Data analysis of the Bishopsgate Student Survey 2003

October 2003

Chloe Kane & Associates

Chloe Kane & Associates

Data analysis of the Bishopsgate Student Survey 2003

October 2003

Contents

Introduction

Chloe Kane & Associates were commissioned to conduct a language research project for the Bishopsgate Institute, the Corporation of London and City University. The four key objectives were to establish a learner profile, assess the impact of City Worker Study Vouchers, position the Institute among other language providers and assess the significance of qualifications for students. A sample of over 400 Bishopsgate students were selected to receive postal questionnaires, 91 responses were returned.

The following report presents the findings of the research project and makes some recommendations for further research and possible action. It is split into four parts based on the sections in the survey and loosely reflecting the four key objectives agreed at the start of the project. These sections are the student profile, the language studies profile, the City Workers' Study Voucher and the perception of Bishopsgate Institute.

Each section has subsections giving a data summary, a discussion of the results, observations on the findings, and key recommendations. At the end of the report there is a short section summarising the main actions to be considered arising from the research. The appendices give summary data tables along with extracts from the qualitative responses.

Executive Summary

This report is the result of a language research project jointly commissioned by the Bishopsgate Institute, the Corporation of London, and City University. The purpose of the research was fourfold: to establish a learner profile, assess the impact of City Worker Study Vouchers, position Bishopsgate Institute, and assess the importance of qualifications for students.

Over 400 Bishopsgate students were surveyed and 91 responses returned.

A) Key findings[1]

1. Student profile

- 77% of students are aged between 22 and 39, 60% are women and 40% men

- 55% of students are non-management, 25% managers, 9% senior managers and 9% are supervisors

- 80% are British, 10% Antipodean and 8% European, 88% are native English speakers

- Of the British students 63% are white, 10% asian and 2% black

- 94% of students are employed. The most frequently mentioned employers are ABN Amro, Royal Bank of Scotland and Ashurst Moris Crisp, only 12 employers have more than one employee attending courses

- 95% travel just 15 minutes or less to reach the course, 96% walk

2. Language studies profile

- 72% said qualifications offered were not an important factor in their choice of language course, yet 52% went on to say they would like a recognised qualification (primarily for personal satisfaction)

- 54% of students speak more than one language, 45% speak no other

- 95% want to improve their speaking ability over reading or writing skills

- 18% are learning a language for travel, 13% for personal development, 13% for pleasure and 11% for work or career

- For 79% of students this is their first language course at Bishopsgate

- 82% prefer lunchtime courses and 85% prefer courses of one term

- When choosing a course, 96% said staff quality was very important, and 85% said fees

- 53% would like to learn another language, the majority mentioned a European language as first choice

3. Study Voucher Scheme

- 79% have not heard of the scheme

- 53% say their employer is not part of the scheme or they don't know

- 8 students have used a study voucher, but all said they would have still done the language course without a voucher

- The majority of students (76%) were funded by personal savings, and 17% by their employer

4. Position of the Bishopsgate Institute

- For 79% of students it's their first language course at Bishopsgate, 20% have studied there before

- 95% are studying at the centre and on the course of their first choice

- 93% of students agree Bishopsgate is a good place to study

- 84% intend to study a language again at Bishopsgate

- 96% would recommend the Institute to their friends or colleagues wishing to learn a language

- 51% don't think the Institute is widely known

- 81% did not name another language provider in the City they would consider using

- 55% heard of Bishopsgate through a friend, colleague or their employer

- 84% said location was a very important reason for choosing Bishopsgate, 79% said the timing of courses, and 71% said the languages offered were a very important reason. Reputation and price were not very important factors for many students.

---

[1] When considering these findings, it is important to remember that the low response rate makes it difficult to make valid inferences from these results about the wider student population. There are also several inherent sources of bias that should be considered. These include the nature and timing of the majority of courses offered at Bishopsgate (lunchtime sessions, European languages, no qualifications), the fact that more women responded to the survey than men, and the use of only recent students for the sample.

B) Conclusions and recommendations

1. Student profile

The typical Bishopsgate language student is female, white and British, aged between 22 and 39, likely to be studying either French or Spanish. She walks to the course at lunchtime from a company within 15 minutes journey time of the Institute. She has GCSEs and A levels, speaks more than one language and spends between 1 and 3 hours a week studying outside lesson times. Her main reasons for studying a language are for holidays, travel, personal development and pleasure.

While this profile reflects the typical lunchtime student, evening students are likely to be different. More research should be conducted to discover if there is demand for evening courses, for what type of courses and among which segments of City workers.

2. Language studies profile

Most students speak more than one language and would like to learn another. They prefer lunchtime lessons of one term in length. The main factors they look for when choosing a course are teaching quality, price and languages offered. Qualifications are not important, although many would like one. Those that do want to study another language, most want to do one that Bishopsgate already offers.

Although students do not necessarily look for qualifications when choosing a course, there is significant desire for a qualification. This could explain why no students have studied with the Institute for more than four terms, and only 20% have studied there previously. Perhaps after completing four terms they go elsewhere to a centre offering further levels and qualifications. These figures indicate Bishopsgate may have a customer retention challenge. This can be checked by comparing with internal student data.

3. City Workers' Study Voucher

Of the 8 students who had used a voucher for their language studies, most agreed it was easy to use, easy to find out about and about the right length and value. More research should be conducted to discover if this is the case with most users.

According to the survey results, it appears to have been difficult to raise awareness among employers and potential students about the voucher scheme. This could be for a number of reasons for this, although it appears that the marketing strategy has been key. Of the 21% who have heard of the voucher, very few have accurate knowledge about what it is or their own eligibility for it.

Language providers such as Bishopsgate could play an important role in raising student awareness of the voucher scheme, and students, their employers too.

4. Position of Bishopsgate Institute

The results show, at least for those students who responded to the survey, that students are extremely happy with the Bishopsgate Institute. It was their first choice centre, they want to study there again and they would recommend it to their friends or colleagues. This suggests that the quality and standards of the courses, the teaching and the facilities are very good. This should be corroborated using student satisfaction data from course evaluation surveys. Furthermore, students have very limited knowledge of other language providers in the area, giving Bishopsgate a near monopoly position.

Taken as a whole, this suggests Bishopsgate is in a very strong position for any future growth plans it may have. However, it must not rest on its laurels. There is evidence to suggest that its corporate and course marketing is fairly weak, the majority of students don't believe the Institute is widely known in the City, and many students found out about the Institute by word of mouth alone. This could leave Bishopsgate exposed to attack from new comers in the area or existing operators launching aggressive marketing campaigns.

C) Next steps

To summarise, the key actions to consider implementing are:

- Depending on Bishopsgate business strategy, consider potential expansion areas highlighted by the findings (i.e more lunch time courses, evening courses, English language courses, and in-house courses)

- Market research among non-students to identify the nature of demand for evening courses (and on-line courses if desired)

- Development of a corporate and course marketing strategy for Bishopsgate to strengthen its current position

- Consideration of a targeted marketing campaign to recruit lunchtime students from more firms within 15 minutes walk, and a 15 minute tube ride

- Voucher awareness activities to include development of a marketing strategy, mentions in course marketing materials, and a student champion programme

- Check student retention rates and satisfaction data to see if there is a trend over time for students to leave, and if so, to determine what action (if any) is necessary to address the causes

Commentary on findings – Student Profile

Summary profile

The majority of students are white, British, and female non-managers, aged between 22 and 39. The majority of men are in the same age group, however overall the majority are managers or higher.

Most students are English speakers educated to at least A level standards and the majority have studied on a formal taught course in the last 5 years. Most speak more than one language and are likely to be studying either Spanish or French. They have not studied a language before with the Institute. Few students study more than 3 hours a week outside lesson time.

The students are studying a language either for travel, enjoyment or personal development, not work. They are particularly concerned with improving their ability to speak the language, rather than reading or writing it. They prefer lunchtime courses lasting no more than a term. Most students take 15 minutes or less on foot to reach the course, and begin their journey in streets close to Bishopsgate.

When choosing a course, these students don't think a qualification is important. Instead they look primarily for teaching staff quality, followed by fee levels, centre facilities and business language practice. Nonetheless, just over half of the students would like a qualification in their chosen language at some point, primarily for personal satisfaction.

Most of the students haven't heard of study vouchers and don't use them, they are funded instead mainly by personal savings. The availability of vouchers was not an important factor in their choice of study centre.

Bishopsgate was the first choice for most students, and the majority intend to study there again. Although most would recommend the Institute to a friend or colleague, they don't think it's widely known in the City. Very few would consider using a different language provider and most chose it because of its location and the languages offered.

Q1. Age

The majority of students are aged between 30 and 39 (40%), 37% are aged between 22 and 29 (see chart 1). 10% are aged 40 to 49 and 13% are aged 50 to 59.

In terms of age distribution by management level (chart 3), two points to note are that the majority of non-management level students are in the 22

to 29 age group (45% of non-managers), the majority of management level students are in the 30 to 39 age group (61% of managers). Response rates for supervisors and senior managers are too low to be representative.

The management level distribution across age groups is as one would expect considering the typical career development path wherein people gain greater seniority as they age. Equally, one would expect there to be fewer senior managers at all age levels as in the wider population there are far fewer people with this position.

Q2. Gender

60% of students are female and 40% male (chart 4). This reflects a common pattern whereby women predominate in adult education. The same trend is represented in the gender breakdowns by age group, with women as the majority in each case (see chart 2).

Gender distribution by management level (chart 5) shows a more even spread across levels for men than for women. In the case of women, 67% of women are in the non-management category, while only 36% of men are. Conversely, 45% of men are managers or higher, and only 27% of women.

Q3. Nationality

The majority of students are British (80%), followed by Antipodeans (10%), Europeans (8%) and South Africans (2%). Interestingly, only one of the non-UK nationals (an Australian) has a management position, only three are supervisors, and the rest are non-management.

Q4. Ethnicity

Of the UK students, 62% are white, 10% Asian and 2% black (see chart 8).

Q5. Journey time

57% of students take 10 minutes or less to get to their course, 38% take 12 to 15 minutes, and only 5% take 20 minutes or more (see chart 9).

Q6. Street where journey started and travel method

The largest number of students (27%), began their journey to the course from Bishopsgate, 7% from Appold St, and 4% from London Wall and

Moorgate. The rest of the students came from a wide range of different streets (see chart 9 for a full list).

An overwhelming 96% walk to the Institute, and just 3% come by tube.

Q7. Occupational status

94% of students are employed, 5% self-employed and 1% retired.

Q8. Employer

Students worked for a wide range of different companies across several different sectors. The companies most frequently mentioned were ABN Amro (7 times), Ashurst Moris Crisp and Royal Bank of Scotland (6 times each), Deutsche Bank (4 times), Barclays Bank and EBRD (3 times each).

Unsurprisingly given the nature of the City, most companies were in the banking and financial services sectors.

Q9. Level of responsibility

The majority of students (55%) are non-managers, 25% are managers, 9% supervisors and 9% senior managers (see chart 10).

Q10. Academic qualifications

61% of students have GCSEs (although it must be remembered that these weren't in place until 1987, so students aged over 31 may have had earlier qualifications not listed in the survey), 51% AS or A levels, 42% have a degree, and 14% a masters.

Just 8% of students either didn't have any academic qualifications or didn't respond. 45% of students have GCSEs and A levels; 14% have GCSEs, A levels and a degree; 4% have this plus a masters; and 17% have a degree but no A levels or GCSE. Of the 18 non-UK nationals, only 3 have a degree.

Male students are in general more highly qualified than female students, with 55% of males possessing a degree (20 out of 36), versus 33% (18 out of 55) of women (see chart 13).

In terms of qualification distribution by management level (see chart 14), the majority of managers have GCSEs, A levels and a degree. Overall, 16 managers have a degree, 70% of the total. All of these students are in the 22 to 39 age bracket.

In comparison, only 30% of non-managers have a degree, with these also concentrated in the 22 to 39 age ranges.

Q11. Years since last studied

50% of students have studied on a formal taught course in the last 5 years (see table 4), while 25% have done so in the last 6 to 10 years. 12% of students didn't respond, and the remaining 13% have not studied formally for 12 years or more.

On average, the number of years since the last formal course is higher for women than men (7.4 years compared with 6.5 years).

---

[1] All figures and percentages are rounded up to the nearest whole number.

Observations – Student profile

Q1. Age

It is surprising considering the UK's aging population that only 10% of students are aged between 40 and 49. Yet this age group are likely to be more affluent, have established careers, travel more and possess second homes abroad.

Their absence could be for a number of reasons, for example:

- Less inclined to complete questionnaires
- Representative of City demographics (preponderance of younger age groups)
- Have less time to study (e.g career, children etc)
- Not interested in languages
- Prefer evening courses (bias in Bishopgate data as predominantly offer lunchtime courses)

Q2. Gender

The higher proportion of women in non-management positions reflects national trends. Women are more likely to suffer work place discrimination, take career breaks or choose jobs with less responsibility.

The data may also be affected by bias as more women responded and more women take up adult education.

Q3. Nationality and ethnicity

Unsurprisingly, the majority of students are British. It would be interesting to compare the breakdown of other nationalities with demographics for the City working population as a whole. This may reveal an imbalance in the number of different nationalities and non-English speakers taking courses

Again, it would be interesting to compare the ethnicity figures against the ethnic breakdown for City workers in general. This would help highlight whether there are any accessibility issues that Bishopsgate needs to address.

Q5. Journey time

There is likely to be a significant bias in this data as the majority of the Institute's courses are run during the lunch hour, and thus most respondents will be lunchtime students. As most students will only have a limited lunch break, the Institute is unlikely to have attracted students who would take more than 15 minutes to reach their course.

The lunchtime bias will also affect the type of students that the Institute attracts. These are more likely to be in less pressured jobs (so they can be sure of being able to leave at a specific time and return later), and/or to have a fixed lunch break (so they can plan for regular courses). This may be reflected in the high number of female non-management students.

Q6. Street where journey started

Bishopsgate is likely to dominate as the starting point for a lot of students as it is very close to the Institute. Data from other questions in the survey shows that a large number of students chose the Institute because of its location, and heard about it because they were walking past. Therefore, they are likely to be coming from streets nearby on foot.

Q8. Employer

Only 12 companies had more than one student represented on the courses. This could be for a number of reasons, for example:

- Small company (hence proportionately less staff taking courses)
- Lack of employer support for language learning or limited funding available
- Lack of interest in languages among employees in general
- Lack of awareness of courses nearby
- Limited number of staff able to take regular lunch breaks

This could be worth investigating further. Conversely, there are a few companies with a high number of students attending courses. This seems to be linked in many cases with the presence of a manager on a course, although a causal connection cannot be proven due to the limited number of responses.

Q10. Academic qualifications

The data reflects the changing distribution of secondary and tertiary level education in the UK over the years. On the whole, older students are less likely to have academic qualifications than younger students as access to higher education was more difficult in the past.

The overall results are also affected by the presence of non-UK nationals. 18 students are

from other countries with different education systems and qualifications. The survey did not give an option for equivalent qualifications to be listed.

The results suggests that on the whole, students are well-educated and used to the classroom environment. However, some may need help in adapting to study after a long break.

The relatively high number of students with degrees and no other qualification (see chart 22, 15 in total) could be due to students misunderstanding the question. They may have thought they were being asked for their highest qualification rather than all their qualifications.

The dominance of degrees among managers is to be expected considering the requirements of the high-flyer graduate recruitment programmes that most City firms run. Equally, one would expect more qualifications among younger non-managers, as a significant proportion of these are likely to become managers in future. Of course, this does not mean that all managers will be highly educated, but it is an increasing trend.

Recommendations – Student profile

Q1. Age

The 40 to 49 age group could be an untapped market for Bishopsgate. It would be worth investigating their presence and preferences further.

It's very positive that the majority of non-management level students are in the 22 to 29 age group, as this gives Bishopsgate a young customer base that can be tapped for years to come. Furthermore, as they progress in their careers, they could become important ambassadors for both Bishopsgate and the importance of language learning within their organisations.

Q2. Gender

It should be possible to tailor marketing messages towards the different management groups and genders.

Q3. Nationality

Only 7 respondents were from a non-English speaking country, yet a lot of City firms have many non-nationals working for them. This could indicate another potential market for Bishopsgate in terms of offering English language teaching. This should be investigated further.

Q5. Journey time

The Institute is unlikely to be able to attract students for its lunchtime courses working more than 15 minutes on foot or tube from the Institute. Therefore, its marketing for lunchtime courses should be limited to organisations within a 15 minute radius.

However, there is much greater scope for widening the radius with evening lessons. Students will be less tied to organisational timetables, and are more likely to travel further as many will live outside the City. Bishopsgate could, for example, exploit its position near Liverpool St Station and try to attract City workers on their way home. Furthermore, this could open up a new market in terms of the type of job and management level of potential students. Evening courses are likely to appeal to a different type of City worker than lunchtime courses, and should be designed accordingly

Thorough market research should be conducted to identify the level and nature of potential demand, and to determine the likely customer profile.

Q6. Street started from

The dominance of Bishopsgate as a starting point for journeys suggests that the Institute has a strength in terms of its location, but perhaps also a potential weakness. It could be vulnerable to a new start up in the area, or more aggressive marketing by existing providers.

If it's not already doing so, a quick win for Bishopsgate's marketing programme could be to make the building more noticeable, and to increase the frequency of on-street leafleting in the surrounding area.

There could be significant scope for attracting many more students from other streets close by, and not just Bishopsgate itself. Furthermore, as only 3% came by tube, there could be considerable potential to attract more lunchtime students working near tube stations within 10 to 15 minutes of the Institute. Further research would help identify how best to reach these people.

Q8. Employer

It may be worthwhile comparing the company names given by students with a list of the major employers known to be within the area. This will help show whether there are any companies missing that Bishopsgate could target. Looking ahead, it may be worthwhile exploring opportunities with these organisations, for example in-house courses, particularly as many already have employees and managers at the Institute.

There could also be an opportunity to use existing students to spread the message to others in their organisations. Working through managers may be the quickest way of attracting more students as they will have staff development responsibilities and influence over a wider number of people.

Q9. Management level

A significant number of students are of management level. This offers a good opportunity for Bishopsgate to encourage greater take up of learning vouchers and language courses by employers. Managers are more likely to have a say in staff development, can encourage their own teams to study, and will know the decision makers within their organisations.

Q10. Qualifications

The large number of students with A levels and higher-level qualifications could be significant for the design and provision of courses. It may also be a hidden influence on the way that students value and seek qualifications.

Section 1: Student Profile Data Summary

Q1: How old are you?

Chart 1: Student proportions according to age group
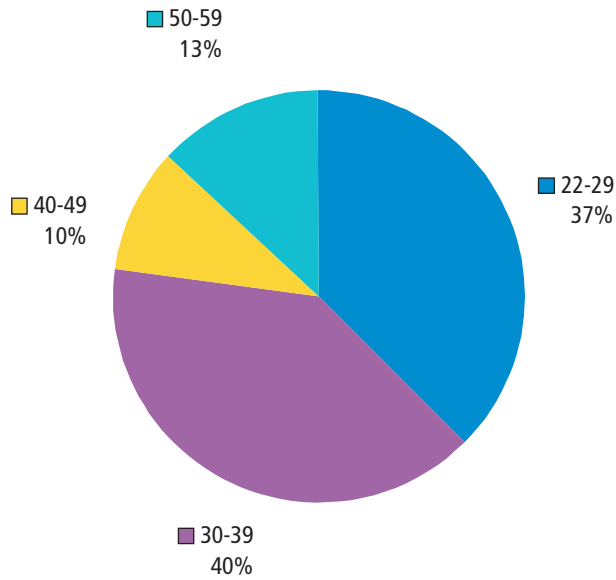
Chart 2: Age distribution by gender
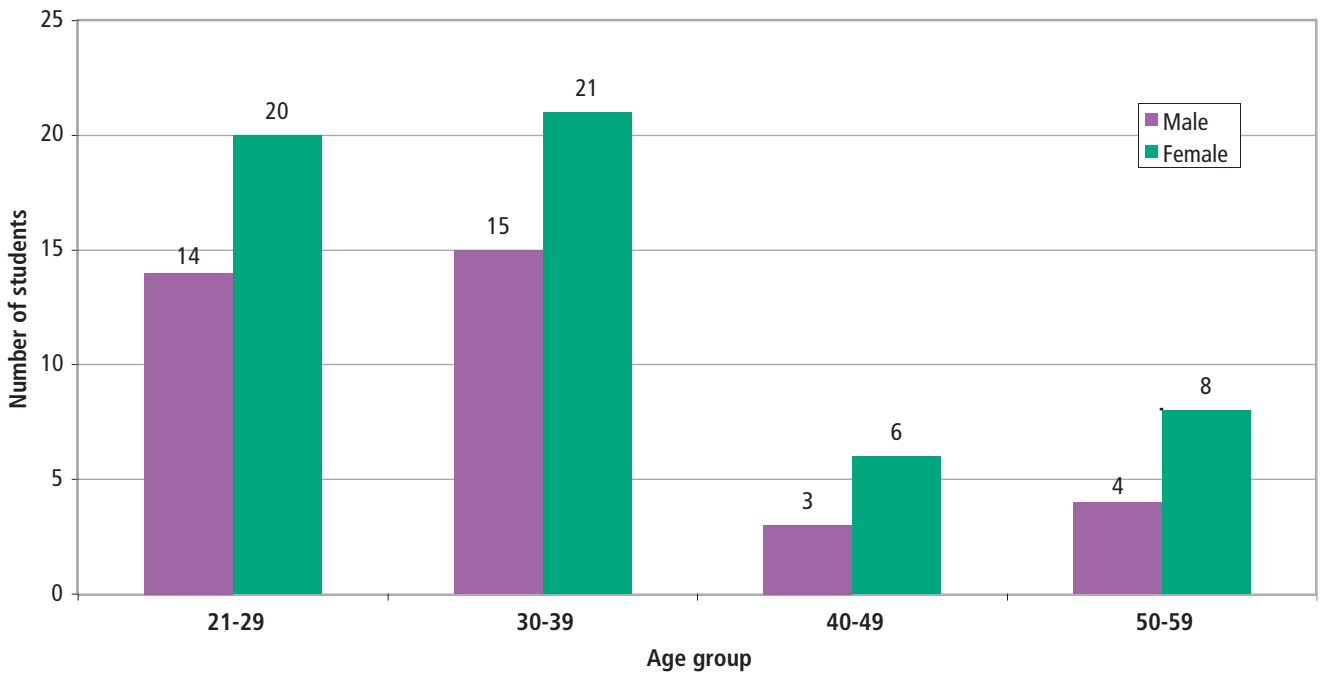
**Chart 3: Age distribution by management level**
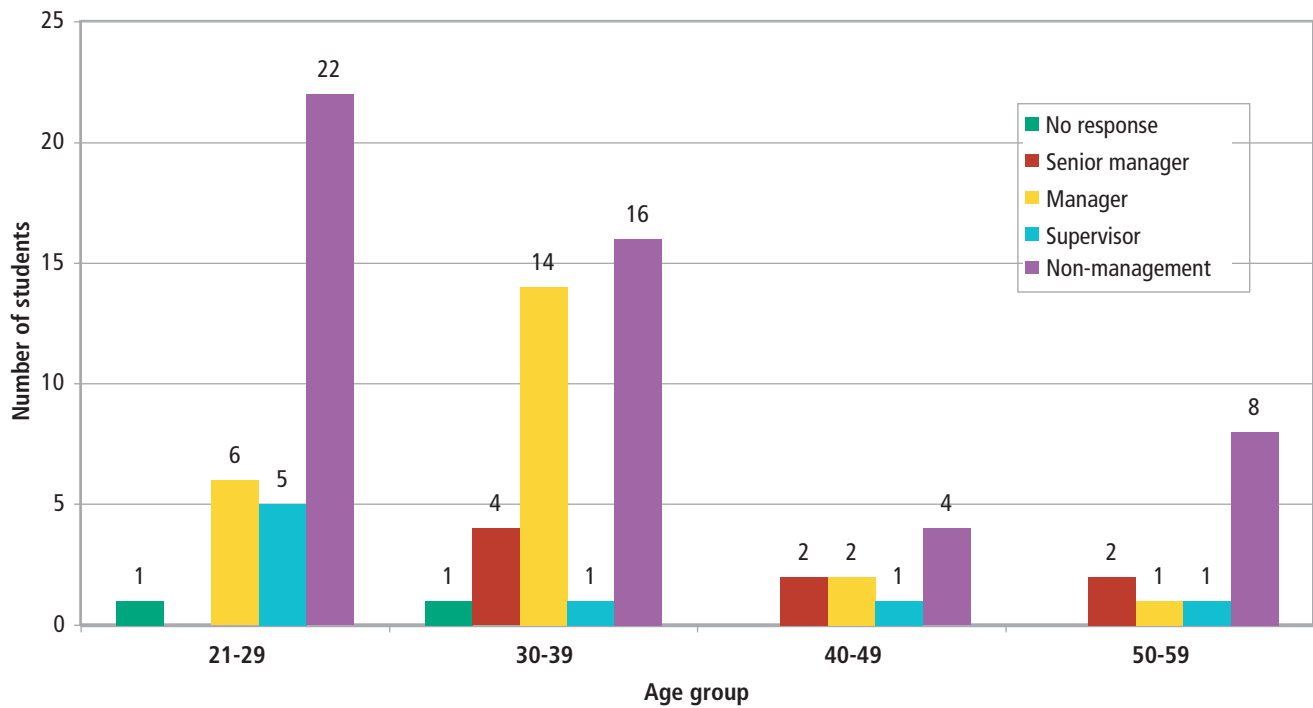
Q2: What is your gender?

Chart 4: Student gender distribution
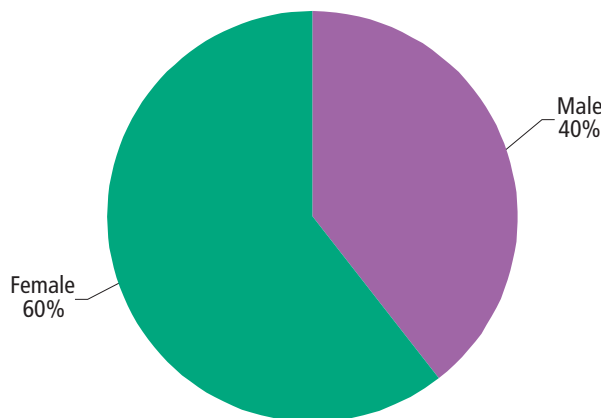
Chart 5: Student gender distribution by management level
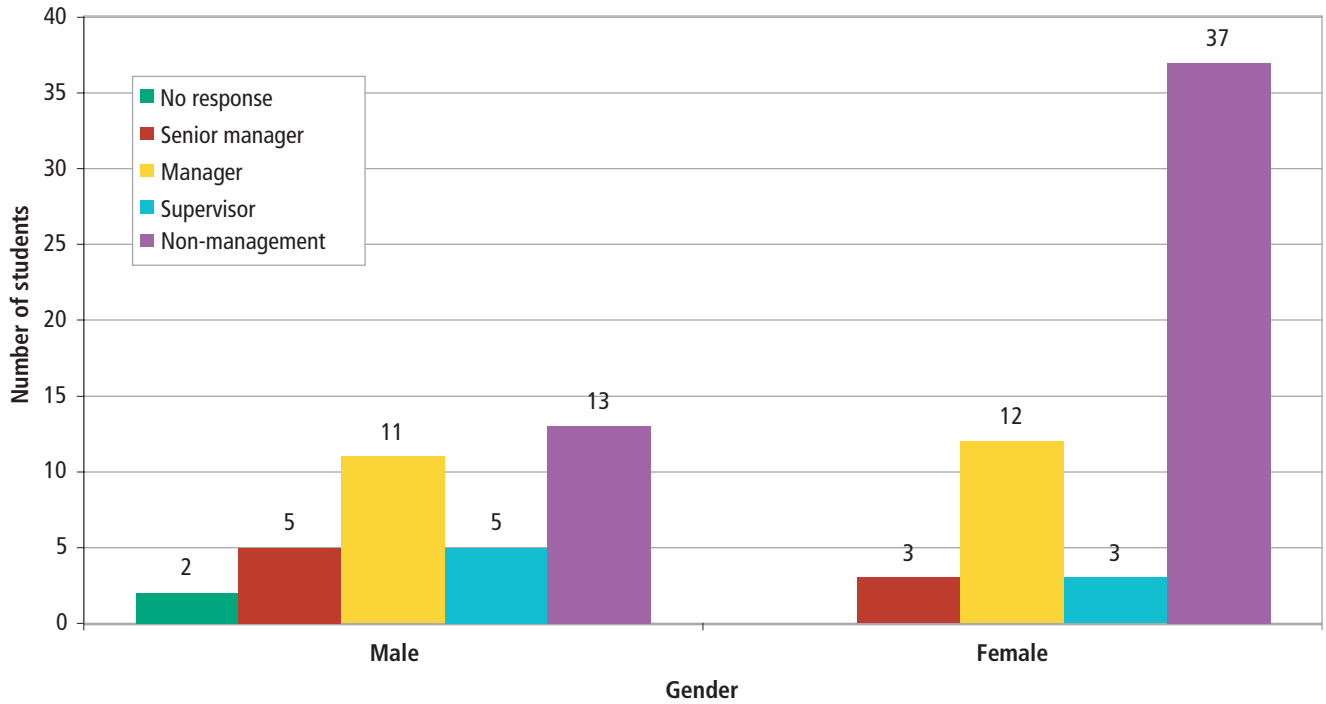
Chart 6: Management level breakdown for female students
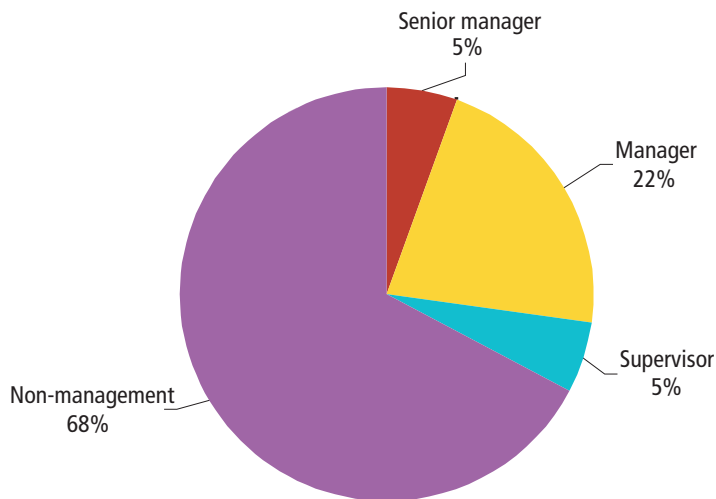
Chart 7: Management level breakdown for male students
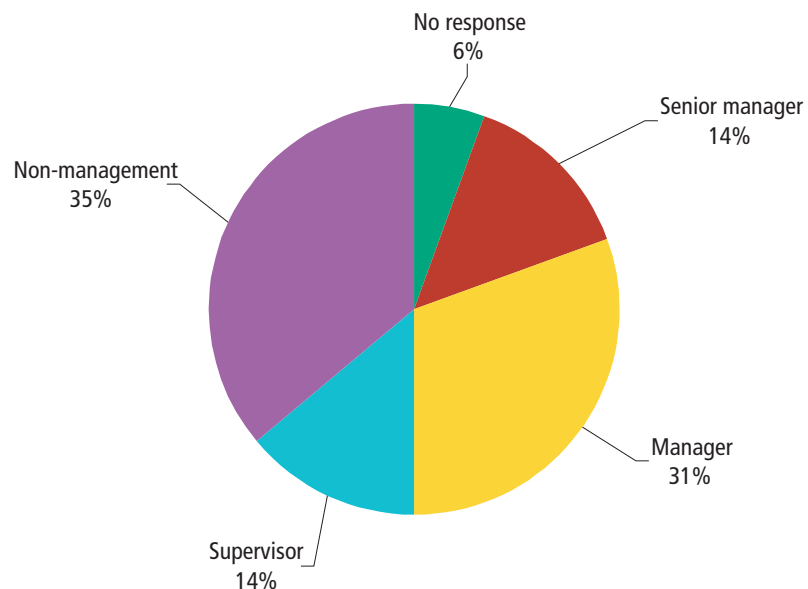
Q3: What is your nationality?

