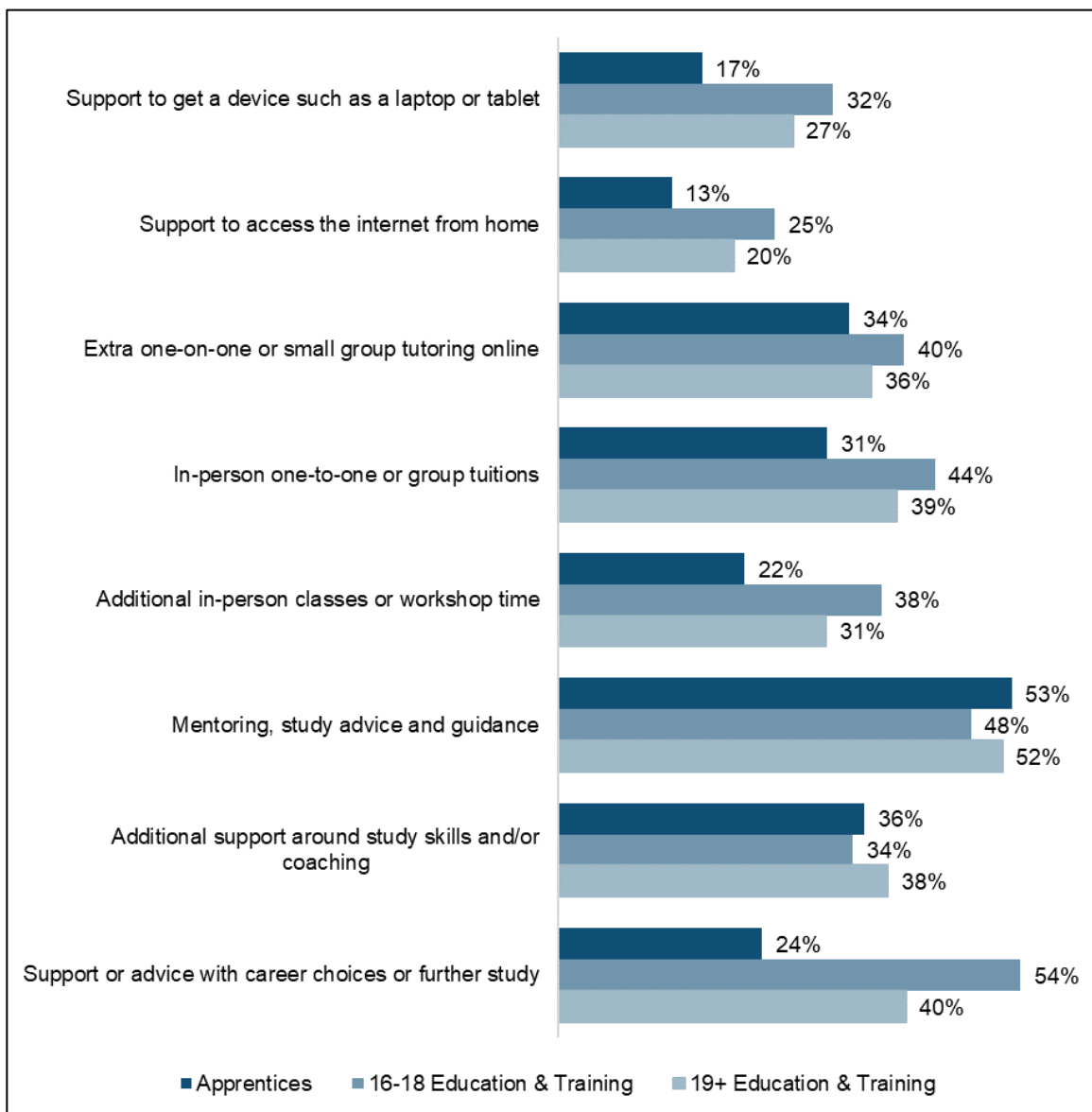
Source: B1 Did you have a need for any of these support since September 2020 as the result of COVID-19? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

For all three cohorts, the most reported support need was mentoring, study advice and guidance, where approximately half of all learners and apprentices said that this was required. The support needs of 16-18 and 19+ E&T learners were similar, but a smaller percentage of apprentices said that they needed in-person tuition, classes or workshops than E&T learners.

Learners and apprentices were also asked whether the type of support they needed was available, if it was available whether they used it and how satisfied they were with the support that they received. Responses to these questions are discussed below.

Technical support needs (Figure 21)

Support to get a device such as a laptop or tablet and support to access the internet from home were the least in demand types of support that were required by learners and apprentices. Apprentices were less likely to need this type of support than other learners. For example, support to access the internet from home was needed by only 13% of apprentices, compared to 25% of 16-18 E&T learners and 20% of 19+ E&T learners.

A greater proportion of male apprentice and 19+ E&T learners required technical support compared to females. For example, 20% of male apprentices required support to get a device such as a laptop or tablet compared to only 14% of females.

Apprentices and learners with a learning difficulty were also more in need of technical support than other learners. 20% of apprentices with a learning difficulty needed support to get a device such as a laptop or tablet compared to only 16% of those without a learning difficulty.

Technical support was more likely to be available for 16-18 E&T learners than apprentices and 19+ E&T learners. Over 90% of 16-18 E&T learners said that support for getting a laptop or help with the internet was available when needed compared to just over 70% for 19+ E&T learners.

Overall satisfaction with technical support issues was over 80%, but varied by learner cohort, with apprentices and 16-18 E&T learners being slightly more satisfied than 19+ E&T learners. For example, 86% of 16-18 E&T learners were satisfied with support to access the internet from home compared to 81% of 19+ E&T learners. Also, a higher percentage of learners and apprentices were satisfied with the support they received to get a laptop or tablet compared to the support they received to access the internet from home.

Figure 21: Need, availability and satisfaction with support – Technical
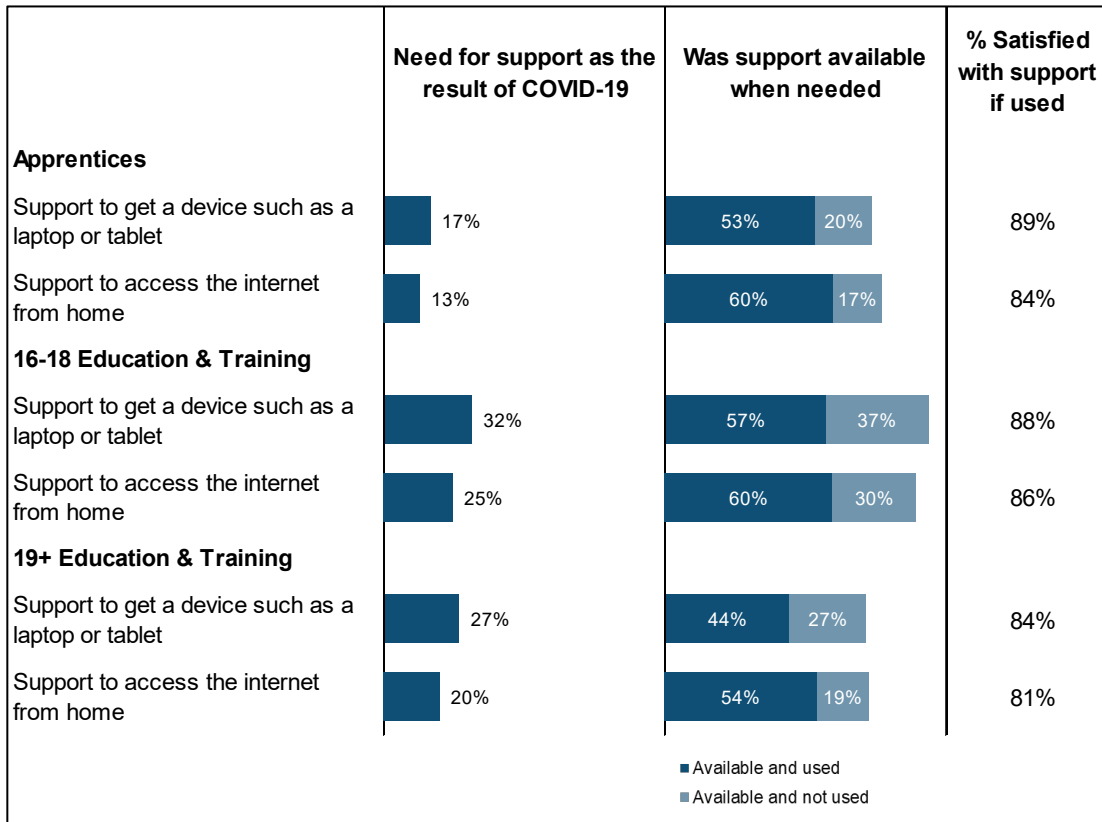
	Need for support as the result of COVID-19	Was support available when needed		% Satisfied with support if used
Apprentices				
Support to get a device such as a laptop or tablet	17%	53%	20%	89%
Support to access the internet from home	13%	60%	17%	84%
16-18 Education & Training				
Support to get a device such as a laptop or tablet	32%	57%	37%	88%
Support to access the internet from home	25%	60%	30%	86%
19+ Education & Training				
Support to get a device such as a laptop or tablet	27%	44%	27%	84%
Support to access the internet from home	20%	54%	19%	81%

■ Available and used
■ Available and not used

Source: B1 Have you had a need for any of these support since September 2020 as the result of COVID-19? B2 When you needed these/this support, were they available at your college/training provider? B3 And how satisfied or dissatisfied were you with the support you received?
Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Additional study support needs (Figure 22)

Learners and apprentices were asked about a range of different types of additional support options for their learning including extra online tutorials, additional in-person lessons, workshops and tutorials, additional mentoring and study advice and extra support around study skills. 16-18 E&T learners were more likely to make use of this type of support than others, with around 90% saying support was available when needed and 70% using support when it was required.

The most stated requirement was for mentoring, study advice and guidance which was needed by approximately half of all learners and apprentices. This type of support was available for 85% of apprentices, 91% of 16-18 E&T learners and 80% of 19+ E&T learners. 19+ E&T learners aged 25+ were less likely to need mentoring, study guidance and advice than learners aged 19-24 (62% compared to 73%). A similar pattern was reported for apprentices. E&T learners studying at level 3 had a greater need for mentoring, study advice and guidance than learners studying at level 1 (72% compared to 64%).

Compared to other types of learner support, fewer apprentices said they needed additional in-person classes and workshop time (22%) and this option, where available, was used the least, by just 45% of apprentices.

Additional support around study skills and/or coaching was least in demand with 16-18 E&T learners (34% stating that this was a need). This was also least used with only 66% of the learners using the support when it was available.

A high proportion of 19+ E&T learners (66%) who needed extra one-on-one or small group tutoring online said this was available and they used it. However, satisfaction for this support was lowest at 86%. A higher proportion of male 19+ E&T learners (69%) stated they had used this support than female learners (63%).

Of the 31% of 19+ E&T learners in need of additional in-person classes or workshop time, a little over half (52%) said this was available and they had used the support. However almost one third (31%) of learners in need of this stated that the support was not available, but they would have liked it to be.

Learners and apprentices who made use of additional study support were in general satisfied with the support they received, giving satisfaction ratings between 86% and 92%. Additional support around study skills and/or coaching' received the highest levels of satisfaction with 92% of 19+ E&T learners saying they were satisfied with this support.

Figure 22: Need, availability and satisfaction with support – Tutor/study/mentoring

	Need for support as the result of COVID-19	Was support available when needed		% Satisfied with support if used
Apprentices				
Extra one-on-one or small group tutoring online	34%	67%	14%	88%
In-person one-to-one or group tuitions	31%	59%	12%	89%
Additional in-person classes or workshop time	22%	45%	15%	88%
Mentoring, study advice and guidance	53%	72%	13%	88%
Additional support around study skills and/or coaching	36%	63%	18%	87%
16-18 Education & Training				
Extra one-on-one or small group tutoring online	40%	72%	17%	91%
In-person one-to-one or group tuitions	44%	73%	16%	90%
Additional in-person classes or workshop time	38%	70%	16%	89%
Mentoring, study advice and guidance	48%	71%	20%	89%
Additional support around study skills and/or coaching	34%	66%	20%	89%
19+ Education & Training				
Extra one-on-one or small group tutoring online	36%	66%	11%	86%
In-person one-to-one or group tuitions	39%	62%	12%	89%
Additional in-person classes or workshop time	31%	52%	13%	89%
Mentoring, study advice and guidance	52%	63%	17%	90%
Additional support around study skills and/or coaching	38%	56%	17%	92%

■ Available and used
■ Available and not used

Source: B1 Have you had a need for any of these support since September 2020 as the result of COVID-19? B2 When you needed these/this support, were they available at your college/training provider? B3 And how satisfied or dissatisfied were you with the support you received?
Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Figure 23 compares the need for additional in-person classes or workshops for 16-18 E&T learners who were retaking GCSE English and/or maths or functional skills with those learners who were not retaking GCSE English and/or maths or functional skills[17]. A higher proportion of learners who were retaking English and maths said that they needed additional in-person classes or workshop time than other learners (42% compared to 34%).

