**A SURVEY OF SATISFACTION LEVELS AMONGST LECTURERS STUDYING
FOR A TEACHING QUALIFICATION IN FURTHER EDUCATION
DURING ACADEMIC YEAR 2001/02**

SCOTTISH EXECUTIVE

ENTERPRISE, TRANSPORT AND LIFELONG LEARNING DEPARTMENT

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EXECUTIVE SUMMARY

Introduction

1. The survey was undertaken by the Scottish Executive Enterprise, Transport and Lifelong Learning Department, which acts on behalf of Scottish Ministers in approving programmes of study leading to the award of a teaching qualification in further education [TQ(FE)]. The survey was intended to provide information on the effectiveness of TQ(FE) programmes, and was designed and implemented with the agreement of the four approved providers (viz. the Universities of Aberdeen, Dundee, Stirling and Strathclyde) in the HE sector.

Process

2. All lecturers who were studying during academic year 2001/02 for a TQ(FE) at any of the four Teacher Education Institutions (TEIs) which provide these programmes were asked to complete a questionnaire. A total of 189 lecturers returned completed questionnaires. This represents a response rate of just over 34%.

3. To obtain feedback from employers, a second questionnaire was issued to Staff Developments Officer's (SDOs). Unfortunately, because of a fault in the construction of the web-site, some questionnaires that SDOs tried to return electronically were not received. The consequential reduction in the response rate limited the usefulness of the information provided by SDOs. The results reported in this paper are, therefore, predominantly based on the data contained in the questionnaires completed by lecturers.

Overall Satisfaction Levels

4. The questionnaire issued to lecturers was designed to evaluate the quality of their experience as students on a TQ(FE) programme. In their written comments many of the lecturers reported that they had derived a good deal of satisfaction from completing a professional qualification. The consensus view amongst these lecturers was that studying for a professional qualification had been a worthwhile and enjoyable experience. Though some had reservations, 80% or more of the lecturers who were studying at three of the TEIs also said that they would recommend their programme of study to a colleague. (See sections 13 and 17 of full report).

5. A significant minority was less satisfied. The main complaint from these lecturers was that their programme of study did not contain enough practical emphasis and, as a result, was not relevant to the problems they face in the classroom. (See section 17 of full report).

Content and Delivery

6. Perceptions of the quality of the content and delivery of different aspects of TQ(FE) programmes also varied. For example, certain institutions achieved very high scores for their performance in areas such as meeting individual professional needs and in the use of ICT for teaching and learning. On the other hand, respondents from one

particular TEI were critical of the course materials and the quality of the scheduling of their learning.

7.   While the findings represent a snapshot at a particular point in time, they do suggest that action is required on some wider issues. It is particularly important that teaching practice takes account of recent developments in areas such as special educational needs, the use of ICT for teaching and learning and equal opportunities issues. While one TEI performed very well in this area, significant minorities of lecturers who were studying at the other three institutions said that some or all of these topics were not adequately addressed. (Section 7 of full report refers).

Range and Flexibility of Learning Methods

8.   Another important issue concerns the range and flexibility of the learning methods offered by TEIs. Good levels of provision for distance, on-line, work-based and flexible learning improve access to TQ(FE) programmes. Moreover, as colleges are making increasing use of these different types of learning methods, it is important that FE lecturers become familiar with them. The data suggest that three of the four TEIs are making progress in developing a range of learning methods but, unfortunately, the fourth appears to be lagging behind. (Section 8 of full report refers).

Scheduling of Learning

9.   One section of the questionnaire asked a number of questions about various aspects of the quality of TQ(FE) programmes. While three TEIs gained some high scores for particular aspects of quality, the fourth institution performed at a much lower level. Across the four TEIs, the poorest overall score was in relation to the quality of the scheduling of learning. A number of lecturers made critical comments about this aspect of their programme. The main complaints were that assessments were unevenly spread and that they sometimes clashed. (See sections 9 and 18 of full report).

