

NATIONAL FET LEARNER FORUM REGIONAL EVENT

Limerick and Clare Education and Training Board

27th February 2020

Regional Report

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EXECUTIVE SUMMARY

This report is based on feedback provided by learners from Limerick and Clare Education and Training Board at the National Further Education and Training (FET) Learner Forum regional event. This event was held at the Radisson Blu Hotel in Burtonhill, Limerick on the 27th February 2020. There were 114 learners who took part. Learners were broken into groups based on their course level. Each learner was asked to reflect on their educational experience.

Featured below is a summary table of the key topics that emerged by level. Feedback that appeared consistently across all levels as well as feedback for all mixed groups where learners' details could not be distinguished or remain unknown were incorporated into the general feedback table. There is an additional section as well for learners on unaccredited courses. As you will see, some levels overlap due to the breakdown of groups on the day:

General Feedback

Areas Working Well	
Tutors	– Tutors were widely praised for being supportive, patient and going 'above and beyond' to help learners
Confidence	– Engaging with Limerick and Clare Education and Training Board increased learner's self-confidence
Social Aspect	– Learners greatly valued the social aspect of their courses
Guidance	– Learners praised Limerick and Clare Education and Training Board guidance services for the role in supporting learner's development – Learners asked that these services be promoted more across Limerick and Clare Education and Training Board to ensure all learners had access to this service

Areas for Improvement	
Advertisement	– Learners would like Limerick and Clare Education and Training Board to increase and diversify its advertisement
Online Registration	– Learners would like the PLSS learner registration system to be more user-friendly
Department of Employment Affairs and Social Protection	– Learners would like the Department of Employment Affairs to provide a clear explanation of the impact taking a course would have on their payment entitlements

Levels 2 and 3

Areas Working Well	
English Language Skills	– Taking a FET course improved learners' English language skills
Wider Family Benefit	– Learners recognised the wider benefits their education had on their family

Areas for Improvement	
Technology Support	– Learners would like to see increased technology support provided to learners completing courses
Class Hours	– Learners requested both longer class hours and extra classes

Levels 4 and 5

Areas Working Well	
Course Content	– Learners reported that their course content and course work were practical and relevant
Learning Environment	– Learners valued the open and supportive learning environment
Areas for Improvement	
Work Placement	– Learners would like more information on work placements provided in a timely fashion and support in finding work placements
Childcare	– Learners would like increased provision of affordable childcare
Progression	– Learners requested more opportunities to progress to higher-level courses within Limerick and Clare Education and Training Board at local level

Unaccredited

Areas Working Well	
Peer Learning	– Learners praised peer learning opportunities facilitated by their courses
Technology	– Learners' technology skills had improved as a result of taking their courses
Areas for Improvement	
Costs of Materials	– Learners would like clear information on the costs associated with their courses
Facilities	– Learners asked that room assignments take better account of the number and needs of learners enrolled on each course



INTRODUCTION

The following results developed from the National Further Education and Training (FET) Learner Forum Limerick and Clare Education and Training Board regional event. This meeting occurred after AONTAS sent an invitation to George O’Callaghan, CEO of Limerick and Clare Education and Training Board. Maud Baritaud, Planning and Evaluation Officer with Limerick and Clare Education and Training Board, was then identified as the key contact who worked directly with AONTAS to identify learners to participate in this event.

The Forum brings together learners from across the FET sector to ask their views on FET services in Ireland. The project, which is funded by SOLAS and the European Social Fund, is delivered by AONTAS. It is developed directly from the FET Strategy 2014-2019, Goal 3, Objective 3.1, Action 3.1.2, which sets out to “systematically benchmark learners’ views and satisfaction with their FET programme on an on-going basis through the establishment of a Learner Forum and appropriate Learner Surveys.”

While this is a national project, a series of regional fora are held across the country in an effort to reach a diverse and representative group within the FET sector. This event therefore rests within the context of a much broader national project. This report features five key sections. They are as follows:

- Methodology
- Detailed Results
- Survey Results
- Learner Reactions to the Event
- Conclusion

In addition to this core report, the appendix features a Learner Survey (Appendix 1) and Survey Results (Appendix 2).