Figure 23: Additional in-person classes or workshop time and GCSE English and maths or functional skills

Additional in-person classes or workshop time 16-18 Education & Training	Need for support as the result of COVID-19	Was support available when needed		% Satisfied with support if used
English/Maths GCSE/Functional Skill - Yes	42%	70%	14%	90%
English/Maths GCSE/Functional Skill - No	34%	69%	17%	89%

■ Available and used
■ Available and not used

Source: B1 Have you had a need for any of these support since September 2020 as the result of COVID-19? B2 When you needed these/this support, were they available at your college/training provider? B3 And how satisfied or dissatisfied were you with the support you received?
Unweighted base: 16-18 E&T 3,601

Careers advice needs

Figure 24 identifies whether learners and apprentices needed support or advice with career choices or further study, whether this support was available and whether it was used if it was available. It is possible that, despite the wording of the question, some of the stated support needs were not directly related to COVID-19 but would also be required in non-Covid times.

A greater proportion of 16-18 E&T learners needed support or advice with career choices or further study than other learners and apprentices (54%). A higher proportion of 16-18

---

[17] Attainment of GSCE English and maths is a possible measure of low prior attainment. Low prior attainment is defined by the Education and Skills Funding Agency as not achieving English and/or maths GCSEs at grades 9 to 4 by the end of year 11 (typically age 16).

E&T learners also used this support when it was available (75%) and the vast majority (88%) of 16-18 E&T of learners stated they were satisfied with the support.

A higher proportion of 16-18 E&T learners with a disability said that they needed support with careers and further study than those without a disability (59% compared to 52%). Also, a high proportion of 16-18 E&T learners taking A levels said that they had a need for careers advice (60%). Male 16-18 E&T learners were more likely (20%) to need the support but not use it compared to females (16%).

More level 2 apprentices made use of careers advice (57%) than those studying at level 3 (51%) and level 4+ (50%). 19+ E&T learners with a reported disability and learners with a learning difficulty were more inclined to use this type of support where available. In both cases, 61% of the learners with a disability and 61% of learners with a learning difficulty stated they used the support compared to 56% of those without.
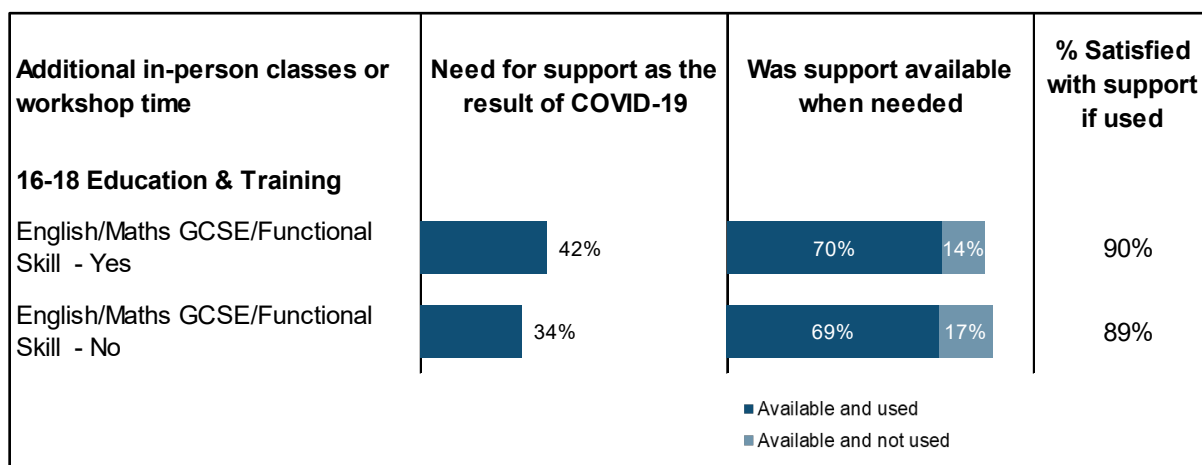
Figure 24: Need, availability and satisfaction with support – Careers
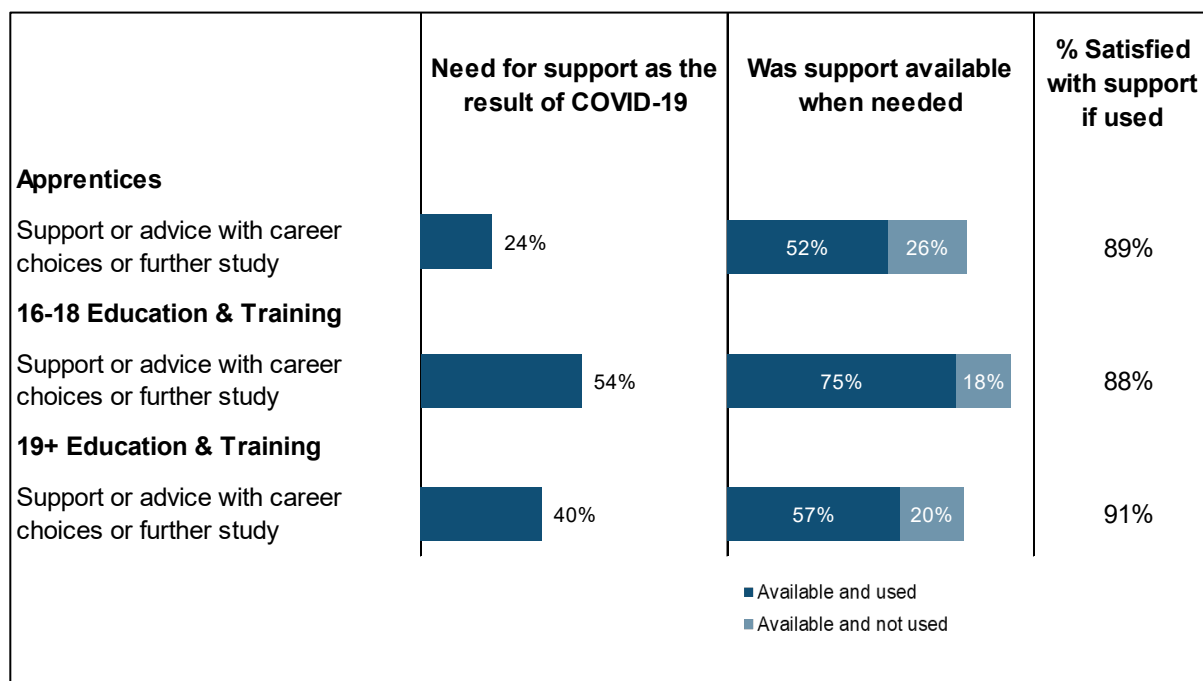
Source: B1 Have you had a need for any of these support since September 2020 as the result of COVID-19? B2 When you needed these/this support, were they available at your college/training provider? B3 And how satisfied or dissatisfied were you with the support you received?
Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

4.2　Welfare support

The survey asked apprentices and learners whether, as a result of COVID-19, they had a need for a range of different types of welfare support. Figure 25 shows the percentage of apprentices, 16-18 E&T learners and 19+ E&T learners needing each type of support, whether support was available when needed and how satisfied respondents were with the support they received. Welfare support needs were relatively low for all cohorts. This was particularly the case for apprentices, where just 10% or less stated a need for most of the welfare support categories. Satisfaction levels with welfare support were particularly high for 19+ E&T learners where approximately 90% of learners who used welfare support services said that they were satisfied with the support.

The welfare category with the biggest demand was support for health and wellbeing, where around a quarter of all learners and apprentices said that they needed support (30% of 16-18 E&T learners, 23% of 19+ E&T learners and 22% of apprentices). The vast majority of 16-18 E&T learners said that this support was available from their provider (92%) but only 53% of learners made used of it. There was also a relatively low uptake of support from apprentices and 19+ E&T learners.

A higher proportion of female 16-18 E&T learners (38%) said that they needed support for health and wellbeing than male 16-18 E&T learners (24%). Also, learners with disability were more likely to say that they needed support for health and wellbeing (47%) than learners without a disability (27%).

15% of 16-18 E&T learners and 13% of 19+ E&T learners declared a need for support to address bullying, harassment and discrimination. A higher proportion of 16-18 E&T females needed this support than males (18% compared to 12%). The support need was also higher for learners with a disability (24%) than those without a disability (12%).

Only a third of 16-18 E&T learners who stated a need to address bullying, harassment, and discrimination actually used the support from their provider, despite the fact that 95% said that support was available. Learners who did not use the support were more likely to be male than female. The situation was similar for apprentices, where only 17% accessed support for bullying, harassment and discrimination when they had a need. The satisfaction rate for 16-18 E&T learners with support for bullying, harassment and discrimination was 71%, which was the lowest satisfaction rate for the five welfare support categories.

The need for support to address drugs problems including alcohol was low across all cohorts (6% Apprentice, 10% 16-18 E&T, 8% 19+ E&T), but relatively few learners and apprentices who actually needed support accessed it from their provider (12% Apprentice, 16% 16-18 E&T, 21% 19+ E&T), even though it was widely available.

Figure 25: Need, availability and satisfaction with welfare support[18]

	Need for support as the result of COVID-19	Was support available when needed		% Satisfied with support if used
Apprentices				
Support for health and wellbeing	22%	38%	45%	90%
Support for a Special Educational Need or disability	10%	41%	46%	81%
Support to address bullying, harassment and discrimination	10%	17%	72%	77%
Support to address drugs problems, including alcohol	6%	12%	82%	85%
Support to manage issues with your family and relationships	10%	34%	50%	88%
16-18 Education & Training				
Support for health and wellbeing	30%	53%	39%	84%
Support for a Special Educational Need or disability	18%	53%	36%	83%
Support to address bullying, harassment and discrimination	15%	33%	62%	71%
Support to address drugs problems, including alcohol	10%	16%	77%	72%
Support to manage issues with your family and relationships	16%	42%	46%	84%
19+ Education & Training				
Support for health and wellbeing	23%	46%	34%	89%
Support for a Special Educational Need or disability	17%	53%	32%	91%
Support to address bullying, harassment and discrimination	13%	32%	49%	90%
Support to address drugs problems, including alcohol	8%	21%	58%	89%
Support to manage issues with your family and relationships	14%	41%	39%	90%

■ Available and used
■ Available and not used

Source: B4 Have you had a need for any of these support since September 2020 as the result of COVID-19? B5 When you needed these/this support, were they available at your college/training provider? B6 And how satisfied or dissatisfied were you with the support you received?
Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

---

[18] Respondents were able to select multiple welfare support needs. 28% of apprentices, 40% of 16-18 E&T learners and 33% of 19+ E&T learners stated that they had one or more welfare support needs.

5. Overall satisfaction

This section looks at learners' and apprentices' responses to questions about overall satisfaction during the COVID-19 period from September 2020 and the extent to which satisfaction was influenced by difficulties learning from home and progress with learning. Analysis focuses on satisfaction with teaching or training and whether learners and apprentices would recommend their training provider to a friend or family member. For apprentices only, the section explores satisfaction with training and support provided by their employer and access to practical equipment. This section also explores reasons why learners and apprentices may have left their course or training early.

Summary

Satisfaction with teaching or training

- A high proportion of learners and apprentices were either satisfied or very satisfied with their teaching or training (76% for apprentices, 82% for 16-18 E&T learners and 78% for 19+ E&T learners).

