

# Learning Works

*A Research Study into Learner Participation & Progression*



*irresistible learning*



Southern Regional College



The **Diversity** of Learning





# Contents

	<b>PAGE</b>
1. Foreword	2
2. What is OCN Northern Ireland?	3
3. Introduction	4
4. Executive Summary	5
5. Methodology	6
6. Overall benefits gained from undertaking OCN courses	7
7. Case study (Betsy Hayball)	8
8. Gaining employment	8
9. Case Study (Elaine Spence)	9
10. Encouraging people to re-engage in learning	9
11. Case Study (Grainne Courtney)	10
12. Progression	10
13. Case Study (Christopher Ashton)	11
14. New Skills	11
15. Case Study (Andrew Dougal)	12
16. OCN NI Commentary on Research Findings	13
Appendix A - List of customers	15-17
Appendix B - Questionnaire	18-20



## Foreword

Open College Network Northern Ireland (OCN NI) has been offering high quality, flexible, credit-based qualifications which formally recognise the achievements of adult learners for thirteen years.

During the last few months OCN NI has undertaken research on learner participation and progression. The research was carried out in partnership with the Educational Guidance Service for Adults (EGSA) and five major education providers: Belfast Metropolitan College, Southern Regional College, South Eastern Regional College, Workers' Educational Association (WEA) and Opportunity Youth. The research shows that, in partnership with other providers, OCN NI can play a distinctive and important role in supporting the Government's agenda for a more economically focused and socially inclusive curriculum to meet the needs of local people.

I believe that this publication will form a significant contribution to the emerging debate on access to learning in Northern Ireland. The findings of the research show that OCN NI is creating opportunities for people in Northern Ireland to advance themselves through learning, no matter what their age, gender, background, religion or race. In many cases these individuals have their first positive learning experience through OCN accreditation and many go on to gain employment as a result.

We believe the publication of this research is very timely and we encourage all those involved in the current education and learning debate to read it, discuss its findings and to continue to contribute to this vital debate.

We would like to acknowledge the help and support we have received from the organisations and individuals who have participated in the research, in particular those who took time to take part in the case studies.

Gary Haire  
Chair OCN NI

# What is OCN NI?

## Mission Statement

*“The Open College Network supports learning and widens opportunity by recognising achievement through credit based courses and qualifications”*

For many years the OCN movement has laid claim to being a very distinctive Awarding Body with a focus on providing accessible qualifications which support access to learning and progression to other opportunities and employment.

Open College Network Northern Ireland (OCN NI) is licensed by the National Open College Network (NOCN) and is based in Belfast. The organisation offers nationally recognised, flexible, credit-based qualifications which conform to the criteria set out by the Regulatory Authorities. OCN NI works with national and local organisations to develop and widen access to education, training and learning.

Since 1995 OCN NI has provided a comprehensive accreditation service to learners throughout Northern Ireland and during that time we have registered over 150,000 learners.

OCN NI provides:

- Opportunities to expand your current provision
- Quality assured accredited learning
- Expertise in credit developments
- A comprehensive programme of training to support delivery
- Advice and guidance with support materials

# Introduction

Over the last 25 years Open College Networks have played a pioneering role in recognising learning throughout the UK. The first open college network was established in Manchester in 1981 and since then many thousands of learners have received credit for their learning.

Recently UK Government has been setting a new and challenging agenda for skills and in response to this the National Open College Network has built on its past experience to develop an innovative range of new products to support learner engagement, participation and progression.

Given lower levels of productivity, high levels of economic inactivity and that a significant proportion of Northern Ireland's workforce has no qualifications, OCN NI supports the emphasis on skills and the needs of the economy as a route to a more prosperous region.

The Government's Draft Policy Proposals set out in FE Means Business, for learner access and engagement are of particular interest to OCN NI. The organisation sees this as an integral part of achieving economic success and enhanced social cohesion. Widening participation and supporting progression have been central to our mission since the first OCN was established and since we began operating in Northern Ireland in 1995.

To support the agenda for economic success and social inclusion across the UK we have used our extensive collective experience in the national network to develop new qualifications accredited within the National Qualifications Framework (NQF).

Our customers range across sectors and include organisations such as Further Education Colleges, Greenmount College, the Worker's Educational Association, the Ulster People's College, the Citizen's Advice Bureau, the NI Youth Work Training Board, the Trade Unions and various other training providers. OCN NI has over 170 registered centres, (see Appendix A) delivering a wide range of provision to an extensive range of learners throughout the community. Over 150,000 learners have registered on OCN NI accredited courses since it was established in 1995.