Credit Transfer

10.   Though written comments made by lecturers suggested that they were awarded credits when they had a relevant qualification, a breakdown of the data indicated that two TEIs were making much more use of the provisions for credit transfer than the other two. Since steps have recently been taken to make credit transfer arrangements more transparent, it is possible that these findings have been overtaken by events. The Department will, nevertheless, monitor the effectiveness of the new arrangements. (See sections 10 and 18 of full report).

Further Action

11.   Each TEI has been provided with detailed information on its own performance. The Department also intends to meet with particular TEIs to discuss appropriate follow up action. (Section 19 of full report refers.)

12.   Though the survey was designed to evaluate the quality of TQ(FE) programmes, a substantial number of lecturers made written comments which raised questions about

the level of support they had received from the college which employed them. Most of these comments were negative and the single most common complaint was that respondents had not been granted enough remission from their teaching duties. A number of respondents also complained that it was difficult to find time for study while holding down a full-time job. Many of the respondents who were in this position said that most of their study was carried out in the evenings or at weekends. In the light of these comments, the Department will ask the Scottish Further Education Funding Council to look into the amount of support received by lecturers in different colleges and to issue guidance on good practice. (See sections 20 and 21 of full report).

Further and Adult Education Division
Enterprise, Transport and Lifelong Learning Department
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BACKGROUND TO THE SURVEY

1. Introduction

The Scottish Executive Enterprise, Transport and Lifelong Learning Department (SEETLLD) is responsible for approving the content and assuring the quality of all programmes which lead to the award of a Teaching Qualification in Further Education [TQ(FE)]. As part of its quality assurance role, the Department asked every FE lecturer who was studying for a TQ(FE) at one of the four Teacher Education Institutions (TEIs) - viz. the Universities of Aberdeen, Dundee, Stirling and Strathclyde - during academic year 2001/02 to complete a questionnaire. To obtain feedback from employers, a second questionnaire was issued to Staff Development Officers (SDOs) in all 46 FE colleges.

When interpreting the results, it is important to bear in mind the limitations of the data. The results of the survey provide a snapshot of the quality of TQ(FE) programmes at one point in time. Moreover, while a student satisfaction survey is an accepted quality assurance tool, by itself, it is not sufficient to determine the overall quality of a programme of study. Despite these limitations, the Department believes that the survey has produced information that should be useful in helping TEIs to improve the delivery and content of their programmes.

2. Background and Response Rates

Though the Department drafted the two questionnaires, the TEIs were given the opportunity to comment on them before the commencement of the survey. They were issued to lecturers and SDOs during the autumn of 2002.

A total of 189 lecturers returned a completed questionnaire. Returns which the TEIs made to the Funding Council in May 2002 indicate that a total of 556 FE lecturers were studying for a TQ(FE) during academic year 2001/02. The response rate was, therefore, almost exactly 34%.

SDOs were asked to complete a separate questionnaire for each TEI at which lecturers from their college were studying for a TQ(FE) during academic year 2001/02. 27 SDOs returned a total of 37 completed questionnaires.

Unfortunately, some questionnaires completed by SDOs were not received because a fault in the construction of the web-site made it difficult to return the electronic version of the form. Because of the reduced response rate, less reliance has been placed on the information provided by SDOs. The results reported in this paper are based predominantly on the data contained in the questionnaires completed by lecturers. Where reference is made to information provided by SDOs, this is made clear in the report.

3. Reporting the Results

In accordance with the undertaking the Department gave at the outset, this report contains only aggregate data. TEIs are not mentioned by name, but where there is significant variation in their performance, this is described in the *Comment* sections of the analysis.

4.   Respondents - Number and Type

Out of the total of 189 FE lecturers who responded to the survey, 154 (82%) were full-time, 34 (18%) were part-time and 1 respondent did not answer this question.

Comment - The split between full-time and part-time lecturers across the whole FE sector in Scotland is currently almost 1:2. Although not necessarily significant, the overall response to the survey therefore conveys a very marked bias towards full-time (as opposed to part-time) lecturers.