- Learners and apprentices studying at Level 3 and above were less satisfied than those studying at lower levels. Learners and apprentices who lived in more deprived areas said that they were more satisfied with their teaching or training than those who lived in more affluent areas. Apprentices and 19+ E&T learners with a disability or learning difficulty were more likely to be dissatisfied than other learners.

- Learners and apprentices who cited lack of motivation to learn from home as a difficulty were less likely to be very satisfied with their provider.

- For all apprentices and learners, being behind with learning (whether or not this was due to COVID-19) had a significant impact on satisfaction levels. Being ahead of their learning had a bigger impact on satisfaction levels for 16-18 and 19+ E&T learners than for apprentices.

- Almost three quarters of apprentices were either 'fairly satisfied' or 'very satisfied' with the support that they received from their employer. Intermediate level apprentices were more likely to be very satisfied with this support than higher level apprentices.

- A quarter of apprentices with a disability were either 'fairly dissatisfied' or 'very dissatisfied' with the training provided by their employer.

Recommendation to a friend or family member

- A much higher percentage of 19+ E&T learners said that they would be extremely likely to recommend their training provider to a friend or family member than apprentices or 16-18 E&T learners.

- Learners who said that they were less likely to recommend their training provider to a friend or family member included IT apprentices, E&T learners with a disability or learning difficulty and learners taking A Levels.

- Difficulties encountered when learning from home had an impact on whether learners and apprentices would be extremely likely to recommend their provider to friends or family members.

- Learners and apprentices who cited lack of motivation to learn from home as a difficulty were less likely recommend their provider to friends or family members than other learners and apprentices.

- 19+ E&T learners were more likely than other learners to recommend their provider, even if they felt that they were behind where they should be with their learning.

- Less than a quarter of learners and apprentices who left their course early said that this was because of COVID-19. A very small proportion of early leavers said that they had left because they didn't have access to a computer or the internet for online learning.

5.1 Satisfaction with teaching or training

Satisfaction with teaching or training: overall results

Figure 26 summarises how satisfied learners and apprentices were with the teaching or training provided by their provider. A high proportion of learners and apprentices were either satisfied or very satisfied with their teaching or training (76% for apprentices, 82% for 16-18 E&T learners and 78% for 19+ E&T learners). However, E&T learners were more likely to be very satisfied than apprentices, where only 42% said that they were very satisfied.

Figure 26: Satisfaction with teaching or training
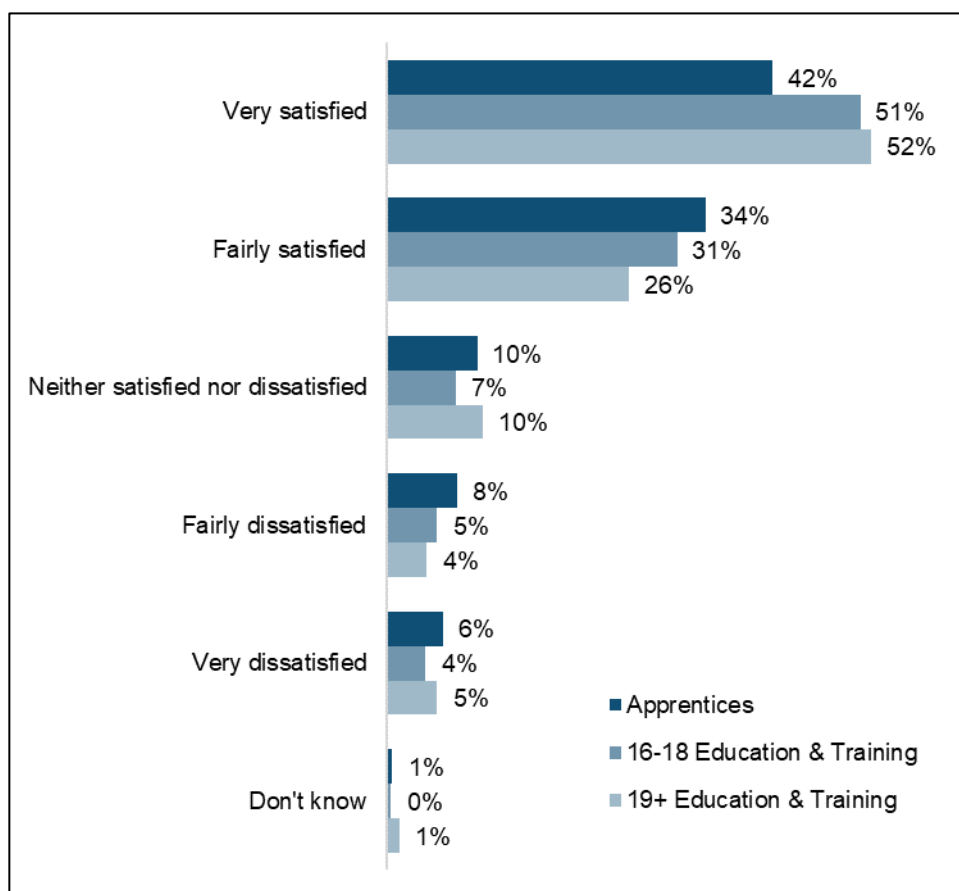
Source: C1a How satisfied or dissatisfied are you with the teaching or training provided by your provider? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Satisfaction levels varied by disability, level of study, gender and whether learners and apprentices lived in deprived or affluent areas. Learners and apprentices with a recorded disability were more likely to be very dissatisfied with their teaching or training than those without a disability. For example, 8% of E&T learners with a disability were very

dissatisfied compared to just 4% without a disability. Also, 9% of apprentices with a disability were very dissatisfied compared to 6% without a disability.

Learners and apprentices studying on higher level courses or programmes were less likely to be satisfied with their teaching or training than learners studying at a lower level. For example, only 36% of higher level apprentices said that they were very satisfied compared to 48% of apprentices at level 2. Also, 47% of 16-18 E&T learners studying at level 3 were very satisfied compared to 60% at entry level and level 1. Female apprentices were more likely to be very satisfied with their training than male apprentices (44% compared to 40%). However, there was no statistical differences in responses by gender for E&T learners.

A higher percentage of learners and apprentices living in the most deprived parts of the country (see section 2.4) said that they were very satisfied with their teaching or training compared to those living in the least deprived areas. For example, 45% of apprentices living in the most deprived areas said they were very satisfied compared to only 38% living in the least deprived areas.

Apprentices recruited by private sector training organisations were more likely to be very satisfied than those attending other provider types (45% compared to 42% for all apprentices).

Only 38% of 16-18 E&T learners taking A levels were very satisfied compared to 51% for other learners. Learners who were resitting maths and/or English were more likely to be very satisfied than other learners (57% compared to 47%).

Satisfaction with teaching or training and difficulty learning from home

The research study explored the extent to which satisfaction levels were affected by difficulties learning from home during the COVID-19 pandemic. Figure 27 shows the percentage of learners who said that they were very satisfied with their teaching or training according to whether they answered yes or no to each category of difficulty learning from home from the question on this topic discussed in section 3.3. The chart shows that the various difficulties encountered in learning from home all had an impact on overall satisfaction levels.

Lack of motivation to learn from home appeared to have the biggest impact on satisfaction scores. The percentage of those who were very satisfied with their teaching or training varied between those who said that lack of motivation to learn from home was a difficulty compared to those that didn't. It was 21% lower for apprentices, 23% lower for 16-18 E&T learners and 16% lower for 19+ E&T learners. Lack of time because of caring responsibilities and/or work had the second largest impact on satisfaction scores for 16-18 E&T learners (-19%) and 19+ E&T learners (-15%). No quiet place to study was the second largest factor for apprentices (-12%).

Figure 27: Very satisfied with teaching by difficulty in learning from home

|	Respondents Identified Issue who said Very Satisfied	Respondents did not Identify Issue who said Very Satisfied	Difference
Apprentices			
No/poor internet connection	36%	43%	-7%
Lack of access to a suitable computer, tablet or laptop of your own	32%	43%	-11%
No quiet space to study	32%	44%	-12%
Lack of motivation to learn from home	30%	51%	-21%
Poor health, including anxiety or other mental health issues	33%	45%	-11%
Lack of time because of caring responsibilities and/or work	36%	45%	-9%
16-18 Education & Training			
No/poor internet connection	44%	55%	-11%
Lack of access to a suitable computer, tablet or laptop of your own	44%	53%	-9%
No quiet space to study	40%	54%	-14%
Lack of motivation to learn from home	42%	65%	-23%
Poor health, including anxiety or other mental health issues	43%	55%	-13%
Lack of time because of caring responsibilities and/or work	37%	55%	-19%
19+ Education & Training			
No/poor internet connection	47%	55%	-8%
Lack of access to a suitable computer, tablet or laptop of your own	46%	54%	-8%
No quiet space to study	47%	54%	-7%
Lack of motivation to learn from home	42%	59%	-16%
Poor health, including anxiety or other mental health issues	43%	56%	-12%
Lack of time because of caring responsibilities and/or work	44%	58%	-15%

Source: C1a How satisfied or dissatisfied are you with the teaching or training provided by your provider? QA7 Since September 2020, have you experienced any of the following difficulties learning from home? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Satisfaction with teaching or training and progress with learning

Figure 28 compares satisfaction levels with learner and apprentice views on whether they felt that they were ahead or behind with their learning or training (see section 3.5). For all apprentices and learners being behind with learning (whether or not this was due to COVID-19) had a significant impact on the satisfaction levels. Possible reasons why learners and apprentices felt that they were behind with their learning, linked to learning from home, were discussed in section 3.5.

Being ahead of their learning had a bigger impact on satisfaction levels for E&T learners than for apprentices. For example, 73% of 16-18 E&T learners who were well ahead of where they should be said that they were very satisfied compared to 56% who thought they were where they should be (a 17% fall). In contrast 55% of apprentices who were well ahead of where they should be said that they were very satisfied compared to 48% who thought they were where they should be.

**Figure 28: Progress with learning by very satisfied with teaching**
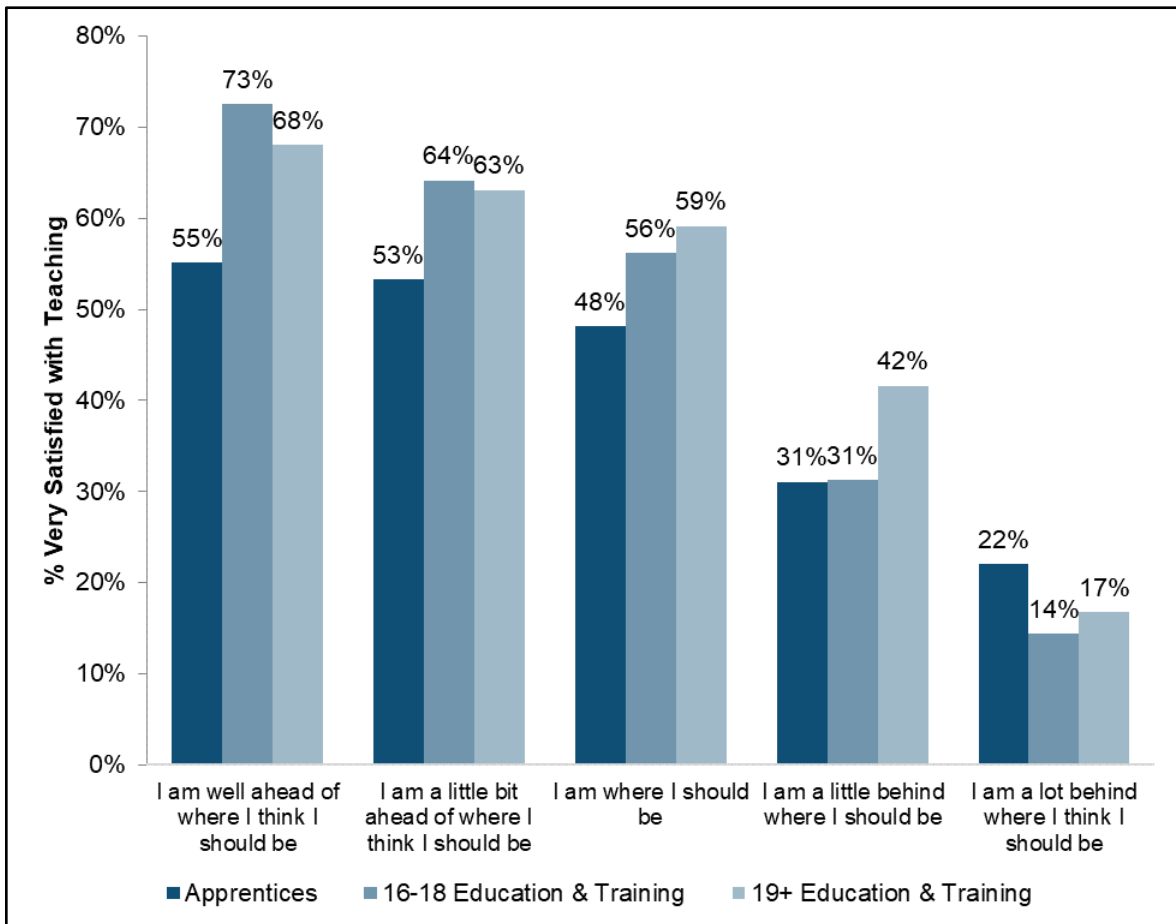
Source: C1a How satisfied or dissatisfied are you with the teaching or training provided by your provider? QA8 In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

59

5.2 Satisfaction with the employer (Apprentices only)

Almost three quarters of apprentices were either 'fairly satisfied' (32%) or 'very satisfied' (42%) with the support that they received from their employer during the pandemic. Intermediate level apprentices were more likely to be very satisfied with this support than higher level apprentices (46% compared to 37%).