METHODOLOGY

The key aim of this project is to ensure learners are given a safe space to share their voice and that all voices are respected. Participation at this event is voluntary. Prior to the event, Education and Training Boards are given a promotional pack to give to any learner who is interested in attending. This pack explains what the Forum is and what a learner is to expect on the day. Learners then let their course coordinator know if they would like to attend. The key contact at the Education and Training Board collates the names and course levels of all learners and sends this information along to AONTAS for reporting.

While we strive to have learners represented from all levels offered in FET, since learners participate on a voluntary basis, not all courses are represented proportionally in line with their representation in FET. As Figure 1 shows, 114 learners took part in this event, representing courses offered on levels 2-5 and unaccredited courses. The details for 11 learners remain unknown.

Upon arrival, learners were asked to give consent to learner discussions being audio recorded and asked to provide further optional consent for photography.

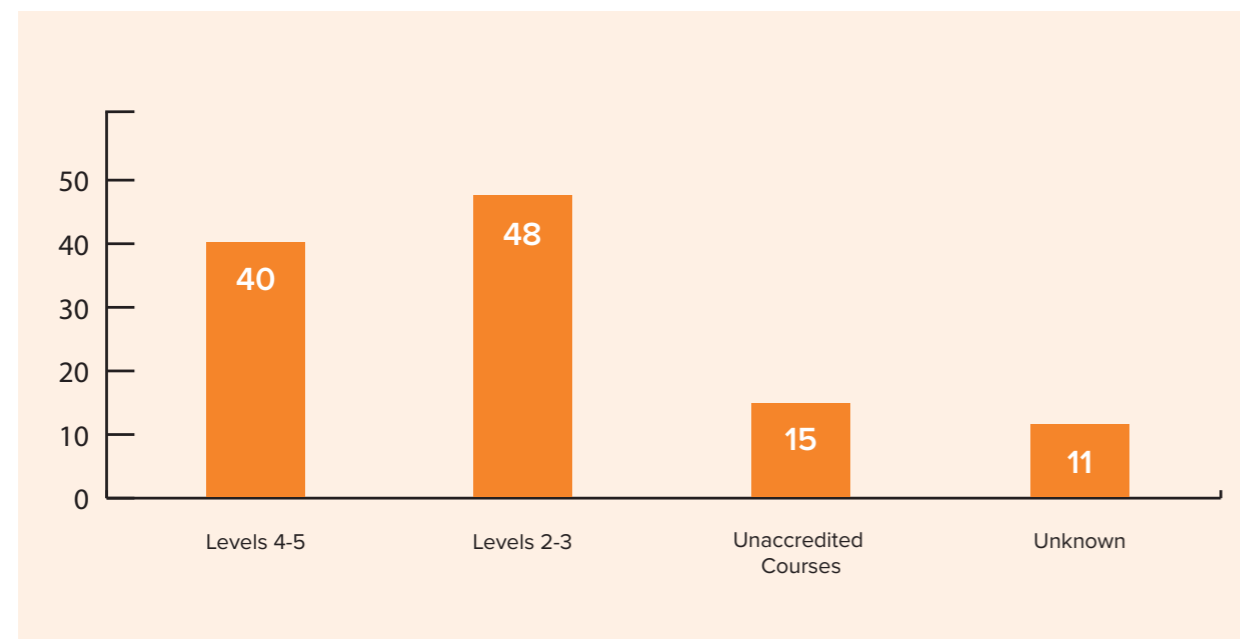


Figure 1 - Learner Representation by Level

Learners were then assigned a pre-determined colour to identify their discussion group. These discussion groups were broken down by level with an average of 8 learners per group. In instances where there were not enough learners to fill one group, levels were combined to ensure a comfortable balance. Any learner who did not pre-register for the event was assigned a colour on the day and added to a general group. On the day of the event, there were a total of 14 groups and groups were divided as such:

- 5 groups from levels 4-5
- 6 groups from levels 2-3
- 2 groups from unaccredited or unknown courses
- 2 groups mixed or unknown

The event began with Triona Lynch, FET manager for Limerick and Clare Education and Training Board providing a welcoming address. She reviewed the recommendations produced in last year's Forum report and explained how these recommendations were being addressed by Limerick and Clare Education and Training Board. AONTAS then followed by giving a short presentation to introduce the Forum and explain the role learner voice plays in FET policy at the national and regional level. Learners were then divided into 14 groups. Each group was assigned a trained facilitator who posed the following questions:

Question 1: What is working well in your further education and training course?