5.   Aims of the Programme

95% of lecturers who responded said that the aims of their programme were stated either reasonably clearly or very clearly. 77% said that those aims were either mostly or completely met while over 19% said they were only partly met and just over 3% said that they were not met at all. (See Tables 1 and 2 in Annex 1.)

Similarly, 78% of the lecturers who responded said that the programme mostly or completely met their individual professional needs. However, almost 16% said that their individual professional needs were only poorly met and just over 5% said that they were not met at all. (See Table 3 in Annex 1.)

86% of SDOs said that the programme met the strategic needs of the college either reasonably or very well and 81% also said that it met the needs of the lecturers' departments either reasonably or very well. However, views were more divided on how flexible the programme was in enabling lecturers to fit their study around their teaching commitments. 65% of SDOs described the programme as either reasonably or very flexible while just over 24% said it was not flexible enough. (Nearly 11% of SDOs did not answer this question.)

Comment – Though the overall figures are positive, they are all subject to negative distortion because one TEI did not perform as well as the other three.

6.   Practice/Theory Relationship

Over 73% of lecturers said that their programme linked practical competence to educational theory either reasonably or very well. However, almost 24% said that these aspects of their programme were only poorly related and a further 2% that they were not related at all. (Table 4 in Annex 1 refers.)

Comment - One institution performed exceptionally well in this area, with over 90% of lecturers who were studying at this TEI saying that practical competence was related to educational theory either reasonably or very well. Though one TEI was slightly behind the other two, the remaining three TEIs all performed reasonably well.

Written comments made by lecturers expressed a range of views. A number reported that they had derived a great deal of satisfaction from gaining a TQ(FE). These respondents described their programme of study as informative and stimulating and said that it had given them more confidence in their abilities as a teacher. For example, one respondent said that 'Completing the above gave me immense satisfaction and a self-confidence I didn't have prior to undertaking the course.' Others, however, were much less satisfied. The main complaint from these respondents was that their course was too theoretical and that not enough effort was made to relate theory to practice or to develop practical competence in the classroom. One such comment was made by a respondent who described the programme as 'All theory based with very little practical' and added that 'I was expecting much more of a practical based programme, hence it did not meet my expectations.' Some other comments suggested that lecturers in practical subjects and those involved with students who have special needs were particularly inclined to complain that their course of study was not entirely relevant to their classroom experience.

7.   Cross-curricular Aspects (Issues Addressed)

Over 72% of lecturers stated that special educational needs issues had either been addressed or were scheduled to be addressed during the programme. Use of ICT for teaching and learning was addressed according to 83% of respondents. 81% said that equality of opportunity was addressed. There were, thus, significant minorities of lecturers who said that all or some of these subjects had not been and were not scheduled to be addressed. (See Tables 5, 6 and 7 in Annex 1.)

Comment – The aggregate figures masked some variation in performance. An analysis of individual performance indicated that two of the four TEIs, and one institution in particular, needed to give greater attention to the issue of special needs. The remaining two TEIs performed well in this area.

A breakdown of results also suggested that the same two institutions needed to give more thought to addressing the use of ICT for teaching and learning purposes. However, one of the remaining two TEIs did exceptionally well in this area, scoring a maximum of 100%.

In relation to equality of opportunity, one institution was rated much more highly than the other three.

Written remarks made by respondents revealed considerable divergence of views. Some considered that these issues had been very well covered while others thought they had hardly been covered at all or only superficially. Critical comments were made about one TEI that offered special educational needs as an option rather than part of the core subject matter of the course. There were similar complaints about a second TEI at which the use of ICT was offered only as an option.

8.   Learning Methods and Flexibility

88% of the lecturers who responded indicated that the group tutorial style of study had been made available to them during the programme.

In the remaining categories, 66% were able to study by distance learning, 59% by on-line (or e-) learning, 59% by work-based learning, and 41% by flexible learning. (See Tables 8 to 12 in Annex 1.)