Figure 29: Satisfaction with support with your training from the employer
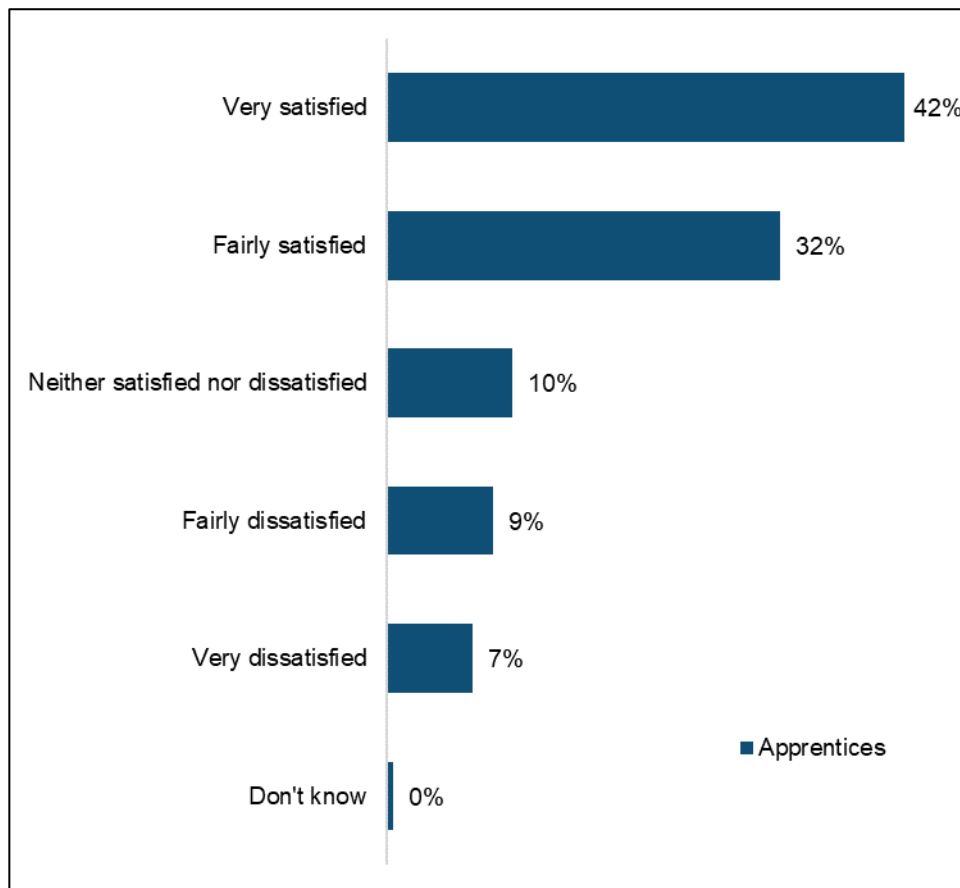
Source: C1e How satisfied or dissatisfied are you with support with your training from your employer? Unweighted base: Apprentices 3,835

Satisfaction with the support provided by their employer was highest for younger apprentices and lower for older apprentices. Over half of 16-18 year olds were very satisfied (53%) compared to 37% for adults aged 25+.

Satisfaction with support provided by the employer did not vary significantly between different occupational areas apart from apprentices in Business, Administration and Law, where only 37% of apprentices were very satisfied compared to 42% overall.

72% of apprentices were either 'very satisfied' (39%) or 'fairly satisfied' (33%) with the training provided by their employer during the pandemic and 13% were either 'fairly dissatisfied' or 'very dissatisfied'. Intermediate level apprentices were more likely to be 'very satisfied' with the training provided by their employer than higher level apprentices (44% compared to 35%).

Figure 30: Satisfaction with the teaching or training provided by the employer

A quarter of apprentices (25%) with a declared disability were either 'fairly dissatisfied' or 'very dissatisfied' with the training provided by their employer. This is a considerably higher proportion than apprentices without a disability (13%).

A higher proportion of 16-18 year old apprentices were 'very satisfied' with the training provided by their employer (52%) compared to older apprentices (39% for 19-24 year olds and 34% for apprentices aged 25+).

Satisfaction with the training provided by the employer did not vary significantly by gender or region. Apprentices in Business, Administration and Law were less likely to be

very satisfied with employer training than other apprentices (34% were very satisfied compared to 39% for all apprentices).

Just under 70% of apprentices were either 'very satisfied' (38%) or 'fairly satisfied' (31%) with their access to practical equipment and 10% were either 'fairly dissatisfied' (5%) or 'very dissatisfied' (5%). Intermediate level apprentices were much more likely to be 'very satisfied' with their access to practical equipment than higher level apprentices (47% compared to 30%).

Figure 31: Satisfaction with access to practical equipment
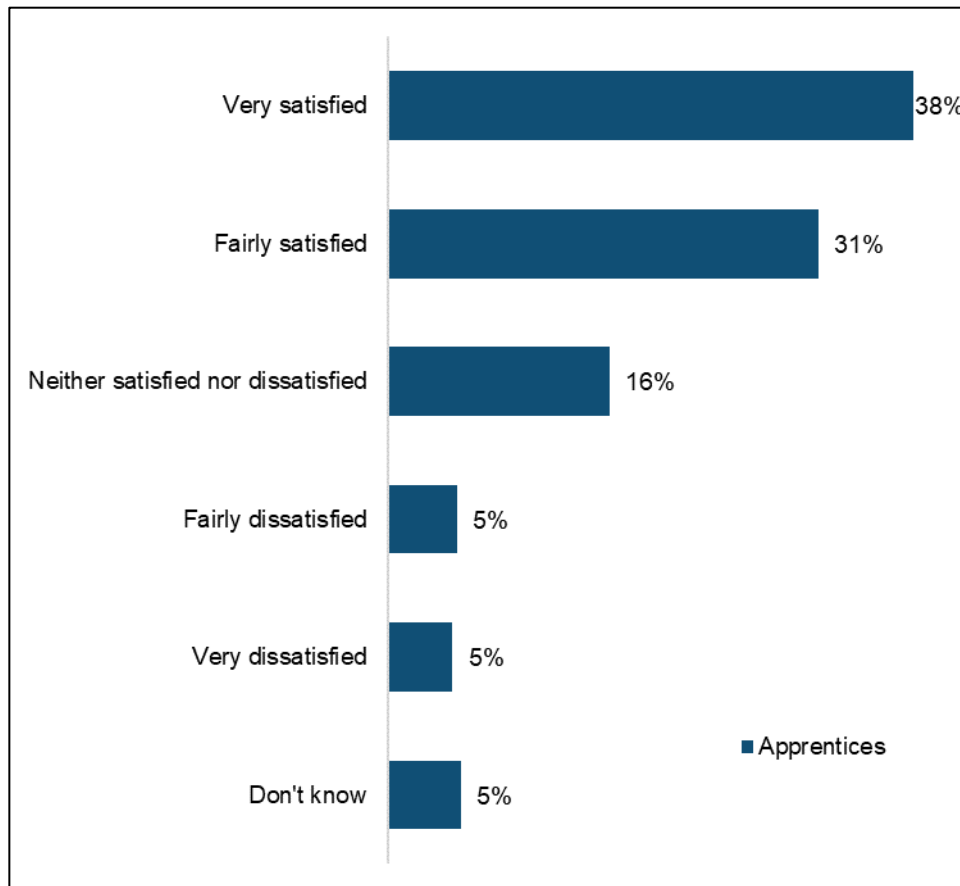
Source: C1c How satisfied or dissatisfied are you with your access to practical equipment for your apprenticeship? Unweighted base: Apprentices 3,835

Older apprentices were more likely to be dissatisfied with their access to practical equipment than younger apprentices. 14% of apprentices aged 25+ were either fairly or very dissatisfied with their access to practical equipment compared to only 6% of 16-18 year old apprentices.

Responses to this question did not vary significantly between most subject areas, although Business, Administration and Law apprentices were less likely to be 'very satisfied' (33%) and Engineering apprentices more likely to be 'very satisfied' (44%).

5.3 Recommendation to a friend or family member

Recommendation to a friend or family member: overall results

Figure 32 summarises whether learners and apprentices would consider recommending their training provider to a friend or family member. A much higher percentage of 19+ E&T learners said that they would be extremely likely to recommend their provider than other learner categories (48% for 19+ E&T learners compared to 35% for 16-18 E&T learners and 33% for apprentices). A high proportion of apprentices (16%) said that they would be unlikely or extremely unlikely to recommend their provider to a friend or family member. This compares to only 10% for E&T learners.

Figure 32: Recommendation to a friend or family member
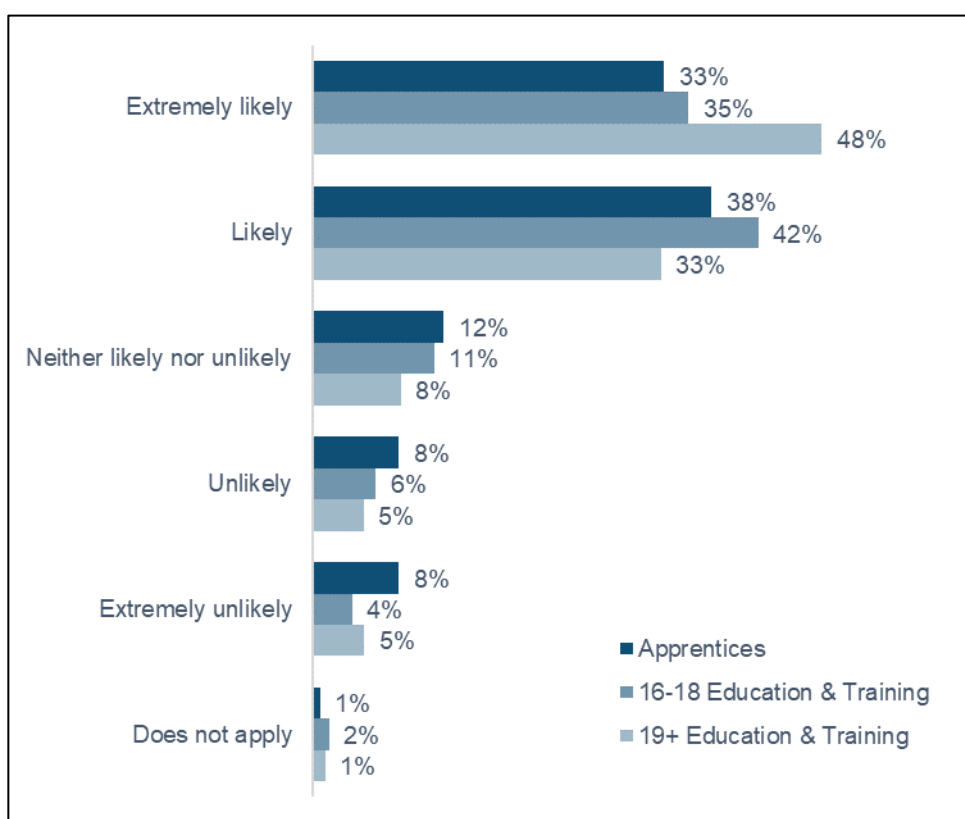
Source: C2 How likely would you be to recommend the learning provider to friends or family?
Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

The likelihood of a learner or apprentice recommending their provider to a friend or family member varied according to disability, gender, age and deprivation. Learners and apprentices with a disability were less likely to be advocates than those without a disability. For example, 59% of apprentices with a disability stated that they were likely or extremely likely to recommend their provider compared to 71% overall. Similarly, 69% of 16-18 E&T learners with a disability stated that they were likely or extremely likely to recommend their provider, compared to 77% overall.