Table 1

Nationality	Number of Students
British	72
Australian	6
New Zealander	3
South African	2
German	2
Spanish	2
French	1
Irish	1
Russian	1
No response	1
Total	**91**

Q4: If you are from the UK, please indicate your ethnic background

Chart 8: Student ethnicity breakdown
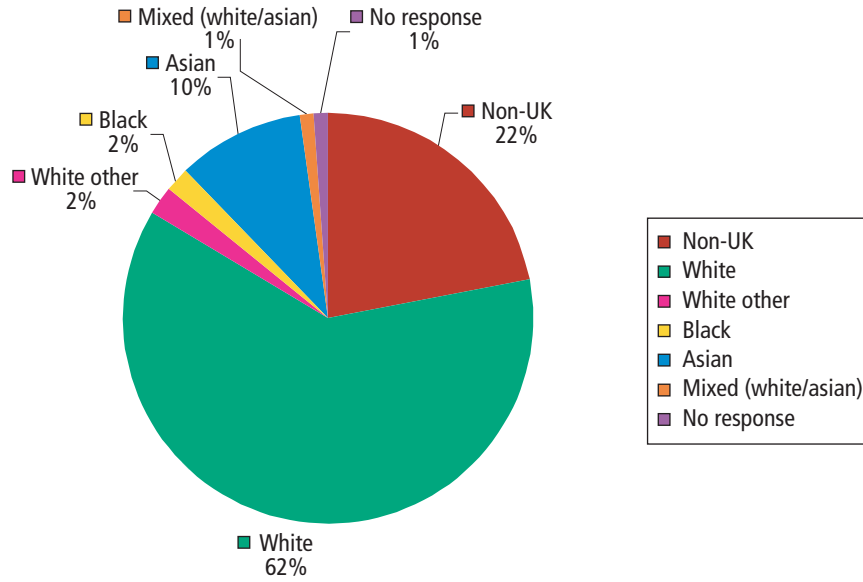
Q5: How long does it take to get to your course?

Chart 9: Summary of journey times and street where students started from

Number of students (vertical axis, 0–10)

Journey time in minutes by street where began (horizontal axis)

Streets listed along axis:
Artillery Lane, Bishopsgate, Artillery Lane, Bishopsgate, Primrose St, Lamb St, Bishopsgate, Appold St, Bell Lane, Bishopsgate, Broadgate Circle, Camomile Street, Cornhill, Devonshire Row, Devonshire Square, Elder Street, Finsbury Ave, Gracechurch Street, Liverpool Street, London Wall, Middlesex Street, Moorgate, Premier Place, Shoreditch High St, St Botolph St, No street name given, Finsbury Circus, London Wall, Mitre Square, Angle court/off London Wall, Christopher Street, Bishopsgate, Cannon St, Chiswell Street, Eldon St, Line Street, Lombard Street, Mincing Lane, Minories, Mitton Street, Moorgate, St Mary Axe, Threadneedle St, Undeshaft, Cheapside EC2V, Aldgate High St, Eastcheap, Gracechurch St, Gresham St, Hanbury Street, Lombard St, Lower Thames Street, Moorgate, Throgmorten Avenue, Whitechapel road, No street name given, Weymouth Terrace, Kilburn High Rd, Woodford Road, Raynes Park

Q6: What is the name of the street where you started your journey?

Table 2

Street name	Number of Students
Bishopsgate	25
Appold Street	6
London Wall	4
Moorgate	4
Artillery Lane	3
Lombard Street	3
Devonshire Square	2
Gracechurch Street	2
St Mary Axe	2
Other streets (only one student giving name)	38
No response	2
Total	**91**

Q7: What is your occupational status?

94% of students are employed

5% self-employed

1% retired.

Q8: Which company do you work for?

Table 3

Street name	Number of Students
ABN AMRO	
Ashurst Moris Crisp	7
Royal Bank of Scotland	6
Deutsche Bank	6
Barclays Bank	4
EBRD	3
Aon Ltd	3
Bank of Tokyo	2
BNP Paribas	2
Equitas	2
HSH Nordbank	2
Lehmann Brothers	2
Total	**91**

Q9: What is your level of reponsibility at work?

Chart 10: Student breakdown by management level

No response 2%
Senior manager 9%
Manager 25%
Supervisor 9%
Non-management 55%
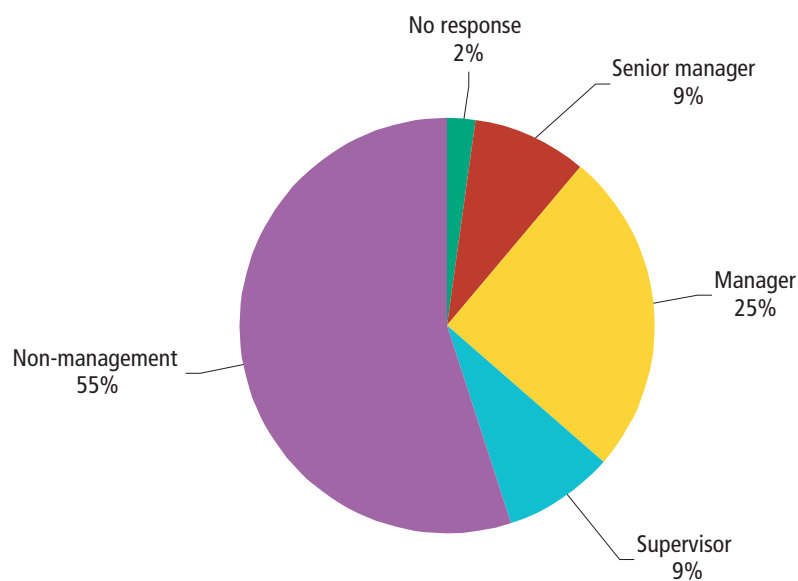
**Chart 11: Age distribution according to gender and management level**
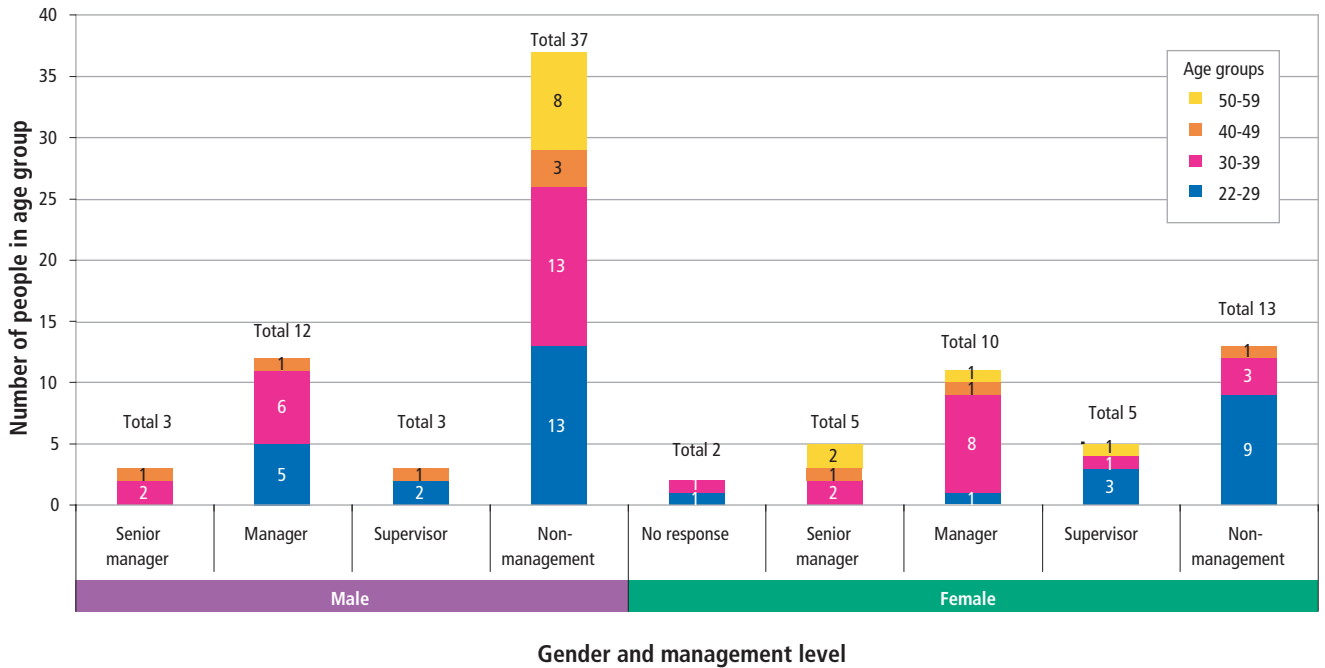
Q10: What academic qualifications do you have?

**Chart 12: Students' academic qualifications**
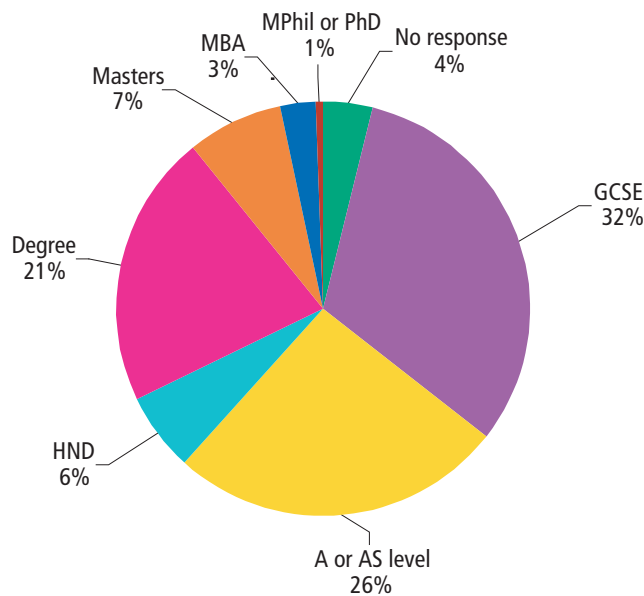
This chart represents the total number of qualifications ticked by students. A student may have more than one qualification. See appendix for tables giving a more detailed breakdown of qualifications possessed.

Chart 13: Student qualifications by gender
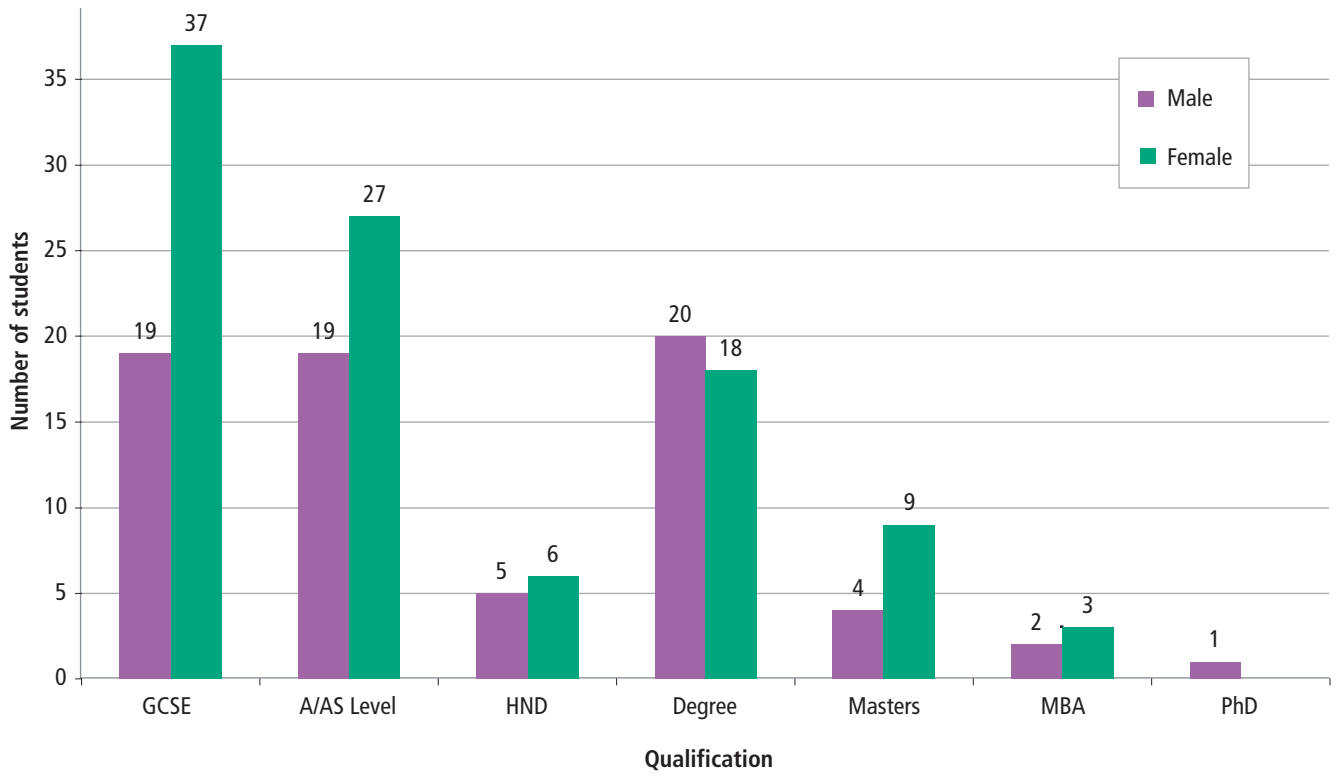
Chart 14: Qualifications by management level

Number of students (vertical axis): 0, 5, 10, 15, 20, 25, 30, 35

Qualifications (horizontal axis): GCSE, A/AS Level, HND, Degree, Masters, MBA, PhD

Legend:
- No response
- Senior Manager
- Manager
- Supervisor
- Non-Manager

GCSE: No response 2, Senior Manager 4, Manager 17, Supervisor 3, Non-Manager 31

A/AS Level: No response 2, Senior Manager 2, Manager 17, Supervisor 4, Non-Manager 22

HND: No response 0, Manager 1, Supervisor 1, Non-Manager 9

Degree: Senior Manager 0, Senior Manager 2, Manager 16, Supervisor 4, Non-Manager 15

Masters: No response 0, Senior Manager 1, Manager 3, Supervisor 3, Non-Manager 6

MBA: No response 1, Senior Manager 2, Manager 1, Supervisor 1, Non-Manager 0

PhD: Manager 1, 0, 0, 0, 0

Q11: Prior to your studies at The Bishopsgate Institute, how long has it been since you last studied on a formal taught course (either academic or professional) in years?

Table 4:

Years since last studied	Number of students			Sum of years since studied		
	Male	**Female**	**Grand Total**	**Male**	**Female**	**Total**
No response	4	7	11	0	0	0
1	8	12	20	8	12	20
2	3	4	7	6	8	14
3	4	3	7	12	9	21
4	1	2	3	4	8	12
5	3	5	8	15	25	40
6	1	2	3	6	12	18
7	1	8	9	7	56	63
8	1	1	2	8	8	16
9	2	1	3	18	9	27
10	3	3	6	30	30	60
12	0	1	1	0	12	12
14	1	0	1	14	0	14
15	1	0	1	15	0	15
17	0	1	1	0	17	17
20	2	0	2	40	0	40
21	0	2	2	0	42	42
25	1	0	1	25	0	25
28	0	1	1	0	28	28
40	0	2	2	0	80	80
Grand Total of years	**36**	**56**	**91**	**208**	**356**	**564**

Average number of years since students last studied (total number of years divided by number of students responding) = 764/80 = 7.05 years

Average number of years since male students last studied: 208/32 =6.5 years

Average number of years since female students last studied; 356/48 = 7.4 years

Commentary on Language Studies

2. 1 Commentary on findings – Language studies

Q12. Mother tongue

The majority of students are English speakers (88%). The remaining 12% either didn't respond (2 British students), or speak predominantly European languages (see charts 16-17). There is one student with Urdu as his/her mother tongue and one Indonensian speaker.

Q13. Languages spoken

The majority of students (54%) can speak more than one language (i.e in addition to their mother tongue). 45% of students speak no other languages (see chart 18).

For English mother tongue speakers, the percentage break down is slightly lower than the average for students overall (see chart 19). 51% speak more than one language, and 49% speak just English.

The gender break down shows male students speak marginally more languages than female students, with 58% of males speaking one or more language compared with 53% of females. However, proportionately more women speak more than two languages (26%) than men (22%) (see charts 20-22).

When compared with management level, senior managers speak more languages than the other management groups. 62% of senior managers speak more than one language compared with 56% of managers, 51% of supervisors and 56% of non-managers. However, non-managers speak the greatest number of languages, with 4% speaking more than four (see charts 23-26).

More students speaking only their mother tongue are in the 30 to 39 age group than in any other age category (58% compared with 38% of 22 to 29 year olds, 44% of 40 to 49 year olds, and 25% of 50 to 59 year olds). See chart 27.

Q14. Language studied

The majority of students studied Spanish at Bishopsgate (36%), closely followed by French at 32% (see chart 28). Italian came next at 20%, and finally German at 11%. One student didn't respond.

When investigated by gender, the distribution is slightly different. Spanish is the most popular subject with male students, with 45% studying it compared with 31% of women (see chart 30). Women on the other hand preferred French, with 38% studying it compared with 22% of men (see chart 31).

Q15 & 16. First course at the Institute

An overwhelming 79% of respondents said that this was the first language course they had studied at Bishopsgate (see chart 32).

20% had taken other courses there, and of those, the majority (at 66%) were non-managers (see chart 33). Most students who had done a course previously had been studying French (55%). No student had studied at the Institute for more than four terms, and the majority (67%) for two terms or less (see chart 34).

Q17. Main reasons for learning a language

The top three reasons why students were learning a language were travel (18%), personal development (13%) and pleasure (13%). When grouped according to similar themes (see charts 35-36), holidays and travel come out top (22%), followed by pleasure and interest (19%), and personal development/skills improvement (19%).

Interestingly, work and career only attracted 11% of first responses (students were asked to put their most important reason first). Students appear to put personal reasons first, whether in terms of travel, personal development or enjoyment.

In terms of second responses, work related reasons came first (19%), followed by pleasure and interest (17%), and travel/holidays (17%).

43% of students didn't list a third reason (see chart 37). Of those that did, pleasure and interest came top at 13%, followed by skills/challenge (11%) and work-related reasons (11%).

When the reasons are considered by age group (see chart 38), those in the 22 to 29 age group, 29% stated friends and family reasons as their first reason, interest and enjoyment came second with 12%, and18% said personal development/skills. In the 30 to 39 age group, 33% put holidays and travel first, 19% mentioned pleasure/interest, and 17% said personal development. The other age groups had too few responses to make worthwhile comparisons.

Interestingly, when comparing the results by gender (see chart 39-41), 31% of women said travel and holidays as their primary reason for studying a language, compared with only 8% of

men. 13% of women gave work related reasons, compared with 8% of men. Male students, on the other hand, put communication/family first at 25% along with pleasure/interest (also at 25%). Women, however, were 15% and 18% respectively.

In terms of the results by management level (see charts 42-44), 50% of senior managers mentioned holidays and travel as their primary reason for learning a language, 22% of managers, and 18% of non-managers. Communication/family was the primary reason for non-managers (22%), and for 17% of managers. Overall, personal development/skills was the primary reason for managers (30%), and for 16% of non-managers. 22% of managers said pleasure/interest was their primary reason for learning a language, and 20% of non-managers. Very few of any management group mentioned work related reasons, although of those that did, the majority were non-managers (14% of non-managers in total).

Q18. Aspect of ability to improve

95% of students want to improve their speaking ability the most (see chart 45).

Q19. Enrolment situation

95% of students were studying at the centre and course of their first choice (see chart 46).

Q20. Time spent studying

78% of students study 1 to 3 hours a week outside lessons, and 11% manage 4 to 8 hours (see chart 47). More male than female students do no studying at all (11% compared with 7%, see charts 48 and 49).

Q21. Other languages to learn

53% of students did not want to learn another language. Of those that did, 51% wanted to learn another European language (see table 5), with French, German, Italian and Spanish at the top.

Q22. Preferred study time

The majority of students (82%) prefer to study at lunchtimes in the City, 11% would like to study in the evenings. Very few want to study at breakfast, in the morning or at the weekend.

Q23. Length of course preferred

85% of students prefer courses of one term (see chart 51), 8% prefer courses of one year, and 7% would prefer short courses (3 to 4 weeks).

Q24. Rating of factors when choosing a language course

96% of students think teaching staff quality is quite important or very important when choosing a course (see chart 54). 85% of students thought course fees were either quite or very important (see chart 55).

72% of students did not think it was particularly important for a course to lead to a recognised qualification, and 21% thought it was either quite important or very important (see chart 52).

57% think centre facilities are either quite or very important when choosing a language course, whereas 43% do not (see chart 56). Finally, 56% thought business language practice was either a very or quite important factor, and 43% did not (see chart 53).

Q25. Like a qualification

According to chart 57, the majority of students (57%) would like a recognised qualification in the language they are studying.

When considered by gender, 61% of male students would like a qualification and 55% of females (see chart 58).

By management level, 75% of senior managers would like a qualification in the language they are studying, 52% of managers, 63% of supervisors and 54% of non-managers (see chart 59).

Chart 60 reinforces that although students may want a qualification in the language they are studying, for the majority it is not a particularly important factor in their choice of course. Unsurprisingly, those who said it was a very or quite important factor in their choice of course want a qualification.

Q26. Why is a qualification important

Of the reasons listed, 62% wanted a qualification for personal satisfaction, 17% for access to further study, and 13% for career development (see chart 61).

Q27. Intention to study with Bishopsgate again

84% of students intend to study with Bishopsgate again (see chart 62). When considered by management level, the distribution tends to be in proportion to the number of students in each category. In terms of gender, 78% of males and 87% of females intend to study again (see chart 63).

Although for illustrative purposes some comparison charts have been given using factors that students have rated in other parts of the questionnaire (see charts 62-68), it is impossible to make any judgements from this data about why students do or do not intend to study there again. This can only be discovered by qualitative research.

2.2 Observations

Q13. Number of languages spoken

The number of students speaking more than one language seems to be quite high. This could be a result both of the number of foreign students taking courses, and the nature of the courses themselves (i.e languages!).

The findings by management level will be skewed by the small sample sizes for each sub-category. Dealing with just a few individuals in each category makes it impossible to identify significant trends.

Q15. First course at the Institute

The findings are likely to be biased by the sample population surveyed (i.e current students). As the majority of surveys went to current students, it is not surprising that many had not studied with the Institute before. A greater proportion of previous students may have given a more balanced view.

Q17. Reasons for studying a language

These results are only applicable to students taking lunchtime courses (the majority of respondents). Other people interested in studying languages at different times of the day may have different reasons for learning a language and different priorities. For example, evening students may be in more highly pressurised jobs from which they need an escape, or have more emphasis on languages as part of their work.

Some of the responses to this open-ended question were quite vague and subject to different interpretations. For example, where students said they were learning a language for travel reasons, it was not clear whether they meant travel for pleasure or travel for business. A lot of students said they wanted to be able to communicate, but again, it was not always clear who with (e.g business associates abroad or people in general).

Overall, it seems that students, regardless of age, gender and management level, do not see work-related reasons as a primary reason for choosing to study a language. They are much more motivated by travel, personal development and pleasure.

Q19. Enrolment situation

It is very encouraging that the overwhelming majority of students wanted to study at Bishopsgate and were able to study their first choice course. This gives the Institute a strong position against potential competitors, although it could also reflect limited knowledge on the part of the students of other potential language centres. Should this knowledge improve however, for example through better competitor marketing, Bishopsgate position could be open to attack.

Q21. Other languages to learn

Most students seem satisfied with studying their current language. However, of those that would like to learn another one, encouragingly for the Institute, the majority want to learn a language that it already offers. There is some demand among a handful of students for Japanese and Russian.

Q22. Preferred study time

As Bishopsgate offers primarily lunchtime courses, it is not a surprise that most students already studying there would prefer lunchtime courses. If they wanted a different time, it's likely they would have gone elsewhere to find something more suitable. This introduces a significant amount of bias into the results, particularly when considering student preferences and characteristics.

Q22. Preferred length of course

Again, there is likely to be considerable bias in the answer to this question as the Institute only offers courses of a term in length.

Q23. Rating of factors when choosing a course

Although students were asked to rate rather than rank the importance of five factors when choosing a language course, teaching quality and price stand out as important factors students consider. Qualifications, facilities and business language practice are not as important.

However, it must be remembered that these factors are ones students have been given, rather than necessarily ones they would have chosen themselves. There could be other factors to consider that are not listed, and which are likely to vary from student to student.

Q25. Want a qualification

Although 76% said a recognised qualification was not an important factor in their choice of a language course, 57% would still like a qualification in the language they are studying. This is an interesting contradiction. It suggests that while students do not see a qualification as something they want immediately (hence they don't look for it in a language course), it is something that many may aspire to in the future.

This may also be a function of the type and level of courses that the Institute offers. As qualifications are not part of the current curriculum, students who have chosen to study there are less likely to see qualifications as important. Those who do are more likely to have chosen somewhere else to study.

The percentage breakdowns by management level should not be taken as indicative of the preferences of the total population. The number of respondents in each category was too low to make reliable generalisations. Nonetheless, it is interesting to see the differences between the categories.

2.3   Recommendations

Q15. First course at the Institute

The low number of students having studied with the Institute before could be indicative of a more deeply seated problem for the Institute. It is possible that the survey findings reflect a trend for a low student return rate (i.e repeat customers). This data should be correlated with data on students and their studies with the Institute over time to see if this is the case.

If so, it may indicate that there are issues with course design, delivery and facilities that the Institute needs to address. After all, it is much easier and more cost effective to sell to existing customers than to try to find and convert new ones.

Q17. Reasons for studying a language

It is advisable to compare these results with a broader cross-section of potential students. This will help future marketing programmes improve message development and targeting.

Q22. Preferred study time

There may be a significant untapped market for evening courses in the local area, however Bishopsgate cannot rely on its existing student base in order to make an accurate assessment of this. External research with a cross-section of non-students is highly recommended to gauge demand.

Q24. Importance of qualifications

Due to the biases highlighted in the data, it would be advisable to conduct research with a broader cross-section of language students, not just those at Bishopsgate. Or, alternatively, to contact previous students who are happy with the Institute's teaching, but who have not returned to study there (they may have gone elsewhere looking for a qualification).

Q27. Intention to study again at Bishopsgate

The large number of students intending to study again at Bishopsgate indicates that the Institute is on the right track in terms of its course provision, teaching quality, pricing and facilities. There may be room for improvement in some or all of these areas, but it is not necessarily an urgent issue to address. This should stand the Institute in good stead should it wish to expand either student numbers in future.

Section 2: Language Studies Data Summary

## Q12: What is your first language (i.e your mother tongue)?

Chart 16: Students' mother tongue
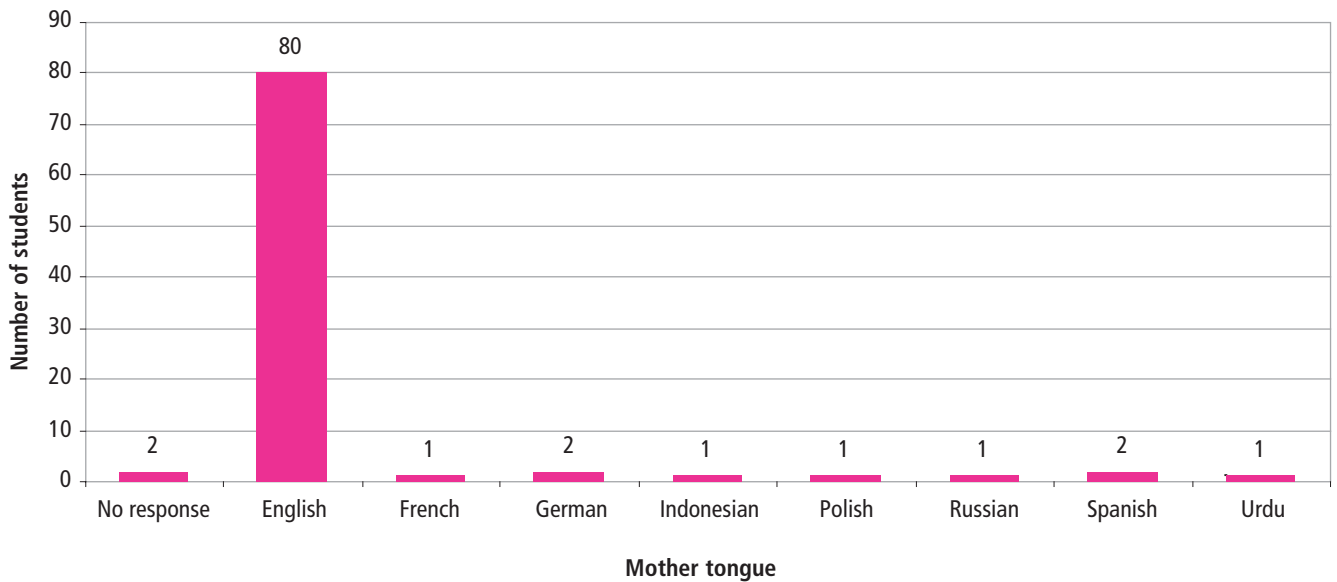
Chart 17: Students' mother tongue by nationality
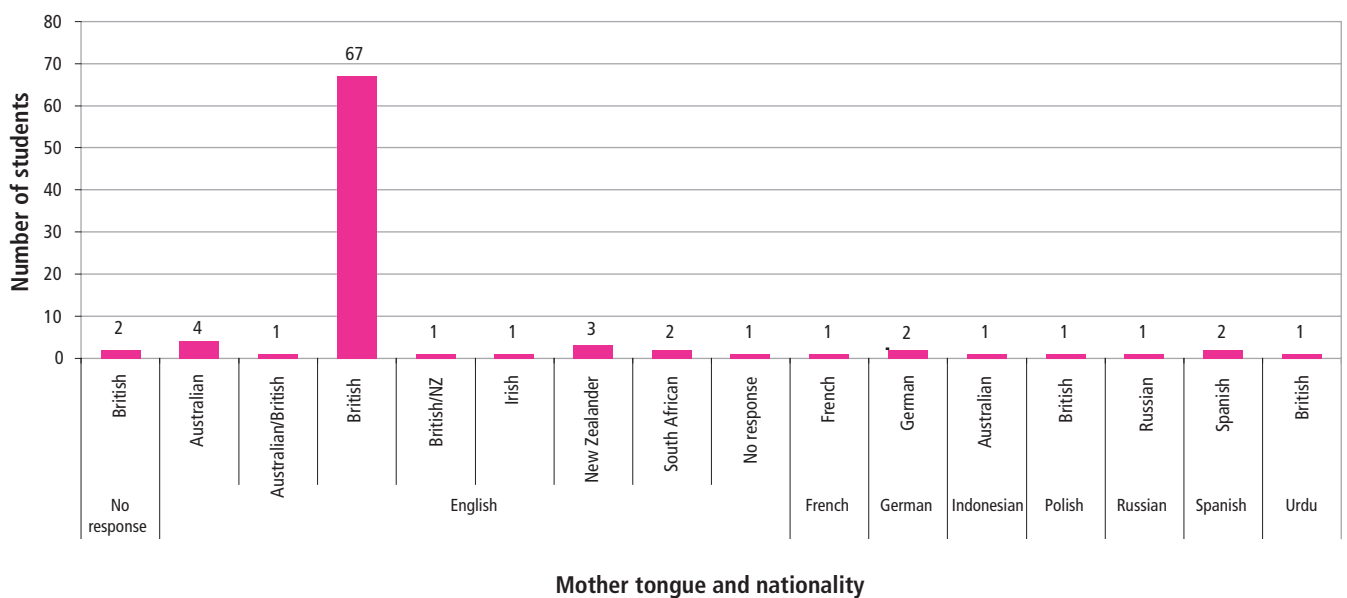
Q13: How many other languages can you speak?