## Executive Summary

Recent research carried out on behalf of OCN NI by the Educational Guidance Service for Adults (EGSA) in conjunction with the Belfast Institute\*, North Down & Ards Institute\*, Armagh College\*, WEA and Opportunity Youth has confirmed that OCN accreditation encourages progression into further learning and into employment.

There is clear evidence that provision which is designed to support progression, particularly in vocationally related areas, really works. Learners highlighted a number of benefits including increased employment opportunities, re-engagement in the learning process, progression on to further learning opportunities and the acquisition of new skills.

The findings of the research demonstrate that OCN NI continues to provide progression opportunities within education and training to those groups and individuals who have previously not benefited from conventional educational provision.

A significant proportion of learners said they were drawn to their OCN course as they felt it would give them an insight into a particular sphere of learning and that this in turn could help them decide whether to embark on further learning in that area. Case study (4) is an example of this; having left school with few qualifications the individual used OCN courses as an opportunity to get a taste for a vocational area as well as acquiring new skills.

Re-engagement in the learning process is another benefit, Figure I highlights that 12% of those interviewed noted that they had gone onto further learning.

In addition a number of respondents were attracted to further learning for personal development reasons, i.e. they hoped to gain personal satisfaction, confidence and self-esteem from the course. Figure I shows, 52% stated confidence as one of the benefits gained and 60% highlighted personal development as a benefit.

Employment opportunities are another benefit highlighted. Case study (2) is an excellent example of this, having completed a number of courses employment opportunities were opened up to the individual who has gone on to pursue a rewarding career.

*\* The research was carried out before the college merger process these institutes are now known as Belfast Metropolitan College, South Eastern Regional College and Southern Regional College respectively.*

# Methodology

## Project timeframe:

The project ran from February to May 2007 over which period the telephone survey was carried out.

## Recording System:

EGSA developed a web-based system to meet the objectives of this project.

## Questionnaire:

A questionnaire was developed by EGSA and OCN NI (see Appendix B). Learners were asked about their initial motivations for undertaking an OCN course and the benefits they gained, as well as their qualification levels, employment status and further involvement in learning.

Learners willing to participate further in the research were re-contacted by OCN for a more in-depth interview. These 'case study' examples have provided qualitative evidence of the impact of OCN learning whether the individuals involved made significant progress or overcame major barriers in completing their course.

## Sample:

Each provider presented a sample of 500 learners who had undertaken an OCN course with their organisation, since 2003. Providers forwarded these details to OCN, who categorised each course into one of eight curriculum areas and made this data available to EGSA.

All learners without telephone contact details were removed from the database, resulting in a total of 1844 'live' records which are categorised by provider, curriculum area, gender and age. From the 1844 'live' records, 500 learners were surveyed.

**Table 1 shows the breakdown of learners by Provider**

Breakdown of Learners by Providers (Total Live Records)	Count	%
Southern Regional College	430	23%
Belfast Metropolitan College	391	21%
South Eastern Regional College	462	25%
Opportunity Youth	183	10%
Workers' Educational Association	378	21%
<b>Total</b>	<b>1844</b>	<b>100%</b>

**Table 2 shows the breakdown of learners by Curriculum Area**

Breakdown of Learners by Curriculum Areas (Total Live Records)	Count	%
Arts and Crafts	78	4%
Community development	170	9%
Employability	242	13%
Family Learning	37	2%
ICT	525	28.5%
Lifeskills	1	0.05%
Personal development	488	26.5%
Professional development	303	16.5%
<b>Total</b>	<b>1844</b>	<b>100%</b>

**Table 3 shows the breakdown of learners by gender**

Breakdown of Learners by Gender (Total Live Records)	Count	%
F - Female	1146	62%
M - Male	691	38%
<b>Total</b>	<b>1844</b>	<b>100%</b>

## Overall Benefits Gained From Undertaking OCN Courses

In OCN's experience a large proportion of learners who undertake OCN courses have not engaged in learning for some time and often have had a negative experience previously. The research highlighted that many of the learners experienced multiple benefits from completing their OCN course and often it was the first step on a learning journey.

500 learners were asked about the benefits they gained from undertaking the OCN course. The wide range of benefits cited by learners included confidence building, new skills developed and providing new employment opportunities. Overall learners were very enthusiastic about their course and identified several benefits – many of which had been unforeseen.