Question 2: What could be improved in your further education and training course?

Facilitated discussions lasted one hour. All conversations were audio recorded and transcribed for reporting purposes. At the conclusion of these discussions, learners responded to a survey collaboratively designed by SOLAS and AONTAS. This survey (Appendix 1) and its results (Appendix 2) are included in the appendices featured at the end of this report. Where applicable, results from this survey have been incorporated into the "Detailed Results" section of this report. A summary of survey findings can be found in the "Survey Results" section of this report.

The key findings from this event have been developed through a qualitative analysis of each learner discussion. Learner voice is used throughout the "Detailed Results" section of the report and to provide context to the key findings generated. The points raised in this report will be combined with all participating regional events in the annual report to provide a broad overview of learner voice in FET for 2020.

DETAILED RESULTS

This section has been divided by group level with areas working well and areas for improvement included for each. Learner statements have been integrated throughout to provide context for the feedback given. It is important to note that some of the areas highlighted in this report touch upon experiences or barriers learners faced before entering Limerick and Clare Education and Training Board. These have been included here to remain true to the voices of learners at the event. While these may be beyond the capacity of the Education and Training Board to fix, they can be used to paint a better picture of the challenges learners face in accessing Limerick and Clare Education and Training Board services.

General Feedback

Areas working well

Across all levels, learners had a very positive experience with Limerick and Clare Education and Training Board. Learners were particularly happy with their **tutors**. Learners described tutors as, 'very supportive' and 'always available to help, in or out of class times.' Learners appreciated how tutors understood when other responsibilities affected their learning. As one learner explained, 'If I say "I'm sorry, my little one is sick", my tutor understands.' Tutors were also respectful and saw learners as equals, with one learner commenting, 'They are community educators, they're not just sitting at the top of the classroom, they know where we're coming from and they relate to us.' Tutors were credited with creating a welcoming and supportive atmosphere.

Learners overwhelmingly agreed that participating in their course increased their **confidence**. Learners gained confidence by achieving goals, in many cases, they did not think they could achieve prior to starting their courses. As one learner explained, 'I've gotten more confident now, I see my strengths that I never thought about previously.' Another learner spoke about how s/he had 'come on in leaps and bounds. It has changed my life in so many ways.' The confidence learners gained had a positive effect on their lives as a whole.

Learners valued the **social aspect** of their courses. This was particularly important for older learners and learners who had recently moved to their area. As one learner explained, 'Before, I was stuck in the house all the time. Since I've done these courses, I'm out and about.' Learners also spoke about how their courses had led to them doing more activities as a group, such as going for coffee and meals together.

Learners were very satisfied with the **guidance** they received in Limerick and Clare Education and Training Board. Learners described guidance counsellors as knowledgeable and helpful to learners wishing to either progress on to another course or into employment. As one learner explained, 'The guidance counsellor said I could do things I never thought I could.' Guidance counsellors also helped learners transform their goals into concrete plans. One learner noted how, 'They have this great attitude where we can have an idea of what we want and they say, "Ok, I think this is what you need".' While no group had a negative experience with guidance services, some learners were not aware of this service or did not know how to

access it. Learners recommended that Limerick and Clare Education and Training Board promote that guidance services are available to all learners.

Areas for Improvement

Across all groups, learners felt that Limerick and Clare Education and Training Board's **advertisement** could be improved. Many had heard about their courses through word of mouth, and had not known about their course until they were enrolled. One learner explained: 'I wouldn't have known about it had I not passed it by chance.' Another learner explained how, 'Once you're in the loop and you're registered or even in the door, that's when you find out about all the courses that are coming up. For somebody who's outside, the public advertisement is not great.' Learners who had seen Limerick and Clare Education and Training Board courses advertised, cited sources such as posters in crèches, notices in their parish bulletin, and adverts in the local newspaper. Learners recommended a mix of local advertisement and online advertisement, such as on social media sites, to reach all learners populations who may be interested in completing an FET course.