Chart 18: Number of languages spoken by students

- 1 language 31%
- 2 languages 18%
- 3 languages 4%
- 4 languages 2%
- No other languages 45%
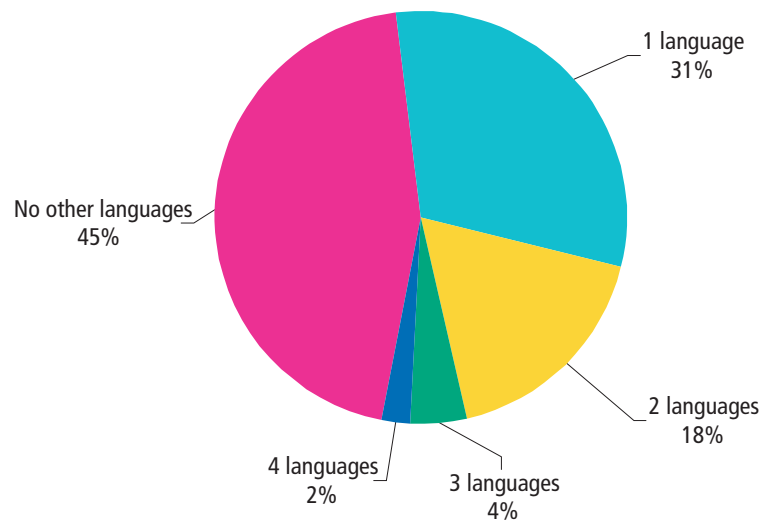
Chart 19: Number of other languages spoken by English mother tongue speakers

- 4 languages 1%
- 3 languages 4%
- 2 languages 16%
- No other language 49%
- 1 language 30%
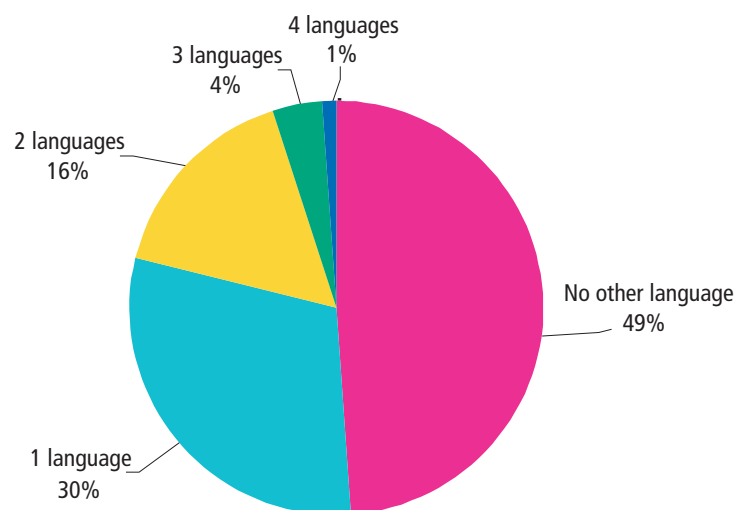
Chart 20: Number of languages spoken by gender
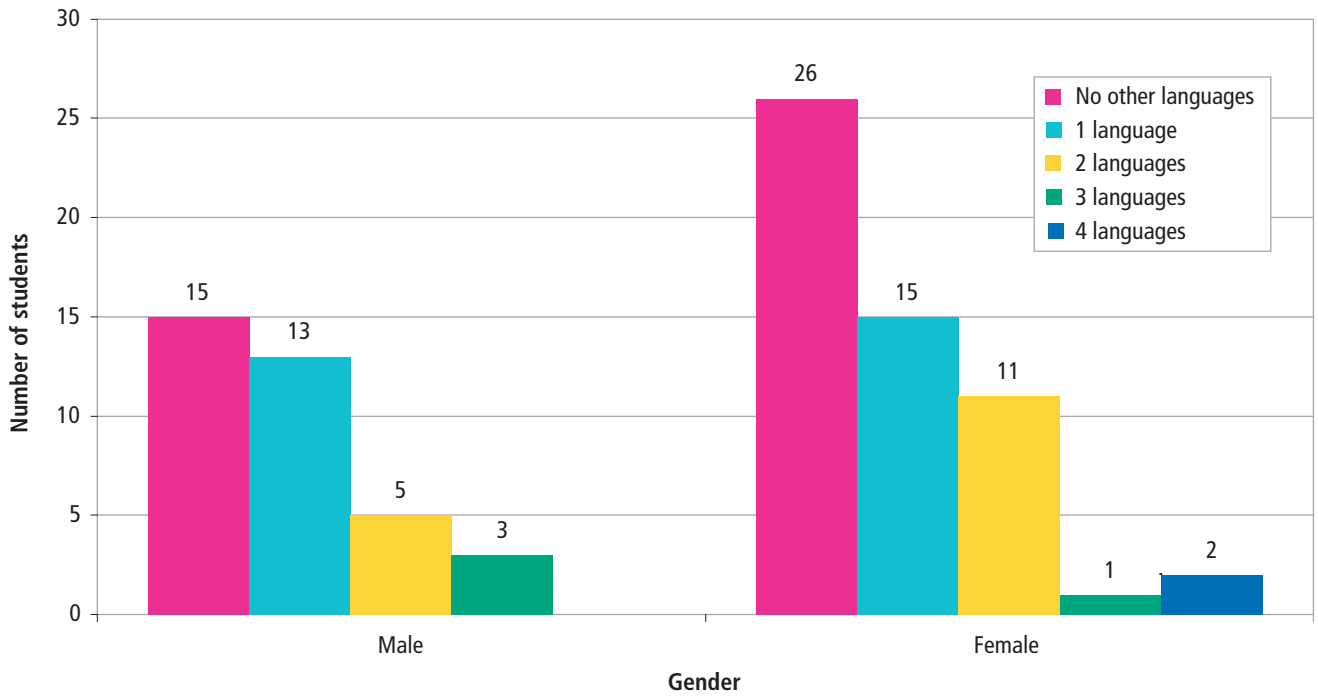
Chart 21: Number of languages spoken by female students
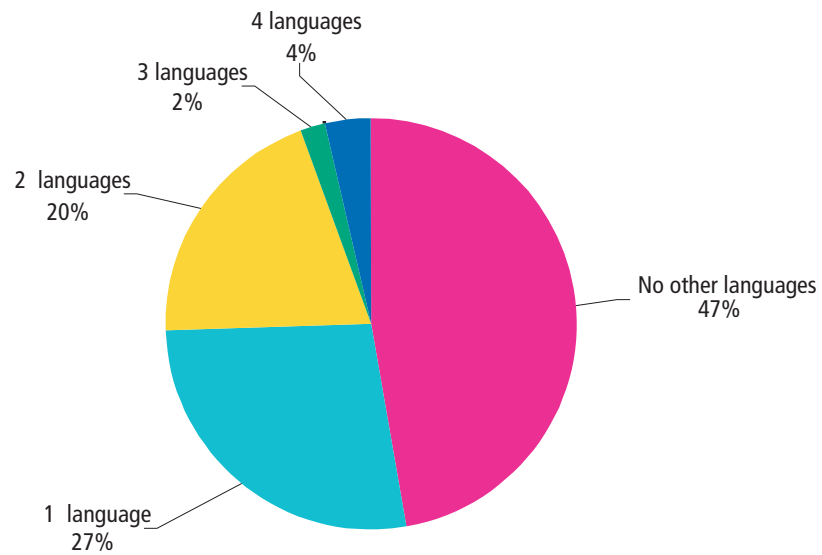
**Chart 22: Number of languages spoken by male students**

3 languages
8%

2 languages
14%

No other languages
42%
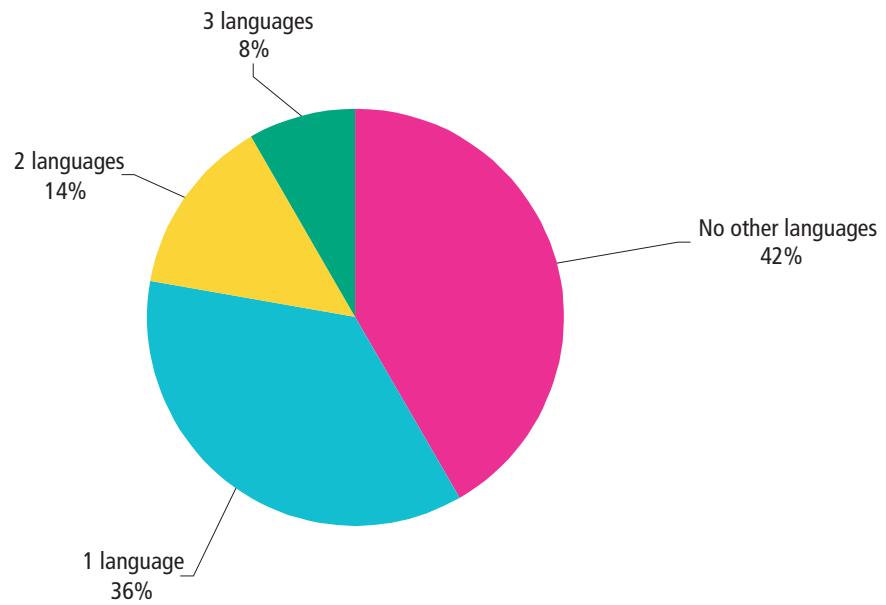
1 language
36%

Chart 23: Number of languages spoken by senior managers

3 languages
13%

No other languages
38%
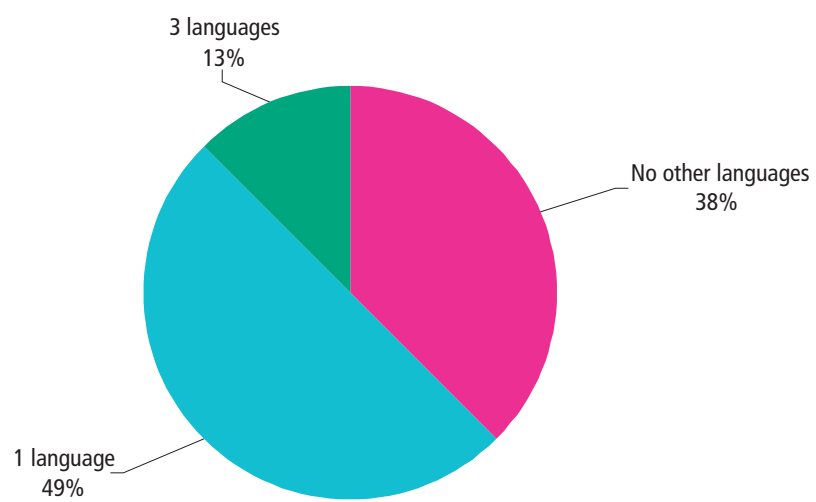
1 language
49%

Chart 24: Number of languages spoken by managers

2 languages
17%

No other languages
44%
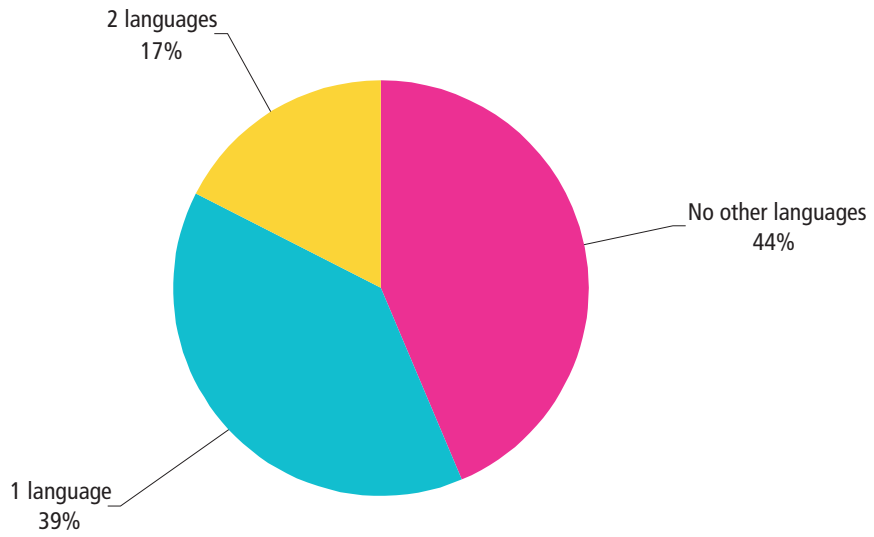
1 language
39%

Chart 25: Number of languages spoken by supervisors

2 languages
13%

No other languages
49%
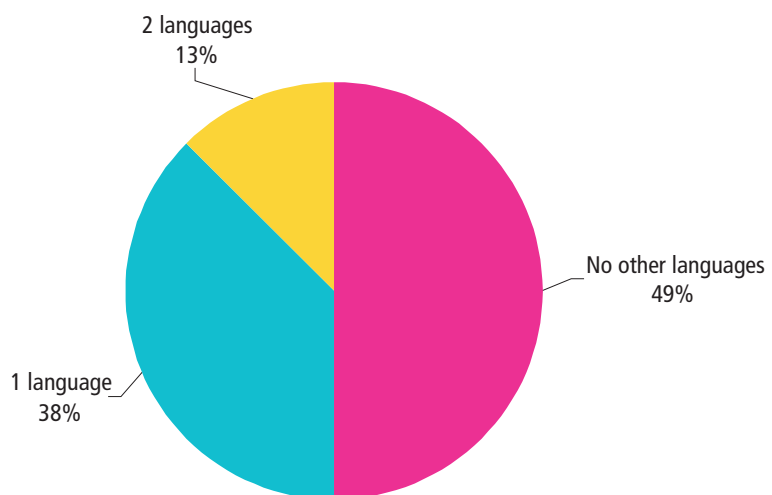
1 language
38%

Chart 26: Number of languages spoken by non-managers

4 languages
4%

3 languages
6%

2 languages
22%

1 language
24%

No other languages
44%
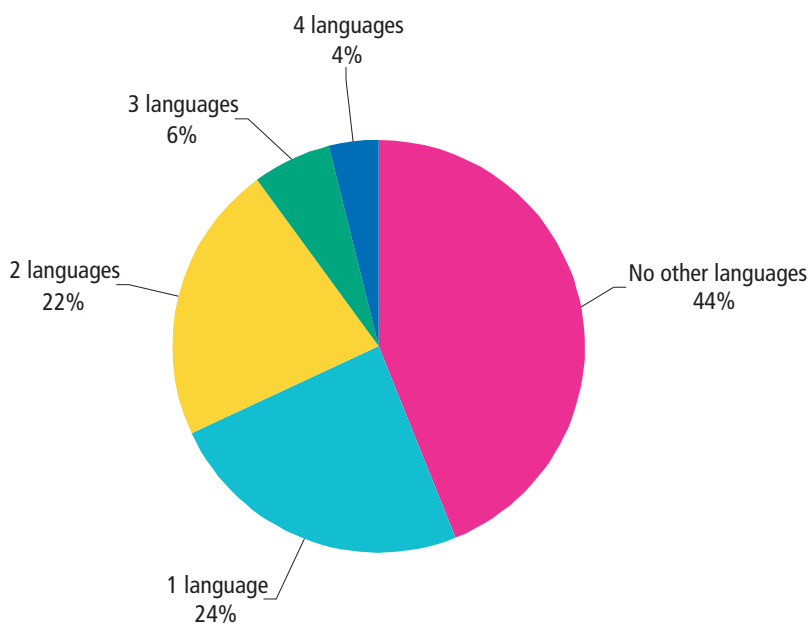
Chart 27: Number of languages spoken by age group

Number of students

Number of languages spoken

Legend: 21-29, 30-39, 40-49, 50-59
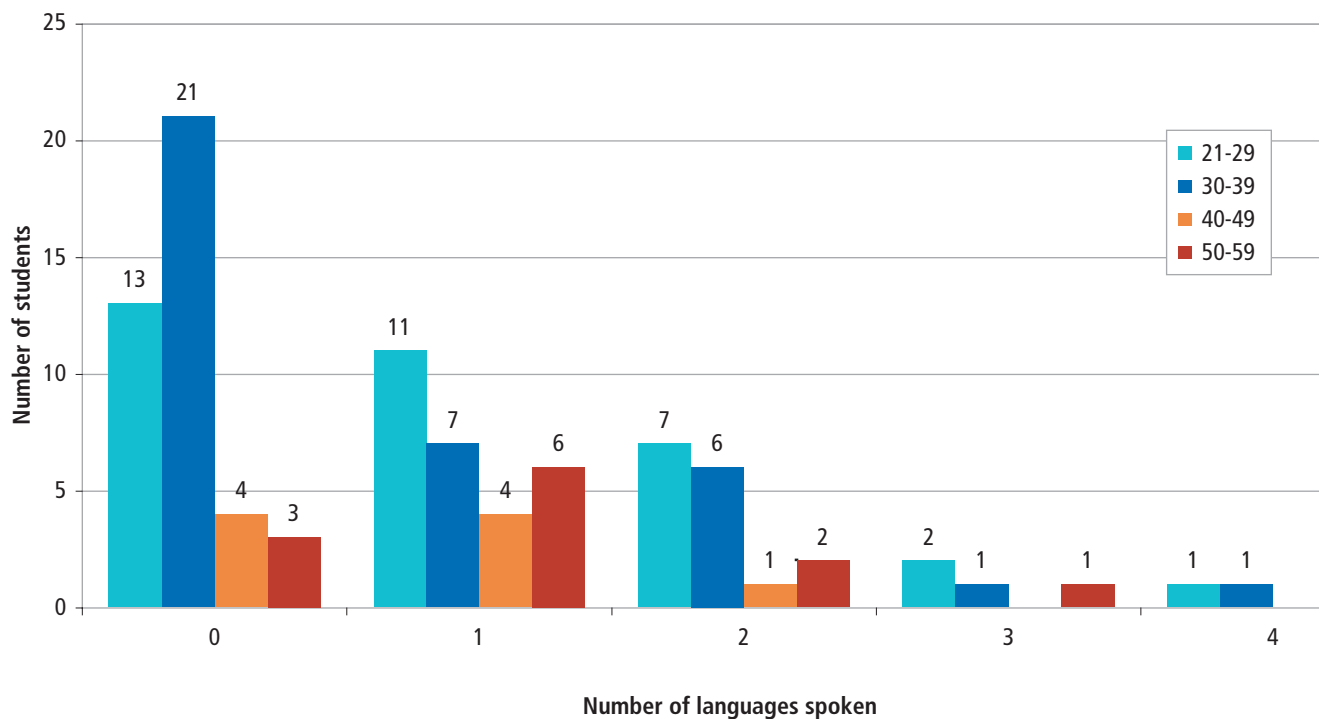
Q14: Which language did you learn at Bishopsgate?

Chart 28: Percentage of students by language course studied

German
11%

Italian
20%

French
32%

Spanish
36%

No response
1%
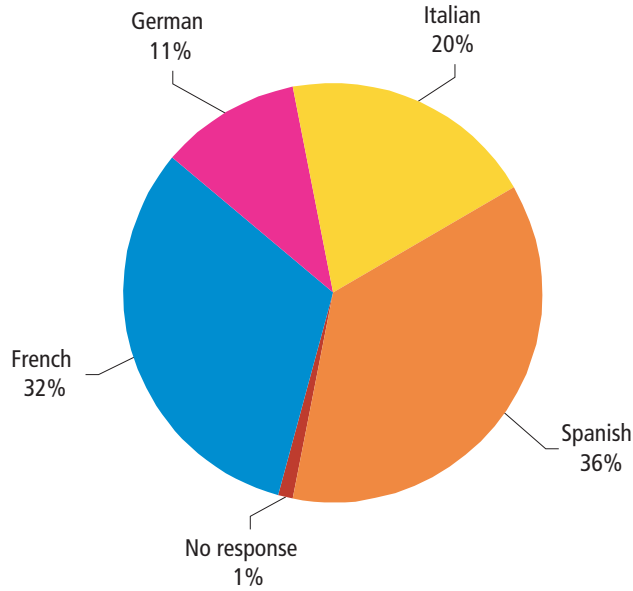
Chart 29: Courses taken by English mother tongue speakers

Spanish
39%

French
30%

German
11%

Italian
20%
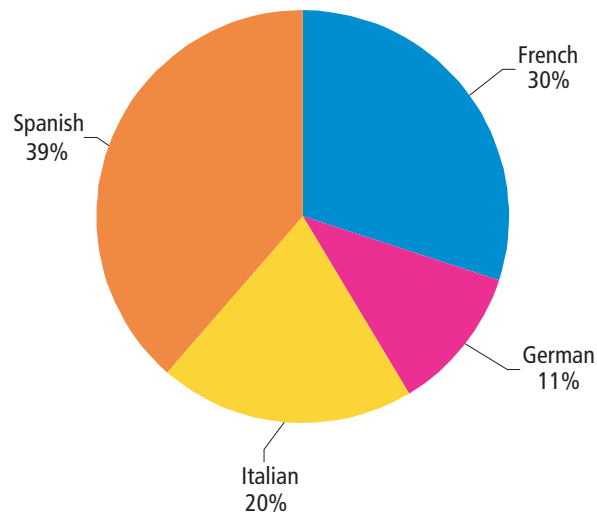
Chart 30: Language studied by male students

No response 3%
French 22%
German 11%
Italian 19%
Spanish 45%
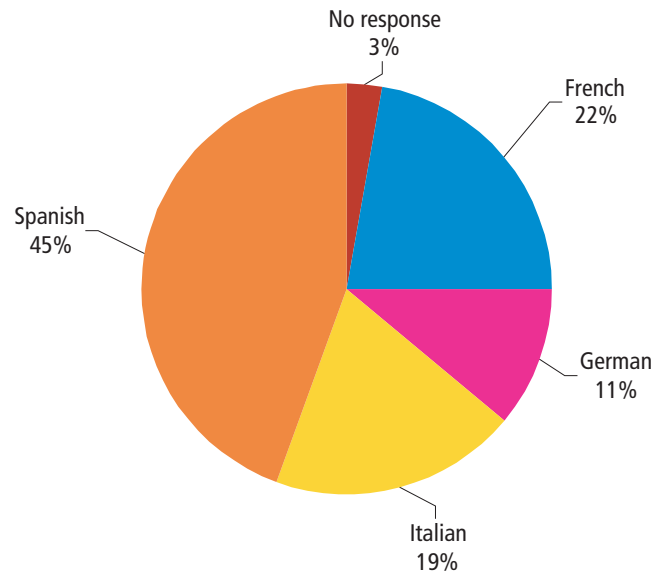
Chart 31: Language course taken at Bishopsgate (female students)

Spanish 31%
French 38%
Italian 20%
German 11%
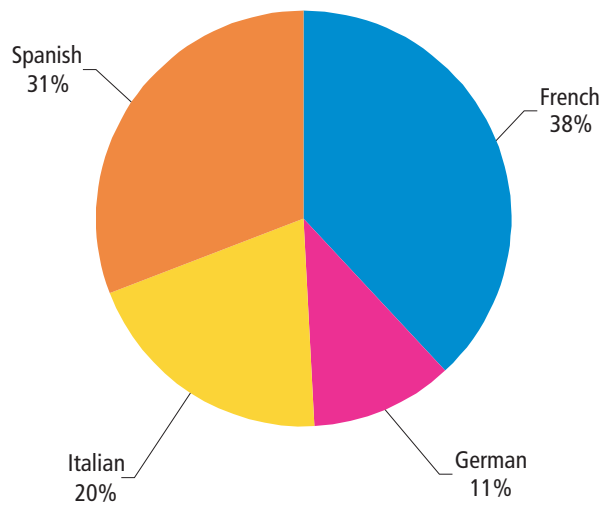
Q15: Was this your first language course at Bishopsgate?

Chart 32: Previous studies at the Bishopsgate Institute

First course at Institute
79%

Taken other courses
20%

No response
1%
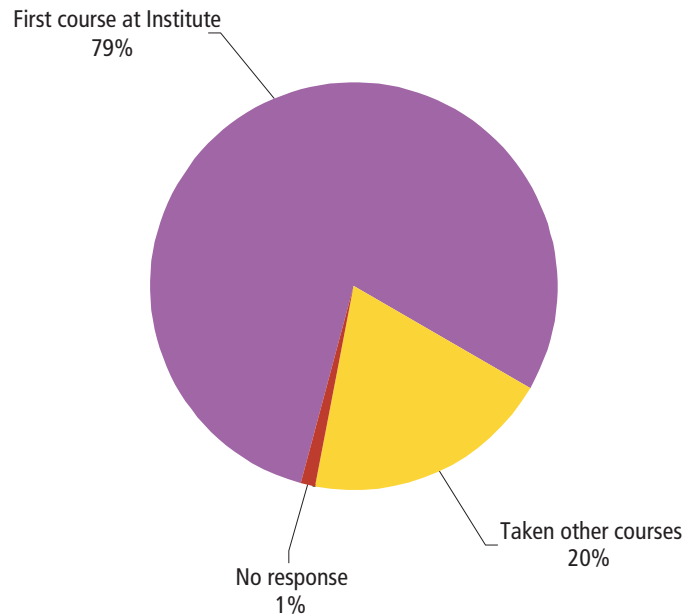
**Chart 33: Course and management level breakdown
for students who have taken other courses**

No

Language course taken
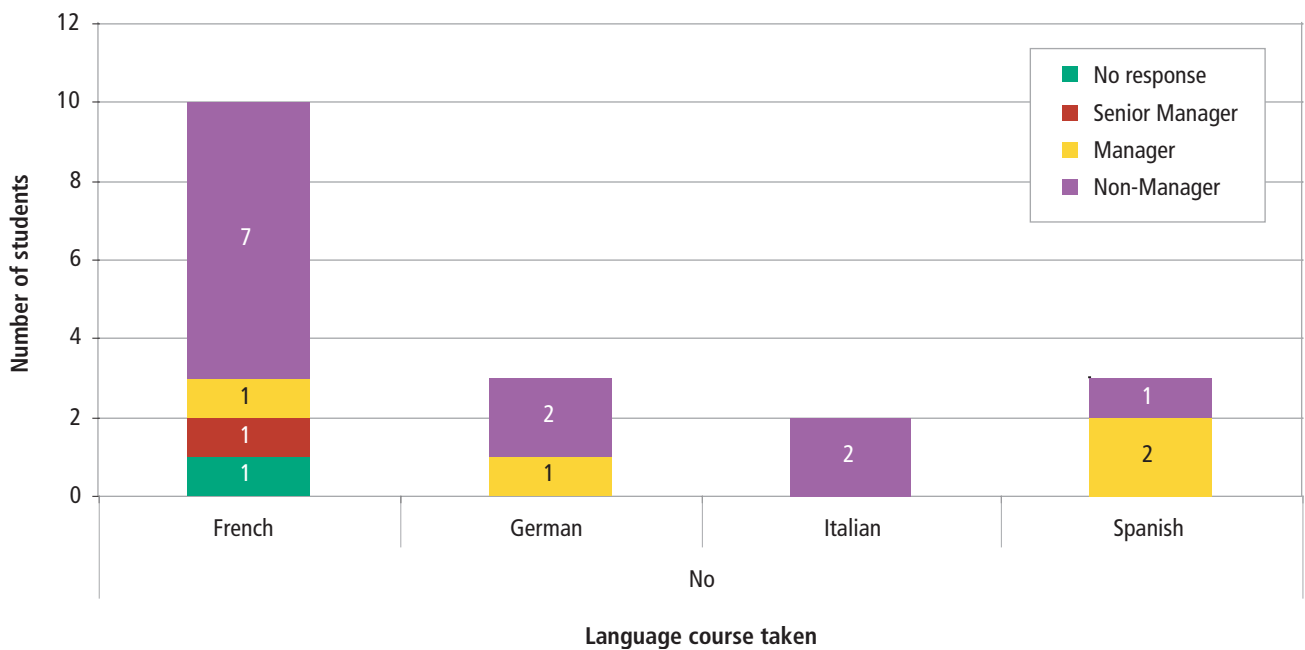
Q16: If no, how many terms of language courses have you studied here?

Chart 34: Terms previously studied at the Bishopsgate Institute
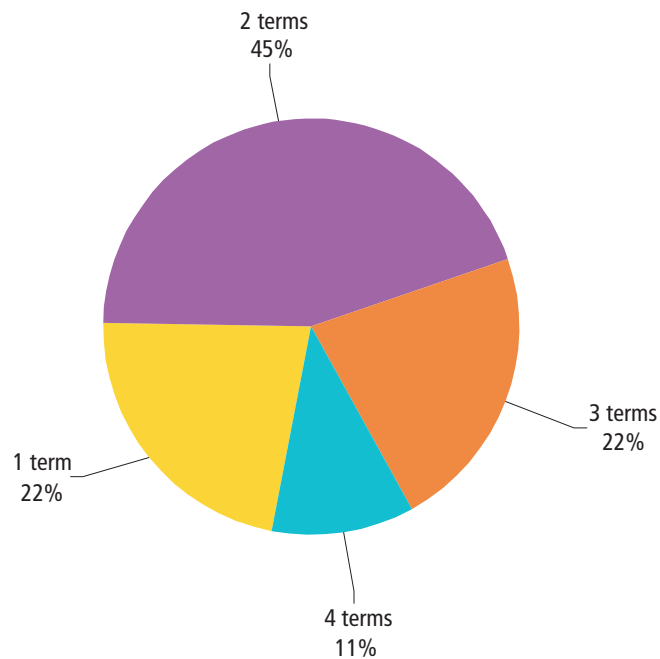
Q17: What were your three main reasons for learning a language (most important first)?

Chart 35: Reasons for learning a language (first reason given)
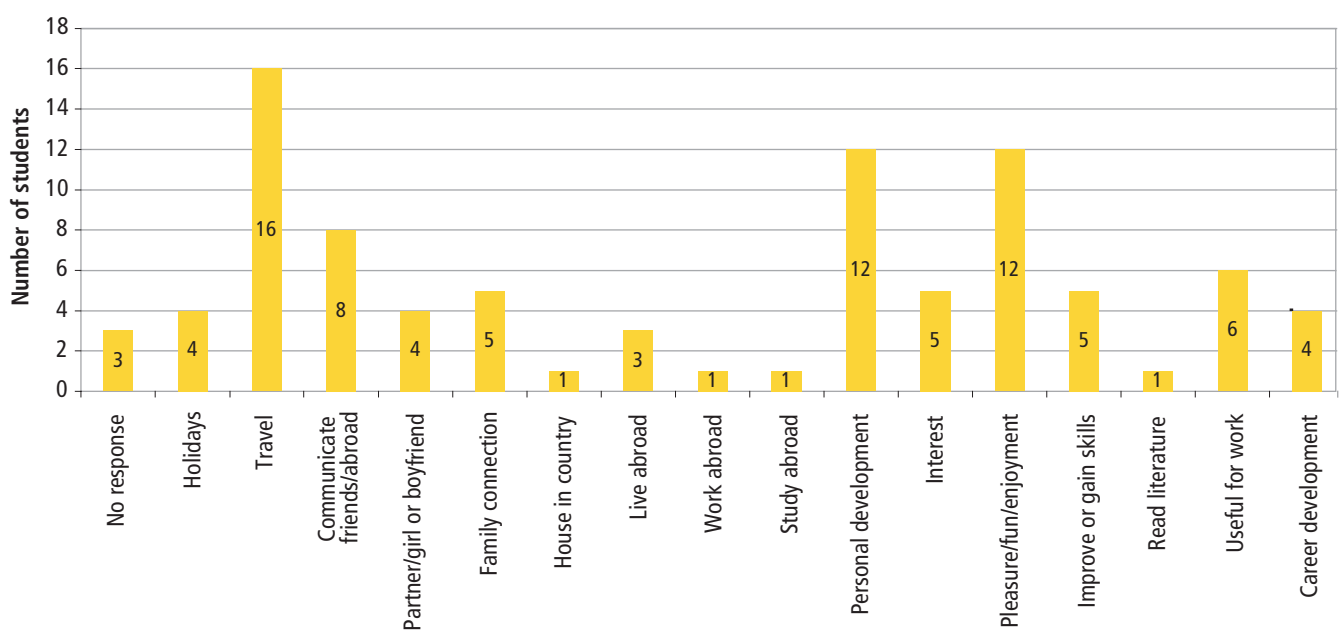
Chart 36: Reasons for learning a language (second reason given)

Number of students

Category	Value
No response	15
Holiday	8
Travel	7
Communicate friends/abroad	9
Partner/girl or boyfriend	1
House in country	1
Want to live abroad	2
Want to work abroad	1
Personal development	5
Interest	3
Pleasure/fun/enjoyment	10
Improve or gain skills	7
Stimulation/challenge	2
Ambition	3
Interests outside work	3
Useful for work	10
Career development	4

Chart 37: Reasons for learning a language (third reason given)