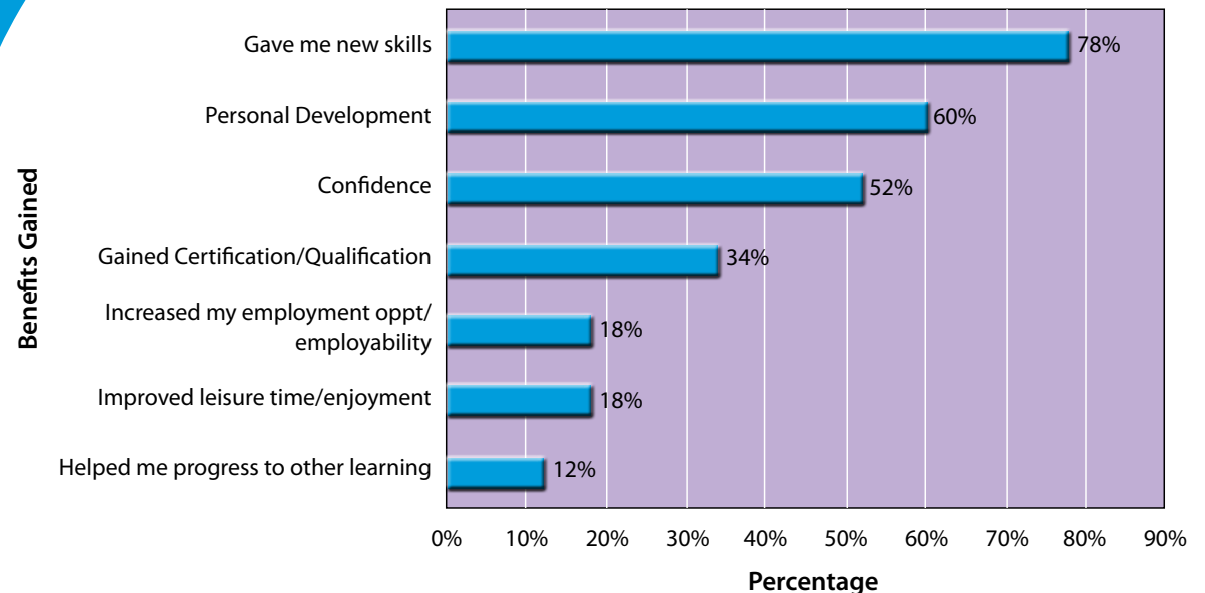
A very high proportion of learners contacted, (78%) said their OCN course had given them new skills. 60% said that the course had provided personal development and 52% said their confidence had increased as a result. 34% highlighted gaining a Certificate/Qualification as a benefit and 18% of learners said that the OCN course had increased employment opportunities or employability. 12% said that the course had helped them to progress to other learning.

The learners surveyed were divided into categories by the following curriculum areas;

- Personal Development
- Professional Development
- Community Development
- Arts and Crafts
- Employability
- Family Learning
- ICT

36% of learners from community development and 26% of those from employability identified an increase in employment opportunities or employability as a result of their OCN course. The recent 'Further Education Means Business' Draft proposal focuses increasingly on meeting the needs of employers, as well as of individual learners. OCN NI accreditation continues to support Government's economic vision for Northern Ireland and deliver solutions for the Department for Employment and Learning's Skills Strategy.

**Benefits gained from undertaking an OCN course  
Figure I**





Case study (1) demonstrates how completing an OCN course has enabled a young person to realise her aspirations of becoming a social worker.

## CASE STUDY (1)

Betsy had always aspired to become a Social Worker, working particularly with the After Care team. Having grown up in foster care herself she felt she would have something valuable to offer to other young people like herself. Due to family circumstances and her A-level grades she had missed the opportunity to enroll for a degree in Social Work at the University of Ulster, Magee.



Betsy got back into study through the organisation, Voice of Young People in Care (VOYPIC). Betsy, who has a four year old son, wanted to gain confidence and experience in working with groups and young people in care. She was motivated to become educated and is determined to find a good job to create a secure and comfortable life for her and her son. She wants to pursue a career as a social worker. **Completing the OCN Level 3 course in Peer Education Skills through Opportunity Youth provided her with additional points enabling her to make the grades for the Social Policy degree course at Jordanstown.** Betsy is due to finish her degree this year and is on track to graduate with a 2:2.

**“ The OCN course offered me an excellent stepping stone to move onto further learning and ultimately better career opportunities; it’s great for your CV!”**