Comment – To some extent, these different types of learning methods are complementary. For example, one institution scored much lower than the rest in the 'study by group tutorial' category but much higher than all the others in the 'study by distance learning' category. However, the most important consideration is that good levels of provision for distance, on-line, work-based and flexible learning in whatever combinations indicate flexible, responsive and accessible approaches by TEIs. Though the combinations differ, the data suggested that three of the four TEIs have made progress in developing a range of learning methods. However, the fourth TEI appeared to be lagging behind and performed poorly in terms of provision for distance, on-line and work-based learning.

9.   Quality Matters

43% of lecturers described the overall quality of teaching on their programme as being good and 21% described it as very good. On the other hand, almost 10% said that it was unsatisfactory, and a further 25% said that it was only fair. (See Table 13 in Annex 1.)

The quality of course materials was described as good by 43% of respondents and as very good by 27% while a further 27% said that these materials were fair and 3% said that they were unsatisfactory. (Table 14 in Annex 1 refers.)

In relation to the quality of scheduling of learning, the split was more equal. 46% of respondents described this aspect of the programme as good and 9% said it was very good while 31% said it was only fair and 14% described it as unsatisfactory. (Table 15 in Annex 1 refers.)

The quality of the means of assessment was described as good by nearly 46% of respondents and as very good by 14% while just over 30% said that the quality of this aspect of the programme was only fair and 10% said that it was unsatisfactory. (See Table 16 in Annex 1.)

31% of respondents said that the quality of guidance and support on the programme was good and a further 28% said that it was very good. On the other hand, almost 26% of respondents described the quality of guidance and support as fair while 13% said that it was unsatisfactory. (See Table 17 in Annex 1.)

Comment –While, at face value, these figures give some cause for concern, aggregate satisfaction levels have been reduced because of the performance of one particular institution. Across the board, this institution performed at a much lower level than the others, disguising the fact that the remaining institutions had often performed well in the categories described above. For example, over 87% of the respondents studying at one of the three other TEIs described the quality of the course materials as either good or very good and 46% of respondents from another TEI said that the quality of guidance and support was very good. However, none of the TEIs came out very well in terms of the quality of the scheduling of learning.

In their written remarks many respondents were critical about what they saw as an over reliance on essays as a means of assessment. In addition, some respondents who teach practical subjects said they thought that the emphasis on essay writing put them at a disadvantage. A number of respondents were also critical of the way in which learning was scheduled. The main complaints were that assessments were unevenly spread and that they sometimes clashed.

Written comments indicated that when they were assessing the quality of guidance and support, some respondents considered the help they had received from their college as well as from the TEI. Remarks made by respondents suggested a range of quite different experiences. Some respondents described high levels of support and guidance from their college and/or TEI while others reported a lack of support from one or both of these bodies.

10.   Credit Transfer

Just over 56% of respondents said that they had been given credit for learning that they had recently undertaken. On the other hand, almost 20% of respondents said that the TEI did not give them credit for relevant learning (e.g. "D" units or PDA awards). A further 20% said that they had not undertaken any relevant learning and just over 4% of respondents did not answer this question. (See Table 18 in Annex 1.)

Comment - A break down of responses revealed that two institutions were making much more use of the provisions for credit transfer than the other two. Around 70% of the respondents who were studying at two of the four TEIs reported that they had been given credit for prior learning. However, respondents from the two other TEIs who reported that they had been awarded credit for relevant learning totalled only 40% and 29% respectively.

It is difficult to know how to interpret these figures. Despite what they said when answering the question, respondents' written comments indicated that credits had been given where someone had already completed C units, D units, the advanced certificate or diploma in teaching in further education, City and Guilds 7307/7401 or a SVQ Level 3 in Training and Development.   The Department has recently agreed more transparent credit transfer arrangements with 3 of the TEIs and is in discussion with the fourth. The 3 TEIs with whom agreement has been reached have provided detailed statements of the credits that are available and these can be viewed at http://www.fepdfscotland.co.uk.   While these new arrangements should help to remove any doubts about what credits are due, the Department will monitor the situation.