Female learners and apprentices were in general more likely to recommend their provider than males. For example, 35% of female apprentices stated that they would be extremely likely to recommend their provider compared to 31% of male apprentices. The variation was even greater for 19+ E&T learners, where 50% of females said that they would recommend their provider compared to 44% of males. However, there was no statistical variation in likelihood to recommend by gender for 16-18 E&T learners.

Learners and apprentices aged 25+ were more likely to recommend their provider than younger learners and apprentices. For example, 51% of E&T learners aged 25+ said that they would be extremely likely to recommend their provider compared to 39% of 19-24 year olds.

Figure 33 shows the relationship between deprivation (based on learner or apprentice home postcode[19]) and whether the learner or apprentice would be extremely likely to recommend their provider to a friend or family member. Apprentices and 19+E&T learners living in the least deprived areas (quintile 5) would be less likely to recommend their provider than other learners and apprentices. There was little variation in likelihood to recommend by deprivation for 16-18 E&T learners.

Figure 33: Extremely likely to recommend by deprivation band

Source: C2 How likely would you be to recommend the learning provider to friends or family?
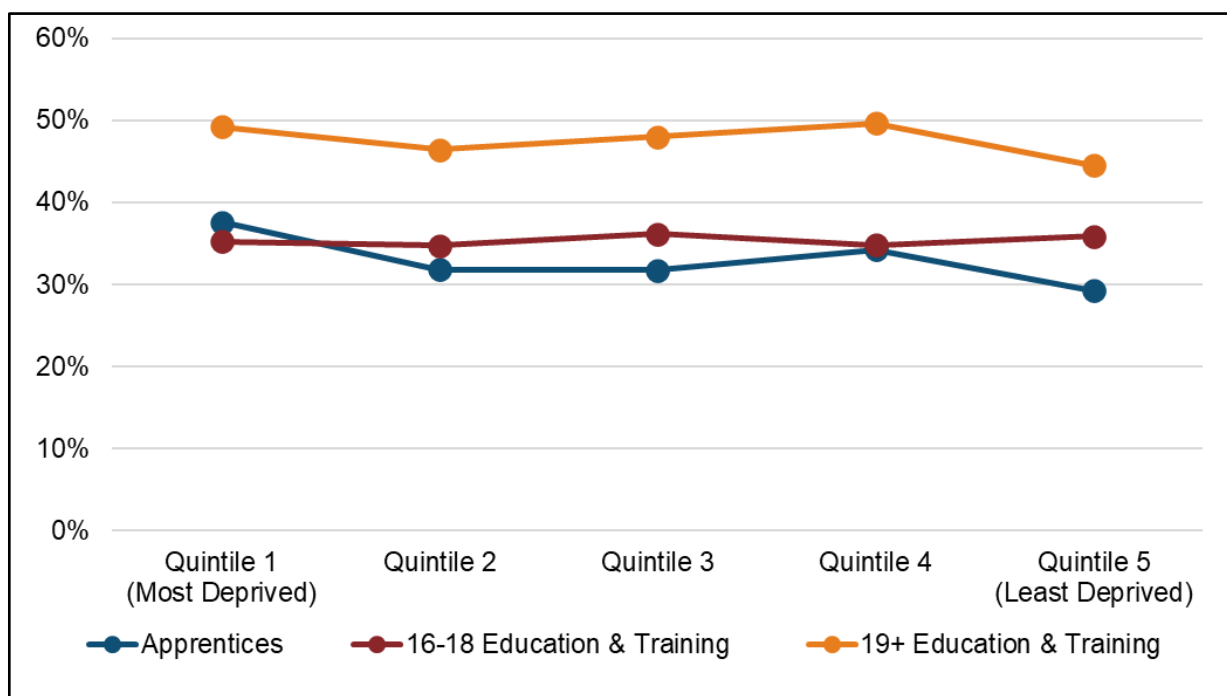Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

---

[19] Based on Indices of Multiple Deprivation. Bands 1 and 2, as defined in Section 2.4, defined as the most deprived and bands 9 and 10 as the least deprived.

Recommend to a friend or family member and difficulty learning from home

The research study explored the extent to which recommendation levels were affected by difficulties learning from home during the COVID-19 pandemic. Figure 34 shows the percentage of learners who said that they were extremely likely to recommend the provider according to whether they answered yes or no to each category of difficulty learning from home, from the question on this topic discussed in section 3.3. The findings are similar to those linking satisfaction levels to difficulties learning from home. The chart shows that the difficulties encountered in learning from home all had an impact on whether learners and apprentices would be extremely likely to recommend their provider to friends or family members.

Lack of motivation to learn from home appeared to have the biggest impact on the likelihood of recommendation. The percentage of those who were extremely likely to recommend their provider varied between those who said that lack of motivation to learn from home was a difficulty compared to those that didn't. It was 19% lower for apprentices, 12% lower for 16-18 E&T learners and 14% lower for 19+ E&T learners.

The lack of an internet connection or a poor internet connection at home had a relatively low impact on whether learners and apprentices would be extremely likely to recommend their provider. For example, there was only a 5% difference for apprentices and a 4% difference for 16-18 E&T learners in extremely likely percentages between those who cited a poor internet connection as a difficulty and those who didn't.

Figure 34: Extremely likely to recommend by difficulty in learning from home

|	Respondents Identified Issue who said Extremely Likely to Recommend	Respondents did not Identify Issue	Difference
Apprentices			
No/poor internet connection	29%	34%	-5%
Lack of access to a suitable computer, tablet or laptop of your own	24%	34%	-11%
No quiet space to study	26%	35%	-9%
Lack of motivation to learn from home	23%	42%	-19%
Poor health, including anxiety or other mental health issues	26%	36%	-10%
Lack of time because of caring responsibilities and/or work	29%	35%	-6%
16-18 Education & Training			
No/poor internet connection	33%	37%	-4%
Lack of access to a suitable computer, tablet or laptop of your own	28%	37%	-9%
No quiet space to study	27%	38%	-11%
Lack of motivation to learn from home	31%	42%	-12%
Poor health, including anxiety or other mental health issues	30%	38%	-8%
Lack of time because of caring responsibilities and/or work	28%	37%	-10%
19+ Education & Training			
No/poor internet connection	42%	51%	-9%
Lack of access to a suitable computer, tablet or laptop of your own	40%	50%	-11%
No quiet space to study	44%	50%	-6%
Lack of motivation to learn from home	39%	54%	-14%
Poor health, including anxiety or other mental health issues	39%	51%	-12%
Lack of time because of caring responsibilities and/or work	42%	52%	-10%

Source: C2 How likely would you be to recommend the learning provider to friends or family? QA7 Since September 2020, have you experienced any of the following difficulties learning from home? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

Recommend to a friend or family member and progress with learning

Figure 35 compares the extent to which learners and apprentices would be extremely likely to recommend their provider to friends and family members with learner and apprentice views on whether they felt that they were ahead or behind with their learning or training (see section 3.5). For all apprentices and learners being behind with learning (whether or not this was due to COVID-19) had a significant impact on the likelihood of recommending their provider. However, 19+ E&T learners were more likely than other learners to recommend their provider, even if they felt that they were where they should be with their learning or a little behind.

Figure 35: Progress with learning by extremely likely to recommend
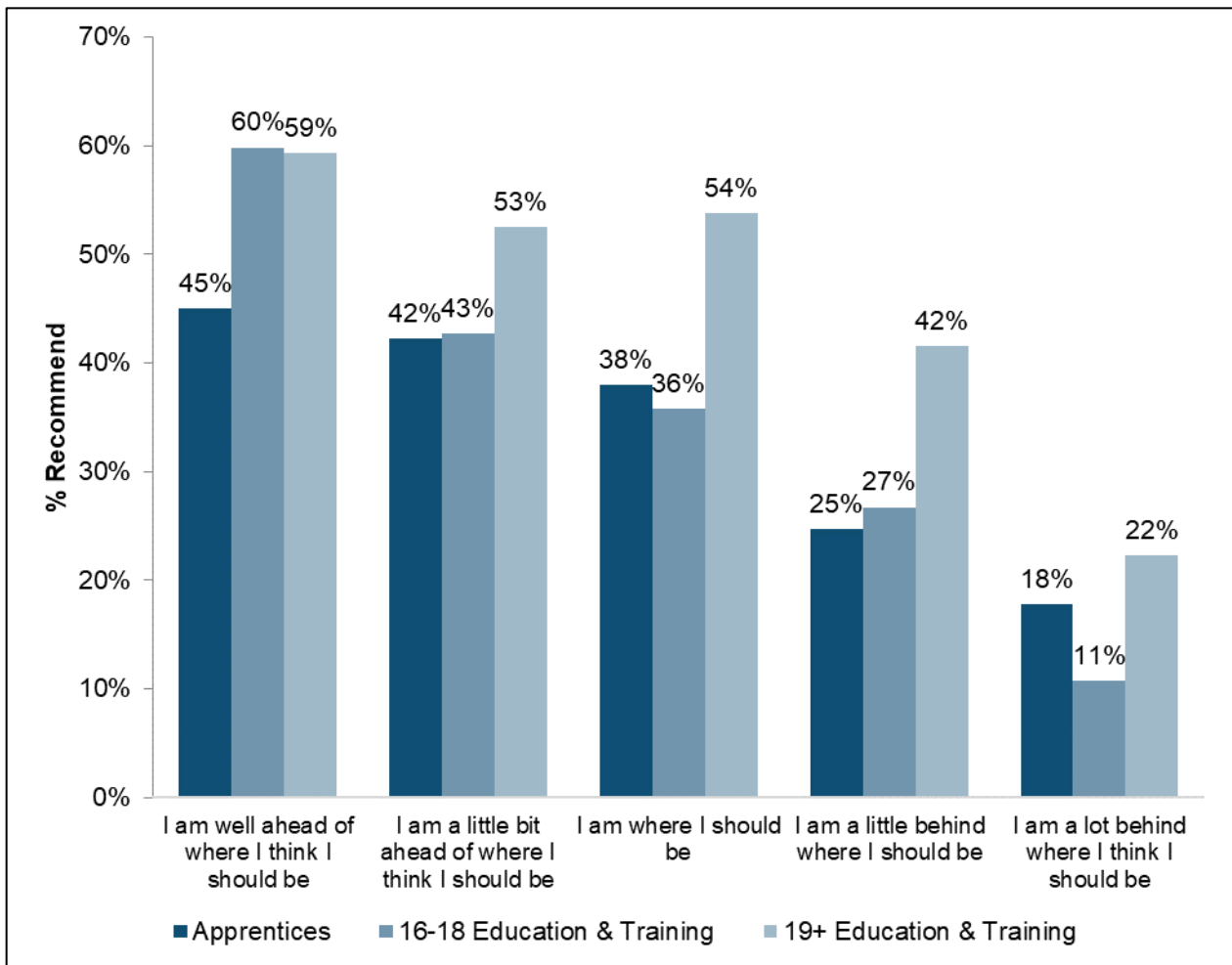

Source: C2 How likely would you be to recommend the learning provider to friends or family? A8 In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship? Unweighted base: Apprentices 4,601, 16-18 E&T 3,601, 19+ E&T 2,182

5.4 Reasons for leaving a course or training early

Figure 36 shows the reasons learners and apprentices gave for leaving their training early. Respondents were able to select more than one option. The total number of learners and apprentices who had left their course or training early in the survey sample was low (3.6%) so detailed analysis of the data by course or learner characteristics or cross referencing the findings against other questions is not possible.