Number of students

Category	Value
No response	39
Holidays	1
Travel	6
Communicate friends/abroad	3
Want to work abroad	1
Personal development	2
Interest	5
Pleasure/fun/enjoyment	7
Improve or gain skills	6
Read literature	1
Stimulation/challenge	4
Ambition	2
Interests outside work	4
Useful for work	7
Career development	3
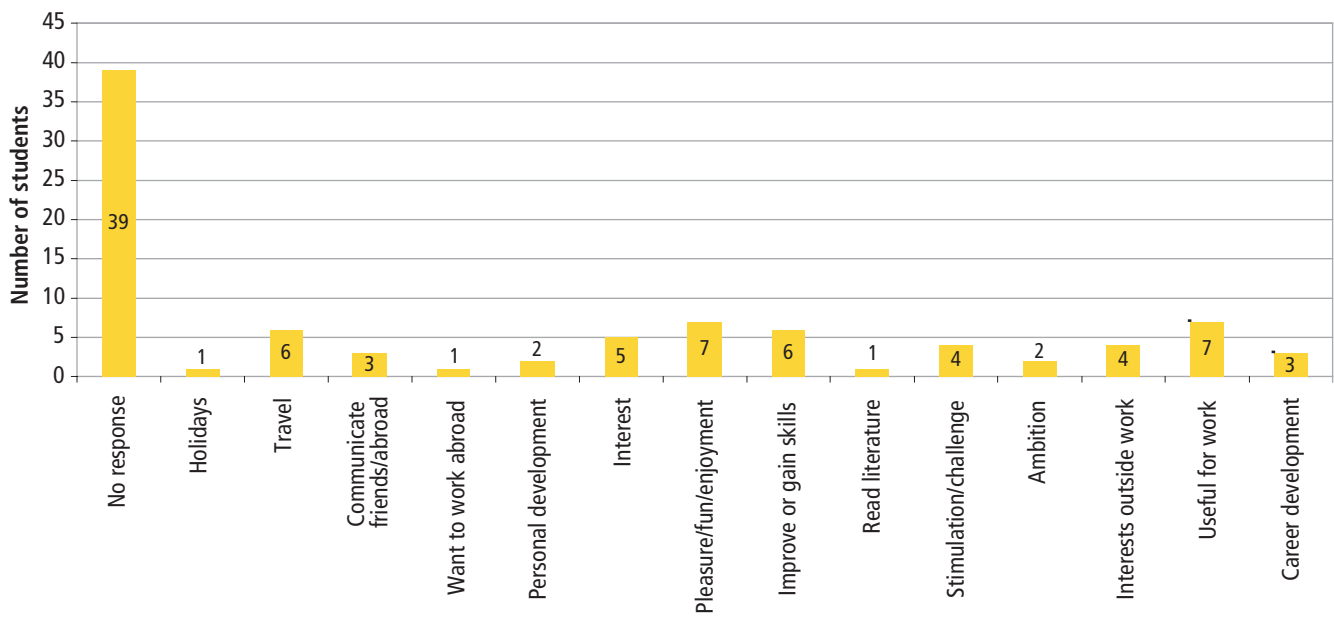
Chart 38: Reasons for learning a language by age group first reason given)
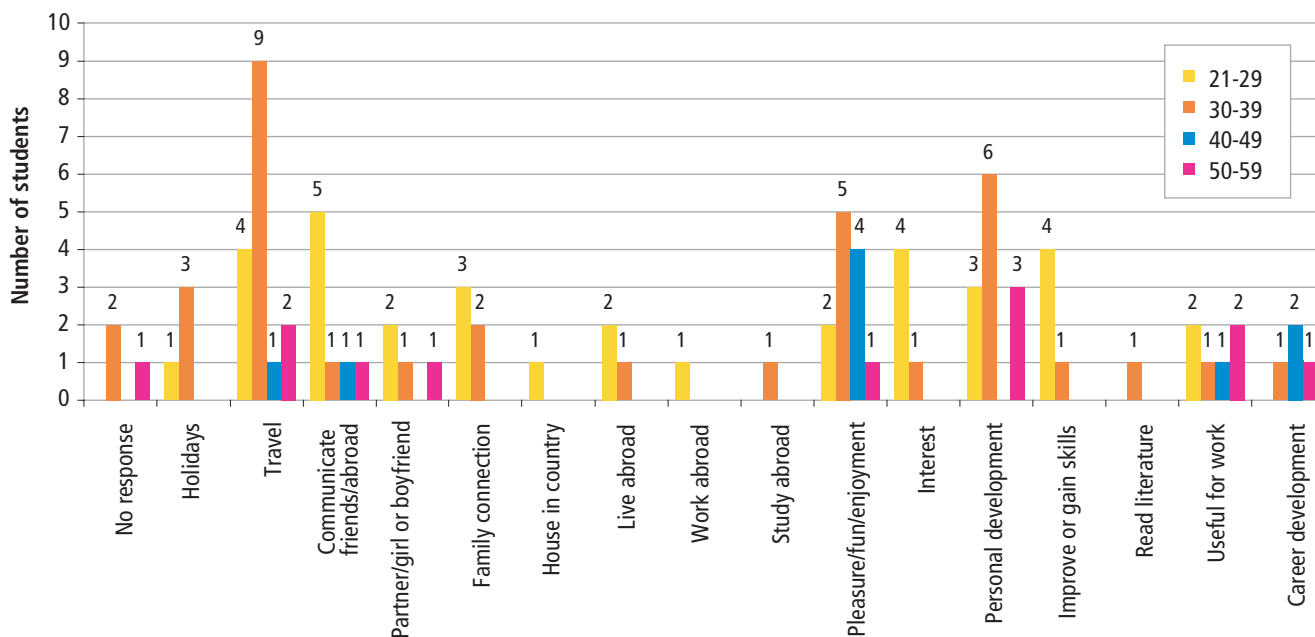
Chart 39: First reason for learning a language (by gender)
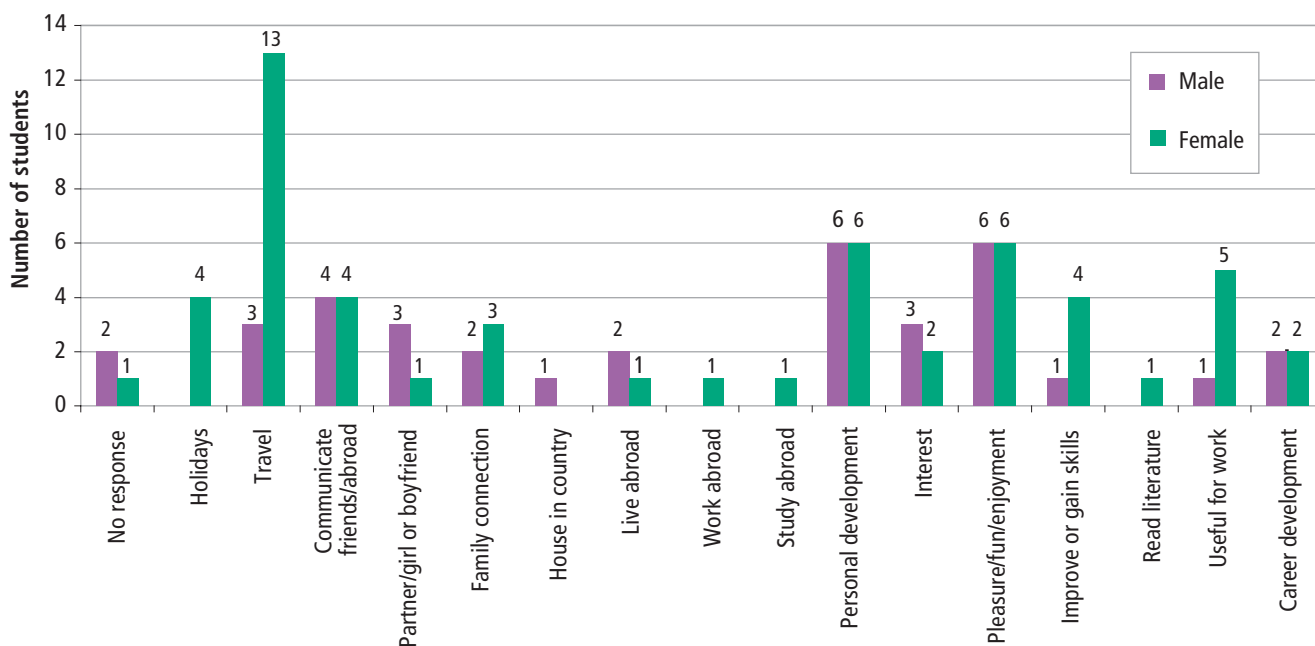
Chart 40: Second reason for learning a language (by gender)

Reason for learning a language
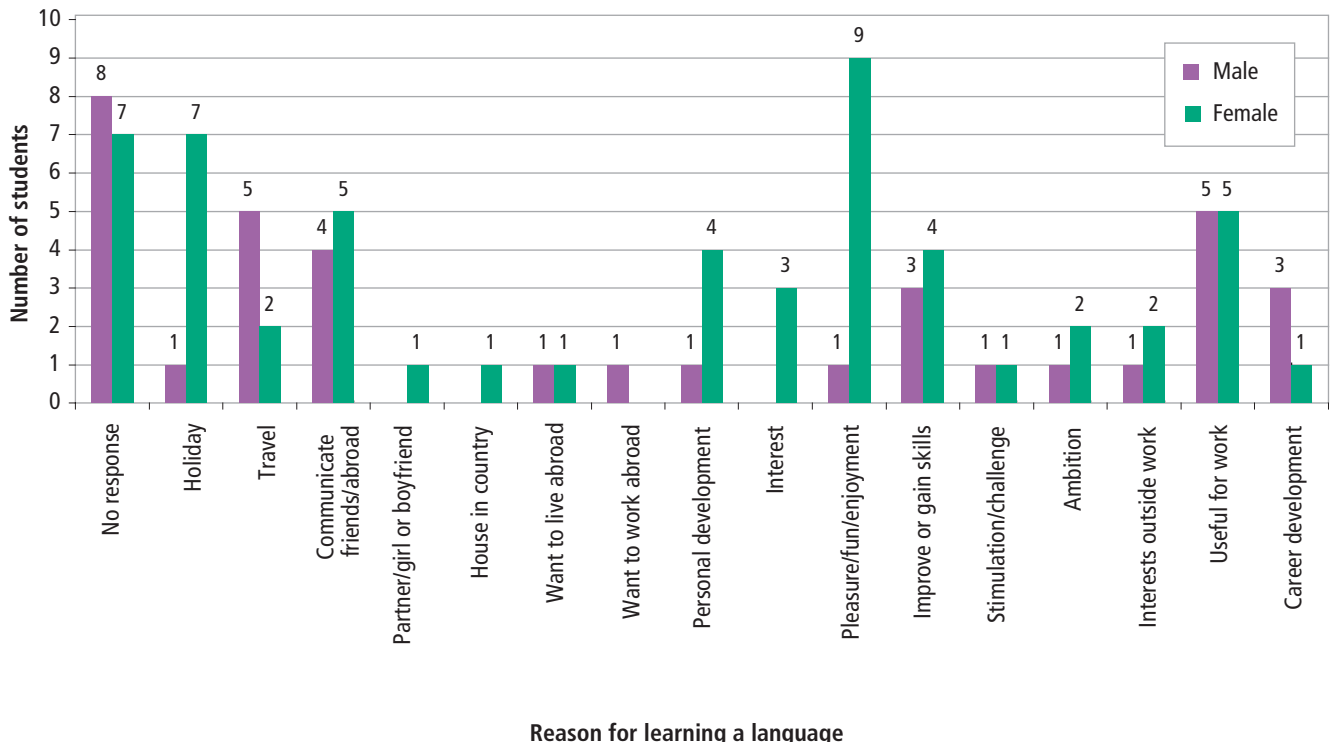
## Chart 41: Third reason for learning a language (by gender)

Chart 42: First reason for learning a language (by management level)

Chart 42: First reason for learning a language (by management level). Number of students by management level (No response, Senior Manager, Manager, Supervisor, Non-Management):

Reason	No response	Senior Manager	Manager	Supervisor	Non-Management
No response		1			2
Holidays		2	2		
Travel	1	2	3	1	9
Communicate friends/abroad		1	1		6
Partner/girl or boyfriend				1	3
Family connection			3		2
House in country					1
Live abroad				2	1
Work abroad			1		
Study abroad			1		
Personal development		1	5	1	5
Interest	1		1		3
Pleasure/fun/enjoyment			4	1	7
Improve or gain skills				2	3
Read literature					1
Useful for work			1		5
Career development		1	1		2

Chart 43: Second reason for learning a language (by management level)

Chart 43: Second reason for learning a language (by management level). Number of students by management level (No response, Senior Manager, Manager, Supervisor, Non-Management):

| Reason	No response	Senior Manager	Manager	Supervisor	Non-Management
No response		3	3		9
Holiday			3		5
Travel		1	5		1
Communicate friends/abroad		1	1	1	6
Partner/girl or boyfriend					1
House in country					1
Want to live abroad					2
Want to work abroad				1	
Personal development			1	1	3
Interest					3
Pleasure/fun/enjoyment		2	2		6
Improve or gain skills	1		2	2	2
Stimulation/challenge					2
Ambition			1		2
Interests outside work			1	1	1
Useful for work		1	3	1	5
Career development	1		1	1	1

Chart 44: Third reason for learning a language (by management level)
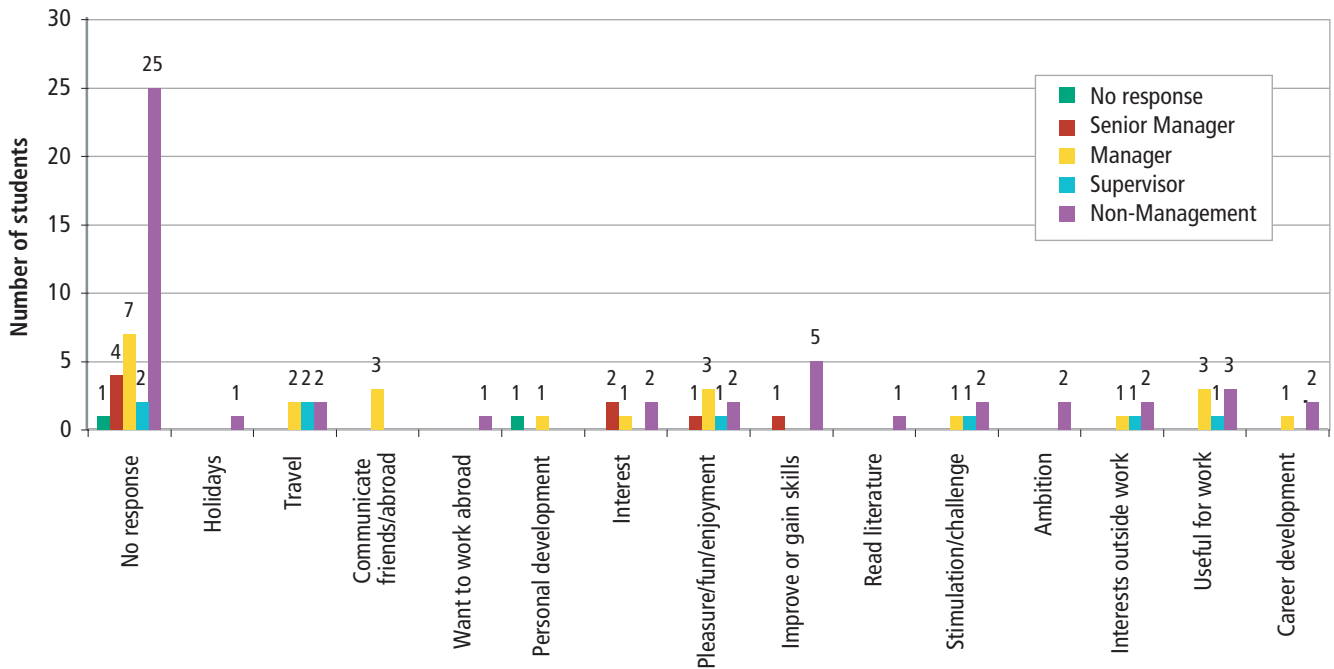
**Q18: Which aspect of your language ability would you most want to improve?**

Chart 45:
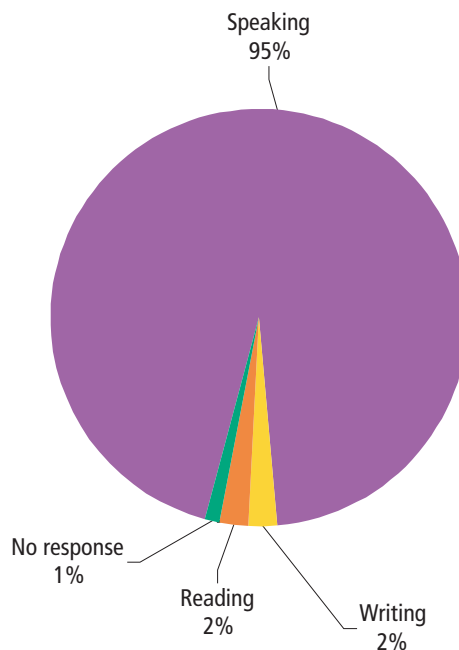
## Q19: Which of these statements best describes your situation when you enrolled here?

Chart 46:

The course was my first choice. It was the course I wanted to do
95%

No response
1%

Courses elsewhere were full so I came here instead
1%

The course I wanted was not available so I made do with this
3%

Q20: How much time a week do you spend studying on average outside lesson time?

Chart 47:

1-3 hours
78%

None
9%

No response
1%

8 hours or more
1%

4-8 hours
11%
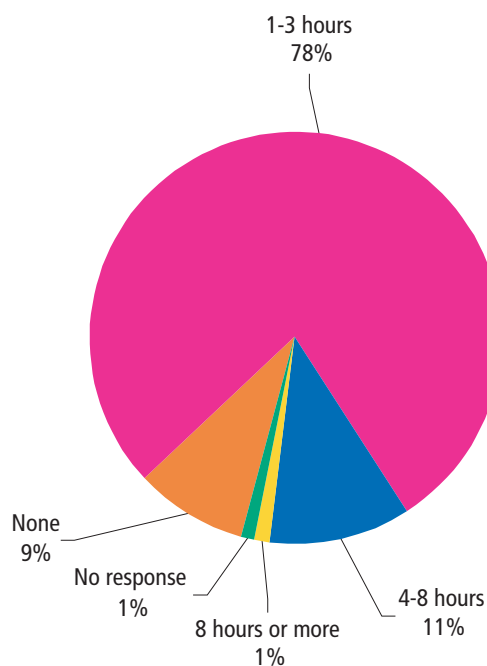
Chart 48: Amount of time spent studying outside lessons by male students

9 hours or more
3%

No response
3%

None
11%

4-8 hours
6%

1-3 hours
77%
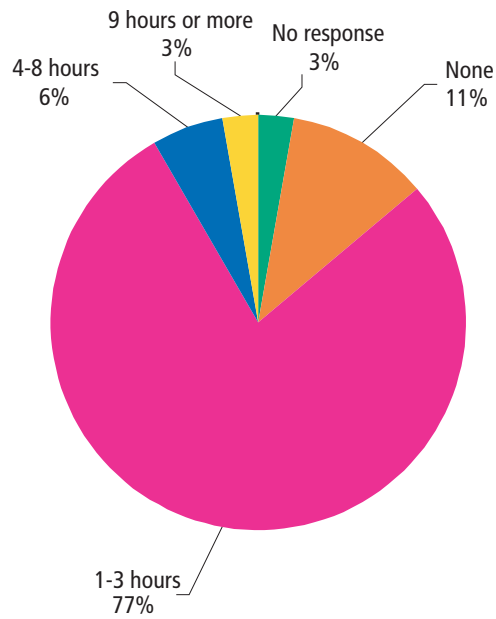
Chart 49: Amount of time spent studying outside lessons by female students

4-8 hours
15%

None
7%

1-3 hours
78%
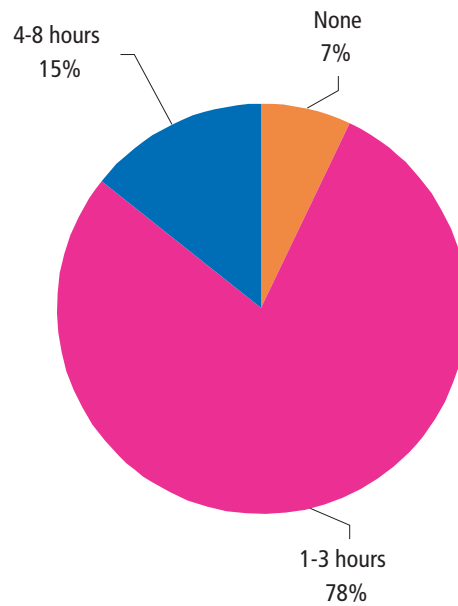
Q21: Are there any other languages you would like to learn?

Table 5:

Languages like to learn	Number of students
No response	4
No other languages want to learn	48
Italian	10
French	10
German	10
Spanish	9
Japanese	4
Russian	3
Arabic	1
Chinese	1
Flemish	1
Greek	1
Mandarin	1
Swedish	1
Cantonese	1
Danish	1
Tamil	1
Maori	1

## Q22: If you are still studying, what is your preferred time for language lessons in the City?

Chart 50: Preferred time for language lessons in the City
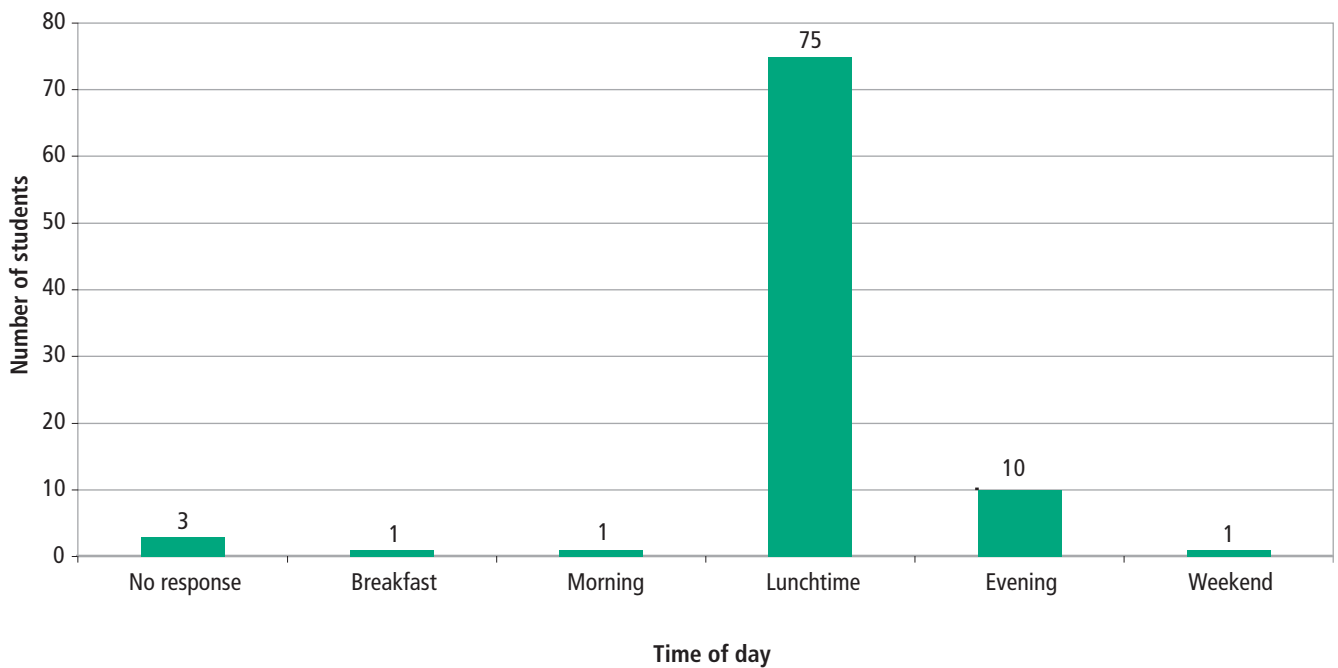
Q23: What length of course would you prefer?

Chart 51: Preferred course length
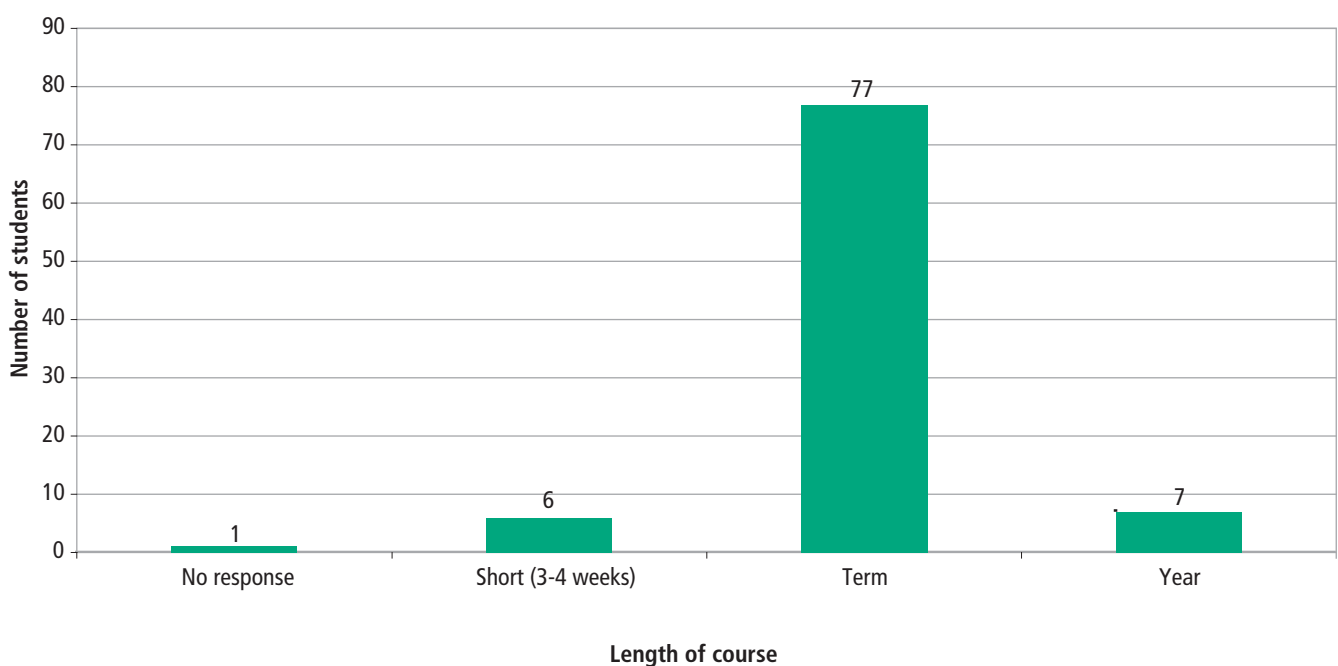
Q24: Please rate the importance of the following factors when you are choosing a language course:

a) Leads to a recognised qualification

**Chart 52:**
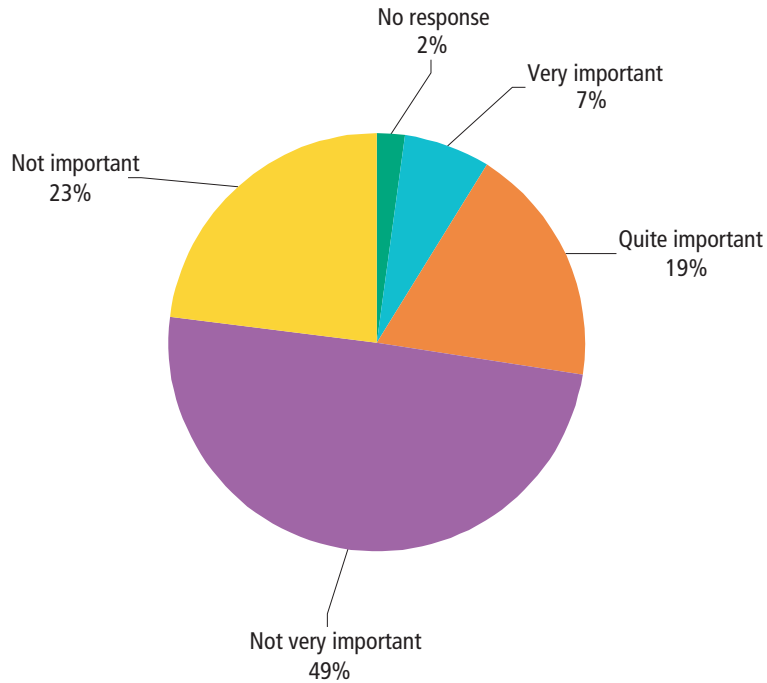
b) Business language practice

Chart 53: Importance of business language practice when choosing a language course
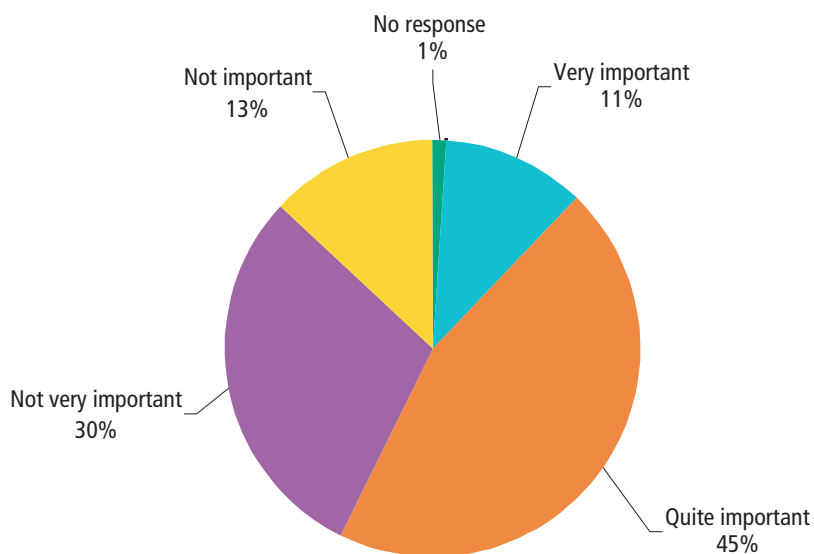
c) Teaching staff quality

Chart 54:

Not important
2%

No response
2%

Quite important
14%

Very important
82%

d) Course fees

Chart 55

Not important
2%

Very important
19%

Not very important
13%

Quite important
66%
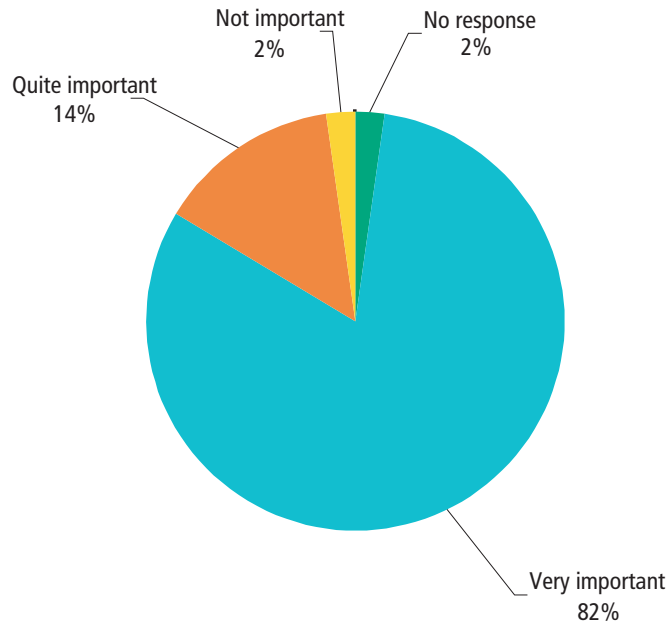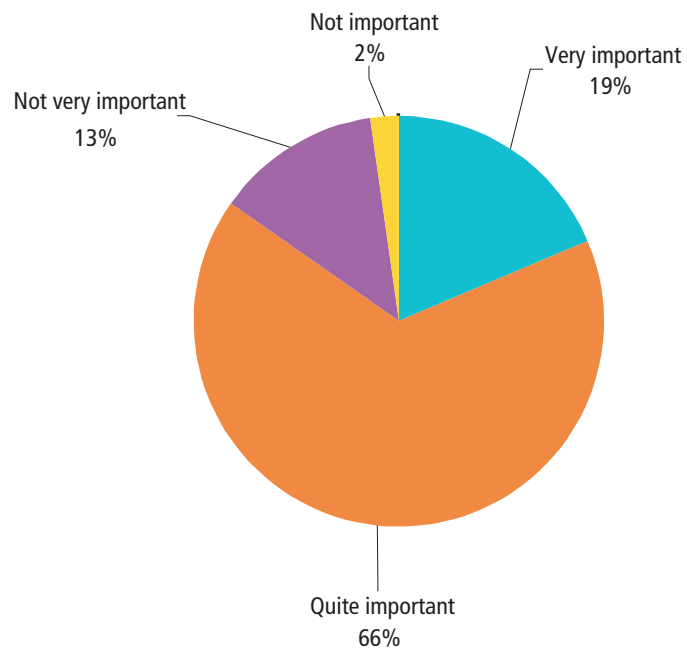
e) Centre facilities

Chart 56: Importance of facilities when choosing a language course
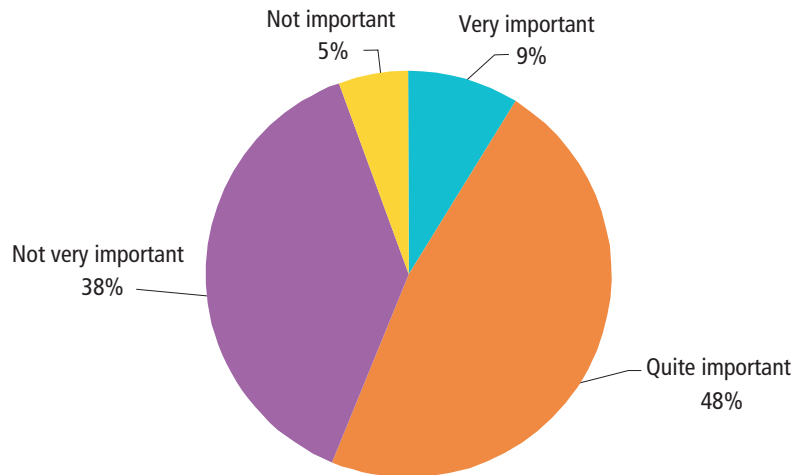
Not important
5%

Very important
9%

Quite important
48%

Not very important
38%

Q25: Would you have liked a recognised qualification in the language you have been studying?