Learners raised concerns about the **online registration (PLSS)** required to take a course. Registration was seen and overly lengthy and inaccessible, particularly to learners with limited IT skills. This meant that for some learners, class time was spent registering students rather than on course content. Many learners also felt that the registration asked for too much personal information and that this could be off-putting to learners. This was particularly true for learners on unaccredited courses where the information would not have a direct bearing on their course placement. As one learner explained:

'One part of your registration is your education history. I think it's a little off-putting. You're there to learn and look forward, not look back.'

Some learners had been able to come to their centres to get help completing the online registration, which had the dual benefit of learners meeting a 'friendly face' when accessing the course. As one learner explained, 'that personal touch is great at the very start.' Learners recommended that registration evenings be held before courses where these forms could be filled in with the help of course coordinators or tutors.

There was confusion among learners regarding **the Department of Employment Affairs and Social Protection** entitlements and the impact completing a course would have on these. Learners pointed to two areas of concern. Firstly, some learners were worried that taking an FET course would result in a cut to their social welfare entitlement. Secondly, others thought that in order to take an FET course, you had to be a receiving social welfare payments. As one learner explained, 'There's a fear of the social welfare system. A fear of losing benefits.' Another learner pointed out, 'There's a notion that it is only people who are receiving social welfare who can do the course, but that's obviously not the case.' Learners would like Limerick and Clare Education and Training Board to work with the Department of Employment Affairs and Social Protection to provide information on the relationship between courses and social welfare entitlements.

Levels 2 and 3

Areas working well

Learners in levels 2 and 3 felt their **English language skills** had greatly improved as a result of their course. This in turn had led to an increase in confidence and independence for learners. As one learner explained, 'Now I can go to the GP and to the bank by myself.' Learners also gave other examples of how their English skills had improved their lives by enabling them to fill out forms and navigate public transport. Learners did however stress the need for more class hours to continue this learning.

Learners spoke about the **wider family benefits** that were associated with completing their course. Learners' families, particularly their children, benefited greatly from their family member participating in Further Education and Training. One learner shared, 'My son is now in third class and I can help him with his homework'. Another learner explained how they were now reading to their children every night, thanks to the literacy skills they gained through their course.

Areas for improvement

Learners would like to see increased **technology support** for learners. Some learners felt that their limited technology skills had a detrimental effect on their learning. For instance, one learner explained how, due to his / her limited technology skills, s/he felt 'was out of my depth.' Learners also spoke about how tutors time would be taken up by addressing technology challenges during classes, resulting in less time for course content or to help other learners. Learners suggested dedicated learning support for technology / IT skills either during classes or alongside their classes.

Learners also requested an increase in **class hours**. They believed that increased class time and more classes, would provide them with the additional time needed to improve their skills. They enjoyed their courses and wanted to have more time to learn with their classmates.

Levels 4 and 5

Areas working well

Learners from levels 4 and 5 praised the **course content** and materials they were using, describing them as practical and relevant. This feedback was raised particularly by learners who wished to progress onto employment when they completed their course. As one learner explained, 'I like how we're learning the practical things, things that we can use in real life.' Learners also appreciated that they could incorporate their practical experience into their coursework. To quote one learner: 'We're talking about what's practically going on in our lives and we can bring that to our assignment work.' These learners felt that their coursework would help them in their real life and that it made space for their own experiences.

Learners also spoke about the positive **learning environment** promoted across Limerick and Clare Education and Training Board. They juxtaposed this environment to their previous school experiences, where learners felt unsupported. In Limerick and Clare Education and Training Board, learners felt that they were respected and that their opinions were heard and accepted by tutors and other learners. This meant that they had no problem asking questions or asking for help. As one learner explained, 'It's not like school where it's like "oh no that's wrong, you have to go back."' Our input is valued.' As a result of this, learners felt they could reach their full potential.

Areas for improvement

Some learners raised concerns about their **work placement**. Learners felt unprepared. They argued they did not feel they had been given enough information about what their work placement would entail or on how to find work placements. One learner summed up the process as follows: 'You just get your envelope with your vetting and your insurance and off you go.' Learners felt that if they were better prepared, they would have had a more positive placement experience. As one learner explained:

'It's about making people equipped and making sure you're ready, or else it can ruin the experience. It's to do with how it's communicated.'