Figure 36: Reasons for leaving the course or training early
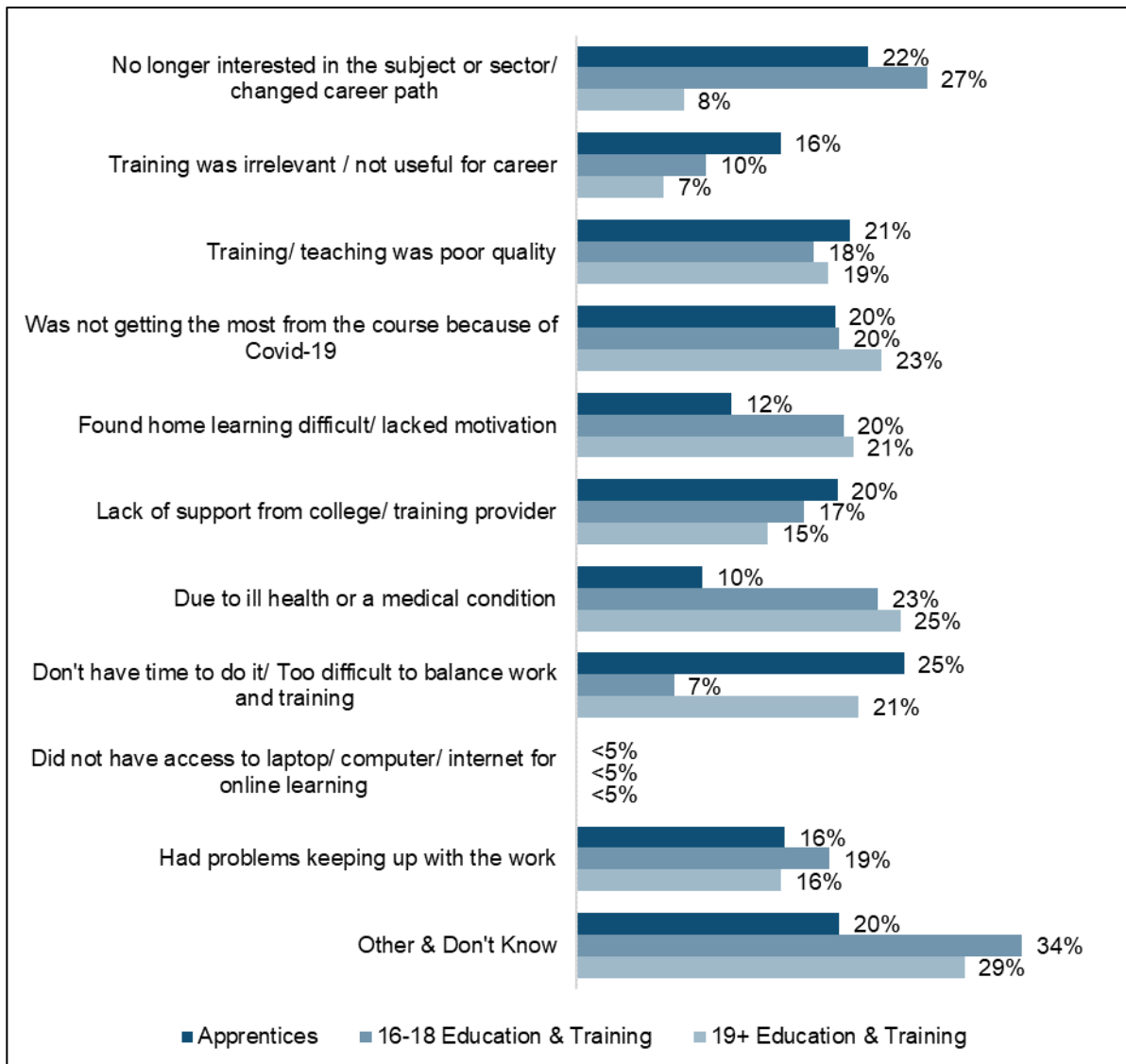
Source: D1 Why did you decide not to continue with the course/training? Unweighted base: Apprentices 161, 16-18 E&T 113, 19+ E&T 78.

There were significant differences between apprentices, 16-18 E&T learners and 19+ E&T learners in the reasons given for leaving a course or training early. However, just over one in five of all learners and apprentices said that they had left their course early because they were not getting enough from the course due to Covid-19. Also, very few learners and apprentices said that they had left early because they didn't have access to a laptop or the internet.

The most common responses from apprentices were 'lack of support from the employer', 'don't have time/too difficult to balance work and training', 'no longer interested in the subject/changed career path' and 'training/teaching was of poor quality'.

The most common responses from 16-18 E&T learners were 'no longer interested in the subject/changed career path', and 'ill health or medical condition'. One in five 16-18 E&T learners said that they found home learning difficult and lacked motivation. This percentage was even higher for level 3 learners (33%).

The most common responses from 19+ E&T learners were 'ill health or a medical condition', and 'was not getting the most from the course because of COVID-19'. Also, more than one in five 19+ E&T (21%) said that they found home learning difficult and lacked motivation. This was particularly the case with White learners compared to other ethnicities where 37% said that they had left the course early because they found home learning difficult.

6   Conclusions

The 2020-21 academic year has seen unprecedented challenges for learners, apprentices, and providers in the further education sector due to COVID-19. The FE COVID-19 survey provides a useful insight into the experiences and views of learners and apprentices during this period.

It is important to note that the further education sector is extremely diverse, serving a wide range of different types of learners and apprentices. Responses to survey questions need to be understood within this diverse context. Wherever possible the report has attempted to explain how headline findings differ due to different learner and course characteristics. Nevertheless, several general themes have emerged which are summarised below.

Overall satisfaction with teaching, training and support was high

Despite the challenges of COVID-19, the majority of learners and apprentices were either satisfied or very satisfied with the teaching and support they received. E&T learners were more likely to be very satisfied than apprentices. Nevertheless, the survey findings did show that difficulties in learning from home during the pandemic did have an impact on overall satisfaction levels.

Higher level learners and apprentices were less satisfied than other learners

Advanced and higher apprentices and learners studying at level 3 and above (including A levels) were generally less satisfied than learners studying at level 2 and below. A level learners were also more likely to feel that they were behind with their learning.

Most learners and apprentices thought that they were on track with their learning

The majority of learners and apprentices said that they were on track with their learning or ahead of where they should be. A level learners and learners living in deprived areas and those with a disability or learning difficulty were more likely to say that they were behind with their learning. Learners and apprentices who felt that they were behind with their learning (whether or not this was due to COVID-19) were less likely to recommend their provider to friends or family members than other learners or apprentices.

Learners and apprentices preferred onsite teaching to online learning

The pandemic has inadvertently provided an opportunity to test the value of online learning and home working. Whilst most learners and apprentices preferred onsite teaching, learners also thought that the quality of online teaching and resources were good. Many apprentices experienced very little onsite teaching and they were the most positive about online learning. 19+ E&T learners from deprived areas were the most positive about the value of onsite teaching.

Lack of motivation was the key barrier for home working for all learners and apprentices

Many learners and apprentices said that they found home learning difficult because they lacked motivation. This was particularly the case with 16-18 E&T learners and learners and apprentices studying at level 3 and above. Lack of motivation to work from home was reported by 52% of level 4+ apprentices, 70% of level 3 16-18 E&T learners and 70% of 19+ E&T learners (compared to 45%, 61% and 39% for the cohorts overall). Learners and apprentices who cited lack of motivation to work from home as a difficulty were less likely to recommend their provider to friends or family members. In contrast, technical issues such as internet problems or access to a laptop were not as common and when they were cited as difficulties, they had less impact on overall satisfaction levels.

Learners and apprentices with a disability or learning difficulty were less satisfied than other learners

Learners with a disability and/or a learning difficulty were less satisfied with the support they received and were more likely to feel that they were behind with their learning. This was reported for both apprentices and E&T learners. Almost a fifth of apprentices and 16-18 E&T learners who required support for a special educational need or disability were not satisfied with the support they received. Learners and apprentices with a disability were less likely to recommend their provider to friends or family than those without a disability. For example, 59% of apprentices with a disability stated that they were likely or extremely likely to recommend their provider compared to 71% overall. Similarly, 69% of 16-18 E&T learners with a disability stated that they were likely or extremely likely to recommend their provider, compared to 77% overall.

Health and wellbeing issues were reported by many learners and apprentices

Many learners and apprentices said that they needed support with health and wellbeing issues. A third of 16-18 E&T learners reported poor health including anxiety as a difficulty in learning from home. COVID-19 has clearly had a significant impact on the learning experience of many further education learners and apprentices and there has been subsequent action to help minimise the consequences of lost learning.

The survey has provided useful insight into the experiences of learners and apprentices during the pandemic. However, further research in this area would be helpful. It would be extremely valuable, for example, to investigate the overall impact for these cohorts on outcomes, such as progression into higher levels of study and employment and long-term wage gain. Further research into the impact on learners with a disability or learning difficulty, those living in deprived areas and learners and apprentices with health and well-being issues would also be valuable.

Annex A - Technical details

Ipsos MORI undertook telephone (Computer Assisted Telephone Interviews (CATI)) and online survey of 9,943 FE learners and apprentices undertaking learning in the 2020/21 academic year, split as follow:

- 4,160 apprentices

- 5,783 Education and Training learners comprising all FE learners including A-levels but excluding Adult Community Learning and school sixth forms.

Learners and apprentices were initially invited to take part in an online survey (a copy of the invitation is appended). Learners and apprentices who did not respond to the online survey and reminders and gave permission to be contacted by telephone for research on the ILR, were contacted by Ipsos MORI interviewers to carry out the interview by telephone. The telephone interviews prioritised groups with lower-than-average response rates in the online survey, to minimise differential response rate bias and to ensure there were sufficient interviews for important subgroups.

Sample design

The sample was designed to support key subgroup analysis for both apprentices and Education and Training learners including by subject, level of study, age within gender, ethnicity and region.

The aim was to achieve at least 4,000 interviews for apprentices and 4,000 interviews for Education and Training learners. For each group, the sample was disproportionally stratified by subject and level of study to achieve enough interviews for analysis by these course characteristics. The tables below show the sample breakdown compared to the population.

Table 2: Apprentices population and sample profile

Subject (figures have been rounded)	Population	Sample
Agriculture	2%	2%
Business, Administration and Law	29%	17%
Construction, Planning and the Built Environment	8%	17%
Education and Training	2%	2%
Engineering and Manufacturing Technologies	18%	17%
Health, Public Services and Care	24%	17%
Information and Communication Technology	5%	8%
Leisure, Travel and Tourism	1%	2%

	Population	Sample
Retail and Commercial Enterprise	9%	16%
Other	*	*
Level of study	**Population**	**Sample**
Level 2	24%	34%
Level 3	46%	42%
Level 4 +	30%	24%

Table 3: Education and training population and sample profile

Subject	Population	Sample
Agriculture	3%	5%
AS/A Levels	4%	8%
Arts, Media and Publishing	9%	10%
Business, Administration and Law	7%	9%
Construction, Planning and the Built Environment	7%	7%
Education and Training	2%	4%
Engineering and Manufacturing Technologies	6%	7%
Health, Public Services and Care	19%	9%
Information and Communication Technology	4%	7%
Languages, Literature and Culture	1%	2%
Leisure, Travel and Tourism	6%	7%
Preparation for Life and Work	22%	9%
Retail and Commercial Enterprise	7%	8%
Science and Mathematics	3%	5%
History, Philosophy and Theology	*	1%
Social Sciences	*	1%
Level of study	**Population**	**Sample**
Entry Level	11%	8%
Level 1	11%	9%
Level 2	40%	41%
Level 3 +	37%	42%

Pilot

Ipsos MORI conducted 31 pilot interviews with learners and apprentices between 18 – 20 June 2021 to: test the survey questionnaire and length; gather feedback on the survey introductory text and reassurance email; test the willingness of respondents to participate; and check the quality and eligibility of the sample.

The questionnaire worked well in the field. It was slightly too long and minor cuts were made for the main stage.

Main survey

The research fieldwork took place between May and July 2021. In total, 4,240 learners and apprentices completed the survey online, and 5,703 took part by telephone (CATI).

Interviews averaged 20 minutes. The overall response rate was 24% and the co-operation rate was 52%. A high proportion of the sample could only be contacted online according to the permission field on the ILR. This meant that these learners and apprentices could not be followed up by telephone to boost response rates.