Chart 57:

Not studying a language
1%

Don't want a qualification
42%

Want a qualification
57%
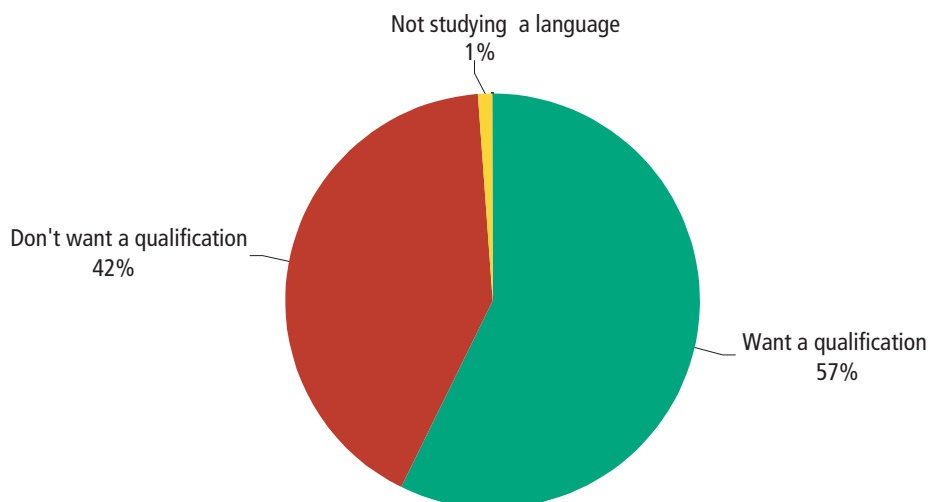
Chart 58: Comparison of attitude by gender towards a qualification in the language studied
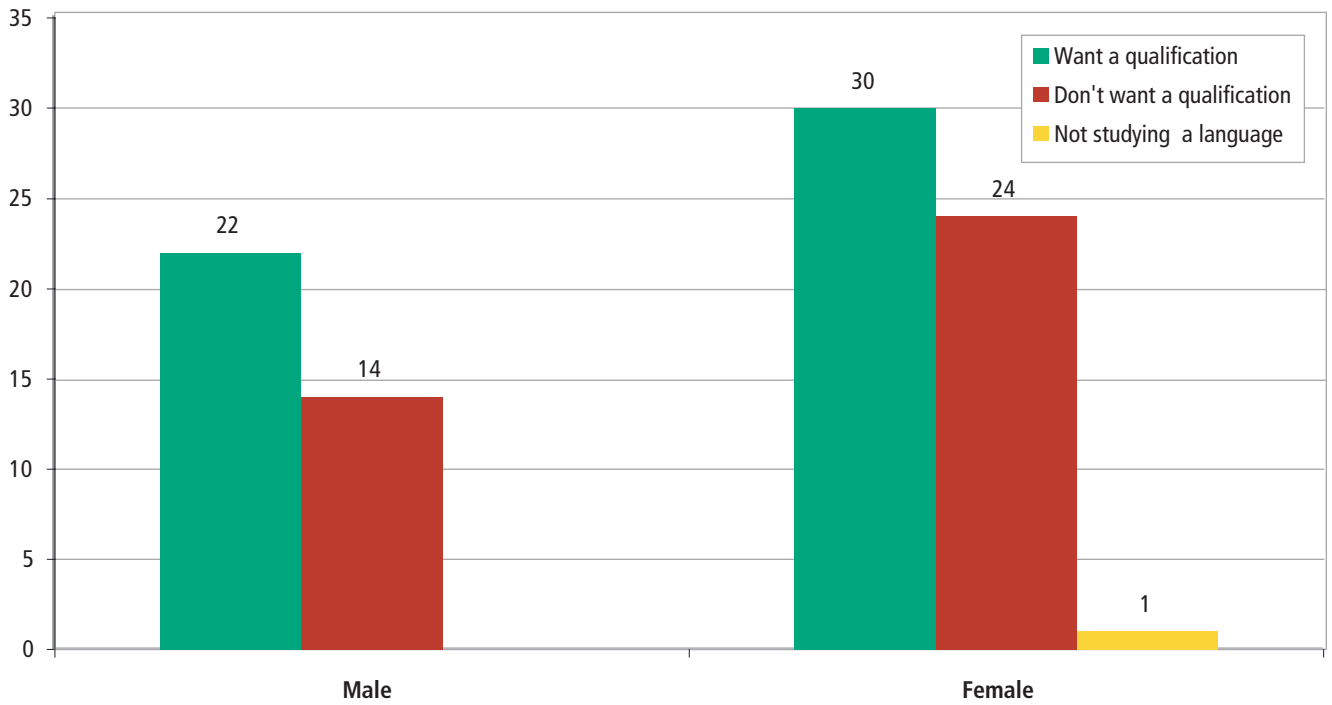
Chart 59: Comparison of attitude by management level towards a qualification in the language studied

Chart 60: Comparison between importance of a qualification when choosing a language course and if students want a qualification in the language they are studying

Importance of a qualification when choosing a course
- No response
- Very important
- Quite important
- Not very important
- Not important
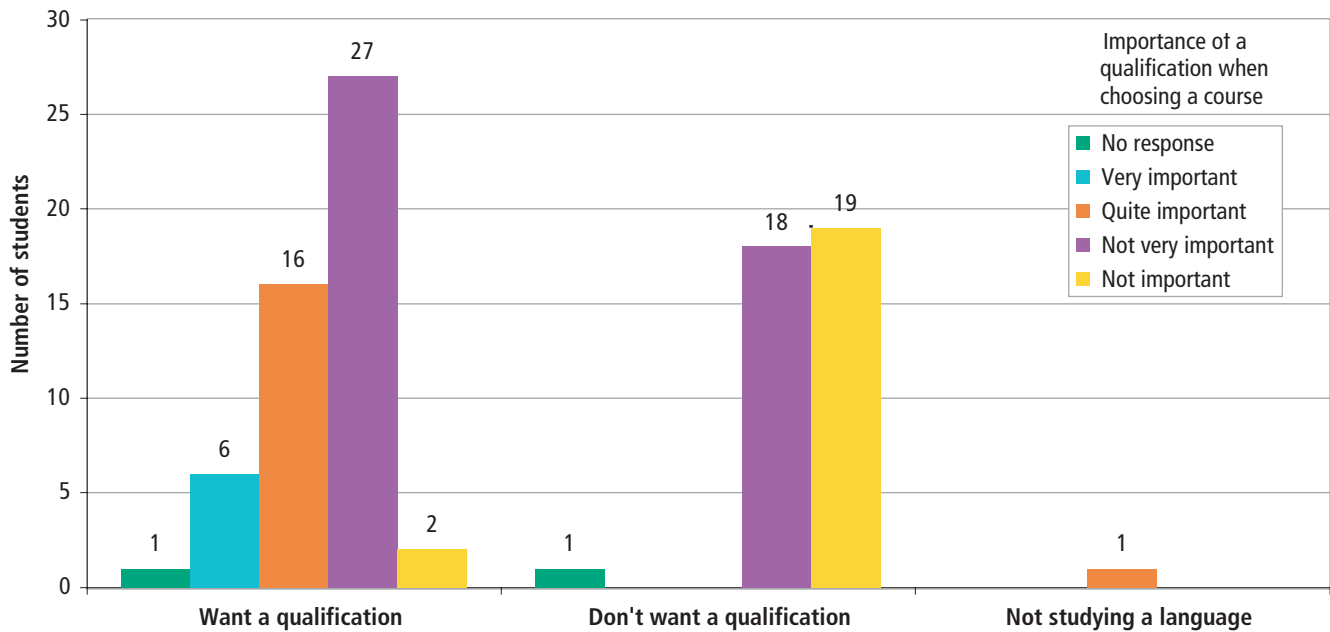
Q26: If yes, why is a qualification important to you?

Chart 61: Why a qualification is important for students

Legend:
- Required by employer
- Access to further study
- Career development
- Personal satisfaction
- Other reason
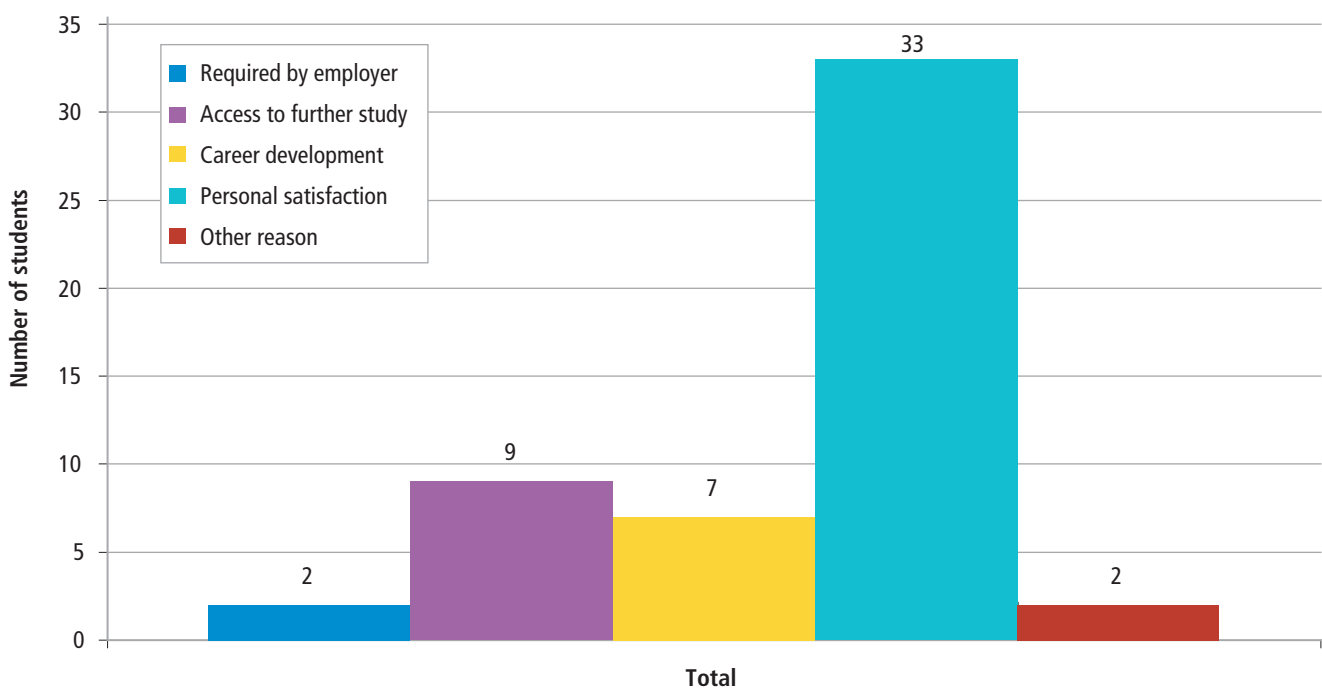
Q27: Do you intend to study a language again with the Bishopsgate Institute?

Chart 62:

No response
2%

No
14%

Yes
84%
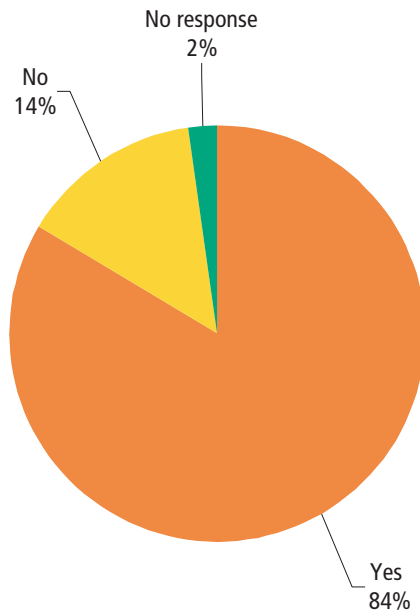
Chart 63: Comparison by gender of intention to study again with the Bishopsgate Institute
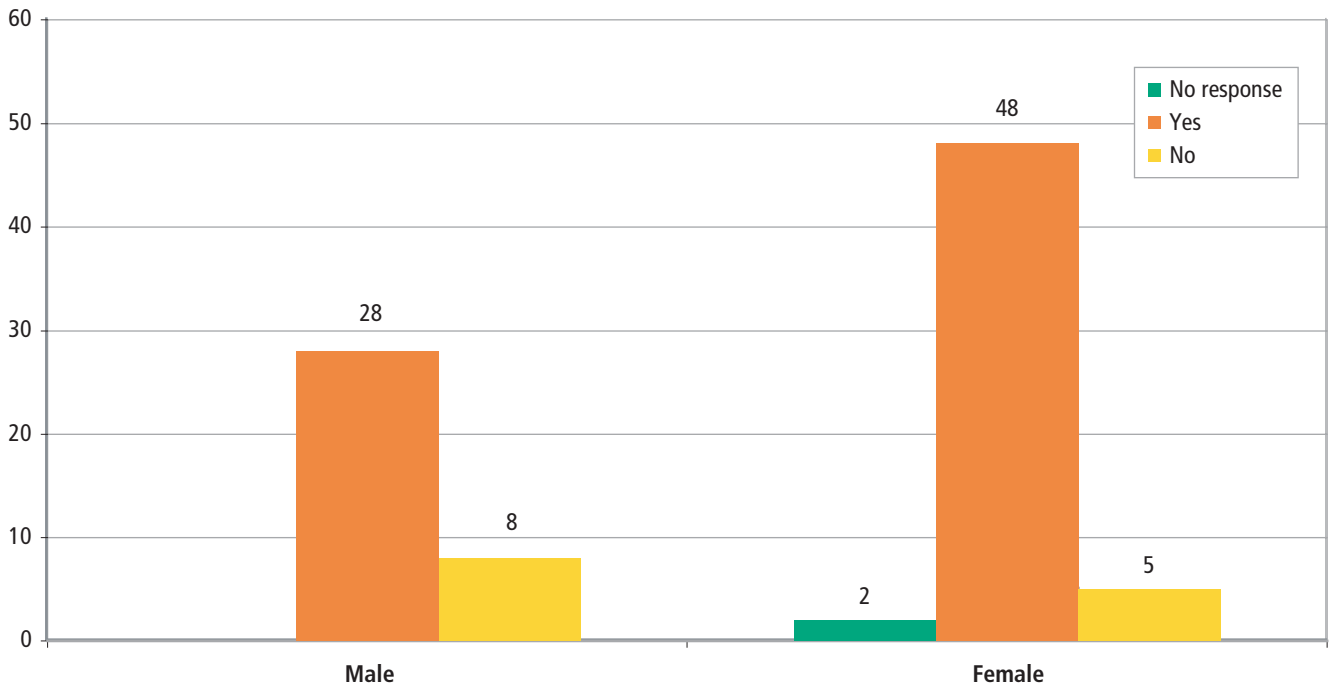
Chart 64: Comparison by management level of intention to study again with the Bishopsgate Institute
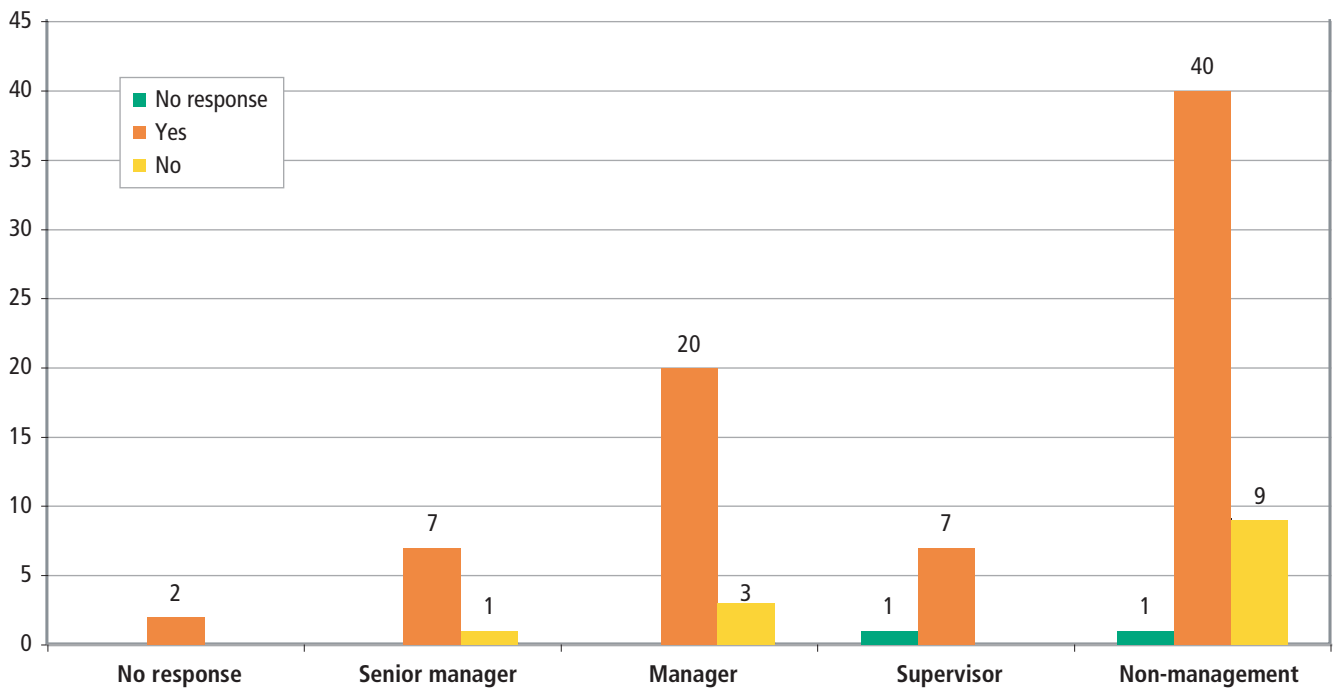
Chart 65: Comparison between intention to study again at the Institute and importance of fees for choice of language course
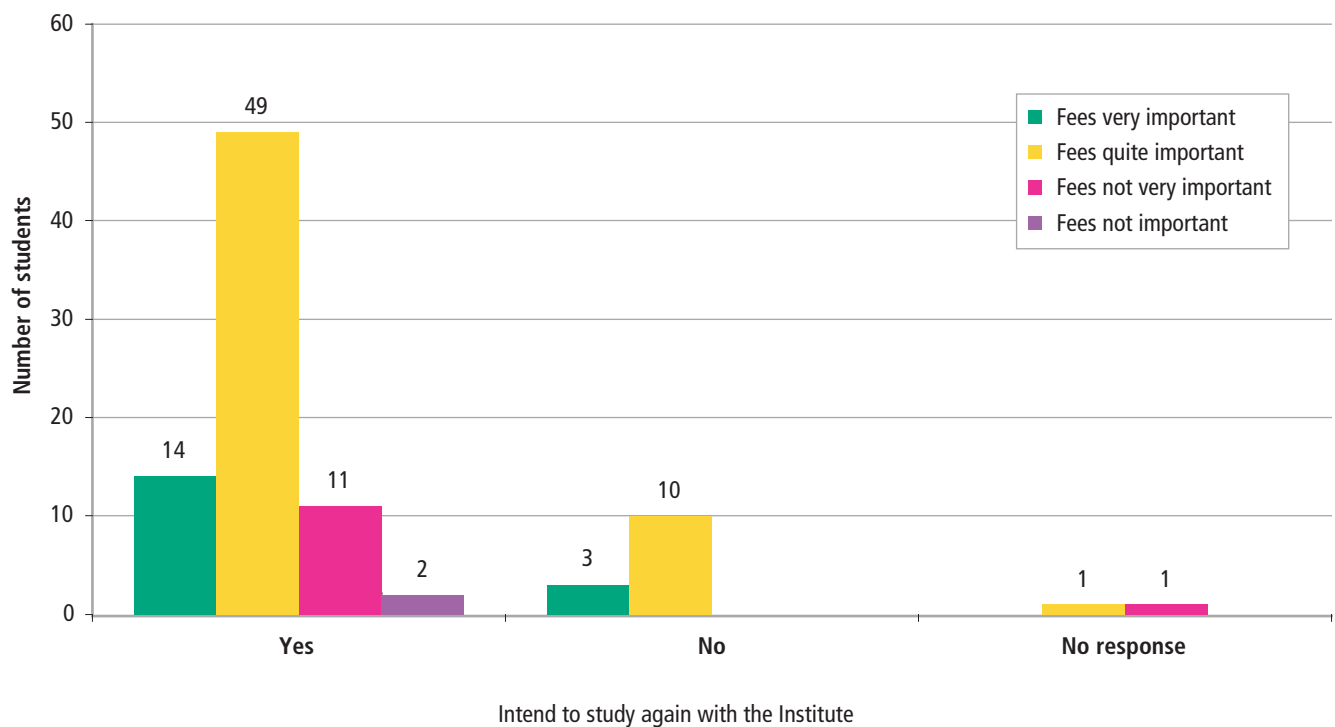
Chart 66: Comparison between intention to study again at the Institute and importance of location for choice of language course

of language course
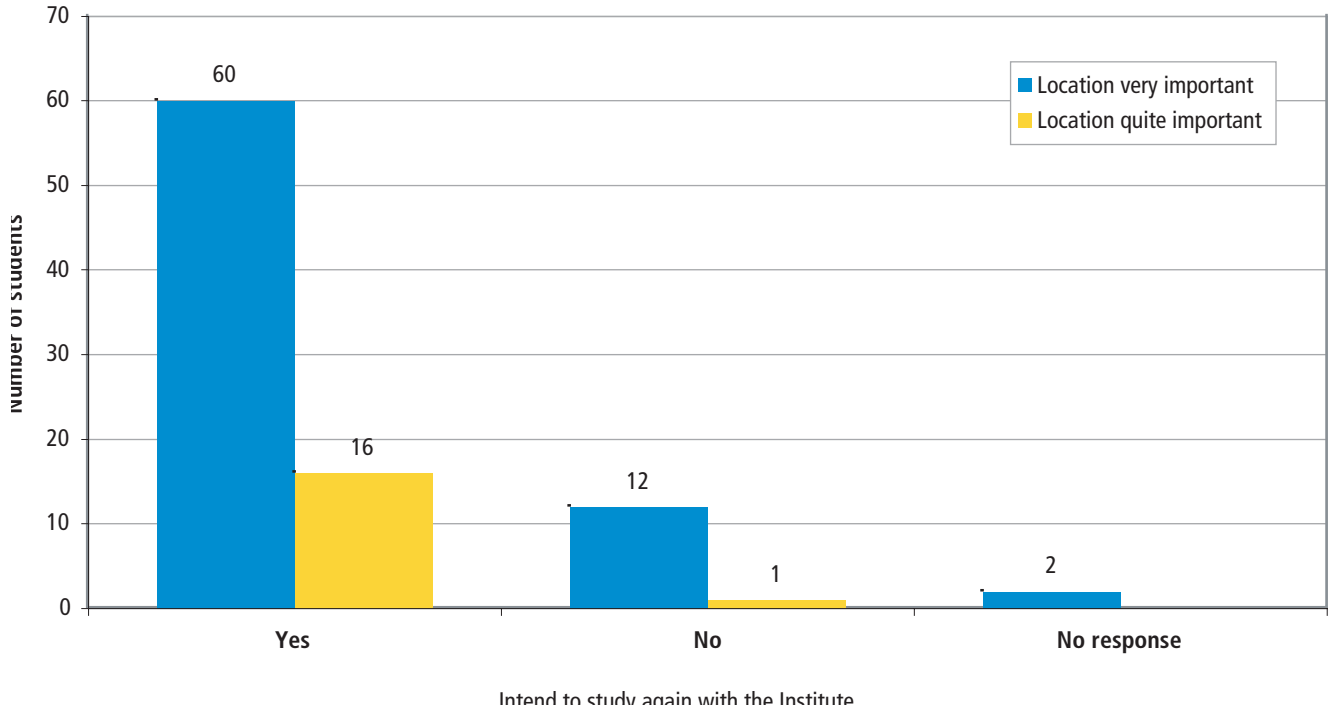
Chart 67: Comparison between intention to study again at the Institute and importance of staff quality for choice of language course
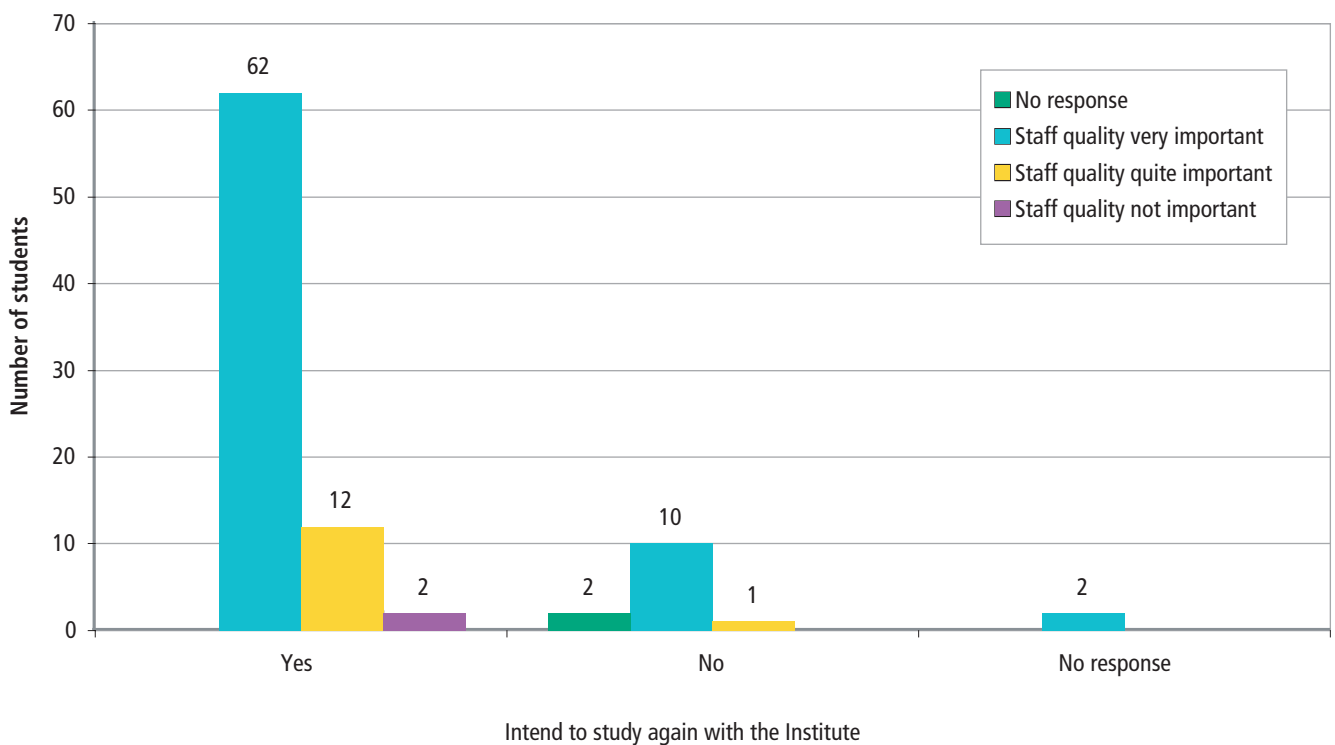
Chart 68: Comparison between intention to study again at the Institute and importance of timing for choice of language course

Number of students

Legend
No response
Timing very important
Timing quite important

58

18

12

1

2

Yes   No   No response

Intend to study again with the Institute
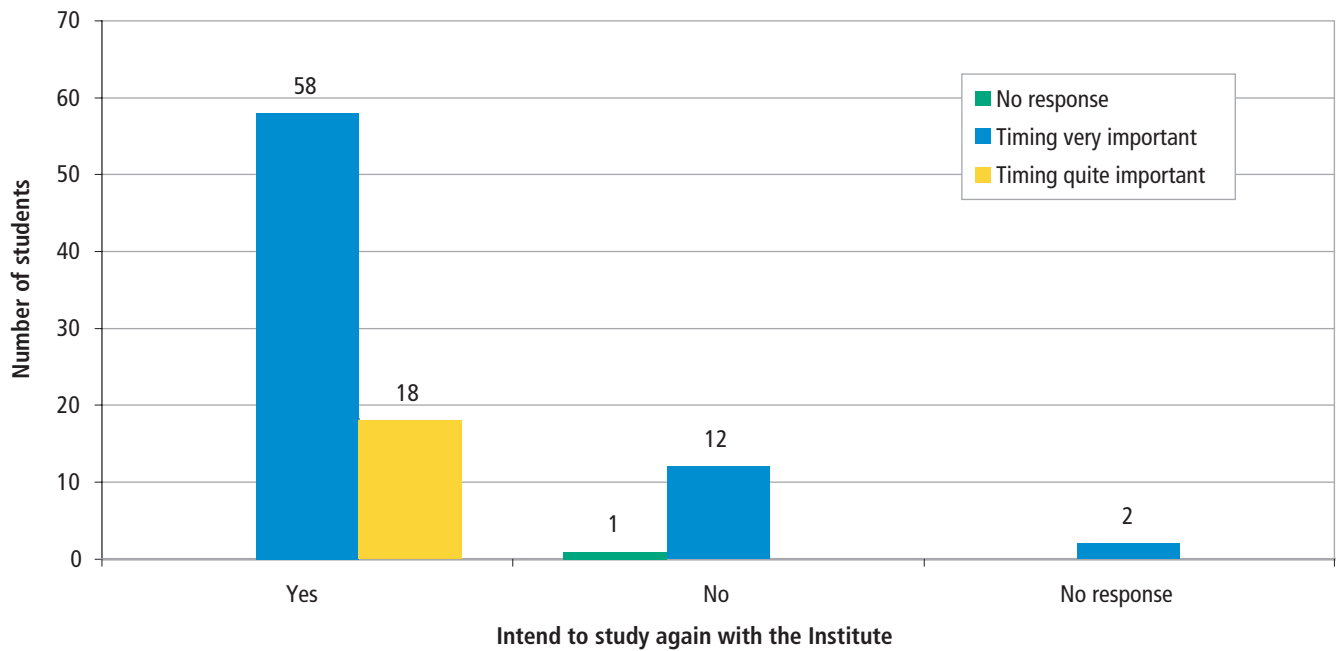
Section 3: Commentary on findings

3.1 City workers' study voucher

Q28 & 29. Heard of study voucher scheme

The majority of students (79%) have not heard of the scheme (see chart 69). Only two men have heard of the scheme, the remaining 19 are women. In terms of management level, 26% of non-managers have heard of it, 25% of senior managers, 13% of managers and 12% of supervisors (see chart 70).

31% of those who had heard of the scheme heard about it through their employer (this could be their line manager as well as the organisation in general), 16% heard from a friend or colleague, 16% from a leaflet or poster, 11% from other means and 5% from the internet.

Of the three managers who have heard of the scheme, all of them heard through their employers. The non-managers heard through their employers, through friends, from leaflets or posters and through other means.

Q30. Employer part of the scheme

42% of those who had heard of the scheme think their employers were part of it, 32% don't know. 21% say their employers are not part of the scheme (see chart 73).

Interestingly, when the companies of these individuals are compared, there appears to be a considerable amount of confusion. For example some employees of Barclays say it is part of the scheme and others say it is not, the same is true for ABN Amro.

Q31 to 33. Perceptions of the voucher

Of those that had heard of the voucher, 63% thought the voucher's value was about right, 16% didn't know and 16% thought it was too little money (see chart 74). 48% thought the validity period was about right, 42% didn't know, and 5% thought it was too short.

Of the 8 that had used it for their language course, 6 thought the value was about right and 6 thought the validity period was about right. Just one student had used the voucher for another course.

It's worth pointing out that of those who have heard of the scheme and are using it, 6 of the 8 are from the same company (Ashurst Moris Crisp). Of these, some heard from their colleagues and some from the employer (2 of the 6 are managers).

Q34. Funding of studies

Of the students that didn't use study vouchers for their course, 76% were fully funded by personal savings and 17% by their employer (see chart 77).

Three students were partly funded by their employer and partly by other sources, two students were partly funded by their savings and partly by their employer.

Q35 & 36. Continued studying

The majority of students using the voucher continued their studies after it expired. All of them would have enrolled on the course without the voucher (see table 6 and 7).

Q38. Experience of using the voucher

Encouragingly, of the students that had used the vouchers, all of them found the voucher okay or even easy to find out about and apply for (see chart 78). When it came to using the voucher, 7 of the 9 found it easy to use, and just 1 found it difficult.

3.2   Observations

Q28. Heard of the scheme

The majority of students have not heard of the scheme, suggesting that it has low visibility in the City and the workplace. This could be due to ineffective marketing and employer resistance. More investigation is needed.

Interestingly, many more women have heard of the scheme than men. This could be due to word of mouth (female colleagues passing on information to their female friends).

Even though students may have heard of the scheme, it does not necessarily mean they have accurate knowledge of what the scheme is or their own eligibility for it. This may explain why even fewer students have taken it up.

Q30. Employer part of the scheme

There is considerable ignorance and confusion about the scheme. This could be partly due to the huge size of some of the organisations listed, as well as the lack of internal communication within them. In some cases, as with ABN Amro, the company may be spread across several locations, in which case some parts may be within the scheme boundaries and other parts outside it.

Q 31 to 33. Perceptions of the voucher

The results reinforce that although students have heard of the scheme, they know very little about it. 42% in both cases could not comment on validity period or value. Of those that had used the voucher, the majority thought it was about right in both cases. This could indicate that it does not need to be changed, however more research would need to be conducted with users to test this.

Q34. Sources of funding

A large number of students pay for themselves on the course. This could suggest that if they were aware of the voucher, they might well be interested in taking it up. Equally, considering 17% were funded by their employer, perhaps had the employer been aware of the voucher scheme, they might have used it too.

Significantly, all of the students using the voucher would have enrolled on the course without it. This could be because the voucher is of relatively low value (£60) when used for a term. Thus, the course would still be affordable without it.

3.3   Recommendations

Q28 & 30. Heard of the scheme/employer part of the scheme

It would be interesting to compare the ways students have heard of the scheme with the ways that the scheme has been marketed. This would help indicate how effectively messages are getting through.

Word of mouth and the employer appear to be key ways of informing potential students about the scheme. There is also a big potential role for the Institute in informing potential students about their eligibility for the scheme. This could be mentioned in promotional literature and the classroom. Students could also be encouraged to bring the scheme to the attention of relevant people within their organisations, perhaps with help from the Corporation of London or the Institute.

Working with students may be a good way of finding the decision makers and influencers within the organisations. In the past this has been difficult due to employer resistance. A Trojan horse approach may yield better results.