Learners asked that more information on work placement be available and that this information be provided in a timely manner. Learners would also like Limerick and Clare Education and Training Board to work with them to help them find placements.

Childcare was a struggle for some learners. Learners spoke about both the issue of finding childcare at short notice and missing out on course work due to childcare responsibilities. One learner explained the impact that short notification about course start dates had on childcare by stating:

'Trying to find childcare in August for September, it doesn't happen. That type of notice just isn't sufficient. Especially if you applied for the courses early.'

Learners also expressed regret at missing out on class time and course work because of childcare responsibilities, with one learner admitting that they 'could do with childcare support, because I often have to leave and miss things to collect them.' Learners would Limerick and Clare Education and Training Board to confirm course places with sufficient advance notice for learners to make childcare arrangements. Where possible, learners would also like support learners in finding childcare for during course hours.

Learners who wanted to progress pointed to the challenges they faced in doing so when **progression** options were not available to them in their local community. Learners asked for more course options to be available at local level. Specifically, learners wanted to progress onto higher levels courses in the same centres. As one learner requested, 'Is there any possibility to have courses in the ETB at level 5? That would be good, because it's not possible at our school.' Learners had positive experiences on their courses and wanted more opportunities to progress within their areas.

Unaccredited courses

Areas working well

Learners in unaccredited courses particularly enjoyed the **peer learning** aspect of their courses. Learners valued learning in a group and being to help others. One learner explained, 'You meet new people and you can learn from them as well. Everyone helps each other out.' Peer learning was highlighted particularly in learner groups with a diverse age profile. One learner spoke about how the younger learners in her class were, 'just brilliant, so helpful. We've a lot to learn from each other.' Learners felt tutors played in an important role in facilitating this type of learning and praised the

positive impact it had on the learning environment overall.

Learners felt that they were benefiting greatly from the **technology skills** they had gained from their courses. As one learner explained, 'I've learned not to be afraid of the computer.' Learners were able to make travel arrangements, do online banking and bring their businesses online as a result of their increased IT skills. These new skills were transformative because they changed the way these individuals went about their everyday lives.

Areas for improvement

Some learners experienced challenges connected to the unexpected costs of **course materials**. Learners were using their own money to pay for course materials for some of their classes, which was a cost they did not anticipate. One learner explained how the books for their course are 'not available in the library, because everyone needs the same book, and they're 30 euros a pop.' For other learners, tutors would help provide materials, but as one learner explained, 'you'd have to pay for the materials or else the tutors would be out of pocket.' If at all possible, learners would like materials to be provided. If this is not possible, learners would like a list of materials and an estimated costing of each to be provided to learners at the start of their course.

For some learners, their learning **facilities** were not accessible or not suitable for their course. Some learners felt their facilities were not big enough for the amount of people who were in their class. One learner stated, 'I think we need a bigger room, bigger facilities. 10 or 11 around one table, it's just not big enough.' Other learners felt that some rooms or centres were not suitable for elderly

people or people with limited mobility. As one learner explained:

'Some of the centres aren't accessible to everyone, there's stairs but no lift, and not everyone can get upstairs.'

To address this issue, learners suggested that room allocation take into account the number of learners in a group and the mobility needs of the learners in a group.



SURVEY RESULTS

Of the 114 learners present at the event, 88 completed an optional survey that was provided at the conclusion of discussions. Through the survey, learners from across each level identified a variety of reasons for taking their courses, with the most common reason being 'to meet new people' (52) and 'to upskill or reskill' (46). For learners from levels 2 and 3, 'to improve my English language skills' was the most common reason for taking a course. For learners on levels 4 or 5, increasing computer skills (17) was a priority.

It was clear from the survey results that learners across all levels were satisfied with their courses and felt they had benefited from taking their course. Every learner answered positively or neutrally to the following statements: 'I had a positive experience on my course' (55 'Strongly Agree'), 'I gained the skills I wanted from my course' (49 'Strongly Agree') and 'I benefited personally from my course' (50 'Strongly Agree'). These responses indicated that overall learners were happy with their courses to date.