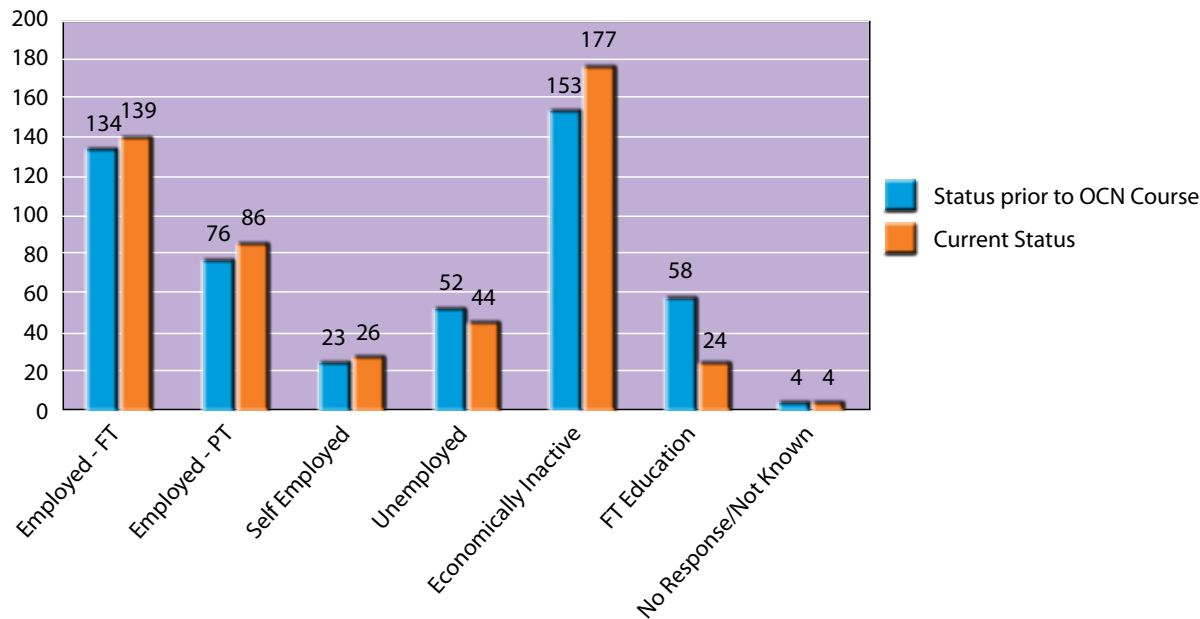
## Gaining Employment

The research highlighted that learners who engaged in vocationally related learning improved their employability status.

25% of those learners, who were unemployed prior to their OCN course, are now employed (full time, part time or self employed).

10% of those who were economically inactive prior to their OCN course are now employed (full time, part time or self employed).

**Bar chart comparing employment status prior to OCN course and current  
Figure II**



Case study (2) demonstrates how a course specifically designed to help women back into work led Elaine on a very productive learning journey. Elaine went on to complete a series of courses at the Open University which have ultimately led to her new career in phlebotomy in the Ulster Community Hospitals Trust.



## CASE STUDY (2)

Elaine left school with no qualifications. She got married, had a daughter and didn't work for several years. At the age of 26 and a single parent Elaine was determined to progress in her career. Through her local Women's Centre Elaine went on to do a wide range of courses; Women Moving On, Women into Politics and 4 GCSE's. She took a number of jobs and while working as a Nursing Auxiliary at the Ulster Hospital she enrolled for the UNISON Return to Learn course accredited by OCN NI. **In**



**2004 Elaine completed the UNISON course with the Workers' Educational Association.**

Elaine's motivation for doing the course was predominantly to do with improving herself and her employment opportunities.

The UNISON course gave Elaine the confidence to do a NVQ Level 2 and 3 in Social Care. All of this was possible because of the support given by the trade union and her employer. She then progressed to doing the K100 with the Open University and is currently completing the K202; this is equivalent to first year nursing or first year of a social work qualification. She has also embarked on a Social Work Degree with the Open University.

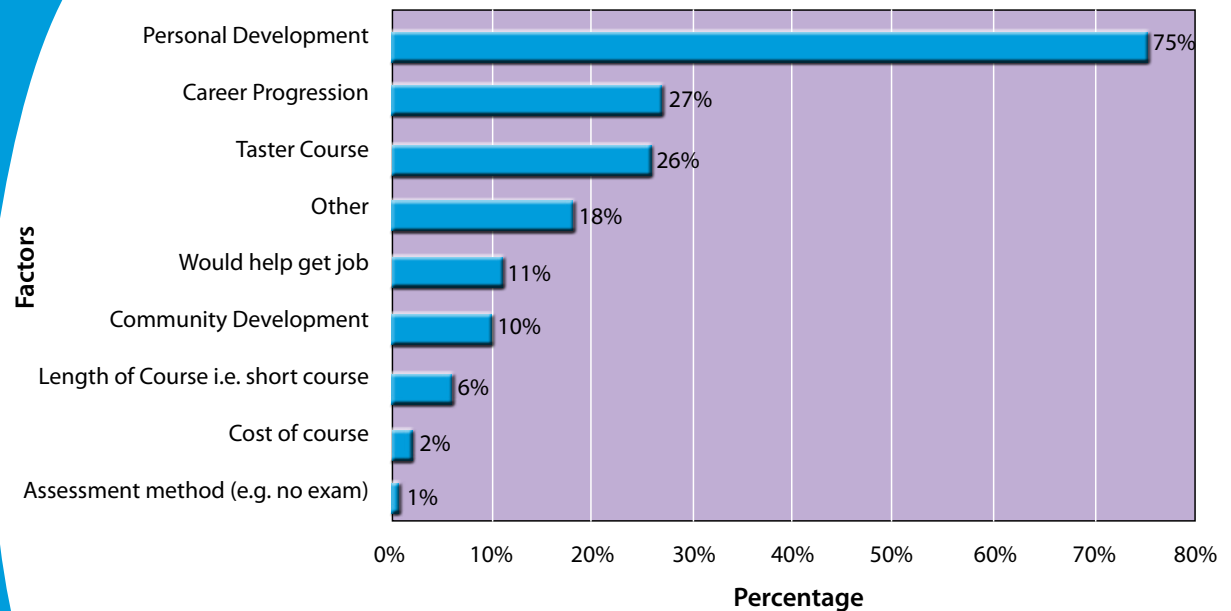
Elaine, who now works as a phlebotomist, at the Ulster Hospital said:

