Abstract
This research study intends to find out about the approaches to learning of students enrolled in a vocational training course taught at a distance, and about how these approaches to learning relate to their final achievement and satisfaction. It has been assumed that those students with a deep approach to learning will show better achievement and satisfaction than those with a surface approach. Results show how students enrolled in the type of distance course here studied have, in general, a deep approach to learning, which means that they use study strategies that lead them to a meaningful learning. However, no relation has been found between their approach to learning and their achievement or satisfaction. Anyhow, this work has important implications in course design and in the content and planning of counselling and guidance activities, which in turn have a positive impact on the promotion of meaningful learning and on the quality of the tutor-learner interaction in distance learning.

Keywords
approaches to learning, distance learning, e-learning.