Q31 &32. Perception and use of the voucher

Very few students have used the vouchers, but of those that have, the majority thought it was about the right value and length, and found it easy to use. This could indicate that the voucher is of the right design, but more people need to hear about it for it to really take off.

Q31 &32. Perception and use of the voucher

Very few students have used the vouchers, but of those that have, the majority thought it was about the right value and length, and found it easy to use. This could indicate that the voucher is of the right design, but more people need to hear about it for it to really take off.

Q28: Have you heard of the City Workers' Study Voucher Scheme?

Chart 69: Students' awareness of the CityWorkers' Voucher Scheme

Heard of scheme
21%

Not heard of scheme
79%
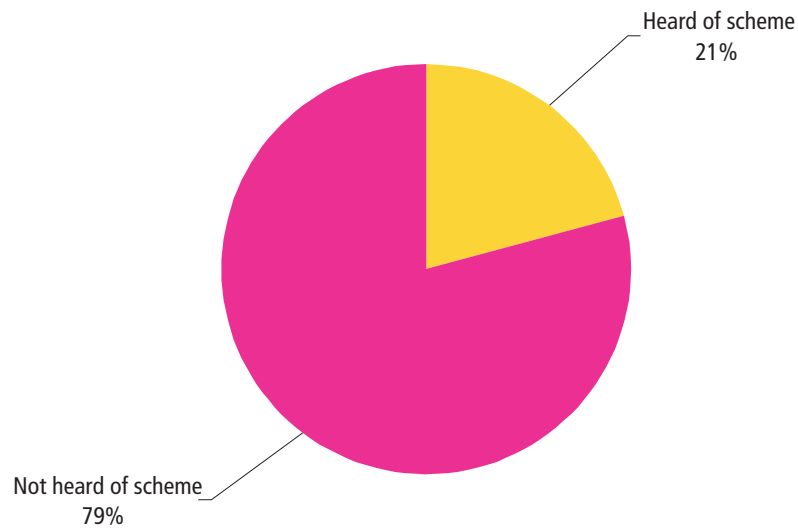
Chart 70: Comparison by gender and management level of awareness of the City Workers' Voucher Scheme

Gender and management level
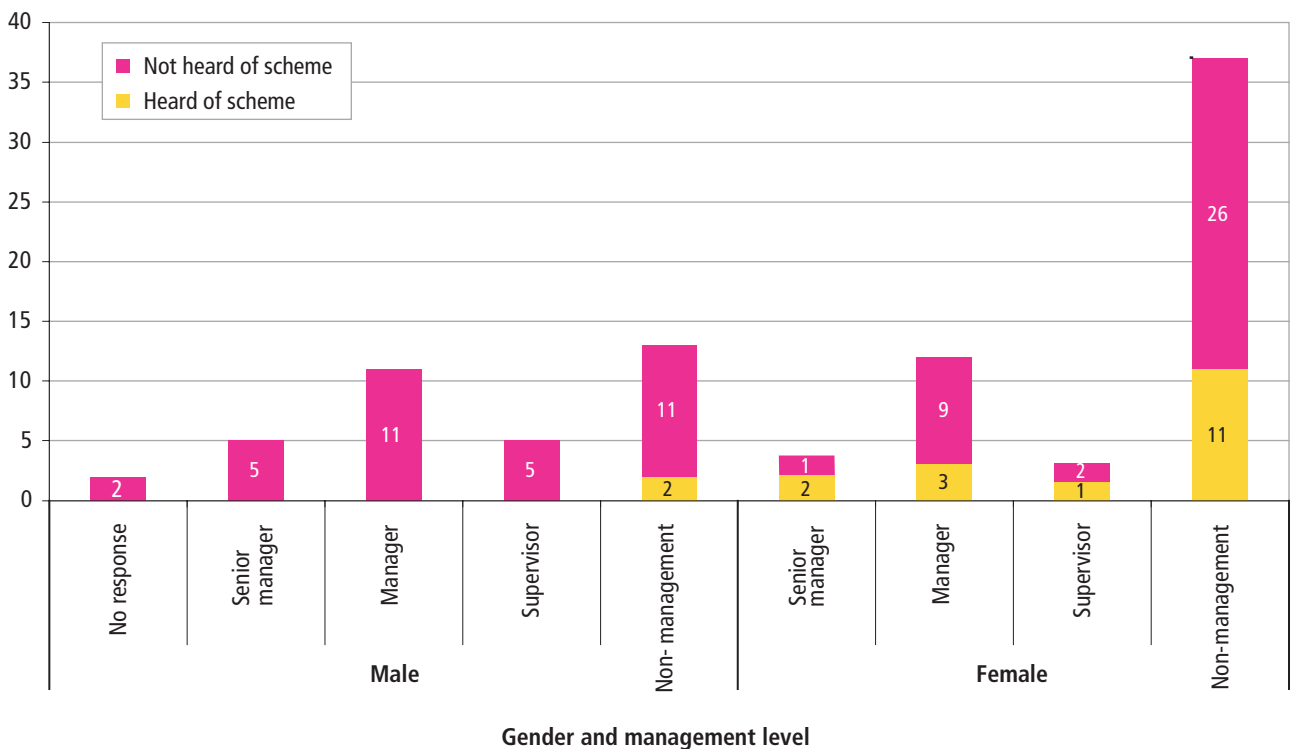
Q29: If yes, how did you hear of the vouchers?

Chart 71: How heard of scheme
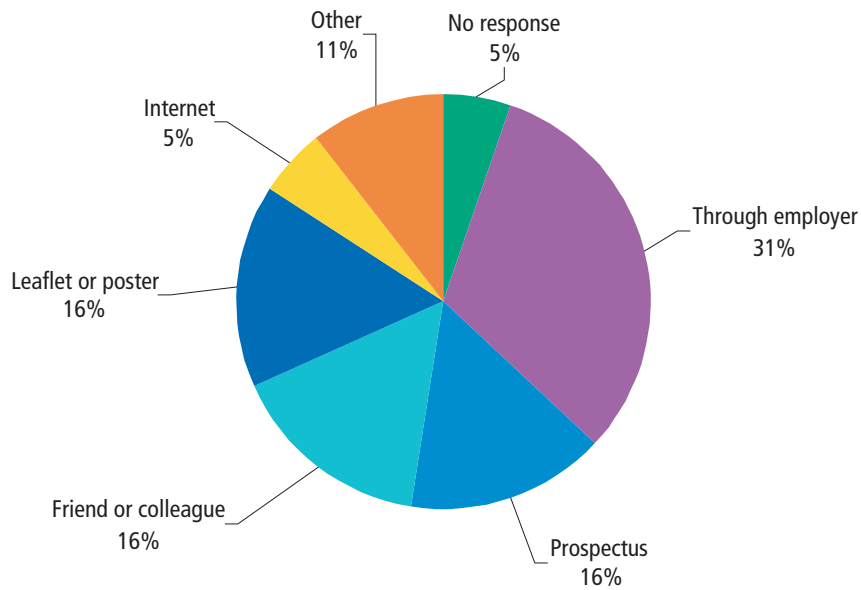
Chart 72: How heard of scheme by management level
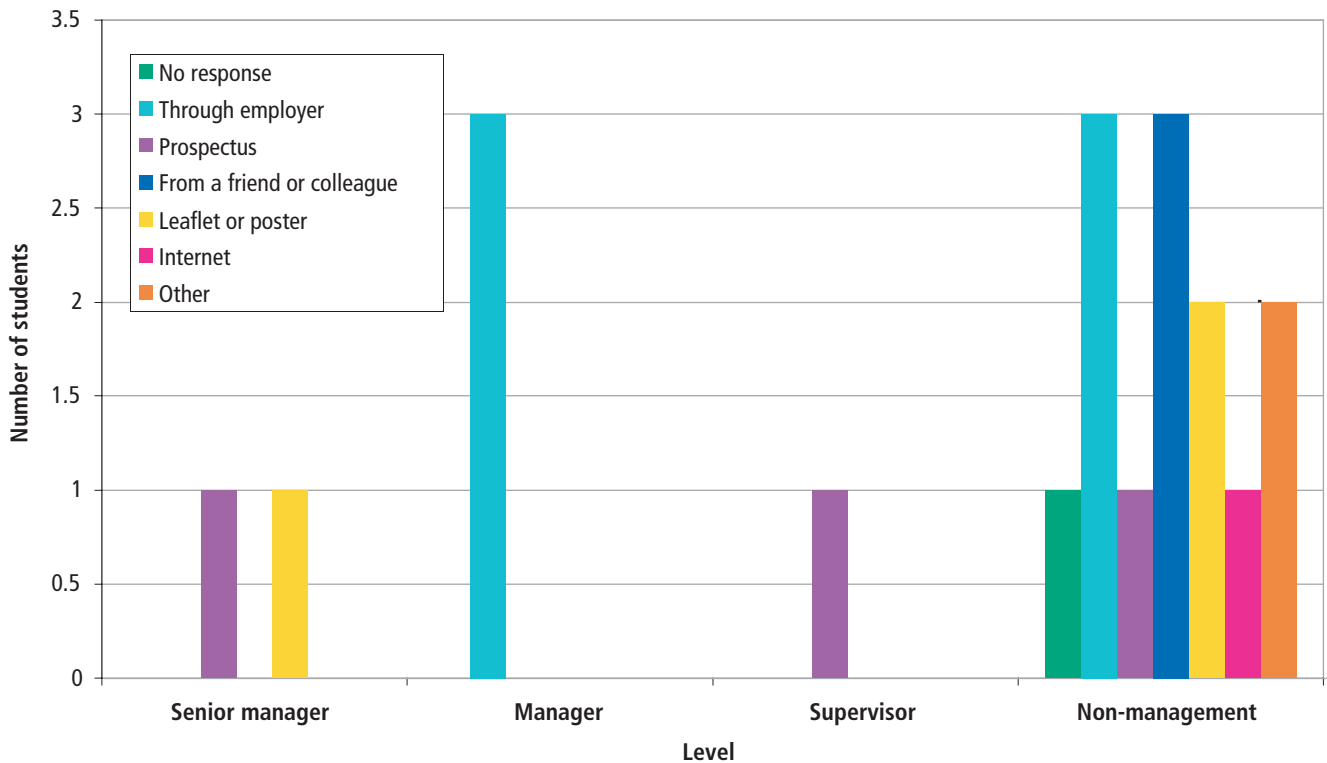
Q30: Is your employer part of the scheme?

Chart 73: Employer participation in the City Workers' Study Voucher Scheme as stated by students aware of the scheme

No response
5%

Don't know
32%

Employer part of scheme
42%

Employer not part of scheme
21%
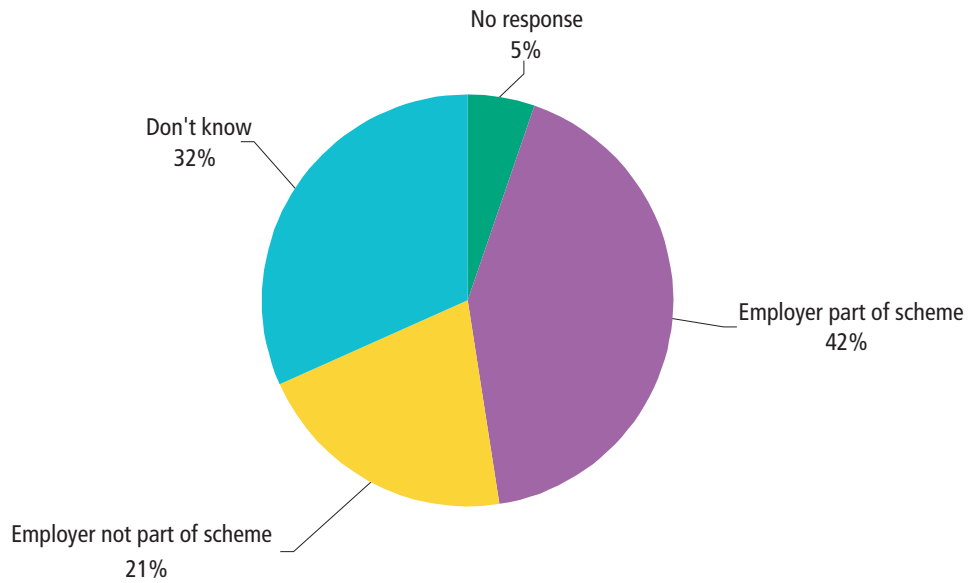
Q31: What do you think of the voucher's value?

Chart 74:

Don't know
16%

No response
5%

Too little money
16%

About right
63%
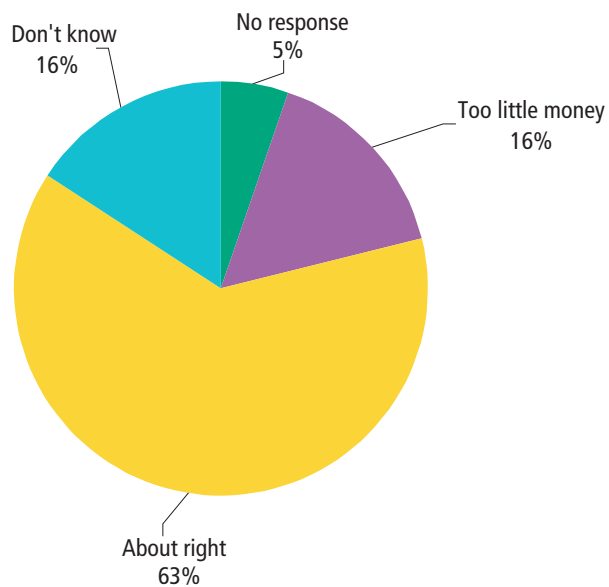
Q32: What do you think of the voucher's validity period?

Chart 75:
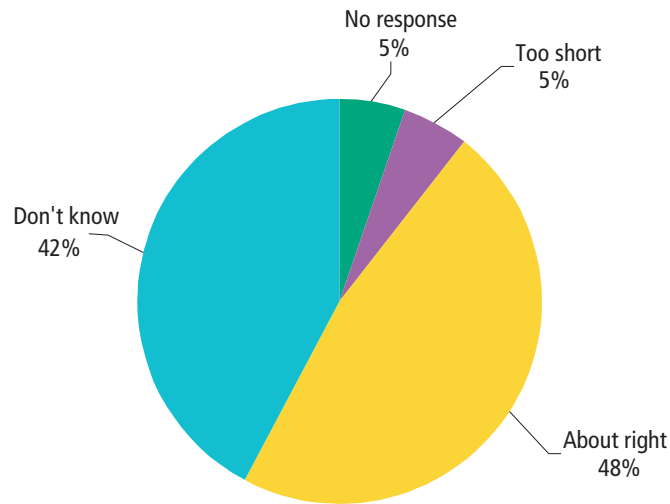
No response 5%
Too short 5%
Don't know 42%
About right 48%

Q33: Did you use a study voucher for your language course at Bishopsgate?

Chart 76:

No response 5%
Didn't use voucher 53%
Used voucher 42%
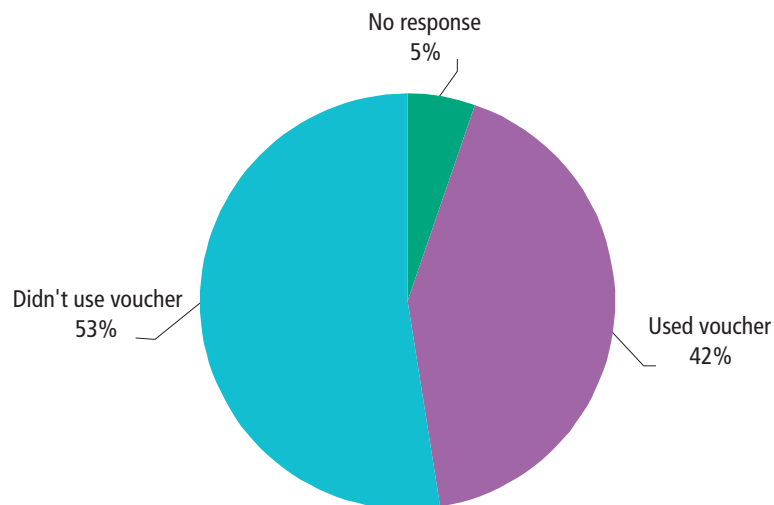
Q34: If no, how were your language studies at Bishopsgate funded?

Chart 77:
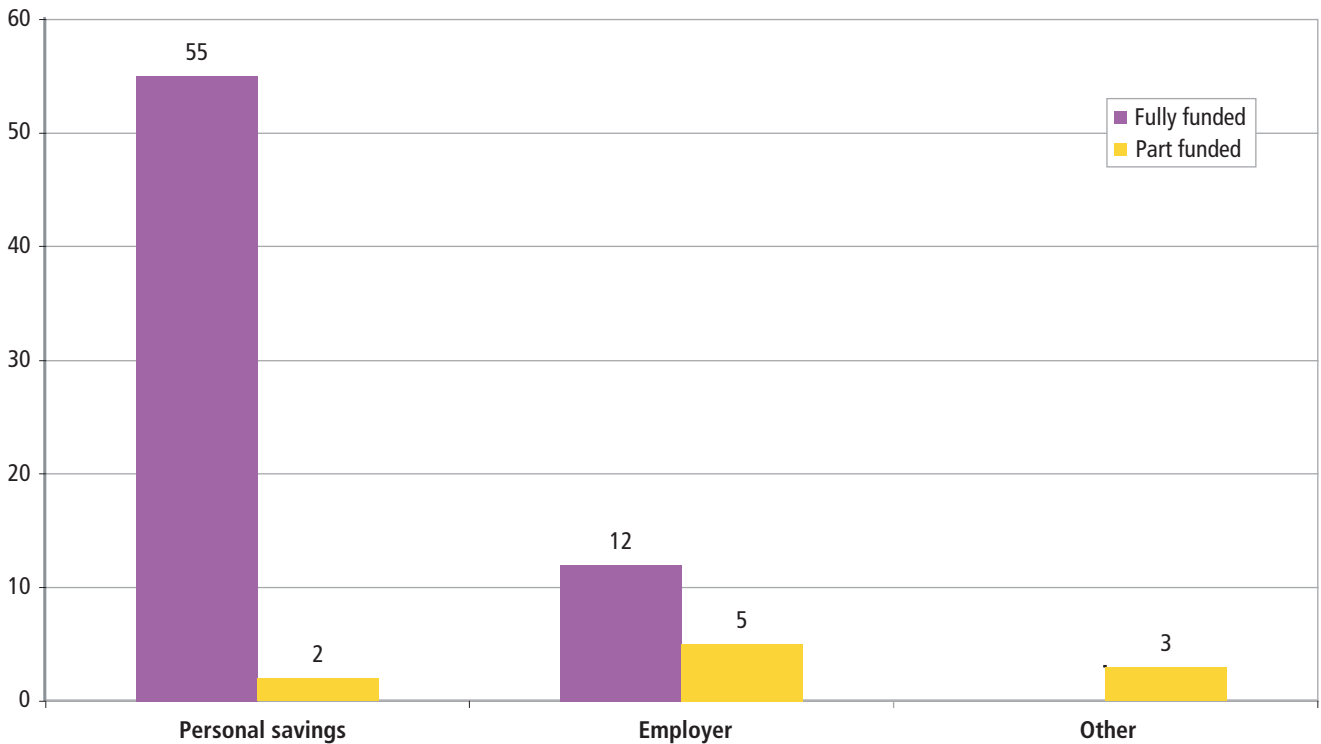
72 students responded to this question. there were 11 no responses and 8 students were funded by the study voucher. 3 students were part funded by their employer and part other. 2 students were part funded by savings and part by employer.

Q35: Did you continue to study languages at Bishopsgate after the voucher expired?

Table 6:

Continued studying	Total
No response	1
Yes	5
No	2
Grand Total	8

Q36: Would you have enrolled on the course without a voucher?

Table 7:

Do without voucher	Total
Yes	8
Grand Total	8

Only 8 students used a voucher.

Q36: Have you used a study voucher for any other course?

One of the 11 students who had heard of study vouchers but not used them for their language studies had used a voucher for a different course. None of the 8 that used them for languages had used them for other courses.

Q36: If you have used a study voucher, what was your experience of the following?
a) Finding out about it b) Applying for the voucher   c) Using the voucher

Chart 78:
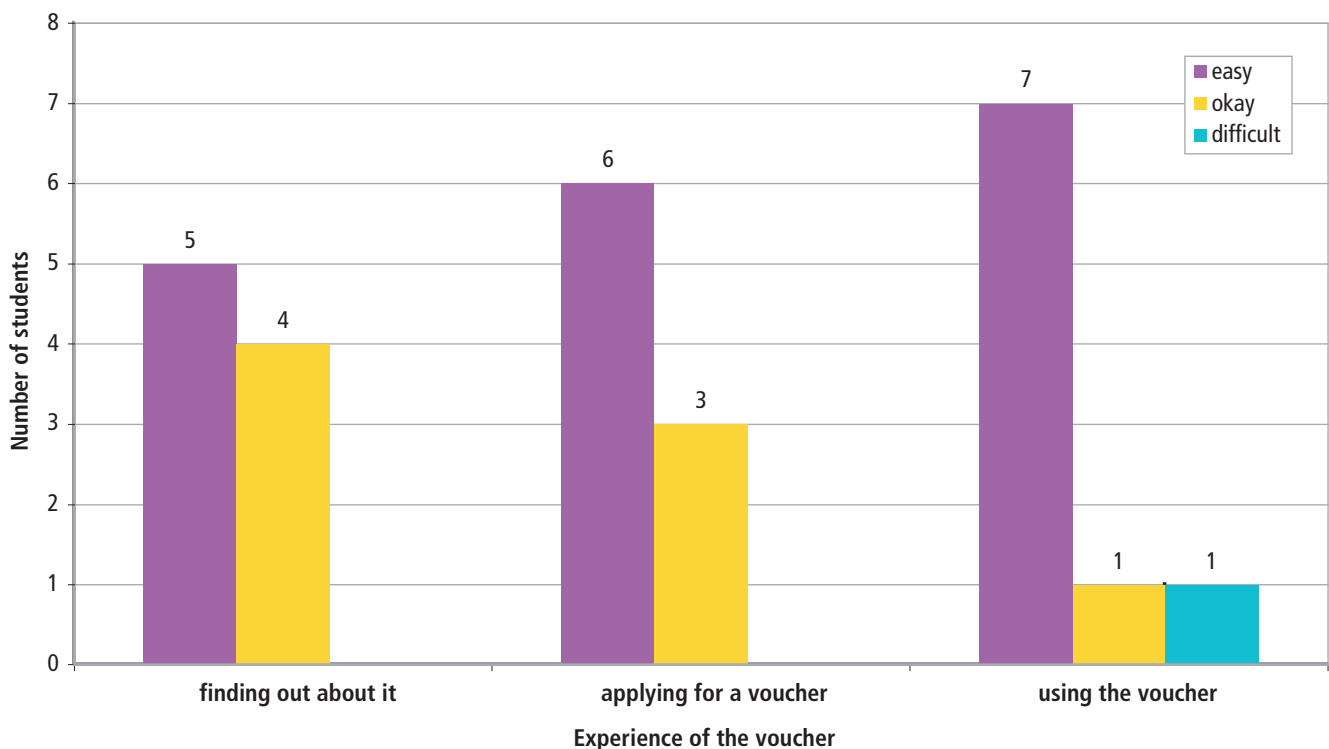
Section 4: Students and the Bishopsgate Institute Data Summary

4.1 Commentary on findings – Students and the Bishopsgate Institute

Q39. Knowledge of the Institute

The majority of students (51%) do not think the Institute is widely known in the City, 45% think it is, and 4% didn't respond (see chart 79). These findings are fairly evenly split by management level (see chart 80).

Q40. The competition

22% of students don't know of any other language providers to use in the City, 41% didn't respond to the question, and 18% said none (see chart 81). Of those that did give another language provider, 11% named a university, 3% a school or college, 3% a private provider and 2% another source.

Q41. Improve language provision in the City

46% of students didn't respond to this question. Of those that did, most misinterpreted it to mean ways in which the Institute could improve its provision, rather than the City of London (see chart 82).

Of the ways suggested, 21% said to offer more courses, times or levels, 7% mentioned better advertising, 9% said no/not sure/don't know, and 3% said their current needs were met. Other suggestions were employer encouragement (2%), support outside the classroom (2%), and better facilities (2%).

Q42. Where heard of the Institute

The majority of students (38%) heard of the Institute from a friend or colleague, 17% through their employer, 12% from a course listing magazine, 11% from a leaflet or poster, and 10% from walking past/being handed a prospectus (see chart 83).

Q43. A good place to learn a language

93% of students either agree or strongly agree that the Institute is a good place to learn a language (see chart 84). 5% have no opinion, and just 2% disagree or strongly disagree.

Q44. Why chose Bishopsgate

Location comes out top as the reason rated very important by the most number of students (84%), with 15% seeing it as quite important (see chart 87). Next are lesson times, with 79% saying very important and 18% saying quite important (see chart 88). Then comes the languages offered, with 71% saying it was a very important reason for choosing Bishopsgate, and 21% saying it was quite important (see chart 85). 64% of students thought the language level offered was very important, and 31% quite important (see chart 86).

Of the remaining factors listed, 23% thought course content was a very important factor (see chart 91) and 52% quite important. Just 18% thought price was very important, and 50% quite important (see chart 92). 27% thought price was either not very important or not important as a reason for choosing Bishopsgate.

Lastly, just 12% thought reputation was very important, 40% quite important and a surprising 38% either not very important or not important.

Bearing in mind that the majority of students have not heard of study vouchers, and those that have used them would have studied at the Institute without them, it's not surprising that for the majority of students (64%) they are not an important factor. Equally, there's a high non-response rate (27% of students).

Q45. Studied anything else at the Institute

84% of students have not studied anything else at the Institute apart from a language (see chart 94).

Q46. Studied with another provider

92% of students have not studied with another provider since Bishopsgate, and just 7% have (see chart 95).

Q47. Recommend Bishopsgate

96% of students would recommend Bishopsgate to their friends or colleagues wishing to study a language, and just 3% would not (see chart 96).

4. 2 Observations and recommendations

Q39. Knowledge of the Institute

As a large number think the Institute is not widely known, it would be interesting to see why not. This could also suggest there is scope for the Institute to improve its corporate marketing in order to strengthen awareness of the brand as a whole.

Q40. The competition

These figures suggest the Institute has an enviable position at the moment, at least in its immediate area, as very few of the students could name any competitors. As the majority of students come from a 15 minute walking radius, this could reflect a lack of competitors in the immediate surroundings, rather than in the City in general. The Institute should make the most of this situation and shore up its reputation while it can, it won't take much for another provider to start raising its profile and winning students.

It could also indicate that they are content with the services the Institute provides and do not want to look for or consider an alternative (hence 18% saying "none" and 41% not replying). As noted previously, this could be a weakness as well as a strength.

Q41. Improving language provision in the City

It's hard to say from these results how students would like to see language provision improved in the City. They mainly refer to the Institute itself. It might be worthwhile asking a wider audience their views.

Q42. Where heard of the Institute

Word of mouth is the main source for the students (either through friends and colleagues or their employer). This is one of the best forms of endorsement, but it does also suggest that there's considerable room to leverage other marketing channels too (e.g public relations, direct marketing and personal selling).

Listing magazines are another important source, as are leaflets and walking past the building. If the budget allows, perhaps more could be done with flyers and advertising in the surrounding area, as well as in listing magazines.

In terms of word of mouth, it's possible that the Institute could try to encourage more of its students to be champions for language learning in the workplace. Perhaps through taster sessions,

special offers or incentives. This might be something to include in the application process.

Q43. A good place to learn a language

An overwhelming number of students think the Institute is a good place to learn a language. This kind of endorsement is invaluable for marketing purposes and should be pushed as a key message. From a statistical perspective, the two dissenters are not worth worrying about.

This belief, coupled with the fact that many students want to study there again, suggests the quality of teaching, course design and facilities is of a high standard. It would be advisable to cross-check this with existing data gained from course evaluation results.

Q44. Why chose Bishopsgate

The results for this section are extremely interesting. Despite the emphasis that is always placed on the importance of reputation as a factor influencing consumer choice, in this case it does not seem to be a major factor from the students' perspectives. Instead, they rate convenience factors far more highly, in particular location, lesson timing and the languages offered.

Price also appears to come quite low on the list, perhaps reflecting the higher than average wage levels in the City. It could also indicate that there is room for the Institute to increase its prices if it wished.

These results could also be a function of Bishopsgate's near monopoly position in the area (in the view of students at least). If they want to learn a language at lunchtime in a place nearby, they have no choice, regardless of reputation or price.

Q46. Studies elsewhere

Although the majority of students haven't studied elsewhere since Bishopsgate, this could be a reflection of the relative recency of their studies. Perhaps they have not yet had time to go elsewhere. Encouragingly however, elsewhere in the survey 84% of students said they intended to study again with Bishopsgate.

Q47. Recommend Bishopsgate

96% said they would recommend Bishopsgate to their friends or colleagues, even though 7% have gone elsewhere since.

These figures would delight any company director! They indicate the Institute is doing well and in a strong position with its students past and present. Now all it needs to do is encourage this undercurrent of support to become more vocal.

Q39: Do you think the Bishopsgate Institute is widely known in the city as a place to learn languages?

Chart 79: Belief about how widely known the Institute is in the City as a place to learn languages

No response
4%

Don't believe the Institute is
widely known
51%

Believe Institute is widely
known in the City
45%
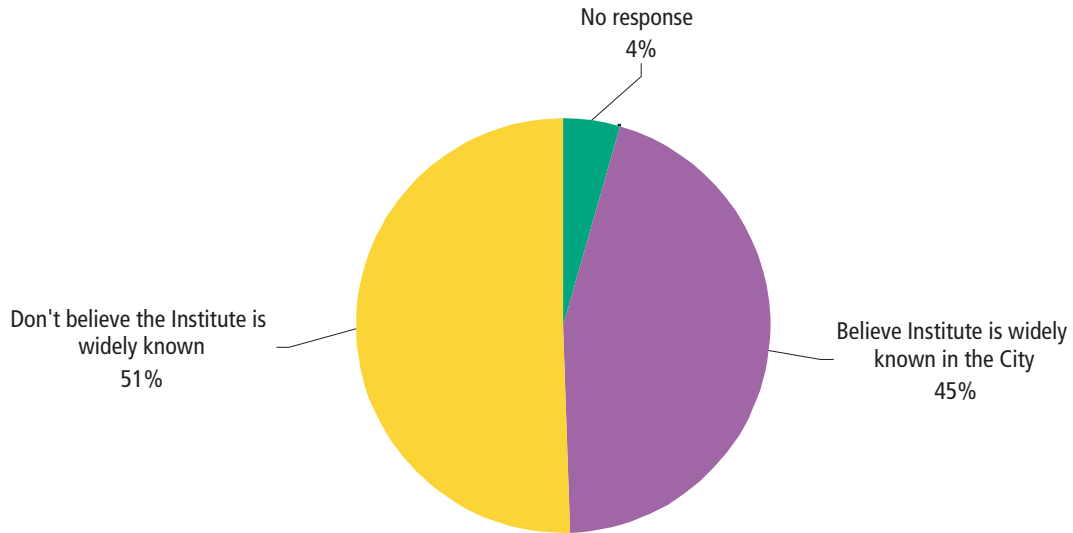
Chart 80: Belief about how widely known the Institute by management level

Number of students

- No response
- Senior Manager
- Manager
- Supervisor
- Non-Management

No response: 1, 1, 2

Believe Institute is widely known: 2, 3, 10, 3, 23

Don't believe the Institute is widely known: 4, 12, 5, 25

Belief about how widely known the Institute is in the City as a place to learn languages
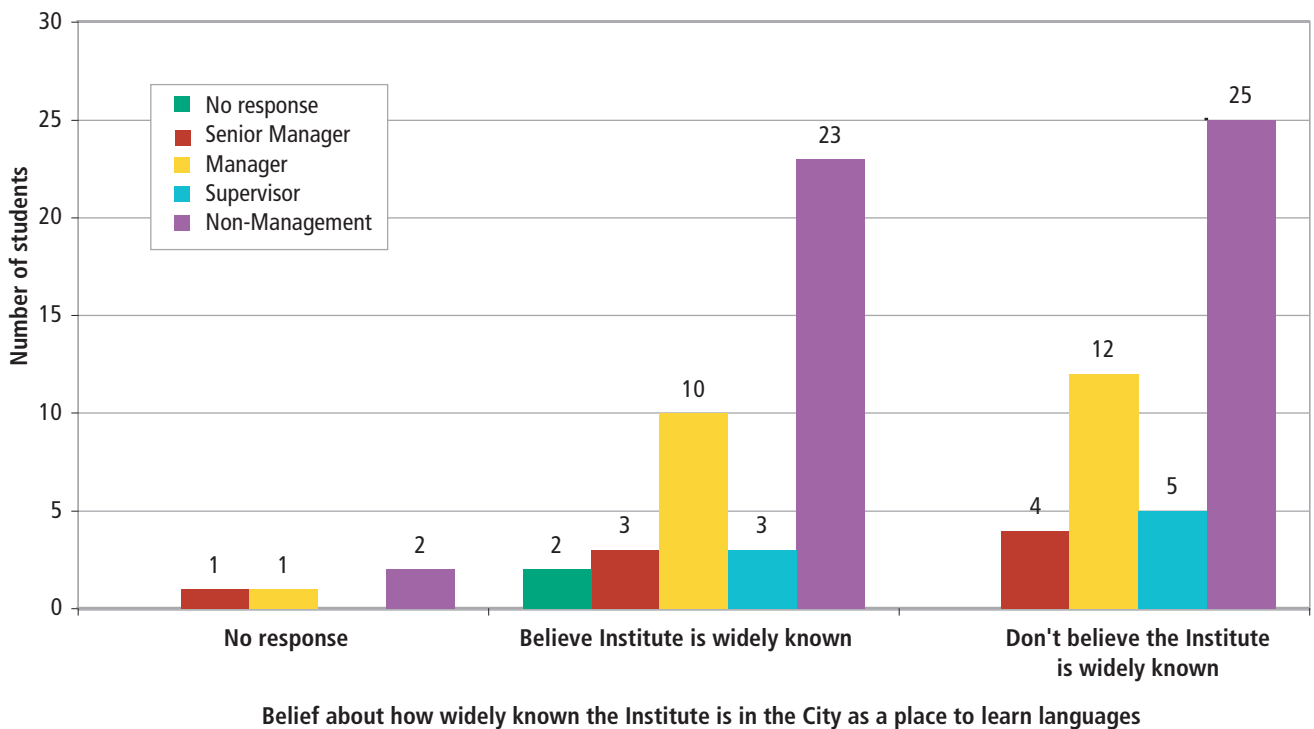
Chart 81: Other language providers in the City students would consider using

Private provider
3%

Other
2%

school/college
3%

University
11%

None
18%

No response
41%

Don't know
22%
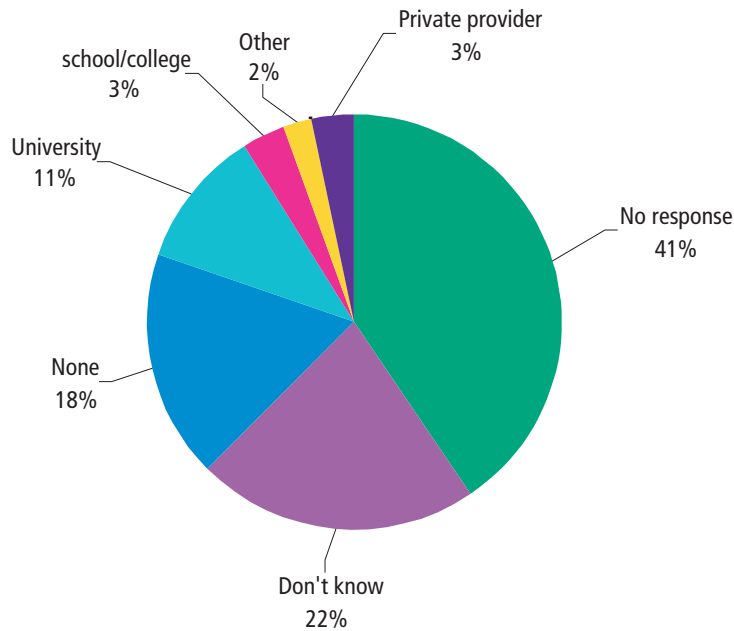
Q41: Are there any ways in which you feel language provision in the City could be improved?