Financial costs associated with taking a course were highlighted as barriers for learners, with 13 learners selecting 'yes' to the statement 'I struggle to afford my

course'. Since the issue around the cost of course materials was also raised in discussion groups, it should be noted that the issue of cost may in fact refer to supplies required to complete a course. This barrier was particularly prevalent for learners on levels 4 and 5. Some learners on levels 2 and 3 felt the course hours did not suit them. Childcare cost and provision was also chosen as a barrier by some learners in unaccredited and unknown level courses.

Overall, there was a strong understanding of progression routes available to learners. Learners were particularly certain that their courses had made them more optimistic about the future (37 'Strongly Agree' and 33 'Agree') and that their course encouraged them to become more active in their communities (38 'Strongly Agree' 33 'Agree'). For learners on levels 4 and 5, there was some uncertainty around how to progress onto third-level education from their current course. Answers from learners on unaccredited or unknown level courses were less certain that their courses would lead to employment, but it is worth noting that many of these learners did not indicate that they were looking for employment during the discussion component of the Forum.





CONCLUSION

In conclusion, learners had an overall positive experience on their courses. They spoke very highly of Limerick and Clare Education and Training Board staff, including their tutors and guidance services staff, who they described as 'just wonderful' and 'clever and very kind.' Learners believed that taking their courses had increased their confidence and self-belief, and they valued the social aspect of participating in FET.

Learners felt that increased advertisement would help promote the great services available at Limerick and Clare Education and Training Board. They also felt that the current PLSS system used to gather learner data as part of the induction process should be revisited, as its current form could serve as a deterrent to learners who would otherwise be interested in completing a course. Learners also would like to see Limerick and Clare Education and Training Board work collaboratively with the Department of Employment Affairs and Social Protection to develop a clear and concise document that outlines entitlements awarded to learners taking an FET course. For learners at levels 2 and 3, providing extra technology support would help learners engage more fully in their courses.

Learners also suggested longer and extra class times be implemented in certain courses. In levels 4 and 5, learners requested more information on work placements, greater access to childcare and an increase in progression options in their local FET centres. Learners on unaccredited courses would like to see better facilities provided and a clearer outline of costs associated with completing a course provided to learners at the time of induction.

These results will be incorporated into a final report that collates results from regional events held over the course of 2020. The Limerick and Clare Education Training Board will receive a copy of this report upon its final production in April 2021. AONTAS would like to take this opportunity to thank Limerick and Clare Education and Training Board for their support of the National FET Learner Forum and your clear commitment to the promotion of learner voice. We hope you find these results beneficial to your future planning and development. If you have any questions about the information contained in this report please feel free to contact Kallianne Farren, Project Officer at kfarren@aontas.com or Leah Dowdall, Head of Research, at ldowdall@aontas.com.

APPENDICES

Appendix 1: Learner Survey

Reason For Taking Your Course	
Which option best describes your reason for taking your course? (Please tick (✓) all that apply)	
To find work	<input type="checkbox"/> YES
To meet new people	<input type="checkbox"/> YES
To upskill/reskill	<input type="checkbox"/> YES
To improve my digital ()skills	<input type="checkbox"/> YES
To improve my English language skills	<input type="checkbox"/> YES
To improve my mental health	<input type="checkbox"/> YES
To get out of the house	<input type="checkbox"/> YES
For the love of learning	<input type="checkbox"/> YES
Required to by the Department of Employment Affairs and Social Protection (DEASP)	<input type="checkbox"/> YES
To feel more confident	<input type="checkbox"/> YES
To get a qualification	<input type="checkbox"/> YES
Other (please describe):	

Barriers To Course Access	
Listed below are some issues that could arise when people plan to take a course. Did any apply to you? Please tick (✓) yes or no for each	
1. I struggle to afford my course.	<input type="checkbox"/> YES <input type="checkbox"/> NO
– If yes, please state why (eg course fees, course supplies, etc).	
2. My first choice of course was available in my area.	<input type="checkbox"/> YES <input type="checkbox"/> NO
– If you answered NO, what course was your first choice? (please write in below)	
3. The course schedule suits me.	<input type="checkbox"/> YES <input type="checkbox"/> NO
4. My course requires too much time.	<input type="checkbox"/> YES <input type="checkbox"/> NO
5. I need more childcare supports.	<input type="checkbox"/> YES <input type="checkbox"/> NO
6. My transportation costs too much to get to and from class.	<input type="checkbox"/> YES <input type="checkbox"/> NO