*"I see education as one of the biggest life chances a person can have. As well as being a phlebotomist which means I collect samples of blood from patients for the laboratory, I am also a UNISON Education Officer and encourage others to get involved in learning. I believe people need to keep learning to give them the opportunity to explore their full potential."*

### Encouraging People to Re-engage in Learning

Learners were asked what had attracted them to the OCN course. As can be seen from Figure III, a very high proportion of learners (75%) were initially attracted to their OCN course for personal development reasons, i.e. they hoped to gain personal satisfaction, confidence, self-esteem etc.

**Bar chart to display factors attracting learners to OCN course  
Figure III**





Case study (3) demonstrates how Grainne re-engaged in the learning process after leaving school sixteen years earlier with few qualifications. Grainne explains below how she simply wasn't interested in school and didn't apply herself.

## CASE STUDY (3)

Grainne completed a course entitled Supporting Children with Autistic Spectrum Disorder provided by Armagh College. The course was developed by Armagh College in partnership with OCN NI to meet the specific needs of people who wanted to work with young people with autism.

Grainne worked for 16 years as a senior clerk in a credit union. By the end of that 16 years she said she was "completely fed up" with her job and was determined to make a change in her life; she describes herself as having been "stuck in a rut."

**Grainne has always had an interest in working with children, so she made some enquiries about courses at Armagh College and enrolled on the Supporting Children with Autistic Spectrum Disorder course.**

Grainne explains that her interest in working with people with disabilities came from watching a wide variety of television programmes on this topic. She investigated doing a NVQ but this wasn't possible as she needed to have either past experience in working with people with disabilities or currently in a relevant job role.

Grainne feels that she is now ready and has the confidence to follow up her studies and to build on what she has achieved.

She believes the course has helped her to take a radical new career direction and is convinced she has found

her niche and is much happier in the caring field than working in a desk-based job. She has discovered in herself an aptitude for this kind of work and fully intends to further develop her career.

**"This course was ideal for me, it allowed me to get a sense of whether it was the right career for me to explore."**

In September 2007 Grainne enrolled on a course entitled, Working with Children with Special Needs and Disabilities.



### Progression

Figure IV shows that over half of the learners who went on to complete further learning actually progressed to higher levels of learning. 34% went on to a course at the same level and 11% went on to a lower level course.

**Pie chart to display level of further learning following the OCN course (% learners undertaking further learning only) Figure IV**



Case study (4) Christopher demonstrates how the traditional education system had not encouraged him to engage in learning and how adult education has given him a second chance and started him on a career path.



## Case Study (4)

Chris left school at 16 with few academic qualifications. His grades were not good enough to take him forward in any specific career direction and he wasn't sure what he wanted to do. For example he tried catering and discovered that it wasn't for him.

Chris is an excellent example of how many young people leave school with no idea what they want to do. Given the right opportunities and support they can often find a second chance to learn.