Chart 82: How would you like to see language provision improved in the City?
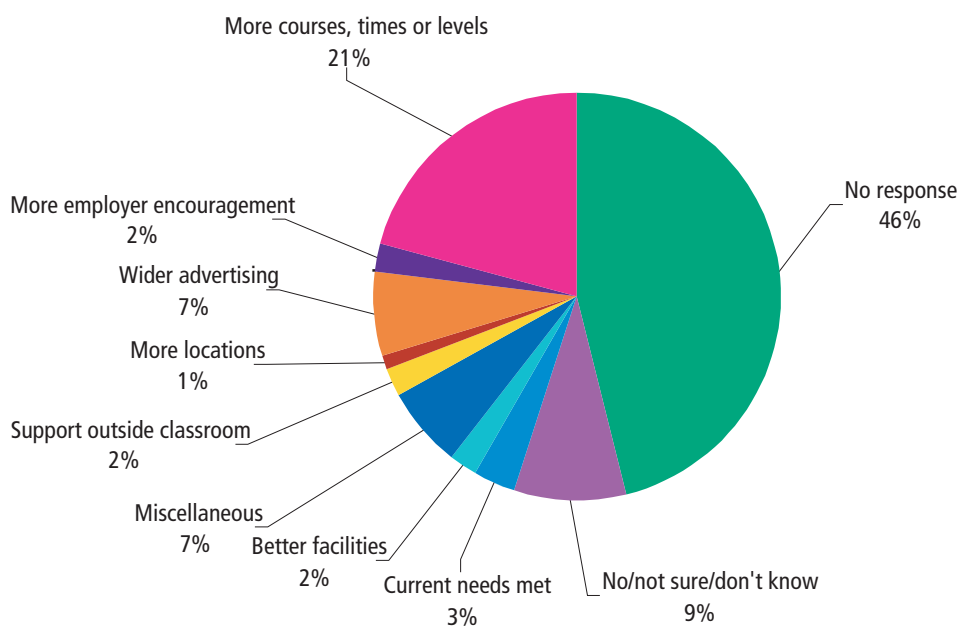
More courses, times or levels
21%

More employer encouragement
2%

Wider advertising
7%

More locations
1%

Support outside classroom
2%

Miscellaneous
7%

Better facilities
2%

Current needs met
3%

No/not sure/don't know
9%

No response
46%

Q42: Where did you hear about the Bishopsgate Institute?

Chart 83:

- TNT Magazine 2%
- Walking by/handed prospectus 10%
- No response 3%
- Through employer 17%
- Other 3%
- Internet 3%
- Leaflet or poster 11%
- Yellow Pages/Phone book 1%
- Course listing magazine 12%
- From a friend or colleague 38%
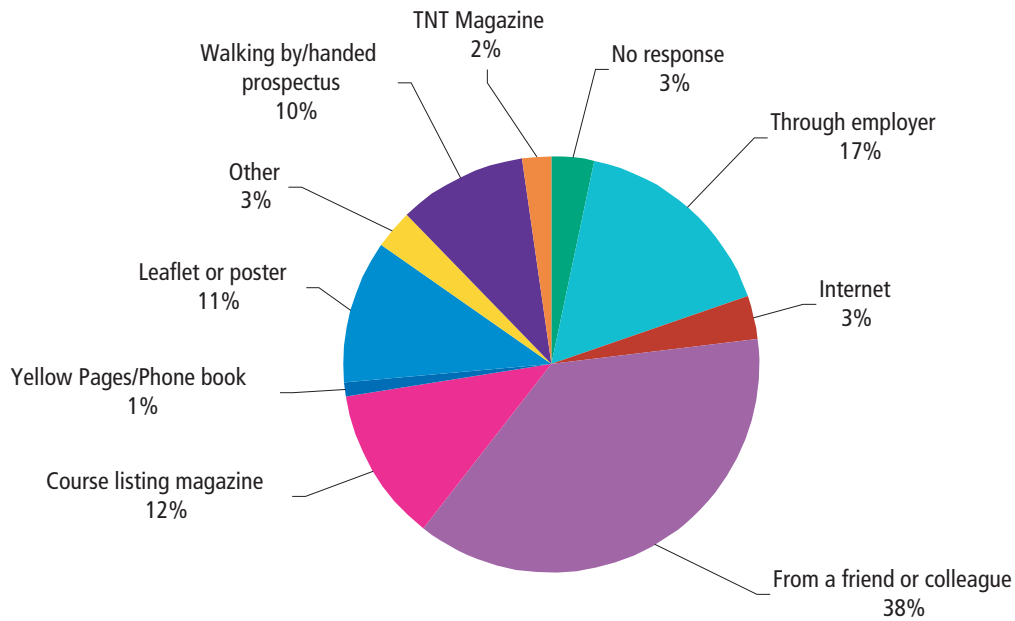
Q43: How far do you agree with the following statement: "The Bishopsgate Institute is a good place to learn a language."

Chart 84: The Bishopsgate Institute is a good place to learn a language.

- Disagree 1%
- Strongly disagree 1%
- No opinion 5%
- Strongly agree 37%
- Agree 56%
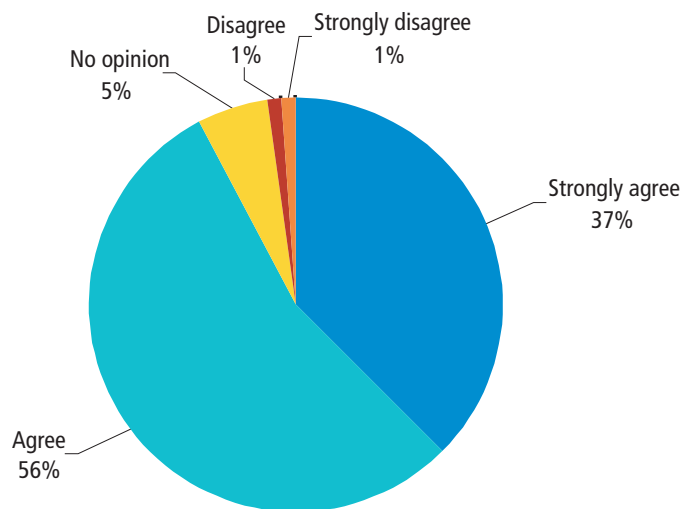
Q44: Why did you choose the Bishopsgate Institute?

Chart 85: Importance of languages offered as a reason why students chose the Bishopsgate Institute

Not very important
4%

Not important
1%

No response
3%

Quite important
21%

Very important
71%
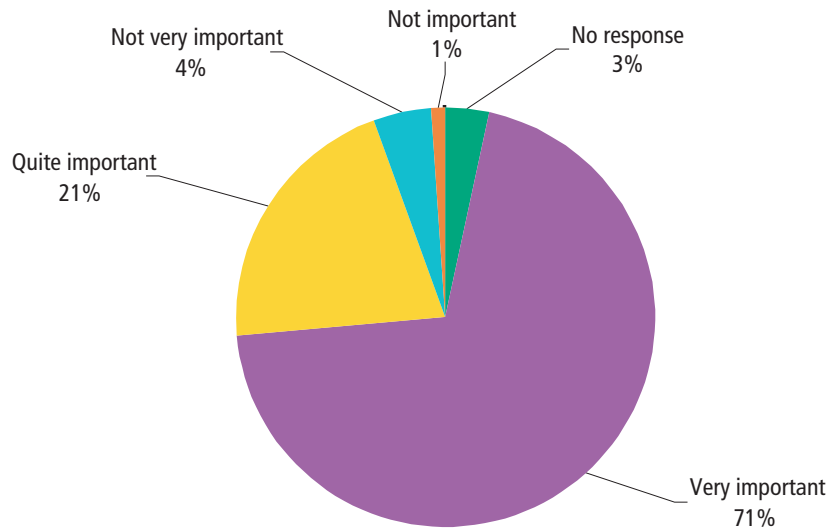
Chart 86: Importance of language level offered as a reason why students chose the Bishopsgate Institute

Not very important
2%

No response
3%

Quite important
31%

Very important
64%
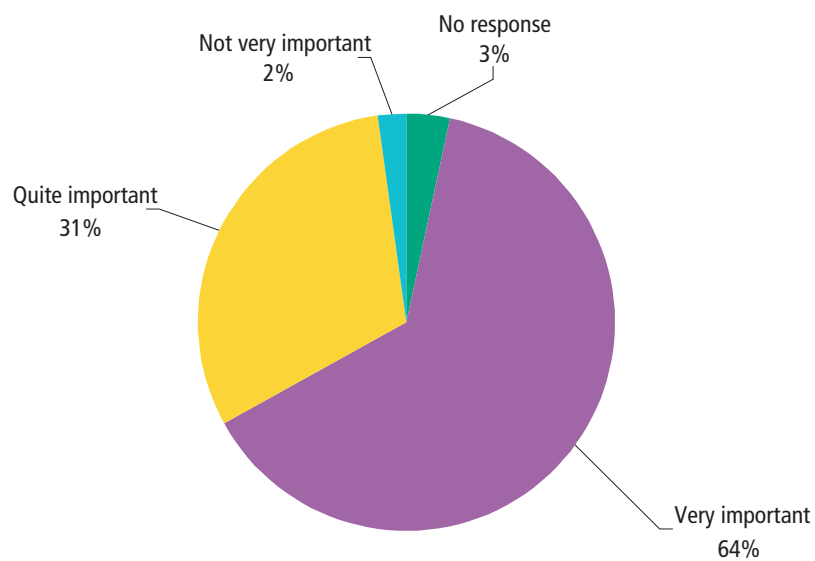
Chart 87: Importance of location as a reason why students chose the Bishopsgate Institute

No response
1%

Quite important
15%

Very important
84%
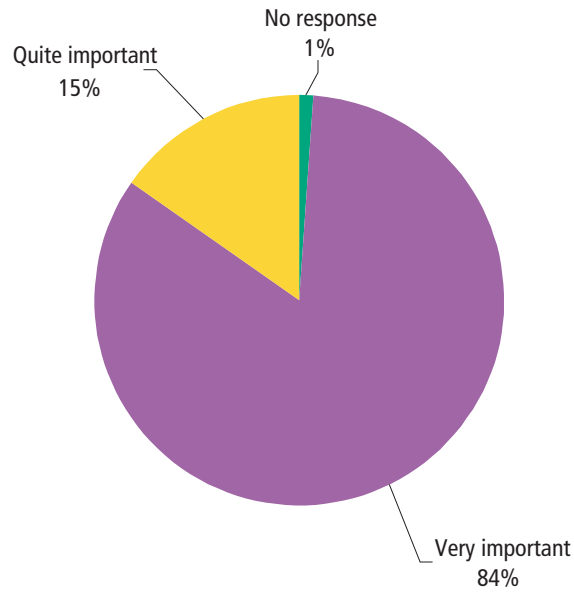
Chart 88: Importance of lesson times as a reason why students chose the Bishopsgate Institute

Not very important
2%

No response
1%

Quite important
18%

Very important
79%
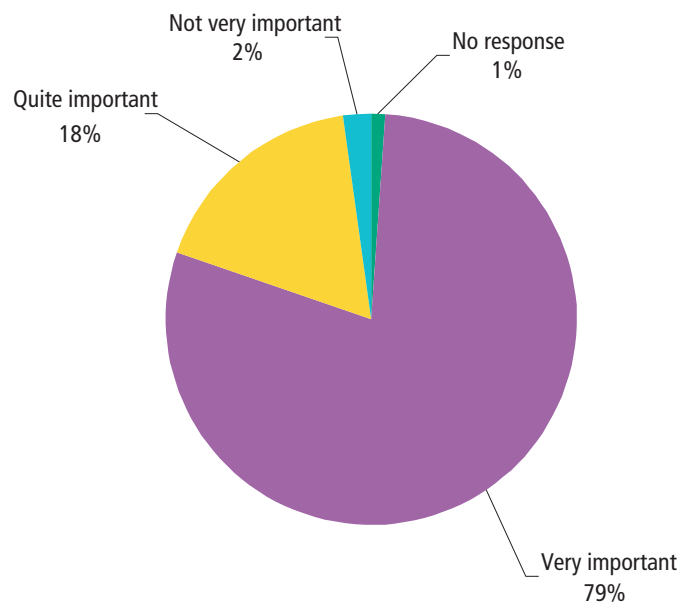
Chart 89: Importance of reputation as a reason why students chose the Bishopsgate Institute
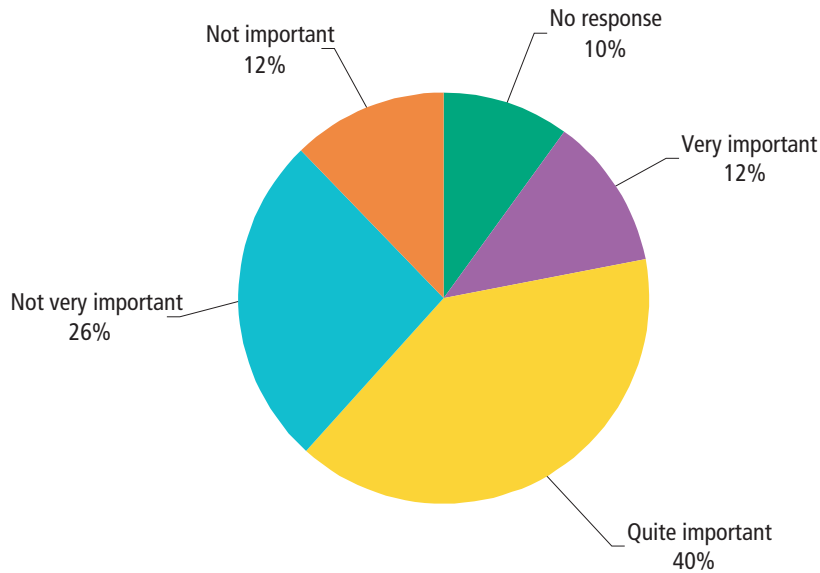
Chart 90: Comparison by management level of the importance of reputation as a reason why students chose the Bishopsgate Institute
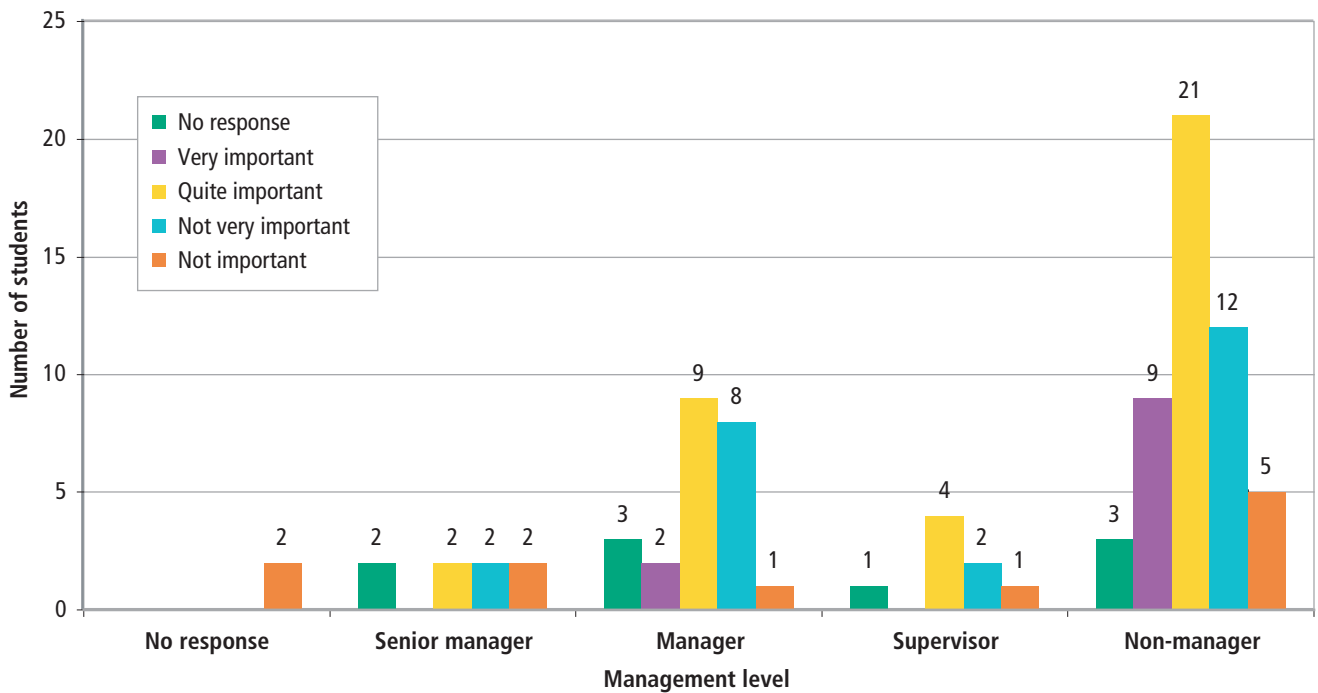
Chart 91: Importance of course content as a reason why students chose Bishopsgate Institute

Not important
4%

No response
7%

Not very important
14%

Very important
23%

Quite important
52%
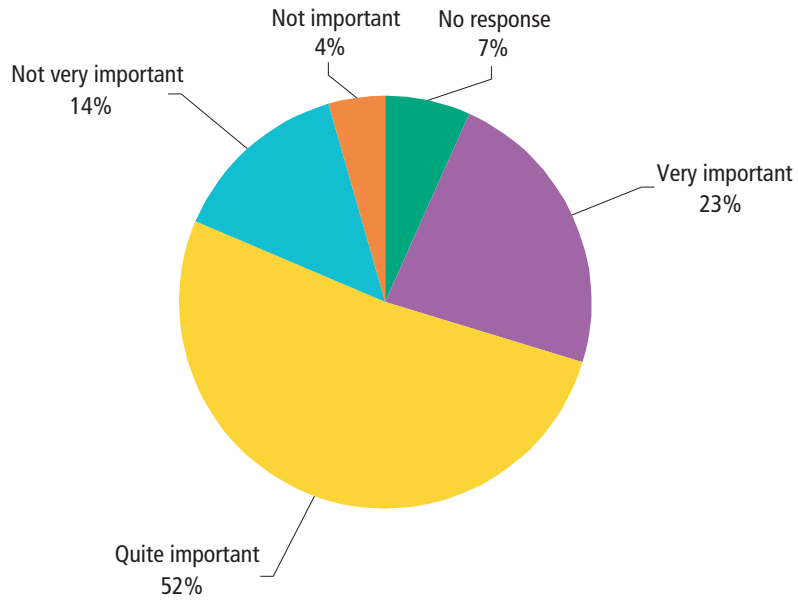
Chart 92: Importance of price as a reason why students chose Bishopsgate Institute

Not important
4%

No response
5%

Not very important
23%

Very important
18%

Quite important
50%
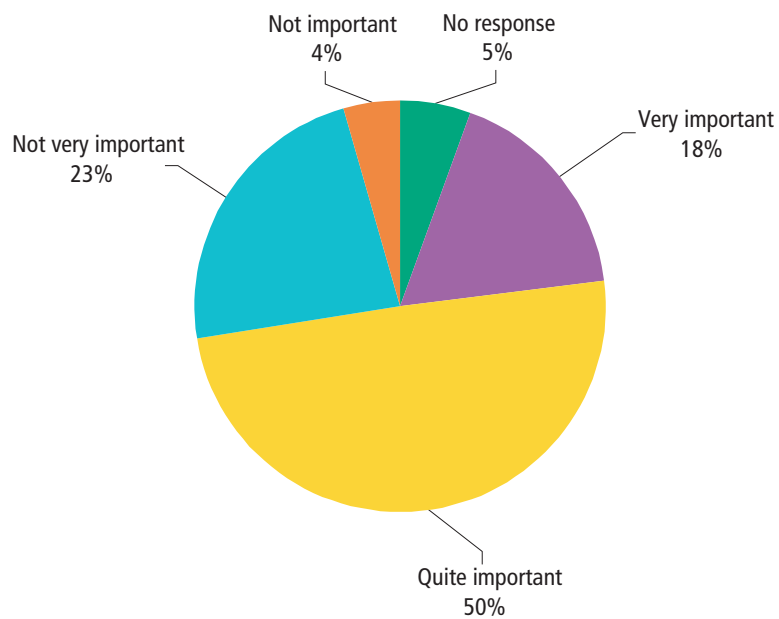
Chart 93: Importance of accepting study vouchers as a reason why students chose Bishopsgate Institute

No response
27%

Very important
1%

Quite important
8%

Not very important
7%

Not important
57%
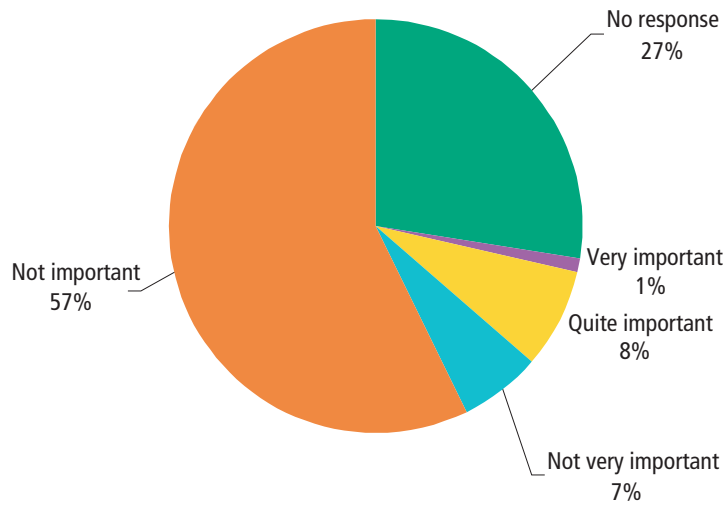
Q45: Have you studied anything else at Bishopsgate apart from a language?

Chart 94:

Yes
16%

No
84%
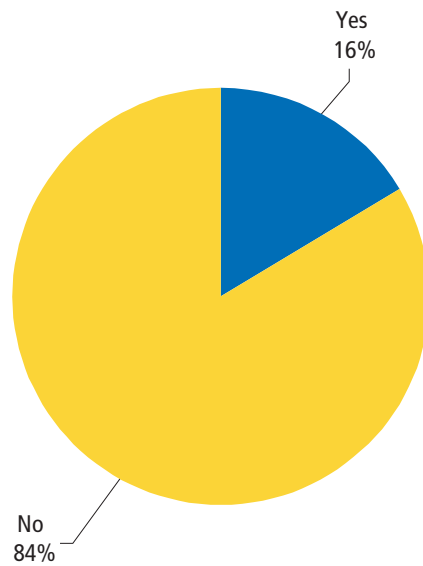
Q46: Have you studied with a different language provider since Bishopsgate?

Chart 95:
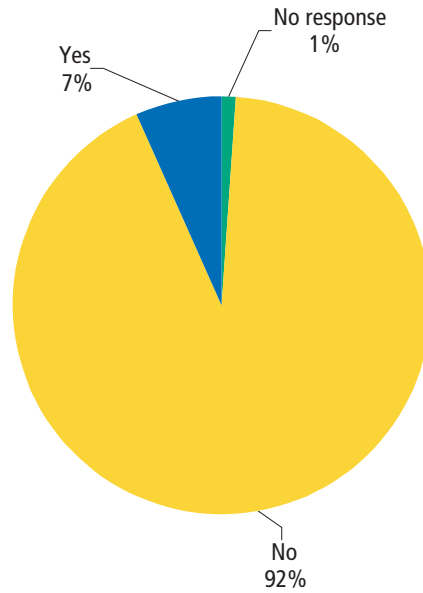
- No response 1%
- Yes 7%
- No 92%

Q47: Would you recommend Bishopsgate to your friends or colleagues wishing to study a language?

Chart 96:

- No response 1%
- No 3%
- Yes 96%
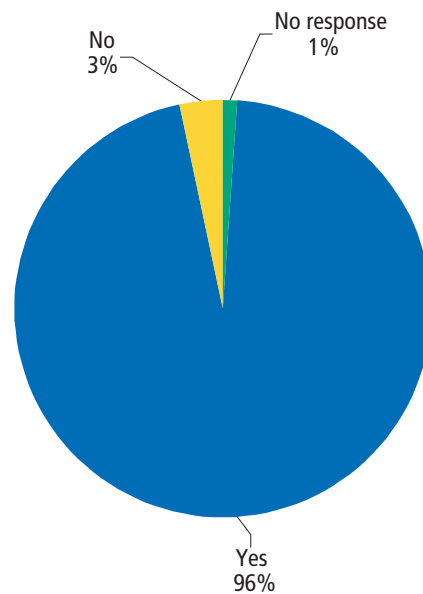
Section 5: Next steps

To summarise therefore, the key areas for action suggested by this research are as follows:

- Depending on Bishopsgate business strategy, consider potential expansion areas highlighted by the findings (i.e more lunch time courses, evening courses, English language courses, and in-house courses)
- Market research among non-students to identify the nature of demand for evening courses (and on-line courses if desired)
- Development of a corporate and course marketing strategy for Bishopsgate to strengthen its current position
- Consideration of a targeted marketing campaign to recruit lunchtime students from more firms within 15 minutes walk, and a 15 minute tube ride
- Voucher awareness activities to include development of a marketing strategy, mentions in course marketing materials, and a student champion programme
- Check student retention rates and satisfaction data to see if there is a trend over time for students to leave, and if so, to determine what action (if any) is necessary to address the causes

Appendix

Supplementary data tables

Section 1: Student Profile Data Summary

Q1: How old are you?

	Gender		
Age	**Male**	**Female**	**Grand Total**
21-29	14	20	34
30-39	15	21	36
40-49	3	6	9
50-59	4	8	12
Grand Total	**36**	**55**	**91**

Q2: What is your gender?

Count of Gender	**Level**					
Gender	**No response**	**Senior manager**	**Manager**	**Supervisor**	**Non-management**	**Grand Total**
Male	2	5	11	5	13	**36**
Female		3	12	3	37	**55**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

Q3: What is your nationality?

Nationality	**Number of students**
British	72
Australian	6
New Zealander	3
South African	2
German	2
Spanish	2
French	1
Irish	1
Russian	1
No response	1
Total	**91**

Q4: If you are from the UK, please indicate your ethnic background.

Ethnicity	**Total**
White British	56
White other	2
Black african	2
Asian Indian	9
Mixed (White/Asian)	1
No response necessary	20
No response	1
Grand Total	**91**

Q5: How long does it take to get to your course (and transport method)?
Q6: What is the name of the street where you started your journey?

Time to course	Transport method	Street lives in	Total
1 min	Walk	Artillery Lane	1
		Bishopsgate	4
	Walk Total		5
1 min Total			5
2 mins	Walk	Artillery Lane	2
		Bishopsgate	8
		Lamb St	1
	Walk Total		11
	Other	Bishopsgate	1
	Other Total		1
2 mins Total			12
3 mins	Walk	Primrose St	1
	Walk Total		1
3 mins Total			1
4 mins	Walk	Bishopsgate	2
	Walk Total		2
4 mins Total			2
5 mins	Walk		
		Appold Street	6
		Bell Lane	1
		Bishopsgate	9
		Broadgate Circle	1
		Camomile Street	1
		Cornhill	1
		Devonshire Row	1
		Devonshire Square	2
		Elder Street	1
		Finsbury Ave	1
		Gracechurch Street	1
		Liverpool Street	1
		London Wall	2
		Middlesex Street	1
		Moorgate	1
		Premier Place	1
		Shoreditch High St	1
		St Botolph St	1
		No street name given	1
	Walk Total		34
5 mins Total			34
6 mins	Walk	Finsbury Circus	1
	Walk Total		1
6 mins Total			1
7 mins	Walk	London Wall	1
		Mitre Square	1
	Walk Total		2
7 mins Total			2

8 mins	Walk	Angle court/off London Wall	1
		Christopher Street	1
	Walk Total		2
8 mins Total			2
10 mins	Walk	Bishopsgate	1
		Cannon St	1
		Chiswell Street	1
		Eldon St	1
		Line Street	1
		Lombard Street	1
		Mincing Lane	1
		Minories	1
		Mitton Street	1
		Moorgate	2
		St Mary Axe	2
		Threadneedle St	1
		Undeshaft	1
	Walk Total		15
10 mins Total			15
12 mins	Walk	Cheapside EC2V	1
	Walk Total		1
12 mins Total			1
15 mins	Walk	Aldgate High St	1
		Eastcheap	1
		Gracechurch St	1
		Gresham St	1
		Hanbury Street	1
		Lombard St	2
		Lower Thames Street	1
		Moorgate	1
		Throgmorten Avenue	1
		Whitechapel road	1
	Walk Total		11
15 mins Total			11
20 mins	Walk	No street name given	1
	Walk Total		1
20 mins Total			1
30 mins	Walk	Weymouth Terrace	1
	Walk Total		1
	Tube	Kilburn High Rd	1
		Woodford Road	1
	Tube Total		2
30 mins Total			3
75 mins	Tube	Raynes Park	1
	Tube Total		1
75 mins Total			1
Grand Total			91

Q8: Which company do you work for?

Company	Total		
No response (one retired)	6	Herbert Smith	1
A Broker	1	Hiscox Plc	1
ABN AMRO	6	HSH Nordbank	2
Alsford, Page & Gems Ltd	1	HVB Corporates & Markets	1
AMSEC International	1	Hypovereinsbank	1
Ansbacher & Co Ltd	1	LB Hadbury	1
AON Ltd	2	LCH	1
Ashurst Moris Crisp	6	Lehmann Brothers	2
Bank of Tokyo	2	Lindsey Morgan Assocs4	1
Bankgesellschaft Berlin London Branch	1	Linklators	1
Barclays Bank	3	Lloyd's	1
Baring Asset Management	1	Lombard North Central PLC	1
Barlow Cyoe& Gilbert	1	London Borough of Tower Hamlets	1
BNP Paribas	2	M A Partners	1
British Bankers Association	1	MAR Investments	1
Centrepoint	1	Morgan Stanley Quilter	1
Channel 5	1	Norton Rose	1
Coutts	1	P.Carneige.AB	1
Deutsche Bank	4	PRADERA-AMPLC	1
Dr Dorothy Kelly & Assoc	1	PrebonMarshall Yamane	1
EBRD	3	Royal Bank of Scotland	6
Equitas	2	Schroders	1
European Bank for Reconstruction and Development	1	SHC Architects	1
First Great Eastern	1	Steamship Insurance Management Co.Ltd	1
FSA	1	Swiss Re UK	1
Global Aerospace	1	UBS	1
GMAC Global R Services	1	Wave Scluhas	1
Haymarket Associates	1	World Club Travel	1
Yellowtrack ltd	1	**Grand total**	**89**

Q9: What is your level of responsibility at work?