11.   Induction

26% of respondents described the quality of their induction to the TQ(FE) programme as very good and 40% said that it was good. On the other hand, almost 25% said that their induction was only fair and almost 6% said that it was unsatisfactory.   The remaining 3% of respondents did not answer this question. (Table 19 in Annex 1 refers.)

Comment - One institution performed particularly well in this area. 38% of the respondents from this institution described the quality of their induction as very good and almost 42% said that it was good. Two other TEIs achieved a good standard while the fourth did not do so well.

12.   Feedback

Over 86% of respondents said that they had been given opportunities to evaluate the programme and feedback concerns to TEI staff while nearly 10% said that they had been given no such opportunities. Just over 4% of respondents did not answer this question. (See Table 20 in Annex 1.)

Comment - One institution did particularly well in this area. Almost 94% of the respondents from this TEI said that they had been given opportunities to evaluate the programme and feedback concerns.   The other three TEIs were virtually on a par with around 81% of respondents reporting that they had been given similar opportunities.

13.   Overall Evaluation of the Programme

In reply to the question: 'Would you recommend the TQ(FE) programme to a colleague?', almost 34% of the lecturers who responded said they would definitely recommend it while a further 42% said they would recommend it with reservations. On the other hand, almost 14% of respondents said they would not recommend their programme and a further 9% said that they would probably not recommend it. (Table 21 in Annex 1 refers.)

In their questionnaire SDOs were asked if they planned to continue sending lecturers to the same programme. Just over 70% of those who responded said that they planned to continue using the same programme while almost 19% said that they intended to cease using it. (Over 10% of the SDOs who responded did not answer this question.)

Comment - A large part of the negative response from lecturers related to one TEI. Over 28% of the respondents from this institution said that they would not recommend the programme to a colleague and only 8% said that they would definitely recommend it. On the other hand, one of the three other institutions performed extremely well. Almost 55% of respondents from this TEI said that they would definitely recommend their programme and a further 36% said they would recommend it with reservations. Though some had reservations, around 80% of the respondents from the two remaining TEIs said they would recommend their programme to a colleague.

14.   Waiting Lists

122 of the lecturers who completed questionnaires said that they had to wait for a place on a programme. (See Table 22 in Annex 1.) In addition, 78% of the SDOs who completed questionnaires said that they had lecturers at their college who were waiting to start a TQ(FE) programme.

In their written comments some respondents said that they would have derived more benefit from the TQ(FE) programme if they had been able to take it at an earlier stage. Unfortunately, no information is available on the numbers waiting for a place or the length of time they have to wait.

OVERALL STRENGTHS AND WEAKNESSES

15.   Strengths of the Programme

Respondents were asked to list what they saw as the strengths of the programme of study that they were following. While there were a number of favourable comments about particular individuals and institutions, some broader themes also emerged. The aspects of TQ(FE) programmes that were most valued by the lecturers who responded were:

- The opportunity to share experiences and ideas with colleagues from other colleges.

- The opportunity to reflect on and make improvements to teaching practice.

- The chance to gain a better understanding of national policy and of the FE sector in Scotland.

- Being taught by high quality university lecturers who were experts in their field.

- The opportunity to read about and research areas of interest.

- The flexibility to be able to learn at one's own pace.

- The qualification itself, which is valued both for the learning that has been acquired and the status it confers.

- Help from college mentors or teacher fellows to support learning when back at work.

- The opportunity to see the learning experience from the learner's perspective.

16.   Weaknesses of the Programme

Respondents were also asked to list what they saw as the weaknesses of the programme of study they were following. The main weaknesses, as perceived by respondents, were:

- An over reliance on essays as a means of assessment.

- The short deadlines for producing assignments and the timing of assignments which sometimes meant that two were due at the same time.

- Not being granted sufficient time off for study by their FE college and the pressures caused by having to find time for study on top of the demands of a full-time job.

- Instances of what were regarded as poor quality or outdated teaching by university staff – (particularly in one TEI).

- University lecturers who appeared to be out of touch with the present day realities of working in a FE college – (particularly in one TEI).

- Too much emphasis being placed on theoretical issues and not enough attention being given to work-based skills or teaching practice – (particularly in one TEI).