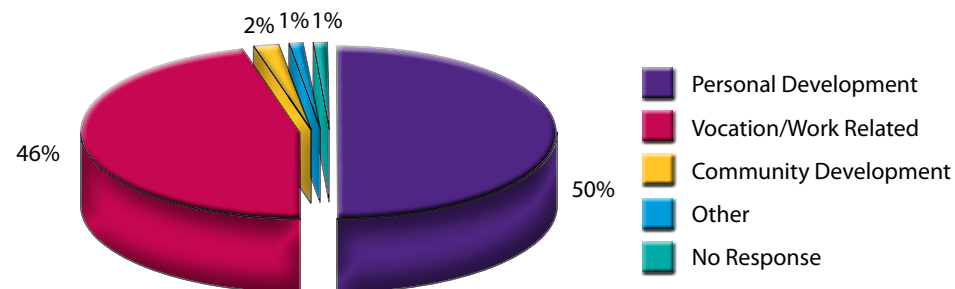
**Chris has completed a series of courses at North Down and Ards Institute; including an OCN JobWise Course; an OCN level 3 Youth Work Course and a BTec National in Performing Arts.**



Chris says he "absolutely loved" doing the OCN Youth Work Course and the BTec National in Performing Arts. Bringing these two areas of study together has opened up future possibilities for him. He very much enjoyed working with young people and has an ambition to set up his own drama school for young people.

He is now 23 years of age and is embarking on a degree in Drama

**Learners who progressed to further learning only (MALE)  
Figure V**



Studies at Leicester University this autumn. Chris illustrates how adults or post 16 learners don't just progress in a linear fashion but need time to explore possibilities.

***"My primary motivation for re-engaging in learning was to find an interesting area of study, improve my academic profile and pursue a future career."***

### New Skills

One of the very significant factors emerging from the research which motivated people to return to learning, was vocational or work related. Men in particular are interested in acquiring new skills. Figure V displays the motivational breakdown for males in undertaking learning on an OCN course. Interestingly males are primarily interested almost exclusively in either personal development or vocationally related skills.

Case study (5) Andrew has worked in the health field for 24 years and is currently the Chief Executive of NI Chest Heart & Stroke. Since the completion of his OCN course he has been appointed as a lay member to the Belfast Commissioning Group of the Health & Social Care Authority in NI. This body will take on a purchasing role in 2008.

## Case Study (5)

**Andrew completed a course entitled “Get on Board” provided by the Belfast Institute.** The course is designed to equip people with the skills confidence and knowledge to compete for positions on public bodies in Northern Ireland and to widen the pool of people applying for posts. The course was developed following extensive research into the needs of individuals and the skills needed to participate fully and effectively in public bodies.

12

Andrew’s primary motivation for applying was to be able to apply for and be appointed to a public body in Northern Ireland. He said the training was extremely relevant and gave him the necessary focus to make a good application and perform well at interview. The training outlined the qualities and skills which public appointment committees are looking for and included valuable information on how to sell yourself at interview.

The most enjoyable aspect of the course for Andrew was “the interaction with other participants.” He also said that the speakers



invited to the course to share their expertise were very relevant and provided valuable insights into the appointments process.

The aim of the course was to encourage wider participation in public life and to give people the skills to participate effectively when appointed and in Andrew’s case the course has delivered on just that.

**“This course provided me with the skills and knowledge to compete for public appointments in Northern Ireland.”**

## OCN NI Commentary on Research Findings

The research has clearly demonstrated that the real and relevant benefits cited by those learners interviewed, included the development of new skills, an increase in self confidence, an improvement in employment opportunities and the chance to progress on their learning journey.

Evidence from the research has highlighted a number of relevant and valid indicators of the benefits of post 16 learning for those who fall outside the target groups identified as contributing to the Department for Employment and Learning's (DEL) local economy agenda. It is indicated in **Further Education Mean Business Draft Policy Proposals; 4.4.3** *'The interim arrangements will focus on the production of a transitional plan showing how each college will increase;*

- Priority skill areas enrolments;
- Level 2 provision and above;
- Externally regulated provision; and
- Professional and technical courses'

In fact a number of the interviewees in the research clearly point to the potential for progression into employment experienced by learners who re-engage with further learning even though they fall outside the target groupings identified by DEL, namely case study two and case study four. These learners were able to progress to higher levels of achievement through further learning and also enhance their employability or gain employment.

Confidence and motivation were stimulated by having their learning achievements recognised and accredited, this in turn

spurred the individuals, exemplified in case study one and three, to further their learning or seek routes to progression. This indicates that further learning was translated into progression at level two or higher and opened up routes into employment.

These positive outcomes stimulated by OCN accredited learning contribute in a measurable way to DEL's vision for a community of learners benefiting from qualifications which in turn leads to a strengthened local economy.

A significant finding of the research was that case studies reflected the potential for learners, who had been disaffected or unsuccessful in previous learning experiences, to return to further learning, contribute to their communities through the acquisition of new skills, regain self confidence and go on to make a real contribution to the local economy through gaining meaningful employment.