Count of Level	
Level	Total
No response	2
Senior manager	8
Manager	23
Supervisor	8
Non-management	50
Grand Total	**91**

Count of Level		Level					
Gender	Age	No response	Senior Manager	Manager	Supervisor	Non-management	Grand Total
Male	22-29	1		1	1	3	6
	30-39	1	1	7		1	10
	40-49		1	1		1	3
	50-59		1	1	1		3
Male Total		**2**	**3**	**10**	**2**	**5**	**22**
Female	22-29			5		8	13
	30-39			6		4	10
	40-49		1	1		2	4
	50-59					7	7
Female Total			**1**	**12**		**21**	**34**
Grand Total		**2**	**4**	**22**	**2**	**26**	**56**

Q9: What is your level of responsibility at work?

Count of GCSE		BA or BSc		
AS or A level	GCSE	No Degree	Degree	Grand Total
No A level	No GCSE	15	15	30
	GCSE	14	1	15
No A level Total		**29**	**16**	**45**
A level	No GCSE	4	1	5
	GCSE	20	21	41
A level Total		**24**	**22**	**46**
Grand Total		**53**	**38**	**91**

Count of HND		BA or BSc		
HND	AS or A level	No Degree	Degree	Grand Total
HND	No A level	1		1
	A level	8	2	10
HND Total		**9**	**2**	**11**
Grand Total		**9**	**2**	**11**

Count of GCSE	MA or MSc		
GCSE	No Masters	Masters	Grand Total
No GCSE	29	6	35
GCSE	49	7	56
Grand Total	**78**	**13**	**91**

Count of GCSE		MBA		
BA or BSc	GCSE	No MBA	MBA	Grand Total
No Degree	No GCSE	18	1	19
	GCSE	33	1	34
No Degree Total		**51**	**2**	**53**
Degree	No GCSE	14	2	16
	GCSE	21	1	22
Degree Total		**35**	**3**	**38**
Grand Total		**86**	**5**	**91**

Count of AS or A level		MBA		
BA or BSc	AS or A level	No MBA	MBA	Grand Total
No Degree	No A level	28	1	29
	A level	23	1	24
No Degree Total		**51**	**2**	**53**
Degree	No A level	14	2	16
	A level	21	1	22
Degree Total		**35**	**3**	**38**
Grand Total		**86**	**5**	**91**

Years since last studied	Number of students
0	11
1	20
2	7
3	7
4	3
5	8
6	3
7	9
8	2
9	3
10	6
12	1
14	1
15	1
17	1
20	2
21	2
25	1
28	1
40	2
Grand Total	**91**

Section 2:

Q12: What is your first language (i.e your mother tongue)?

Mother tongue	Total
No response	2
English	80
French	1
German	2
Indonesian	1
Polish	1
Russian	1
Spanish	2
Urdu	1
Grand Total	**91**

Q13: How many other languages can you speak?

	Number speaks					
Mother tongue	0	1	2	3	4	**Grand Total**
No response	1		1			2
English	33	27	14	4	2	80
French	1					1
German	2					2
Indonesian	1					1
Polish		1				1
Russian	1					1
Spanish	2					2
Urdu			1			1
Grand Total	**41**	**28**	**16**	**4**	**2**	**91**

Gender	Level						
	Number speaks	No response	Senior manager	Manager	Supervisor	Non-management	Grand Total
Male	0	2	2	5	3	3	15
	1	0	2	4	1	6	13
	2	0	0	2	1	2	5
	3	0	1	0	0	2	3
Male Total		**2**	**5**	**11**	**5**	**13**	**36**
Female	0	0	1	5	1	19	26
	1	0	2	5	2	6	15
	2	0	0	2	0	9	11
	3	0	0	0	0	1	1
	4	0	0	0	0	2	2
Female Total		**0**	**3**	**12**	**3**	**37**	**55**
Grand Total		**2**	**8**	**23**	**8**	**50**	**91**

Number speaks	Age				
	21-29	30-39	40-49	50-59	Grand Total
0	13	21	4	3	41
1	11	7	4	6	28
2	7	6	1	2	16
3	2	1	0	1	4
4	1	1	0	0	2
Grand Total	**34**	**36**	**9**	**12**	**91**

Q14:Which language did you learn at Bishopsgate?

Course language	Total
No response	1
French	29
German	10
Italian	18
Spanish	33
Grand Total	**91**

	Age				
Course language	21-29	30-39	40-49	50-59	Grand Total
No response	0	1	0	0	1
French	12	7	6	4	29
German	6	3		1	10
Italian	4	10	1	3	18
Spanish	12	15	2	4	33
Grand Total	34	36	9	12	91

Count of Course language	Gender		
Course language	Male	Female	Grand Total
No response	1	0	1
French	8	21	29
German	4	6	10
Italian	7	11	18
Spanish	16	17	33
Grand Total	36	55	91

Count of Course language	Level					
Course language	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
No response	0	0	0	0	1	1
French	1	3	4	5	16	29
German	0	0	4	0	6	10
Italian	0	2	3	1	12	18
Spanish	1	3	12	2	15	33
Grand Total	2	8	23	8	50	91

Q15: Was this your first language course at Bishopsgate?

1st course	Course language	Male	Female	Grand Total
No response	No response	1	0	1
No response Total		**1**	**0**	**1**
Yes	French	5	14	19
	German	2	5	7
	Italian	7	9	16
	Spanish	15	15	30
Yes Total		**29**	**43**	**72**
No	French	3	7	10
	German	2	1	3
	Italian	0	2	2
	Spanish	1	2	3
No Total		**6**	**12**	**18**
Grand Total		**36**	**55**	**91**

1st course studied	Course language	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
No response	No response	0	0	0	0	1	**1**
No response Total		**0**	**0**	**0**	**0**	**1**	**1**
Yes	French	0	2	3	5	9	**19**
	German	0	0	3	0	4	**7**
	Italian	0	2	3	1	10	**16**
	Spanish	1	3	10	2	14	**30**
Yes Total		**1**	**7**	**19**	**8**	**37**	**72**
No	French	1	1	1	0	7	**10**
	German	0	0	1	0	2	**3**
	Italian	0	0	0	0	2	**2**
	Spanish	0	0	2	0	1	**3**
No Total		**1**	**1**	**4**	**0**	**12**	**18**
Grand Total		**2**	**8**	**23**	**8**	**50**	**91**

Q16: If no, how many terms of language courses have you studied here?

Terms studied	No response	Senior manager	Manager	Non-manager	Grand Total
1	0	1	1	5	7
2	1	1	3	3	8
3	0	0	1	4	5
4	0	0	0	2	2
Grand Total	1	2	5	14	22

Q17: What were your three main reasons for learning a language (most important first)?

	Reason 1	Reason 2	Reason 3
Summary of reasons	Number of students	Number of students	Number of students
No response	3	15	39
Holidays	4	8	1
Travel	16	7	6
Communicate friends/abroad	8	9	3
Partner/girl/boy friend	4	1	0
Family connection	5		0
House in country	1	1	0
Live abroad	3	2	0
Work abroad	1	1	1
Study abroad	1	0	0
Personal development	12	5	2
Interest	5	3	5
Pleasure/fun/enjoyment	12	10	7
Improve or gain skills	5	7	6
Read literature	1	0	1
Stimulation/challenge	0	2	4
Ambition	0	3	2
Interests outside work	1	3	4
Useful for work	6	10	7
Career development	4	4	3
Grand Total	91	91	91

Reasons given (students' own words)

Reason 1	Reason 2	Reason 3
Residential use on retirement	Personal satisfaction	Shoulder my share of communications in France
Marriage to French person	challenge	enjoyment
Italian boyfriend (at the time..)	Keen to have outside work interests	Enjoy learning languages
Communicate with Italian relatives	Speak with Italians when visiting their country	Stimulate brain outside work
Work	Travel	
Work	Leisure	0
Better opportunities within the bank	Like the language	
Personal Development	Confidence on holidays	Useful for CV
Wanted to due to frequent visits to France	Worked in Brussels-would have been useful	
Friends in France		
Get by abroad	Increasing oppurtunity to live/work abroad	
Improve existing skills	For holidays to France	Business
Leisure	work	Avoid brain shrinkage
Travelling	Another lang	personal satisfaction
Want to speak French well in France	0	0
Converse with French Friends	Do something different from work	Gain Valuable Skill
Business	Holiday	
Mother's family French/Mauritian	Always wanted to speak French fluently	Enjoy learning languages
Enhance opportunity to work in France	Enhance holidays in France	Like learning French
Business	Francophilia	
To speak another language	refresh GCSE	often visit France
Improve confidence when speaking on holiday	non-work related interest	personal development
Holiday conversation	French friends	Work opportunities
Refresh A level	Conversation with friends	Diversify interests
Easy communication	general interest	refresh secondary school
For Travel	Own Satisfaction	A Challenge
Holidays	Fun	Intellectual
Enjoy learning	improve basic knowledge	Travel
Personal development	0	0
Great for visits to Italy	Attending Italian cookery course next summer	It is a beautiful language
Read Italian literature	Speak on holiday	
Pleasure	Business	Interest in Italy
Personal		

Italian grandparents, been meaning to for years	Close to where I work	Thought it would be a more intelligent course than one run by Council
Communicate with Italian side of family	Extend language knowledge	learn another language
Want to live in Italy	Conversation with friends	0
Fun	0	Interesting
enjoyment/qual.	Useful	Possibly for work in the future
Converse with Italians on holiday	Enjoyment	Interest in Italy
Travel	Communication when abroad	
To buy a house and live in Spain	So I can have employment in Spain	
Travel to Spain		
0		
Work/travel in Spain	Spanish friends	Enjoy learning and always wanted to learn Spanish
Conduct conversation(albeit breif)	To be able to understand	To be understood
Personal Development	potential career development	Confidence when travelling
Travelling to Spain	Possible career advantages	
Travel	Communication when abroad	spare time
Propoerty in spain	ambition	0
Add language to CV	Improve GCSE Spanish	0
Personal development	Enjoy travel	Courtesy
Self improvement	Useful	enjoyment
Travel	Self-development	0
Travel	enjoyment	Work opportunities
enjoyment/qual.	travel	ocupy lunchhour
Fun		
Own interest	Travel	Professional
Parents in Spain	holiday	social
0	0	0
Personal fulfillment	Enjoyment when travelling	Business
Pleasure	Self-development	career
Personal Development	Interest in foreign culture	communication when on holiday
To communicate with boyfriend and his family	Imminent move to Italy	
Love of language	fluent French ambition	Read
Interest	Professional opportunities	Child dream
Personal satisfacton	Work	Leisure
Personal Interest	Possibility of using it at work	

Q20: How much time a week do you spend studying on average outside lesson time?

Study time spent	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
No response	0	0	0	0	1	**1**
None	0	0	1	2	5	**8**
1-3 hours	2	8	18	4	39	**71**
4-8 hours	0	0	4	2	4	**10**
9 hours or more	0	0	0	0	1	**1**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

Study time spent	Male	Female	Grand Total
No response	1	0	**1**
None	4	4	**8**
1-3 hours	28	43	**71**
4-8 hours	2	8	**10**
9 hours or more	1	0	**1**
Grand Total	**36**	**55**	**91**

Study time spent	21-29	30-39	40-49	50-59	Grand Total
No response	0	1	0	0	**1**
None	5	1	2	0	**8**
1-3 hours	23	30	6	12	**71**
4-8 hours	5	4	1	0	**10**
9 hours or more	1	0	0	0	**1**
Grand Total	**34**	**36**	**9**	**12**	**91**

Age	21-29			30-39			40-49			50-59			Grand Total
Study time spent	Male	Female	Total students	Male	Female	Total students	Male	Female	Total students	Male	Female	Total students	
No response	0	0	0	1	0	1	0	0	0	0	0	0	1
None	2	3	5	1	0	1	1	1	2	0	0	0	8
1-3 hours	9	14	23	13	17	30	2	4	6	4	8	12	71
4-8 hours	2	3	5	0	4	4	0	1	1	0	0	0	10
9 hours or more	1	0	1	0	0	0	0	0	0	0	0	0	1
Grand Total	**14**	**20**	**34**	**15**	**21**	**36**	**3**	**6**	**9**	**4**	**8**	**12**	**91**

Q21: Are there any other languages you would like to learn?

Like to learn	Total
No response	4
No other languages want to learn	48
French	1
Arabic	1
Chines Cantonese	1
Flemish	1
French	2
French	1
French German	1
French Italian	1
French,German	1
French,Japanese, Russian	1
German	4
German,Italian,Japanese, Maori	1
German/French	1
Greek	1
Italian	3
Italian	1
Italian French	1
Italian German	1
Japanese	1
Japanese/Italian	1
Mandarin/Tamil	1
More French, Spanish	1
Russian	2
Spanish	7
Spanish, German, Italian	1
Swedish or Danish	1
Grand Total	**91**

Q22: If you are still studying, what is your preferred time for language lessons in the City?

	Age				
Preferred timing	**21-29**	**30-39**	**40-49**	**50-59**	**Grand Total**
No response	1	2	0	0	**3**
Breakfast	1	0	0	0	**1**
Morning	0	1	0	0	**1**
Lunchtime	30	28	6	11	**75**
Evening	2	4	3	1	**10**
Weekend	0	1	0	0	**1**
Grand Total	**34**	**36**	**9**	**12**	**91**

	Level					
Preferred timing	**No response**	**Senior manager**	**Manager**	**Supervisor**	**Non-manager**	**Grand Total**
No response	0	0	0	0	3	**3**
Breakfast	0	0	0	0	1	**1**
Morning	0	0	1	0	0	**1**
Lunchtime	2	7	19	7	40	**75**
Evening	0	1	2	1	6	**10**
Weekend	0	0	1	0	0	**1**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

	Gender		
Preferred timing	**Male**	**Female**	**Grand Total**
No response	2	1	**3**
Breakfast	1	0	**1**
Morning	1	0	**1**
Lunchtime	28	47	**75**
Evening	3	7	**10**
Weekend	1	0	**1**
Grand Total	**36**	**55**	**91**

Q23: What length of course would you prefer?

Count of Length of course	Level					
Length of course	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
No response	0	0	0	0	1	**1**
Short (3-4 weeks)	0	1	1	0	4	**6**
Term	2	5	22	8	40	**77**
Year	0	2	0	0	5	**7**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

	Gender		
Length of course	Male	Female	Grand Total
No response	1	0	**1**
Short (3-4 weeks)	4	2	**6**
Term	30	47	**77**
Year	1	6	**7**
Grand Total	**36**	**55**	**91**

Q24: Please rate the importance of the following factors when you are choosing a language course:

a) Leads to a recognised qualification

b) Business language practice

c) Teaching staff quality

d) Course fees

e) Centre facilities

f) Convenient location

g) Suitable course timing

h) Accept City Workers' Study Vouchers

	Qualification					
Level	No response	Very important	Quite important	Not very important	Not important	Grand Total
No response			1	1		2
Senior manager		1	1	3	3	8
Manager		2	4	11	6	23
Supervisor			1	5	2	8
Non-management	2	3	10	25	10	50
Grand Total	2	6	17	45	21	91

	Business practice					
Level	No response	Very important	Quite important	Not very important	Not important	Grand Total
No response			2			2
Senior manager		3	2	3		8
Manager		1	14	6	2	23
Supervisor			2	4	2	8
Non-management	1	6	21	14	8	50
Grand Total	1	10	41	27	12	91

	Staff quality				
Level	No response	Very important	Quite important	Not important	Grand Total
No response		2			2
Senior manager		6	4		10
Manager		19	6	4	29
Supervisor		7		4	11
Non-management	0	40	16		56
Grand Total	0	74	26	8	108

	Fees				
Level	**1**	**2**	**3**	**4**	**Grand Total**
No response		1		1	**2**
Senior manager	2	6			**8**
Manager	5	14	3	1	**23**
Supervisor	1	4	3		**8**
Non-management	9	35	6		**50**
Grand Total	**17**	**60**	**12**	**2**	**91**

	Facilities				
Level	**1**	**2**	**3**	**4**	**Grand Total**
No response			1	1	**2**
Senior manager		6	2		**8**
Manager	2	9	10	2	**23**
Supervisor	1	3	4		**8**
Non-management	5	25	18	2	**50**
Grand Total	**8**	**43**	**35**	**5**	**91**

	Location		
Level	**1**	**2**	**Grand Total**
No response	1	1	**2**
Senior manager	5	3	**8**
Manager	18	5	**23**
Supervisor	7	1	**8**
Non-management	43	7	**50**
Grand Total	**74**	**17**	**91**

	Course times		
Level	**0**	**1**	**2**	**Grand Total**
No response		1	1	**2**
Senior manager		8		**8**
Manager		17	6	**23**
Supervisor		5	3	**8**
Non-management	1	41	8	**50**
Grand Total	**1**	**72**	**18**	**91**

Q25: Would you have liked a recognised qualification in the language you have been studying?

Gender	Want a qualification	Don't want a qualification	No response	Grand Total
Male	22	14	0	**36**
Female	30	24	1	**55**
Grand Total	**52**	**38**	**1**	**91**

Level	Want a qualification	Don't want a qualification	Not studying a language	Grand Total
No response	2	0	0	**2**
Senior manager	6	2	0	**8**
Manager	12	11	0	**23**
Supervisor	5	3	0	**8**
Non-management	27	22	1	**50**
Grand Total	**52**	**38**	**1**	**91**

Q26: If yes, why is a qualification important to you?

	Importance					
Level	Required by employer	Access to further study	Career development	Personal satisfaction	Other	Grand Total
No response				1	1	**2**
Senior manager	1	1		4		**6**
Manager		3	4	5		**12**
Supervisor				5		**5**
Non-management	1	5	3	18	1	**28**
Grand Total	**2**	**9**	**7**	**33**	**2**	**53**

Gender	Required by employer	Access to further study	Career development	Personal satisfaction	Other	Grand Total
Male	0	3	2	16	1	**22**
Female	2	6	5	17	1	**31**
Grand Total	**2**	**9**	**7**	**33**	**2**	**53**

Section 3:

Q28: Have you heard of the City Workers' Study Voucher Scheme?

Level	Heard of scheme		
	Yes	No	Grand Total
No response	0	2	2
Senior manager	2	6	8
Manager	3	20	23
Supervisor	1	7	8
Non-management	13	37	50
Grand Total	**19**	**72**	**91**

Count of Heard of scheme		Heard of scheme		
Gender	Level	Yes	No	Grand Total
Male	No response		2	2
	Senior manager		5	5
	Manager		11	11
	Supervisor		5	5
	Non-management	2	11	13
Male Total		**2**	**34**	**36**
Female	Senior manager	2	1	3
	Manager	3	9	12
	Supervisor	1	2	3
	Non-management	11	26	37
Female Total		**17**	**38**	**55**
Grand Total		**19**	**72**	**91**

Level	Company	Employer part of	Used voucher	How heard about
4	retired	0	0	3
4	Ashurst Moris Crisp	1	1	1
4	Ashurst Moris Crisp	1	1	1
4	Ashurst Moris Crisp	1	1	1
4	Ashurst Moris Crisp	1	1	4
2	Ashurst Moris Crisp	1	1	1
2	Barclays	1	1	1
4	PRADERA-AMPLC	1	1	4
2	Ashurst Moris Crisp	1	1	1
4	Wave Scluhas	2	2	6
4	ABN Amro	2	2	7
1	Dr Dorothy Kelly & Assoc	2	2	3
4	HVB Corporates & Markets	2	2	5
3	EBRD	3	2	3
4	UBS	3	2	0
4	Schroders	3	2	4
4	Lindsey Morgan Assocs4	3	2	7
1	British Bankers Assoc	3	2	5
4	Barclays	3	2	5

Key:

Level: 1= Senior manager   2= Manager   3= Supervisor   4= Non-manager

Employer part of: 0= No response   1= Yes   2= No   3= Don't know

Used voucher: 0= No response   1= Yes   2= No

How heard about: see Q29 for response codes

Q29: If yes, how did you hear of the vouchers?

How heard about	Total
No response (0)	1
Through employer (1)	6
Prospectus (3)	3
Friend or colleague (4)	3
Leaflet or poster (5)	3
Internet (6)	1
Other (7)	2
Grand Total	**19**

	Level				
How heard about	**Senior manager**	**Manager**	**Supervisor**	**Non-manager**	**Grand Total**
No response	0	0	0	1	1
Through employer	0	3	0	3	6
Prospectus	1	0	1	1	3
Friend or colleague	0	0	0	3	3
Leaflet or poster	1	0	0	2	3
Internet	0	0	0	1	1
Other	0	0	0	2	2
Grand Total	**2**	**3**	**1**	**13**	**19**

Q30: Is your employer part of the scheme?

Employer part of	Total
Yes	8
No	4
No response	1
Don't know	6
Grand Total	**19**

Count of Employer part of	Used voucher			
Employer part of	**No response**	**Used voucher**	**Didn't use voucher**	**Grand Total**
No response	1	0	0	1
Employer part of scheme	0	8	0	8
Employer not part of scheme	0	0	4	4
Don't know	0	0	6	6
Grand Total	**1**	**8**	**10**	**19**

Q31: What do you think of the voucher's value?

Value	Total
No response	1
Too little money	3
About right	12
Don't know	3
Grand Total	**19**

	Used voucher			
Value	**No response**	**Yes**	**No**	**Grand Total**
No response	1	0	0	**1**
Too short	0	2	1	**3**
About right	0	6	6	**12**
Don't know	0	0	3	**3**
Grand Total	**1**	**8**	**10**	**19**

Q32: What do you think of the voucher's validity period?

Validity	Total
No response	1
Too short	1
About right	9
Don't know	8
Grand Total	**19**

	Used voucher			
Validity	**No response**	**Yes**	**No**	**Grand Total**
No response	1	0	0	**1**
Too short	0	1	0	**1**
About right	0	6	3	**9**
Don't know	0	1	7	**8**
Grand Total	**1**	**8**	**10**	**19**

Q33: Did you use a study voucher for your language course at Bishopsgate?

Used voucher	Total
No response	1
Yes	8
No	10
Grand Total	**19**

	fund- savings		
Level	**Fully funded**	**Part funded**	**Grand Total**
No response	2		**2**
Senior manager	7		**7**
Manager	13		**13**
Supervisor	6		**6**
Non-management	27	2	**29**
Grand Total	**55**	**2**	**57**

	Fund- Employer		
Level	**Fully funded**	**Part funded**	**Grand Total**
Senior manager	1		**1**
Manager	3		**3**
Non-management	8	6	**14**
Grand Total	**12**	**6**	**18**

Section 4:

Q39: Do you think the Bishopsgate Institute is widely known in the City as a place to learn languages?

Institute well-known	Total
No response	4
Believe Institute is widely known	41
Don't believe the Institute is widely known	46
Grand Total	**91**

Q40: What other language providers in the City would you consider using for language courses?

Competition	Local Colleges	Don't know others	Guildhall	Not sure availability	no idea
none known	London Met	Don't know others	Not sure availability	haven't looked at others	none known
none known	In-house	Any of repute	haven't looked at others	Don't know any	not aware
none	none	Don't know	Don't know any	hear of capitallondon.com	none known
none	not researched	University of London	hear of capitallondon.com	Don't know	Guildhall, City Lit
Guildhall, City Lit	no idea	Don't know others	Don't know	None	UCL Moorgate
City University	none known	Don't know	None	NONE	Lloyds of London
Cass Business School	not aware	Any others comparable	NONE	none	Any suitable
none	none known	Gov. run institutes	none	City Uni	Not researched
none	Guildhall, City Lit	Inst Cervantes	City Uni	Don't know	
none	UCL Moorgate	Not sure availability	Don't know	Local Colleges	
none tricky to find B I	Lloyds of London	City Uni	Local Colleges	London Met	
Schools, Colleges	Any suitable	Don't know	London Met	In-house	
don't know	Guildhall	City Uni	In-house	none	

Institute well-known	Competition							Grand Total
	No response	Don't know	None	University	school/college	Other	Private provider	
No response	3	1	0	0	0	0	0	4
Widely known	17	13	5	3	0	1	2	41
Not widely known	17	6	11	7	3	1	1	46
Grand Total	37	20	16	10	3	2	3	91

Q41: Are there any ways in which you feel language provision in the City could be improved?

Count of How improve	
How improve	Total
No response	42
No/not sure/don't know*	8
Current needs met	3
Better facilities	2
Miscellaneous	6
Support outside classroom	2
More locations	1
Wider advertising	6
More employer encouragement	2
More courses, times or levels	19
Grand Total	91

*Of these, 4 were no's

Suggestions for improving language provision at Bishopsgate

Promotion/leap between l.4/5 too big, need further course for those completing l.5

More encouragement by banks

Facilities: room too warm or no window open

Location near St Paul's would be ideal

Same teacher l..4+5 if I got that far

Flexibility on times/colleagues of mine unable lunchimes less evening courses available

Use of more up to date books. Itaian changing books for level 3

More language speaking classes only

More easily accessible lessons/Language Clubs/More provision for Sponsorship by blue chip companies/Lessond on Company premises

Teaching not standard/Taught by 2 teachers, let other strong students take over the lecture with silly conversations, therefore waste of my time

smaller classes one-to-one if necessary to avoid falling behind in class

Conversation opportunities / Long holidays tough on memory

Disappointed thatSpanish evening class cancelled last minute due to insufficient numbers, Lunch time classes too rushed for me.

differently targeted/composed courses. More self-study required by teachers

More widely advertised, Offer more classes. (I had to wait 4 months)

Not sure here, my current needs are met by what's on offer

Greater variety, More times, Lower prices

Employers should encourage all staff to learn, not only those requiring it for business reasons. There is ample provision

More lunchtime lessons

wider choice

Intensive weekend courses

Fine

don't know

Better facilities - Bishopsgate v noisy

Contact employers to put on internal website

Qualification

more publicity

v satisfied

More course

longer classes

Better course description

more awareness of offer

More classes

Advertising

Not sure

more evening courses

more advertising

Q42: Where did you hear about the Bishopsgate Institute?

How hear about institute	Total
No response	3
Through employer	15
Internet	3
From a friend or colleague	34
Course listing magazine	11
Yellow Pages/Phone book	1
Leaflet or poster	10
Other	3
Walking by/handed prospectus	9
TNT Magazine	2
Grand Total	**91**

Count of How hear about institute	Level					
How hear about institute	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
No response	0	0	0	0	3	**3**
Through employer	0	0	6	0	9	**15**
Internet	0	0	2	0	1	**3**
From a friend or colleague	1	4	6	4	19	**34**
Course listing magazine	0	0	4	1	6	**11**
Yellow pages/ Phone book	0	0	1	0	0	**1**
Leaflet or poster	0	2	1	2	5	**10**
Other	1	1	1	0	0	**3**
Walking by/handed prospectus	0	1	2	0	6	**9**
TNT magazine	0	0	0	1	1	**2**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

Count of How hear about institute	Level					
How hear about institute	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
Through employer	0	0	6	0	9	**15**
From a friend or colleague	1	4	6	4	19	**34**
Course listing magazine	0	0	4	1	6	**11**
Grand Total	**1**	**4**	**16**	**5**	**34**	**60**

| Count of How hear about institute | Level | | | | | |
How hear about institute	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
Through employer	0	0	6	0	9	**15**
From a friend or colleague	1	4	6	4	19	**34**
Course listing magazine	0	0	4	1	6	**11**
Grand Total	**1**	**4**	**16**	**5**	**34**	**60**

Count of How hear about institute		
How hear about institute	**Company**	**Total**
Through employer	0	1
	Alsford, Page & Gems Ltd	1
	Ashurst Moris Crisp	2
	Barclays	2
	Barlow Cyoe& Gilbert	1
	BNP Parisbas	1
	BNP/Paribas	1
	Deutsche Bank	1
	FSA	1
	HSH Nordbank	2
	RBS	1
	Schroders	1
Through employer Total		**15**
From a friend or colleague	0	2
	ABN AMRO Bank	5
	Ansbacher & Co Ltd	1
	AON Ltd	1
	Ashurst Moris Crisp	2
	Bankgesellschaft Berlin London Branch	1
	Deutsche Bank	1
	EBRD	3
	Equitas	1
	Hypovereinsbank	1
	Lehman Brothers	1
	Lehmann Bros	1
	Linklators	1
	M A Partners	1
	Norton Rose	1
	P.Carneige.AB	1
	PRADERA-AMPLC	1
	Royal Bank of Scotland	4
	SHC Architects	1
	Swiss Re UK	1
	UBS	1
	Yellowtrack ltd	1
	Barclays	1
From a friend or colleague Total		**34**

Course listing magazine		
	0	1
	ABN AMRO Bank	2
	Ashurst Moris Crisp	2
	Bank of Tokyo	1
	Deutsche Bank	1
	Equitas	1
	Global Aerospace	1
	London Borough of Tower Hamlets	1
	PrebonMarshall Yamane	1
Course listing magazine Total		**11**
Grand Total		**60**

Q43: How far do you agree with the following statement: "The Bishopsgate Institute is a good place to learn a language."

Count of Good place to learn	Level					
Good place to learn	No response	Senior manager	Manager	Supervisor	Non-manager	Grand Total
Strongly agree	1	1	10	3	19	**34**
Agree	1	6	11	5	27	**50**
No opinion	0	0	1	0	4	**5**
Disagree	0	0	1	0	0	**1**
Strongly disagree	0	1	0	0	0	**1**
Grand Total	**2**	**8**	**23**	**8**	**50**	**91**

	Recommend			
Good place to learn	Yes	No	No response	Grand Total
Strongly agree	33	0	1	**34**
Agree	45	0	5	**50**
No opinion	4	1	0	**5**
Disagree	0	1	0	**1**
Strongly disagree	0	1	0	**1**
Grand Total	**82**	**3**	**6**	**91**

Good place to learn	Studied elsewhere since			
	No	Yes	No response necessary	Grand Total
Strongly agree	22	1	11	34
Agree	25	5	20	50
No opinion	1	1	3	5
Disagree	0	0	1	1
Strongly disagree	0	0	1	1
Grand Total	48	7	36	91

Q44: Why did you choose the Bishopsgate Institute?

	Languages offered	Level of language	Location	Timing of lessons	Reputation	Course content	Price	Accepted vouchers
No response	3	3	1	1	9	6	5	25
Very important	64	58	76	1	11	21	16	1
Quite important	19	28	14	72	36	47	45	7
Not very important	4	2	0	16	24	13	21	6
Not important	1	0	0	2	11	4	4	52
Grand Total	91	91	91	91	91	91	91	91

Five students gave other reasons for choosing the course. These were: convenient for travelling to the gym at the same time, tutor had a good reputation, only place available (but excellent), recommended by a friend, cost effective course for his/her needs.

| | Price important | | | | | |
Level	No response	Very important	Quite important	Not very important	Not important	Grand Total
No response	0	0	1	0	1	2
Senior manager	1	1	4	2	0	8
Manager	2	4	8	8	1	23
Supervisor	0	2	4	2	0	8
Non-manager	2	9	28	9	2	50
Grand Total	5	16	45	21	4	91

| | Price important | | | | | |
Funding source	No response	Very important	Quite important	Not very important	Not important	Grand Total
Fully funded by savings	4	13	25	12	1	55
Part funded by savings	0	0	2	0	0	2
Grand Total	4	13	27	12	1	57

| | Price important | | | | | |
Funding source	No response	Very important	Quite important	Not very important	Not important	Grand Total
Fully funded b employer	1	1	5	3	2	12
Part funded by employer	0	1	4	1	0	6
Grand Total	1	2	9	4	2	18

Q45: Have you studied anything else at Bishopsgate apart from a language?

Yes	No	Grand Total
15	76	91

Q46: Have you studied with a different language provider since Bishopsgate?

	Recommend			
	Yes	No	No response	Grand Total
Not studied with another provider	81	2	1	84
Studied with another provider	5	1	0	6
No response	1	0	0	1
Grand Total	**87**	**3**	**1**	**91**

Q47: Would you recommend Bishopsgate to your friends or colleagues wishing to study a language?

Count of Recommend	
Recommend	**Total**
Yes	87
No	3
No response	1
Grand Total	**91**

	Recommend			
Good place to learn	**No response**	**Yes**	**No**	**Grand Total**
Strongly agree	0	34	0	34
Agree	1	49	0	50
No opinion	0	4	1	5
Disagree	0	0	1	1
Strongly disagree	0	0	1	1
Grand Total	**1**	**87**	**3**	**91**

Chloe Kane & Associates

19 Burma Road   London   N16 9BH   020 7249 9341   www.chloekane.com