Table 4: Sample outcome

Sample outcome	Number	%
Total sample loaded	69,330	100%
Completed interviews	9,943	14%
Ineligible leads, including established pre-screener[20]	2,230	3%
Refusals[21]	9,181	13%
Unusable leads with working numbers[22]	10,712	15%
Unusable numbers[23]	8,813	13%
Working numbers with unknown eligibility[24]	1,133	2%
Non-response to online survey and permission not given to be contacted by telephone	27,318	39%
Eligibility of screened respondents[25]		82%
Unadjusted response rate[26]		14%
Adjusted response rate[27]		24%
Cooperation rate[28]		52%

---

[20] Ineligible leads were those found not to be in further education, had not started their course yet, had not done any work on their course yet, or if they had left the course before the start of the academic year
[21] This excludes "soft" refusals, where respondents are hesitant about taking part, so interviewers back away and avoid a definitive refusal.
[22] This includes sample where there was communication difficulty making it impossible to carry out the survey (either a bad line, or language difficulty), as well as numbers called 7 or more times over fieldwork without ever being picked up.
[23] This is sample where the number was in a valid format, so was loaded into the main survey, but which turned out to be wrong numbers, fax numbers or disconnected.
[24] This includes sample that had a working telephone number but where the respondent was unreachable or unavailable for an interview during the fieldwork period, so eligibility could not be assessed.
[25] Eligibility has been calculated as: (completed interviews) / (completed interviews + leads established as ineligible during screener).
[26] The unadjusted response rate has been calculated as completed interviews / total sample loaded.
[27] The adjusted response rate has been calculated as completed interviews / (completed interviews + incomplete interviews + [refusals x eligibility] + [working numbers with unknown eligibility x eligibility])
[28] The cooperation rate has been calculated as: (completed interviews) / (completed interviews + refusals). Refusals have been based on expected eligibility at each wave.

The following table provides a breakdown of the online fieldwork performance.

Table 5: Sample type

Sample type	Date sent	Number of invites	Total completes	Response rate
Main sample - initial invite	26/05/2021	33,768	715	2%
Main sample - 1st reminder	02/06/2021	32,871	413	1%
Main sample - 2nd reminder	04/06/2021	30,835	159	1%
Reserve sample - initial invite	23/06/2021	35,067	995	3%
Reserve sample - 1st reminder	29/06/2021	32,305	738	2%
Main & Reserve - final reminder	07/07/2021	49,990	1,220	2%
Total		**68,835**	**4,240**	**6%**

Weighting

The survey data was weighted to be representative of the FE learner and apprentice population on the ILR in terms of age, gender, ethnicity, qualification level, subject and home region. The table below shows the weighted and unweighted breakdown for apprentices (Table 6) and Education and Training learners (Table 7).

Table 6: Weighted and unweighted apprentices

Apprentices	Weighted Number	Weighted %	Unweighted Number	Unweighted %
Total	3,304		4160	
Age & Gender				
Female 16-18	204	6%	314	8%
Female 19+	1,398	42%	1,610	39%
Male 16-18	310	9%	446	11%
Male 19+	1,393	42%	1,790	43%
Ethnicity				
Black / African / Caribbean / Black British	120	4%	183	4%
Mixed / Multiple Ethnic groups	91	3%	115	3%
White	2,866	87%	3,541	85%
Other ethnic group	33	1%	54	1%
Subject				
Agriculture	68	2%	81	2%
Business, Administration and Law	966	29%	834	20%
Construction, Planning and the Built Environment	266	8%	649	16%
Education and Training	75	2%	108	3%
Engineering and Manufacturing Technologies	609	18%	761	18%
Health, Public Services and Care	797	24%	801	19%
Information and Communication Technology	173	5%	335	8%
Leisure, Travel and Tourism	48	1%	39	1%

Retail and Commercial Enterprise	285	9%	539	13%
Other	16	*	13	*
Level of study				
Level 2	801	24%	1,073	26%
Level 3	1,523	46%	1,735	42%
Level 4 +	981	30%	1,352	33%

Table 7: Weighted and unweighted education and training learners

Table 6: E&T	Weighted Number	Weighted %	Unweighted Number	Unweighted %
Total	6,639		5,783	
Age & Gender				
Female 16-18	1,496	23%	1,716	30%
Female 19+	2,200	33%	1,493	26%
Male 16-18	1,772	27%	1,885	33%
Male 19+	1,171	18%	689	12%
Ethnicity				
Asian/Asian British	696	10%	649	11%
Black / African / Caribbean / Black British	582	9%	480	8%
Mixed / Multiple Ethnic groups	326	5%	234	4%
White	4685	71%	4195	73%
Other ethnic group	328	5%	215	4%
Subject				
Agriculture	216	3%	363	6%
AS/A Levels/Access course	269	4%	467	8%
Arts, Media and Publishing	597	9%	598	10%
Business, Administration and Law	488	7%	500	9%
Construction, Planning and the Built Environment	478	7%	416	7%
Education and Training	100	2%	256	4%

Engineering and Manufacturing Technologies	401	6%	435	8%
Health, Public Services and Care	1247	19%	589	10%
Information and Communication Technology	252	4%	363	6%
Languages, Literature and Culture	72	1%	128	2%
Leisure, Travel and Tourism	391	6%	351	6%
Preparation for Life and Work	1454	22%	423	7%
Retail and Commercial Enterprise	445	7%	436	8%
Science and Mathematics	193	3%	341	6%
History, Philosophy and Theology	4	*	10	*
Social Sciences	33	*	107	2%
Level of study				
Entry Level	736	11%	210	4%
Level 1	739	11%	451	8%
Level 2	2,686	40%	2,385	41%
Level 3 +	2,478	37%	2,737	47%

Annex B – Questionnaire

FE Learner and Apprentice Experience Survey

TELEPHONE

Good morning/afternoon, please can I speak to [INSERT NAME FROM SAMPLE]?

Hello, my name is….. I am calling from Ipsos MORI on behalf of the Department for Education (DfE). We are following up an email we sent you last week regarding feedback on your course/training at [PROVIDER]. The purpose is to help the government understand how it can better support learners and apprentices, in response to the coronavirus pandemic. Could I ask you some questions about your experience? It will take around 20 minutes.

IF NECESSARY: We would like to speak to you even if you have finished or left your course or apprenticeship.

OFFER TO EMAIL A COPY OF THE LETTER IF THEY WOULD LIKE THIS.

ONLINE

Welcome! This survey is being carried out by Ipsos MORI on behalf of the Department for Education, to understand how it can better support learners in Further Education and apprentices in response to the coronavirus pandemic.

The survey will take around 15 minutes to complete.

STARTS HERE FOR BOTH ONLINE AND TELEPHONE

ASK ALL

Taking part in the survey is voluntary and you can change your mind at any time. Your responses will be **used for research purposes only**. You will not be identifiable in the results provided to the Department for Education.

INTERVIEWER NOTE:
a) Respondents have been selected at **random** from the Department for Education's records of learners and apprentices in England.
b) The survey is confidential. Their college/training providers will not know they have taken part and will not see their survey responses.

Are you happy to take part?

1. Yes, I agree to take part
2. No, I don't want to take part **THANK AND CLOSE**

S1. First can I check that you are currently doing a course, training or apprenticeship?

INTERVEWER NOTE: If they have started your course/training/apprenticeship and are currently taking a break from it with the intention to return to it, please select code 1 – "I am still doing the course/training".

If you have started your course/training/apprenticeship and are currently taking a break from it with the intention to return to it, please select code 1 – "I am still doing the course/training".

1. Yes, I am still doing the course / training CONTINUE
2. No, I have completed the course/training GO TO S2
3. No, I left the course/training early GO TO S2
4. No, doing a different course / training which is still underway CONTINUE
5. No, I have not done any course / training THANK AND CLOSE
6. No, I have not yet started the course / training THANK AND CLOSE

ASK IF S1= 2 OR 3. SINGLECODE MONTH AND YEAR
S2. When did you leave or finish the course / training?

Please select month and year from list

INTERVIEWER: PLEASE ENCOURAGE RESPONDENTS TO AN APPROXIMATE DATE.

ALLOW JULY 2021 OR BEFORE. DO NOT ALLOW LATER THAN JULY 2021

January	2020
February	2021
April	
May	
June	
July	
August	
September	
October	
November	
December	

Can't remember

CLOSE IF LEFT OR COMPLETED COURSE BEFORE THE CURRENT ACADEMIC YEAR (S2a = August 2020 or earlier). CLOSE IF CAN'T REMEMBER.

ASK ALL. SINGLECODE
S4. Which of the following best describe the course/training you spend/spent the majority of your time doing?

1) AS/A Levels/Access course
2) A technical or vocational course (such as NVQ, BTEC or Tech Levels)
3) An apprenticeship (including Degree Apprenticeship)
4) Other (Please write in)

S5. Have you completed your end-point assessment for your apprenticeship yet?

1. Yes, I have completed it
2. No, I am still waiting to do this
3. Don't know

S6. Since September 2020, have any of the following happened to you at your apprenticeship workplace?

READ OUT

1. You have been put on furlough by your employer [ADD INFORMATION ICON: This is where your employer tells you to temporarily stop working and you receive some pay but you are not made redundant]
2. You have been made redundant by your employer
3. You are still working for the same employer, but your hours have been reduced
4. You are still working for the same employer, but in a different job role
5. You have been asked / told to take unpaid holiday / annual leave (not furloughed)
6. You have been off-work (includes sickness absence, self-isolation, unpaid leave)
7. None of the above

S7. Have you found a job with a new employer to continue your apprenticeship?

1. Yes
2. Maybe – still waiting to hear
3. No

Section A: Learning and training experience

TEXT SUBSITUTION

APPRENTICESHIP (S4=3): trainer, training
EVERYONE ELSE (S4=1, 2 OR 4): tutor, course

STILL LEARNING (S1=1 OR 4)
COMPLETED LEARNING (S1=2)
LEFT EARLY (S1=3)

The following questions are about your learning experience during the COVID-19 pandemic from September 2020 to [(S1=1 OR 4): **the present**] [(S1=2): **when you completed your course/training**] [[(S1=3): **when you left your course/training**]. .

QA1. Since September 2020 which of the following have you received from your college or training provider?

IF NO OR NOT RELEVANT FOR ALL OF A-I, CLOSE INTERVIEW

READ OUT:	Yes	No	Not relevant for my course/training

A. In-person classroom lessons/workshops at your college or provider
B. In-person teaching time on equipment required for your course/training
C. Live lessons delivered online by your tutor/trainer
D. Recorded lessons provided online by your tutor/trainer
E. Work/ assignments or tests set by your tutor/trainer
F. Access to online resources such as online chats, conferencing, and learning platforms
G. Non-digital resources such as books, textbooks, paper worksheets
H. Work placements or work experience organised by your college or provider
I. Something else (Please tell us what you received) SHOW OE TEXTBOX

QA2a. Which of these, if any, have helped you <u>most</u> with your learning?

ADD IF MORE THAN >3 LISTED: **Please select up to three things that helped you most.**

DISPLAY OPTION(S) SELECTED. READ OUT IF NECESSARY.
1. None of them
2. Don't know

QA2b. Did the [INSERT RESPONSE] **help you with your learning?**

1. Yes, has helped
2. No, not helped
3. Don't know

READ OUT TO ALL
Please answer these questions about your experience from September 2020 to [(S1=1 OR 4): **the present**] [(S1=2): **when you completed your course/training**] [[(S1=3): **when you left your course/training**].

QA3. Since September 2020, have you received practical training for your apprenticeship, either at your workplace, at your training provider and/or remotely from home using equipment provided by your employer or training provider?