The findings of this study also point to the capacity of OCN NI to contribute to DEL's local economic agenda by creating further routes to learning and employability and by doing this with a cohort of learners who fall outside the narrower target groupings identified by DEL. Consequently, OCN NI's qualification offer, provides the potential to inflate the number of learners achieving within the groupings targeted by DEL.

Examples of comments made by those interviewed demonstrate the benefit of OCN accreditation for adult returnees;

***"The course gave me a lot of confidence and I felt it helped me a great deal in my business" (Anne Godwin)***

***"I enjoyed the course, which I was sent on by my employer. It increased my confidence and gave me new skills" (Lynn Palmer)***



*"I wouldn't go anywhere else other than the Kilcooley Centre, I speak very highly of them to others as they gave me the confidence to go further in education" (Caroline Keatley)*

*"Brilliant course – helped my confidence enabling me to do more since"(Robina Weatherup)*

In a communication from DEL dated September 2007 the Minister, Sir Reg Empey reiterated that skills are the key to our economy reaching its full potential;

*"NI will have to transform itself into an economy based on high value jobs."*

The Minister pointed out that to achieve the vision there are three key elements to be addressed; the supply of skilled people into the workforce; the upskilling of those already in the workforce (75% of the 2020 workforce have already reached school leaving age) and support for those who are currently economically inactive to enter the workforce.

This vision places a strong demand on Government to develop policy for post 16 education which has the potential to reach out and embrace those who are excluded from current provision.

OCN NI therefore calls on Government to ensure that in the process of implementing a policy based on the needs of the economy that the needs of learners, such as those cited in this research document, are not overlooked.

**Annie E Moore on behalf of OCN NI**

# Appendix A - List of Customers

Organisation
Action Mental Health
Ashton Centre
ACET
Adapt N.I
Age Concern
The Sexual Health Centre
ASCERT
ALANNA Consultation Therapy Training
Armagh College of FE
Aids Care Education & Training
Advice NI
Altnaveigh House
Action Cancer Information Centre
Artillery Youth Centre
Belfast Travellers Education & Development
Ballybeen Women's Centre
Belfast Education & Library Board
Belfast Metropolitan College
Belfast Public Libraries
Belfast Harbour Police
Barnardo's
Belfast Activity Centre
Ballynafeigh Community Development Association
Belfast Healthy Cities
Business in the Community N.Ireland
Coiste na n-Iarchimi

Countryside Services
Coleraine Rural & Urban Network
Clanrye Emp & Training Service
Community Technical Aid
Community Restorative Justice
Christian Guidelines
Centre for British Studies
Childrens Law Centre
Cedar Foundation
Community Development Learning Initiative
Creggan Neighbourhood Partnership
Community Sector Training
Conservation Volunteers NI
Children In Crossfire
Centre for Global Education
Community Dialogue
Creative Media Partnership
Council for the Homeless N.Ireland
Donegal Youth Service
Dairy Farm OLC
Dunlewey Substance Advice Centre
Delta
Derry Well Woman
DARD
Drugs & Alcohol Training Programme
DAWN Project
Enterprise NI
Elklan
Eastern Health & Social Services Board
EGSA
Eurolink
Forbairt Feirste

Family Planning Association
Feile an Phobail
Family Farm Development Ltd
FASA
Foster College
Flatfield Flyfishing
Falls Women's Centre
Footprints Womens Centre
Fermanagh Volunteer Bureau
Forward Learning / Transitional Training
Gaslight Productions
College of Agriculture, Food & Rural Enterprises
GMB
Housing Rights Service
Holy Trinity Centre
ICPD
Intercomm
Joblink (Rutledge Joblink)
Law Centre (NI)
Life Dock Training
Customized Training Services
Loughshore Youth Forum
Lifestart Foundation Limited
Lisburn YMCA
Life (NI)
Mediation NI
Mencap
Mind Yourself
MS Society of Ireland
Mullholland After Care Services
Midway Training
Mullaghmore House Enterprises

Maydown Ebrington
The Nerve Centre
NI Council for Ethnic Minorities
NIACAB
NICVA
Now Project
NI Children's Enterprise
NI Women's Aid Federation
NICHS (NI Children's Holiday Scheme)
NIPPA - The Early Years Organisation
New Horizons
NIPS
North West Centre for Learning & Development
North West Regional College
Northern Regional College
Newtownabbey Community Development Agency
North Eastern Education & Library Board
NSPCC
NI Association for Mental Health
NUS/USI
NI Trade Union Education & Social Centre
Netcare
NI Human Rights Commission
Oasis
Opportunity Youth
Parents Advice Centre
PCM Associates
Peace & Reconciliation Group
PHAB NI
Reach Across
Regional Training Unit
Southern Eastern Education & Library Board