17.   Additional Remarks

At the end of the questionnaire respondents were given the opportunity to add any further comments that they wanted to make. Most of these additional comments were favourable, with respondents saying that they were pleased that they had completed a professional qualification and that it had been an enjoyable and worthwhile experience. However, a significant minority of respondents expressed more negative views. These respondents tended to be disappointed because they felt that their course of study did not have enough practical emphasis and, as a result, was not very relevant to the problems they face in the classroom.

CONCLUSIONS AND FURTHER ACTION

18. Conclusions

The overall findings suggest that there are three main areas where at least some of the TEIs could make improvements. The first area is the manner and extent to which programmes address special educational needs, the use of ICT in teaching and learning and equal opportunities issues. While one TEI performed very well in this area, significant minorities of lecturers who were studying at the three other institutions said that some or all of these subjects were not adequately addressed.

The results also suggest that there is scope to expand provision for studying by flexible learning. Though there are variations in its use, across all four TEIs only a minority of respondents said that they had access to this means of learning.

In the responses to the questions on various aspects of the quality of programmes, the poorest overall score was in relation to the quality of the scheduling of learning. Though there were variations in the performance of individual institutions, overall, 45% of respondents across all four TEIs were dissatisfied with this aspect of their programme.

Credit transfer arrangements also give some cause for concern. As has already been mentioned, the survey's findings on the effectiveness of these arrangements are rather confusing. The importance of credit transfer to the government's lifelong learning agenda is enshrined in the Scottish Credit and Qualifications Framework, which aims to give a transferable value to all qualifications within the Scottish sphere. While accepting that such new cross-sector developments take time to be fully absorbed and implemented, the Department hopes that the steps that are being taken will improve the effectiveness and transparency of these arrangements.

19. Further Action

The Department plans to meet with the relevant personnel in each of the four TEIs to discuss the performance of their institution in more detail and to agree any follow up action. In addition, to ensure ongoing objective assessment of the delivery of TQ(FE) programmes, a refined version of this exercise will be undertaken within the next three years.

20. Issues for FE Colleges

While the survey focused on the delivery of TQ(FE) programmes, a substantial number of lecturers volunteered information which raised questions about the amount of help and support they received from the FE college which employed them. A few of these comments were very positive. For example, one respondent commented that he/she had been 'well supported by the college in terms of time and resources' and another said that he/she had 'been awarded every second week as study time in our own FE college'. Some of those who commented favourably on this issue also mentioned that they had received support from a mentor or teacher fellow.

The vast bulk of comments were negative, however, and the single most common complaint was that respondents had not been granted enough time off from their teaching duties. A typical comment came from a respondent who said that he/she 'Had to do most of it within

my own time – no time allocated by college for study and learning apart from monthly 3 hour tutorial.' Another lecturer said that 'Very little time is allocated in my establishment, to staff undertaking TQFE. Staff are expected to teach a full timetable and (are) only given one and a half hour's remission. This means that all the work has to be done at home.'

A number of respondents also complained about the difficulty of finding time for study while holding down a full-time job. For example, one respondent said that he/she found it 'Difficult to fit studying in when working full-time' while another said that 'working full-time and being a mother of three made study quite difficult.' Respondents who were in this position reported that most of their study was carried out in the evenings or at weekends and some said that this had caused difficulties at home.

21.   Proposed Action

In the light of these findings, the Department will ask the Scottish Further Education Funding Council to investigate the levels of support that are available across the sector and to issue guidance on good practice.

Further and Adult Education Division
Enterprise, Transport and Lifelong Learning Department
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STATISTICAL RESULTS

The tables in this annex show the aggregate responses of all the lecturers who completed a questionnaire. All figures are in percentages.

Aims of the Programme

Table 1 – Were the aims of the programme stated clearly?

Programme aims stated clearly	Aggregate results (%)
No aims stated	0.5
No, not clear	4.8
Yes, reasonably clear	57.7
Yes, very clear	37.0

Table 2 – Were the aims of the programme met?