1. Yes, at my employer's workplace
2. Yes, at my training provider's place
3. Yes, remotely from home
4. No
5. Can't remember

ASK ALL. SINGLECODE
QA4.Approximately how many hours of [IF APPRENTICE (S4=3): **off-the-job training,] teaching and tuition, did/do you receive on average <u>per week</u> – either online or in-person from your college/training provider (**IF APPRENTICE (S4=3): **i.e. not your employer)?**

PROMPT TO CODE

1. 1– 5 hours
2. 6 – 10 hours
3. 11 – 15 hours
4. 16 – 20 hours
5. More than 20 hours
6. I don't attend/have any lessons
7. Don't know

ASK IF APPRENTICE RECEIVING ON-THE-JOB TRAINING (QA3=1-3). SINGLECODE.
QA5. Approximately how many hours of teaching and tuition, did/do you receive on average per week for

- **formal training sessions at your workplace from your employer, but away from your usual work activities?**
- **training at your workplace whilst doing your usual activities?**

PROMPT TO CODE

1. 1– 5 hours
2. 6 – 10 hours
3. 11 – 15 hours
4. 16 – 20 hours
5. More than 20 hours
6. I don't have an employer
7. Don't know

ASK ALL. SOFT CHECK IF >19 HOURS
QA6. Approximately how many hours <u>per week</u> do/did you typically spend learning in your own time, without teaching support?

1. 1– 5 hours
2. 6 – 10 hours
3. 11 – 15 hours
4. 16 – 20 hours
5. More than 20 hours
6. I don't do any learning on my own
7. Don't know

ASK ALL. MULTICODE. RANDOMISE
QA7. Since September 2020, have you experienced/did you experience any of the following difficulties learning from home?

READ OUT

1) No/poor internet connection
2) Lack of access to a suitable computer, tablet or laptop of your own

3) No quiet space to study
4) Lack of motivation to learn from home
5) Poor health, including anxiety or other mental health issues
6) Lack of time because of caring responsibilities and/or work
7) Other – please specify
8) You haven't experienced difficulties
9) Not applicable – you haven't done any learning at home

A8. In your opinion, do you think you are currently ahead, behind or about where you think you should be with your learning/training/apprenticeship?

PROMPT TO CODE

1) I am well ahead of where I think I should be
2) I am a little bit ahead of where I think I should be
3) I am where I should be
4) I am a little behind where I should be
5) I am a lot behind where I think I should be
6) Don't know

A9. Thinking about the remaining time on your course/training, if you are able to choose, what would be your ideal balance between attending classes on-site and online learning?

1) I would prefer all learning to be on-site
2) I would prefer mainly **onsite** with some online
3) I would prefer mainly **online** with some onsite learning
4) I would prefer all online
5) Don't have a preference

QA10. Thinking about your learning and training since September 2020 to [(S1=1 OR 4): now]
[(S1=2): **when you completed your course/training**] [[(S1=3): **when you left your course/training**] .
How much do you agree or disagree with the following statements?

A. [IF A1(C) OR D = YES] Overall, the online teaching I have received is / has been of a **high** standard
B. [IF A1(F) = YES] There are **enough** online learning materials for my course/training
C. [IF A1(F) = YES] I am able to **access** online learning materials for my course/training
D. [IF A1(F) = YES] The online learning materials for my course/training have been of **poor** quality
E. It's **easy** to get hold of my tutor/trainer if I need support, during working hours
F. I **don't** get enough feedback from my tutor/trainer to help me learn
G. I am confident learning independently, for example, by using online learning materials or textbooks

PROMPT TO CODE

1) Strongly agree
2) Tend to agree
3) Neither agree nor disagree
4) Tend to disagree
5) Strongly disagree
6) Don't know

SHOW TO ALL

The following questions are about different types of support you may have received or would have liked from college or training provider.

ASK ALL. SCRIPT AS A GRID. ROTATE A-H. SINGLECODE EACH

B1. CURRENT LEARNERS (S1=1 OR 4): **[Below is][I am going to read out]** a list of study support that may be [(S1=2 OR 3): **have been] available at your college/training provider. [Have you][Please tell me if you have] had a need for any of these support since September 2020 as the result of COVID-19?**

COMPLETERS/EARLY LEAVERS (S1=2 OR 3): **[Below is][I am going to read out] a list of study support that may have been available at your college/training provider. [Did you have][Please tell me if you had] a need for any of these support since September 2020 as the result of COVID-19?**

    A. Support to get a device such as a laptop or tablet
    B. Support to access the internet from home
    C. Extra one-on-one or small group tutoring online
    D. In-person one-to-one or group tuitions
    E. Additional in-person classes or workshop time
    F. Mentoring, study advice and guidance
    G. Additional support around study skills and/or coaching
    H. Support or advice with career choices or further study

1. Yes
2. No
3. Don't know

ASK FOR EACH "YES": B1 (A-H) =1. SCRIPT AS A GRID

B2. When you needed these/this support, were they available at your college/training provider?

PROMPT TO CODE

1. Available and I/you used it
2. Available and I/you did not use it
3. Not available, but I/you would have liked it to be
4. Not available and I/you would not have used it if it was

ASK FOR EACH USED: B2=1. SCRIPT AS A GRID. REVERSE SCALE

B3. And how satisfied or dissatisfied were you with the support you received?

[INSERT SUPPORT RECEIVED]

PROMPT TO CODE

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

The following questions are about welfare issues and support that you may have experienced since September 2020.

B4. [Below is][I am going to read out] a list of welfare support that may be available to at your college/training provider. [Have you][Please tell me if you have] had a need for any of these support since September 2020 as the result of COVID-19?

A. Support for health and wellbeing (including mental health)
B. Support for a Special Educational Need or disability
C. Support to address bullying, harassment and discrimination
D. Support to address drugs problems, including alcohol
E. Support to manage issues with your family and relationships

1. Yes
2. No
3. Don't know

B5. When you needed these/this support, were they available at your college/training provider?

1. Available and I/you used it
2. Available and I/you did not use it
3. Not available, but I/you would have liked it to be
4. Not available and I/you would not have used it if it was

B6. And how satisfied or dissatisfied were you with the support you received?

[INSERT SUPPORT RECEIVED]

PROMPT TO CODE

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

Section C: Satisfaction

C1. Thinking about your course/training/apprenticeship between September 2020 and [(S1=1 OR 4): now] [(S1=2): **when you completed your course/training**] [[(S1=3): **when you left your course/training**], **how satisfied or dissatisfied are you with [IF S4=3: the following] [EVERYONE ELSE: . . .]?**

A. **The teaching on your course** [IF APPRENTICE: **The teaching or training provided by your training provider**]
B. IF APPRENTICE (S4=3): **The teaching or training provided by your employer**
C. IF APPRENTICE (S4=3): **Your access to practical equipment for your apprenticeship**

D.]
E. IF APPRENTICE (S4=3): **Support with your training from your <u>employer</u>**

PROMPT TO CODE

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

C2. How likely would you be to recommend the learning provider to friends or family?

READ OUT 1-5

1. Extremely likely
2. Likely
3. Neither likely nor unlikely
4. Unlikely
5. Extremely unlikely
6. Does not apply

Section D: Reasons for leaving early

THIS SECTION IS ASKED OF LEARNERS WHO LEFT THEIR COURSE EARLY (S1=3). EVERYONE ELSE GO TO SECTION E

ASK IF LEFT THEIR COURSE EARLY (S1=3). MULTICODE
D1. Why did you decide not to continue with the course/training?

DO NOT READ OUT

1. No longer interested in the subject or sector/changed career path
2. Training was irrelevant / not useful for career
3. Training/teaching was poor quality
4. Was not getting the most from the course because of Covid-19
5. Found home learning difficult/lacked motivation
6. Lack of support from college/training provider
7. Lack of support from employer ONLY SHOW TO APPRENTICES (S4=3)
8. Made redundant/put on furlough by my employer ONLY SHOW TO APPRENTICES (S4=3)
9. Due to ill health or a medical condition
10. Don't have time to do it/Too difficult to balance work and training
11. Did not have access to laptop/computer/internet for online learning
12. Had problems keeping up with the work
13. Other (please specify)

ASK IF LEFT THEIR COURSE EARLY. SINGLECODE

D2. What is your current employment status? If you are doing more than one thing, please tell us the activity you spend the most time doing.

DO NOT READ OUT. PROMPT TO CODE

1. Employed full time (30+ hours a week)
2. Employed part time (less than 30 hours a week)
3. On furlough
4. Self employed
5. Engaged in voluntary work
6. In full time education at a school/college
7. In part time education at college/training provider
8. At university
9. Doing other training
10. Taking time out for a gap year
11. Unemployed
12. Employed in a zero hours contract
13. Other (please specify)

E: About You

READ TO ALL
The next questions are about you. Your responses will help us to understand the experiences of different learners. Your answers will be kept private and you do not have to answer if you don't want to.

ASK IF NOT IN SAMPLE. SINGLECODE
E1. How old are you?

1. 16
2. 17
3. 18
4. 19
5. 20-25
6. Over 25
7. Don't want to answer

ASK IF NOT IN SAMPLE. SINGLECODE
E2. Which of the following describes how you think of yourself?

1. Female
2. Male
3. In another way
4. Don't want to answer

ASK ALL. SINGLECODE
E3. Do you consider yourself to have a disability?

1. Yes
2. No
3. Don't know
4. Refused

E4. Do you consider yourself to have learning difficulties?

1. Yes
2. No
3. Don't know
4. Don't want to answer

E5. What is your ethnic group?

1. Asian/ Asian British
2. Black/ African/ Caribbean/ Black British
3. Mixed/ multiple ethnicity
4. White
5. Other (please specify)
6. Don't know
7. Don't want to answer

F. Consent to linking and recontact

F1. We would like your permission to link your answers to a learner dataset that includes some benefits and employment details.

Adding information from these records makes the information you have given us even more valuable. This will help researchers to understand what happens to learners like you and help improve things.

Your information is confidential. You will not be identifiable in the data that researchers use. Your name, address or other contact details will never be included in the results.

You can change or withdraw your permissions at any time by contacting Ipsos MORI or the Department for Education. If you withdraw your permission data that has already been linked will be retained but no future linking will take place.

Do you give permission for a reference number to be passed to the Department for Education, so your records described above can be identified and linked to your survey responses?

IF RESPONDENT WANTS MORE INFORMATION:

THE OTHER GOVERNMENT RECORDS TO WHICH YOUR RESPONSES WOULD BE MATCHED ARE FROM:
- **DEPARTMENT FOR EDUCATION – YOUR PAST AND FUTURE LEARNING**
- **HER MAJESTY'S REVENUE AND CUSTOMS – YOUR EMPLOYMENT, EARNINGS, TAX AND BENEFITS**
- **DEPARTMENT FOR WORK AND PENSIONS – YOUR BENEFITS AND PARTICIPATION IN GOVERNMENT SCHEMES**
- **HIGHER EDUCATION STATISTICS AGENCY – YOUR UNIVERSITY PARTICIPATION**

1. Yes
2. No

F2. Thank you for taking part in this research. The Department for Education or their appointed research agency, may want to contact you again in the next 12 months to invite you to take part in further research on similar topics.

If you give permission, we would share your identifiable survey responses and contact details with DfE so they may contact you in the next 12 months.

Would that be ok?

1. Yes
2. No

IF YES AT F2, display name, email address, and phone number from sample and confirm

THANK AND CLOSE

FINAL SCREEN

Online version:

ASK ALL. SINGLECODE

F3. Some of the questions in our survey might have raised some challenging or upsetting issues for you. We're really grateful that you have taken part and want to make sure that you have access to the support and guidance that you need.

You might find it useful to access the support offered by these charities and services:

Telephone version:

ASK ALL. SINGLECODE

F3. Some of the questions I have asked might have raised some challenging or upsetting issues for you. We're really grateful that you have taken part and want to make sure that you have access to the support and guidance you may need. I have a list of charities and support services you may find useful. Would you like to have the details of them?

1. Yes
2. No

SHOW/READ OUT IF YES ELSE THANK AND CLOSE:

Brook: Sexual Health and Wellbeing for under 25s. http://www.brook.org.uk

Samaritans: Confidential listening service 'a safe place for you to talk any time you like' http://www.samaritans.org or you can call: 116 123

Mind: Advice and support to empower anyone experiencing a mental health problem http://www.mind.org.uk or you can call 0300 123 3393

Frank: Friendly confidential drugs advice http://www.talktofrank.com or you can call 0300 123 6600

Cruse Bereavement Care: Somewhere to turn when someone dies http://www.cruse.org.uk or you can call 0808 808 1677

© Department for Education 2022

Reference: DFE-RR1207

ISBN: 978-1-83870-350-9

For any enquiries regarding this publication, contact us at
www.education.gov.uk/contactus

This document is available for download at www.gov.uk/government/publications