Stepping Stones
Springwell Centre
Sliabh Beagh Cross Border Partnership
Spirit of Enniskillen
STEER
Southern Education & Library Board
Simon Community
South Eastern Regional College
South Tyrone Empowerment Programme
South West College
Southern Regional College
Society of St Vincent De Paul
Sonic DJ Academy
Share Holiday Village
SOURCE School of Leadership & Ministry
Triskele
The Playhouse
The E GO Project
The Orchardville Society
Turning Point
Time Associates
The CODA Project
Tides Training

Trademark
Triangle Housing Association
Taughmonagh Community Forum
Ulster People's College
Upper Springfield Development Trust
University of Ulster
Ulster Wildlife Trust
Ulster Supported Employment Limited
Voice of Young People in Care
Volunteer Development Agency
Venture International
The Veterinary Service
WEA
Women's News
The Womens Centre, Derry
Western Education & Library Board
WAVE Trauma Centre
Women into Politics
Women's TEC
YouthAction
YMCA Ireland
Youth Council for NI
YouthBank

# Appendix B - Telephone Questionnaire

1. What attracted you to this course? (SELECT ALL THAT APPLY)

Personal development	<input type="checkbox"/>
Community development	<input type="checkbox"/>
Length of course i.e. short course	<input type="checkbox"/>
Taster course i.e. to give insight into area of learning	<input type="checkbox"/>
Assessment method (e.g. no exam)	<input type="checkbox"/>
Career progression	<input type="checkbox"/>
Would help get a job	<input type="checkbox"/>
Cost of course	<input type="checkbox"/>
OTHER	<input type="checkbox"/>
No response	<input type="checkbox"/>

2. What benefits did you gain from undertaking the OCN course? (SELECT ALL THAT APPLY)

Personal development	<input type="checkbox"/>
Confidence	<input type="checkbox"/>
Increased my employment opportunities / employability	<input type="checkbox"/>
Helped me to progress to other learning	<input type="checkbox"/>
Gained Certificate / Qualification	<input type="checkbox"/>
Gave me new skills	<input type="checkbox"/>
Improved leisure time / enjoyment	<input type="checkbox"/>
OTHER	<input type="checkbox"/>
No response	<input type="checkbox"/>

3. Prior to undertaking the course, what was your highest level of qualification? (SELECT ONE)

None	<input type="checkbox"/>
Non-NQF	<input type="checkbox"/>
Entry level	<input type="checkbox"/>
Level 1	<input type="checkbox"/>
Level 2	<input type="checkbox"/>
Level 3	<input type="checkbox"/>
Level 4	<input type="checkbox"/>
Level 5	<input type="checkbox"/>
Level 6	<input type="checkbox"/>
Level 7	<input type="checkbox"/>
Level 8	<input type="checkbox"/>
No response	<input type="checkbox"/>

4. Have you undertaken any further learning since the OCN course and if so what level was it at? (SELECT ONE)

No further learning undertaken (Progress to question 6)	<input type="checkbox"/>
Higher level	<input type="checkbox"/>
Lower level	<input type="checkbox"/>
Same level	<input type="checkbox"/>
No Response	<input type="checkbox"/>

5. What was your PRIMARY motivation for doing the course?  
(SELECT ONE)

Personal Development	<input type="checkbox"/>
Vocational / work related	<input type="checkbox"/>
Community Development	<input type="checkbox"/>
Other	<input type="checkbox"/>
No response	<input type="checkbox"/>

6. What was your employment status prior to starting the course?  
(SELECT ONE)

Employed – FT	<input type="checkbox"/>
Employed – PT	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Economically Inactive	<input type="checkbox"/>
FT Education	<input type="checkbox"/>
Not Known / no response	<input type="checkbox"/>

7. What is your employment status now, following the course?  
(SELECT ONE)

Employed – FT	<input type="checkbox"/>
Employed – PT	<input type="checkbox"/>
Self-employed	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Economically Inactive	<input type="checkbox"/>
FT Education	<input type="checkbox"/>
Not Known / no response	<input type="checkbox"/>

8. Possible case study?

Yes – permission to re-contact agreed	<input type="checkbox"/>
No	<input type="checkbox"/>

9. Case study details – free text (brief outline of case study & any details of availability)


10. Comments / Quotes (free text)


11. Request for further IAG from EGSA adviser? (Free text) Please provide brief details of request and best time to contact (am/afternoon etc). Inform client that EGSA Adviser should be in contact within a week or so and will make 3 attempts before leaving a message (where possible). Offer to provide client with EGSA tel.no.


**INTERNAL INFORMATION**

Attempt date:  time:

Length of call (mins)  Attempt no:

Result: Completed / Unable to complete / Help required / Callback

Call back agreed? Date / time:





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