Aims of programme met	Aggregate results (%)
Nil return	0.5
Not at all	3.2
Partly	19.6
Yes, mostly	52.9
Yes, completely	23.8

Table 3 – How well did the course meet individual professional needs?

Extent to which course meet needs	Aggregate results (%)
Nil return	0.5
Not at all	5.3
Poorly	15.9
Reasonably well	55.0
Very well	23.3

Practice/Theory Relationship

Table 4 – How well is practical competence related to educational theory?

Extent to which practical competence is related to educational theory	Aggregate results (%)
Nil return	0.5
Not at all	2.1
Poorly	23.8
Reasonably well	51.3
Very well	22.2

Cross-curricular Aspects (Issues Addressed)

Table 5 – Special needs

Special needs	Aggregate results (%)
Nil return	2.6
No	24.9
Yes	72.5

Table 6 – Use of ICT

Use of ICT	Aggregate results
No	17.5
Yes	82.5

Table 7 – Equal opportunities

Equal opportunities	Aggregate results (%)
Nil return	2.6
No	16.4
Yes	81.0

Learning Methods and Flexibility

Table 8 – Opportunity to study by group tutorial

Group tutorials	Aggregate results (%)
Nil return	0.5
No	11.6
Yes	87.8

Table 9 – Opportunity to study by distance learning

Distance learning	Aggregate results (%)
Nil return	2.1
No	32.3
Yes	65.6

Table 10 – Opportunity to study on-line (e-learning)

On-line learning	Aggregate results (%)
Nil return	3.2
No	37.6
Yes	59.3

Table 11 – Opportunity to study by flexible learning

Flexible learning	Aggregate results (%)
Nil return	1.1
No	47.7
Yes	41.3

Table 12 – Opportunity to study by work-based learning

Work-based learning	Aggregate results (%)
Nil return	3.2
No	37.6
Yes	59.3

Quality Matters

Table 13 – Quality of teaching

Quality of teaching	Aggregate results (%)
Nil return	0.5
Unsatisfactory	9.5
Fair	25.4
Good	43.4
Very good	21.2

Table 14 – Quality of course materials

Quality of course materials	Aggregate results (%)
Unsatisfactory	3.2
Fair	27.0
Good	43.4
Very good	26.5

Table 15 – Quality of scheduling of learning

Quality of scheduling of learning	Aggregate results (%)
Unsatisfactory	14.3
Fair	30.7
Good	46.0
Very good	9.0

Table 16 – Quality of the means of assessment

Quality of means of assessment	Aggregate results
Nil return	0.5
Unsatisfactory	10.1
Fair	30.2
Good	45.5
Very good	13.8

Table 17 – Quality of guidance and support

Quality of guidance and support	Aggregate results (%)
Nil return	1.6
Unsatisfactory	13.2
Fair	25.9
Good	31.2
Very good	28.0

Credit Transfer

Table 18 – Did TEI give credit for recent learning undertaken?

Did TEI give credit	Aggregate results (%)
Nil return	4.2
No	19.6
No relevant learning	20.1
Yes	56.1

Induction

Table 19 – How good was the induction to the TQ(FE) programme?

Quality of the induction to the TQ(FE) programme	Aggregate results (%)
Nil return	3.2
Unsatisfactory	5.8
Fair	24.9
Good	40.2
Very good	25.9

Feedback

Table 20 – Were there opportunities to evaluate the programme and feedback concerns?

Evaluation and feedback	Aggregate results (%)
Nil return	4.2
No	9.5
Yes	86.2

Overall Evaluation of the Programme

Table 21 – Would the respondent recommend the TQ(FE) programme to a colleague?

Recommend TQ(FE) programme to a colleague	Aggregate results (%)
Nil return	1.6
No	13.8
Probably not	9.0
Yes, with reservations	41.8
Yes, definitely	33.9

Waiting Lists

Table 22 – Did the respondent have to wait to start a TQ(FE) programme?

Wait to start programme	Aggregate results (%)
Nil return	2.1
No	33.3
Yes	64.6