Progression					
Please read the following statements on progression options and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).					
Progression Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am clear on how to progress from my course onto another FET course (eg PLCs or Apprenticeships).					
I am clear on how to progress from my course into higher education (Universities or Institutes of Technology).					
I believe my course will help me progress into employment.					
My course has made me more optimistic about my future.					
I am more interested and feel I could get involved in my community.					
Comments (Please write in space below):					

Further Education and Training (FET) Satisfaction					
Please read the following statements on FET satisfaction and tick the response that best represents your views on the statement. (Please tick (✓) one response for each statement).					
Progression Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I had positive experience on my course.					
I gained the skills I wanted from my course.					
I benefited professionally from my course.					
I benefited personally from my course.					
Comments (Please write in space below):					

Appendix 2: Survey Results

National FET Learner Forum Regional Event Limerick and Clare ETB (27th February 2020) Survey Results	
The following results reflect the responses recorded on the questionnaires distributed to learners at the conclusion of their facilitated discussions. These figures have been reported as raw data since the sample size is less than 100. A full percentage view will be available in national reporting.	
Total Learners At The Event	Total Surveys Submitted
114	88

Reason For Taking Your Course	
Which option best describes your reason for taking your course? (Please choose as many as apply).	
To find work	28
To upskill or reskill	46
To improve my English language skills	33
To get out of the house	42
Required by the DEASP	5
To feel more confident	47
To improve my digital skills	40
To meet new people	52
To improve my mental health	19
For the love of learning	33
To gain a qualification	30
Other	5

Comments
- Had to change profession due to ill health

Barriers To Learning		
Listed below are some issues that could arise when people plan to take a course. Did any apply to you? Please tick (✓) yes or no for each.		
Statement	Yes	No
I struggle to afford my course.	13	68
My first choice of course was available in my area.	70	3
My course schedule suits me.	68	6
My course requires too much time.	7	72
I need more childcare supports.	9	70
My transportation costs are too much to get me to and from class.	7	73
My transportation to class is lacking or unreliable.	2	77
My accommodation costs (rent) are a financial strain.	6	74
I have family issues that impact my learning.	7	74
I have mental health challenges that impact my learning.	3	77
Comments		
<ul style="list-style-type: none"> - More support for English - Cannot afford books, computers, printing - Cannot afford computer - A night course might be better as I work by the daylight 		

Progression Options

Please read the following statements on progression options and tick the response that best represents your views on the statement.
(Please tick (✓) one response for each statement).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am clear on how to progress from my course onto another FET course.	36	29	8	1	2
I am clear on how to progress from my course into higher education (Universities or Institutes of Technology).	23	27	18	5	1
I believe my course will help me progress into employment.	14	19	10	5	1
My course has made me optimistic about my future	37	33	5	1	0
I am more interested and feel I could get more involved in my community.	38	34	4	0	1

Comments

- Part-time courses are a great opportunity to develop new skills and meet new people in the local community
- With the help of the centre giving me the opportunity to apply myself to this course.
- Thanks to my centre I have access to information, they keep me informed about courses

Further Education And Training (FET) Satisfaction

Please read the following statements on FET satisfaction and tick the response that best represents your views on the statement.
(Please tick (✓) one response for each statement).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I had a positive experience on my course.	55	21	1	0	0
I gained the skills I wanted from my course.	49	23	3	0	0
I benefited professionally from my course.	28	28	12	1	0
I benefited personally from my course.	50	23	1	0	0

Comments

- Great tutor, patient, kind and helpful
- Course very good, tutor very helpful
- Premature to answer this question, must practice
- The tutor is the reason for my success on this course
- Great variety of courses on offer

Contact us:

AONTAS
The National Adult Learning Organisation
2nd Floor, 83-87 Main Street,
Ranelagh, Dublin 6

T: 01 406 8220
E: mail@aontas.com
www.aontas.com

Charity Reg: 6719
Company Reg: 80958
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